



**Civics End-of-Course Assessment
Achievement Level Descriptions**

Civics EOC Assessment Reporting Category — Origins and Purposes of Law and Government

Students performing at the mastery level of this reporting category will be able to identify sources and types of law and how the rule of law influenced American legal, political, and governmental systems; recognize the historical perspective upon which the Founders built the Constitutional Framework; how conflicts with Britain during the colonial period gave rise to the Declaration of Independence with its concept of natural law and natural rights as well as limited government; why the Articles of Confederation ultimately failed; how the corrective measures from that failure were embodied in the U.S. Constitution and reinforced by limiting the powers of government through checks and balances and separation of powers; and how the ratification debate centered around the ideas of Federalism vs. Anti-Federalism.

Achievement Level	Achievement Level Descriptions
<p align="center">Level 5</p>	<p><u>Students will consistently be able to</u></p> <ul style="list-style-type: none"> • evaluate the influence of European Enlightenment thinkers on the development of the founding documents of the United States; • evaluate the development of the American system of government through an understanding of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine’s <i>Common Sense</i>; • analyze the causal relationships between British policies and colonial grievances in the development of the Declaration of Independence; • assess the relationship between Enlightenment concepts and the complaints lodged in the Declaration of Independence—including natural rights and the role of government; • analyze the specific strengths and weaknesses of the government under the Articles of Confederation, how the weaknesses led to the writing of the Constitution, and how the Constitution remedied those weaknesses; • apply the goals listed within the Preamble to the United States Constitution to the role and actions of government; • apply separation of powers and checks and balances to the concept of limited government; • analyze the Federalists’ and Anti-Federalists’ arguments regarding the ratification of the Constitution and analyze their positions on the need for a bill of rights; • assess the impact of the rule of law on American political and governmental institutions; and • distinguish sources and types of law.

Achievement Level	Achievement Level Descriptions
<p style="text-align: center;">Level 4</p>	<p><u>Students will usually be able to</u></p> <ul style="list-style-type: none"> • analyze the new concepts that came out of the European Enlightenment and how they affected the development of the United States during the writing of the founding documents; • summarize the development of the American system of government through an understanding of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine’s <i>Common Sense</i>; • compare the dichotomy of thinking between British policies and colonists’ perceptions regarding British abuse of power in violation of their basic rights; • evaluate the relationship between Enlightenment concepts and the complaints lodged in the Declaration of Independence; • demonstrate how the specific weaknesses of the government under the Articles of Confederation led to the writing of the Constitution and how the Constitution remedied those weaknesses; • interpret the goals listed within the Preamble to the United States Constitution; • distinguish between the concepts of separation of powers and checks and balances and evaluate how they limit the power of government; • compare the Federalists’ and Anti-Federalists’ arguments regarding the ratification of the Constitution and analyze their positions on the need for a bill of rights; • apply the concept of the rule of law and give examples of its influence or absence in the development of American legal, political, and governmental institutions; and • compare sources and types of law.
<p style="text-align: center;">Level 3</p>	<p><u>Students will generally be able to</u></p> <ul style="list-style-type: none"> • examine the new concepts that came out of the European Enlightenment and how they affected the development of the United States during the writing of the founding documents; • trace the development of the American system of government through an understanding of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine’s <i>Common Sense</i>; • relate how the division that occurred in the American colonies was brought about as a result of British colonial policies and the colonists’ perception regarding British abuse of power; • examine the relationship between Enlightenment concepts and the complaints lodged in the Declaration of Independence; • explain how the weaknesses inherent in the Articles of Confederation led to the writing of the Constitution; • explain the goals listed within the Preamble to the United States Constitution; • describe how the separation of powers and checks and balances limits federal power; • classify the Federalists’ and Anti-Federalists’ arguments regarding the ratification of the Constitution and identify their positions on the need for a bill of rights; • define the concept of the rule of law and give examples of its influence in the development of American legal, political, and governmental institutions; and • identify sources and types of law.

Achievement Level	Achievement Level Descriptions
<p style="text-align: center;">Level 2</p>	<p><u>Students may be able to demonstrate limited ability to</u></p> <ul style="list-style-type: none"> • identify the new concepts that came out of the European Enlightenment and how they affected the development of the United States during the writing of the founding documents; • recognize a correlation between the thinking embodied in the European Enlightenment and the documents upon which this nation was founded; • identify the important ideas in the Magna Carta, the English Bill of Rights , the Mayflower Compact, and Thomas Paine’s <i>Common Sense</i>; • examine the conflicts between Great Britain and the American colonies that resulted in a Declaration of Independence; • identify the Enlightenment ideas; • identify the weaknesses of the government under the Articles of Confederation; • recognize the purpose of government as expressed in the Preamble to the United States Constitution; • define separation of powers and checks and balances; • identify some arguments between the Federalists and Anti-Federalists regarding the ratification of the Constitution; • identify the concept of the rule of law; and • define sources and types of law.
<p style="text-align: center;">Level 1</p>	<p>Performance at this level indicates an inadequate degree of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> for social studies.</p>

Civics EOC Assessment Reporting Category — Roles, Rights, and Responsibilities of Citizens

Students performing at the mastery level of this reporting category will be able to define the concepts of citizen and citizenship as well as identify corresponding obligations, rights, and responsibilities; recognize the importance of service learning in the development of an engaged citizen; explain how the Constitution safeguards individual rights and limits the powers of government; analyze constitutional rights and their impact on individuals and society; evaluate the impact of relevant constitutional amendments on the participation of minority groups in the political process; and understand the significance and outcomes of landmark Supreme Court cases.

Achievement Level	Achievement Level Descriptions
<p align="center">Level 5</p>	<p><u>Students will consistently be able to</u></p> <ul style="list-style-type: none"> • interpret and analyze the outcomes of being an engaged citizen on the individual and society; • evaluate the impact of citizens who fulfill obligations and responsibilities of U.S. citizenship; • evaluate and interpret how society’s view of the guarantees in the Bill of Rights and other amendments has changed over time; • evaluate the Constitutional safeguards and limitations of individual rights; • compare and evaluate how the economic, social, and political systems are shaped and influenced by the involvement of individuals; • analyze the relationship between the civil rights amendments and social movements and Congressional legislation to enforce these protections for minority groups in the American political process; and • analyze and evaluate specific case studies related to landmark Supreme Court cases.
<p align="center">Level 4</p>	<p><u>Students will usually be able to</u></p> <ul style="list-style-type: none"> • evaluate the implications of being a “citizen” as defined in the Constitution and explain the naturalization process; • analyze the obligations and responsibilities of U.S. citizenship; • differentiate examples and non-examples of constitutional protections in the Bill of Rights and other amendments; • compare and contrast how the Constitution safeguards and limits individual rights; • evaluate how the exercise of constitutional rights by individuals and groups impacts society; • analyze scenarios related to the constitutional amendments specifically protecting the participation of minority groups in the American political process; and • assess the significance and outcomes of landmark Supreme Court cases.

Achievement Level	Achievement Level Descriptions
<p style="text-align: center;">Level 3</p>	<p><u>Students will generally be able to</u></p> <ul style="list-style-type: none"> • describe the constitutional term “citizen” and explain the legal means of becoming a U.S. citizen; • differentiate between obligations and responsibilities of U.S. citizenship; • identify constitutional protections in the Bill of Rights and other amendments; • distinguish how the Constitution safeguards and limits individual rights; • identify constitutional rights and their impact on individuals and society; • identify the impact of those amendments specifically protecting participation of minority groups in the American political process; and • identify the significance and outcomes of landmark Supreme Court cases.
<p style="text-align: center;">Level 2</p>	<p><u>Students may be able to demonstrate limited ability to</u></p> <ul style="list-style-type: none"> • define the constitutional term “citizen” and identify legal means of becoming a U.S. citizen; • identify obligations and responsibilities of U.S. citizenship; • recognize constitutional protections in the Bill of Rights and other amendments; • identify the safeguards and limits on individual rights; • identify constitutional rights; • recognize those amendments specifically protecting the rights of minority groups in the American political process; and • identify landmark Supreme Court cases.
<p style="text-align: center;">Level 1</p>	<p>Performance at this level indicates an inadequate degree of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> for social studies.</p>

Civics EOC Assessment Reporting Category — Government Policies and Political Processes

Students performing at the mastery level of this reporting category will be able to identify current political parties and their ideas about government, examine the impact of interest groups, evaluate candidates for political office, analyze media and political communications, recognize and articulate multiple perspectives on current public policy issues, identify appropriate government agencies for resolving problems and determining a course of action, comprehend and differentiate concepts related to U.S. domestic and foreign policy, recognize government and citizen participation in international organizations, and describe how the United States has dealt with international conflicts.

Achievement Level	Achievement Level Description
<p align="center">Level 5</p>	<p><u>Students will consistently be able to</u></p> <ul style="list-style-type: none"> • compare current political parties in the United States and how their ideas about government affect society; • evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads; • analyze the effect of a mock election and the voting process on a school, a community, or a local level; • evaluate the impact of media, individuals, and interest groups on monitoring and influencing government; • evaluate the effect of bias, symbolism, and propaganda within media and political communications; • predict the outcome of a well-developed plan for resolving a public policy problem; • evaluate and synthesize various perspectives on current public policy issues; • evaluate the dynamics of U.S. domestic and foreign policy; • assess the ways that government and individuals may support international organizations; and • evaluate the effects of U.S. methods and decisions to deal with international conflicts.
<p align="center">Level 4</p>	<p><u>Students will usually be able to</u></p> <ul style="list-style-type: none"> • evaluate current political parties in the United States and their ideas about government; • compare and contrast candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads; • analyze the relationship between a mock election and the voting process; • interpret and explain the impact of media, individuals, and interest groups on monitoring and influencing government; • analyze bias, symbolism, and propaganda within media and political communications; • compare and contrast different public policy alternatives for resolving problems and determining a course of action; • analyze examples of different perspectives on current public policy issues; • analyze the domestic and international implications of U.S. domestic and foreign policy; • compare and contrast the ways that government and individuals may support international organizations; and • evaluate examples used by the United States to deal with international conflicts.

Achievement Level	Achievement Level Description
<p style="text-align: center;">Level 3</p>	<p><u>Students will generally be able to</u></p> <ul style="list-style-type: none"> • identify current political parties in the United States and illustrate their ideas about government; • examine candidates for political office by identifying their qualifications, experience, issue-based platforms, debates, and political ads; • understand the voting process; • describe the impact of media, individuals, and interest groups on monitoring and influencing government; • define bias, symbolism, and propaganda within media and political communications; • identify appropriate government agencies for resolving problems and determining a course of action; • examine multiple perspectives on current public policy issues; • identify issues that relate to U.S. domestic and foreign policy; • describe the ways that government and individuals may support international organizations; and • identify the different methods used by the United States to deal with international conflicts.
<p style="text-align: center;">Level 2</p>	<p><u>Students may be able to demonstrate limited ability to</u></p> <ul style="list-style-type: none"> • recognize current political parties in the United States and their ideas about government; • identify candidates for political office and their qualifications, experience, issue-based platforms, debates, and political ads; • describe the voting process; • identify the impact of media, individuals, and interest groups on monitoring and influencing government; • recognize bias, symbolism, and propaganda within media and political communications; • list appropriate government agencies for resolving problems and determining a course of action; • recognize multiple perspectives on current public policy issues; • list issues that relate to U.S. domestic and foreign policy; • identify the ways that government and individuals may support international organizations; and • list some methods used by the United States to deal with international conflicts.
<p style="text-align: center;">Level 1</p>	<p>Performance at this level indicates an inadequate degree of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> for social studies.</p>

Civics EOC Assessment Reporting Category — Organization and Function of Government

Students performing at the mastery level of this reporting category will be able to compare the different forms and systems of government, illustrate the structure, functions, and processes of the three branches of the federal government, recognize the division of powers between the federal and state governments and the obligations and services inherent in each, articulate the constitutional amendment process, diagram the levels, functions, and powers of courts at the state and federal levels, and compare the constitutions of the United States and Florida.

Achievement Level	Achievement Level Descriptions
<p align="center">Level 5</p>	<p><u>Students will consistently be able to</u></p> <ul style="list-style-type: none"> • apply an understanding of different forms of government (e.g., direct democracy, representative democracy); • analyze the organizational structures of systems of government (e.g., parliamentary, federal, confederal); • compare the structure and function of the three branches of government in the United States as established in the Constitution; • analyze the powers of the federal and state governments under the federal system; • apply the constitutional amendment process to government and public policy; • distinguish the structure, functions, and processes of the legislative, executive, and judicial branches; • analyze the lawmaking process at the local, state, and federal levels; • analyze the levels, functions, powers, and jurisdictions of courts at the state and federal levels; • analyze the trial and appellate process, including the role of juries in the administration of justice; • apply U.S. and Florida constitutional principles to government and public policy; and • evaluate the powers, obligations, and services of local, state, and federal levels of government.
<p align="center">Level 4</p>	<p><u>Students will usually be able to</u></p> <ul style="list-style-type: none"> • analyze different forms of government (e.g., direct democracy, representative democracy); • compare the organizational structures of systems of government (e.g., parliamentary, federal, confederal); • classify the three branches of government in the United States according to their structures and functions; • compare the powers of the federal and state governments under the federal system; • analyze the constitutional amendment process; • compare the structure, functions, and processes of the legislative, executive, and judicial branches; • compare the lawmaking process at the local, state, and federal levels; • compare the levels, functions, and powers of courts at the state and federal levels; • compare the trial and appellate process, including the role of juries in the administration of justice; • analyze the constitutions of the United States and Florida; and • compare local, state, and federal governments’ powers, obligations, and services.

Achievement Level	Achievement Level Descriptions
<p style="text-align: center;">Level 3</p>	<p><u>Students will generally be able to</u></p> <ul style="list-style-type: none"> • identify different forms of government (e.g., direct democracy, representative democracy); • identify systems of government (e.g., parliamentary, federal, confederal); • describe the three branches of government in the United States according to their structure and function; • categorize the powers of the federal and state governments; • recognize the constitutional amendment process; • identify the structure, functions, and processes of the legislative, executive, and judicial branches; • explain the lawmaking process at the local, state, and federal levels; • identify the levels, functions, and powers of courts at the state and federal levels; • explain the trial and appellate process, including the role of juries in the administration of justice; • compare the constitutions of the United States and Florida; and • classify local, state, and federal governments' powers, obligations, and services.
<p style="text-align: center;">Level 2</p>	<p><u>Students may be able to demonstrate limited ability to</u></p> <ul style="list-style-type: none"> • list different forms of government (e.g., direct democracy, representative democracy); • list some systems of government (e.g., parliamentary, federal, confederal); • identify the structure and functions (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States; • identify the powers of the federal and state governments; • define constitutional amendment; • recall the structure and functions of the legislative, executive, and judicial branches; • identify the lawmaking process; • identify the local, state, and federal levels of government; • identify the levels of courts at the state and federal levels; • recognize the trial process in the administration of justice; • identify the constitutions of the United States and Florida; and • identify services provided by the government at the local, state, and federal levels.
<p style="text-align: center;">Level 1</p>	<p>Performance at this level indicates an inadequate degree of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> for social studies.</p>