

INTRODUCTION

In Large-scale assessments, achievement levels are achievement standards that give meaning and context for interpreting student performance. For the Florida Standards Alternate Assessment - Datafolio (FSAA-Datafolio) the Florida Department of Education (the Department) developed a set of Achievement Level Policy Definitions that served as the defining descriptions for each achievement level. In addition, content and grade specific Achievement Level Descriptions were developed. The descriptions provide more granular information about student performance and progress toward meeting their goal of increased independence when accessing a specific content area and grade level. The definitions and the descriptions are intended to guide (a) participants during the standard-setting process for the FSAA-Datafolio in July 2017, (b) score interpretation on student reports, and (c) teacher understanding of expectations for the progression of student performance at each achievement level.

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These definitions are consistent across the content areas; however, there is an increasing expectation of demonstrated progress towards independently accessing the standards across the three achievement levels. The definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTIONS, CONTENT GRADE SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement. The FSAA-Datafolio assesses the educational performance and growth of students through a collection of student work across three specific collection periods throughout the year. This assessment is designed to show student progress on a continuum of access toward academic content. The FSAA-Datafolio Achievement Level Descriptions provide performance expectations through demonstration of progress shown towards the Level of Assistance (LOA) Goal that is expected in a particular achievement level. The LOA Goal is set individually for each student for each standard assessed and represents an increase in student independence towards accessing each standard. Based on an individual student's need the teacher may set the LOA goal at one of the following levels: physical assistance, gestural assistance, verbal assistance, model assistance, or independent. The activities developed by the teacher are within the context of the content assessed and for each activity the teacher documents the assistance provided and the student's accuracy. The information in the content specific descriptions is tailored to include the Florida Standards Access Points for English Language Arts (ELA) and mathematics and Next Generation Sunshine State Standards Participatory Level Access Points and progress specific detail within each achievement level. As this Datafolio is based on student progress toward a LOA Goal the content specific information in each achievement level is consistent.

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA)-DATAFOLIO ACHIEVEMENT LEVEL POLICY DEFINITIONS

Level 1	Level 2	Level 3
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA)-DATAFOLIO ACHIEVEMENT LEVEL DESCRIPTIONS - ENGLISH LANGUAGE ARTS (ELA)

Level 1	Level 2	Level 3
<p>Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> • Answer questions related to characters, setting, events, or conflicts • Identify information learned from illustrations and information learned from the words in an informational text • Capitalize words in holidays, product names, geographic names, and appropriate words in a title <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify events, procedures, ideas, or concepts In a historical, scientific, or technical text • Make connections between the text of a story and the visual representations (as described by the teacher), referring back to text/illustrations to support answer 	<p>Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> • Answer questions related to characters, setting, events, or conflicts • Identify information learned from illustrations and information learned from the words in an informational text • Capitalize words in holidays, product names, geographic names, and appropriate words in a title <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify events, procedures, ideas, or concepts In a historical, scientific, or technical text • Make connections between the text of a story and the visual representations (as described by the teacher), referring back to text/illustrations to support answer 	<p>Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> • Answer questions related to characters, setting, events, or conflicts • Identify information learned from illustrations and information learned from the words in an informational text • Capitalize words in holidays, product names, geographic names, and appropriate words in a title <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify events, procedures, ideas, or concepts In a historical, scientific, or technical text • Make connections between the text of a story and the visual representations (as described by the teacher), referring back to text/illustrations to support answer • Develop the topic (add additional information related to the topic) with relevant facts, definitions,

<ul style="list-style-type: none"> Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic <p><u>Grade 5, FS-APs:</u></p> <ul style="list-style-type: none"> Summarize a portion of text, such as a paragraph or a chapter Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area Summarize the text or a portion of the text read, read aloud, or presented in diverse media <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> Identify key individuals, events, or ideas in a text Find the precise meaning of a word Compare texts from different genres that have a similar theme or address the same topic <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the overall meaning of grade-appropriate words or phrases Spell words correctly in writing <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> Provide/create an objective summary of a text 	<ul style="list-style-type: none"> Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic <p><u>Grade 5, FS-APs:</u></p> <ul style="list-style-type: none"> Summarize a portion of text, such as a paragraph or a chapter Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area Summarize the text or a portion of the text read, read aloud, or presented in diverse media <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> Identify key individuals, events, or ideas in a text Find the precise meaning of a word Compare texts from different genres that have a similar theme or address the same topic <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the overall meaning of grade-appropriate words or phrases Spell words correctly in writing <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> Provide/create an objective summary of a text 	<p>concrete details, quotations, or other information and examples related to the topic</p> <p><u>Grade 5, FS-APs:</u></p> <ul style="list-style-type: none"> Summarize a portion of text, such as a paragraph or a chapter Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area Summarize the text or a portion of the text read, read aloud, or presented in diverse media <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> Identify key individuals, events, or ideas in a text Find the precise meaning of a word Compare texts from different genres that have a similar theme or address the same topic <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the overall meaning of grade-appropriate words or phrases Spell words correctly in writing <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> Provide/create an objective summary of a text Use the relationship between particular words to better understand each of the words Create an organizational structure in which ideas are logically grouped to support the writer's claim <p><u>Grade 9, FS-APs:</u></p>
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<ul style="list-style-type: none"> • Use the relationship between particular words to better understand each of the words • Create an organizational structure in which ideas are logically grouped to support the writer's claim <p><u>Grade 9, FS-APs:</u></p> <ul style="list-style-type: none"> • Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text • Find the precise meaning of a word • Identify claims and arguments made by the author <p><u>Grade 10, FS-APs:</u></p> <ul style="list-style-type: none"> • Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme • Verify the prediction of the meaning of a new word or phrase • Compare and contrast various accounts of a subject in two or more mediums 	<ul style="list-style-type: none"> • Use the relationship between particular words to better understand each of the words • Create an organizational structure in which ideas are logically grouped to support the writer's claim <p><u>Grade 9, FS-APs:</u></p> <ul style="list-style-type: none"> • Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text • Find the precise meaning of a word • Identify claims and arguments made by the author <p><u>Grade 10, FS-APs:</u></p> <ul style="list-style-type: none"> • Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme • Verify the prediction of the meaning of a new word or phrase • Compare and contrast various accounts of a subject in two or more mediums 	<ul style="list-style-type: none"> • Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text • Find the precise meaning of a word • Identify claims and arguments made by the author <p><u>Grade 10, FS-APs:</u></p> <ul style="list-style-type: none"> • Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme • Verify the prediction of the meaning of a new word or phrase • Compare and contrast various accounts of a subject in two or more mediums
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FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA)-DATAFOLIO ACHIEVEMENT LEVEL POLICY DEFINITIONS

Level 1	Level 2	Level 3
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA)-DATAFOLIO ACHIEVEMENT LEVEL DESCRIPTIONS - MATHEMATICS

Level 1	Level 2	Level 3
<p>Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> Solve and check one-step word problems using the four operations within 100 Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths Identify different examples of quadrilaterals <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> Generate a pattern when given a rule Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$) Identify and sort objects based on parallelism, perpendicularity, and angle type <p><u>Grade 5, FS-APs:</u></p>	<p>Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> Solve and check one-step word problems using the four operations within 100 Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths Identify different examples of quadrilaterals <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> Generate a pattern when given a rule Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$) Identify and sort objects based on parallelism, perpendicularity, and angle type <p><u>Grade 5, FS-APs:</u></p> <ul style="list-style-type: none"> Multiply a fraction by a whole or mixed number using visual fraction models 	<p>Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> Solve and check one-step word problems using the four operations within 100 Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths Identify different examples of quadrilaterals <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> Generate a pattern when given a rule Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$) Identify and sort objects based on parallelism, perpendicularity, and angle type <p><u>Grade 5, FS-APs:</u></p> <ul style="list-style-type: none"> Multiply a fraction by a whole or mixed number using visual fraction models Write a simple expression for a calculation

<ul style="list-style-type: none"> • Multiply a fraction by a whole or mixed number using visual fraction models • Write a simple expression for a calculation • Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> • Evaluate whether sides of an equation are equal using models • Find the area of quadrilaterals using models • Find the range of a given data set <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> • Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions, and decimals) • Add the area of each face of a prism to find the surface area of three-dimensional objects • Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a two-step simulation of compound events (using two coins and/or two dice) <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify graphed functions as linear or not linear • Compare area and volume of similar figures • Analyze displays of bivariate data to develop or select appropriate claims about those data <p><u>Algebra 1, FS-APs:</u></p> <ul style="list-style-type: none"> • Describe a distribution using center and spread 	<ul style="list-style-type: none"> • Write a simple expression for a calculation • Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> • Evaluate whether sides of an equation are equal using models • Find the area of quadrilaterals using models • Find the range of a given data set <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> • Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions, and decimals) • Add the area of each face of a prism to find the surface area of three-dimensional objects • Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a two-step simulation of compound events (using two coins and/or two dice) <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify graphed functions as linear or not linear • Compare area and volume of similar figures • Analyze displays of bivariate data to develop or select appropriate claims about those data <p><u>Algebra 1, FS-APs:</u></p> <ul style="list-style-type: none"> • Describe a distribution using center and spread • Graph equations in two or more variables on coordinate axes with labels and scales 	<ul style="list-style-type: none"> • Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> • Evaluate whether sides of an equation are equal using models • Find the area of quadrilaterals using models • Find the range of a given data set <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> • Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions, and decimals) • Add the area of each face of a prism to find the surface area of three-dimensional objects • Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a two-step simulation of compound events (using two coins and/or two dice) <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify graphed functions as linear or not linear • Compare area and volume of similar figures • Analyze displays of bivariate data to develop or select appropriate claims about those data <p><u>Algebra 1, FS-APs:</u></p> <ul style="list-style-type: none"> • Describe a distribution using center and spread • Graph equations in two or more variables on coordinate axes with labels and scales • Describe the rate of change of a function using words <p><u>Geometry, FS-APs:</u></p> <ul style="list-style-type: none"> • Determine if two figures are similar
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<ul style="list-style-type: none"> • Graph equations in two or more variables on coordinate axes with labels and scales • Describe the rate of change of a function using words <p><u>Geometry, FS-APs:</u></p> <ul style="list-style-type: none"> • Determine if two figures are similar • Identify shapes created by cross sections of two-dimensional and three-dimensional figures • Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed 	<ul style="list-style-type: none"> • Describe the rate of change of a function using words <p><u>Geometry, FS-APs:</u></p> <ul style="list-style-type: none"> • Determine if two figures are similar • Identify shapes created by cross sections of two-dimensional and three-dimensional figures • Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed 	<ul style="list-style-type: none"> • Identify shapes created by cross sections of two-dimensional and three-dimensional figures • Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed
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FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA)-DATAFOLIO ACHIEVEMENT LEVEL POLICY DEFINITIONS

Level 1	Level 2	Level 3
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSSS-APs).

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA)-DATAFOLIO ACHIEVEMENT LEVEL DESCRIPTIONS - SCIENCE

Level 1	Level 2	Level 3
<p>Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 5, NGSSS-APs:</u></p> <ul style="list-style-type: none"> Recognize that people use observation and actions to get answers to questions about the natural world Identify one source of sound, heat, or light that uses electricity Recognize body parts related to movement and the five senses <p><u>Grade 8, NGSSS -APs:</u></p> <ul style="list-style-type: none"> Recognize a way science is used in the community Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold) 	<p>Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 5, NGSSS-APs:</u></p> <ul style="list-style-type: none"> Recognize that people use observation and actions to get answers to questions about the natural world Identify one source of sound, heat, or light that uses electricity Recognize body parts related to movement and the five senses <p><u>Grade 8, NGSSS -APs:</u></p> <ul style="list-style-type: none"> Recognize a way science is used in the community Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold) Recognize that plants need water and light to grow 	<p>Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 5, NGSSS-APs:</u></p> <ul style="list-style-type: none"> Recognize that people use observation and actions to get answers to questions about the natural world Identify one source of sound, heat, or light that uses electricity Recognize body parts related to movement and the five senses <p><u>Grade 8, NGSSS -APs:</u></p> <ul style="list-style-type: none"> Recognize a way science is used in the community Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold) Recognize that plants need water and light to grow <p><u>Biology 1, NGSSS -APs:</u></p>

<ul style="list-style-type: none">• Recognize that plants need water and light to grow <p><u>Biology 1, NGSSS -APs:</u></p> <ul style="list-style-type: none">• Match parts of common living things to their functions• Sort common living things into plant and animal kingdoms	<p><u>Biology 1, NGSSS -APs:</u></p> <ul style="list-style-type: none">• Match parts of common living things to their functions• Sort common living things into plant and animal kingdoms	<ul style="list-style-type: none">• Match parts of common living things to their functions• Sort common living things into plant and animal kingdoms
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FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA)-DATAFOLIO ACHIEVEMENT LEVEL POLICY DEFINITIONS

Level 1	Level 2	Level 3
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSSS-APs).

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA)-DATAFOLIO ACHIEVEMENT LEVEL DESCRIPTIONS - SOCIAL STUDIES

Level 1	Level 2	Level 3
<p>Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Civics, NGSSS-APs:</u></p> <ul style="list-style-type: none"> Recognize that the government has different parts Recognize an obligation of citizens, such as obeying laws Recognize that local, state, and federal governments provide services <p><u>US History, NGSSS -APs:</u></p> <ul style="list-style-type: none"> Recognize characteristics of life during the Civil War Recognize that groups may fear people who are different Recognize a social or economic concern of people 	<p>Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Civics, NGSSS-APs:</u></p> <ul style="list-style-type: none"> Recognize that the government has different parts Recognize an obligation of citizens, such as obeying laws Recognize that local, state, and federal governments provide services <p><u>US History, NGSSS -APs:</u></p> <ul style="list-style-type: none"> Recognize characteristics of life during the Civil War Recognize that groups may fear people who are different Recognize a social or economic concern of people 	<p>Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Civics, NGSSS-APs:</u></p> <ul style="list-style-type: none"> Recognize that the government has different parts Recognize an obligation of citizens, such as obeying laws Recognize that local, state, and federal governments provide services <p><u>US History, NGSSS -APs:</u></p> <ul style="list-style-type: none"> Recognize characteristics of life during the Civil War Recognize that groups may fear people who are different Recognize a social or economic concern of people