

Civics

End-of-Course Assessment

Test Item Specifications

**INTENDED FOR TEST ITEM WRITERS AND REVIEWERS
FOR FLORIDA'S STATEWIDE ASSESSMENTS.
NOT FOR INSTRUCTIONAL USE.**



TABLE OF CONTENTS

3	Introduction Origin and Purpose of the <i>Specifications</i> Scope of this Document Overall Considerations
5	Criteria for Civics End-of-Course Assessment Test Items Use of Stimulus Attributes Item Style and Format Scope of Test Items Guidelines for Item Writers
9	Item Difficulty and Cognitive Complexity of Civics End-of-Course Assessment Test Items Item Difficulty Cognitive Complexity Universal Design
16	Review Procedures for Civics End-of-Course Assessment Test Items Review for Potential Bias and Community Sensitivity Review of Test Items
17	Guide to the Individual Benchmark Specifications Benchmark Classification System Definitions of Benchmark Specifications
19	Individual Benchmark Specifications for Civics End-of-Course Assessment
A–1	Appendix A: Directions for Item Review and Civics End-of-Course Assessment Item Rating Form
B–1	Appendix B: Content Assessed by Civics End-of-Course Assessment
C–1	Appendix C: Civics Item Writer Glossary
D–1	Appendix D: Civics End-of-Course Assessment Test Design Summary

INTRODUCTION

In December 2008, the Florida State Board of Education (SBE) adopted the Next Generation Sunshine State Standards (NGSSS) for Social Studies. The 2010 Florida Legislature authorized the Florida end-of-course (EOC) assessments. The grade 7 Civics and Government strand of the NGSSS was used to develop the initial Civics End-of-Course (EOC) Assessment. In July 2021, the SBE adopted new state academic standards for Civics and Government (CG). Beginning with the spring 2024 administration, these standards will be assessed by the Civics EOC assessment.

The state academic standards are subdivided into benchmarks that identify what a student should know and be able to do following completion of a middle school Civics course. This document, *Civics End-of-Course Assessment Test Item Specifications (Specifications)*, provides details about the portion of the standards-based assessment designed to assess Civics and Government and includes information about the benchmarks, the stimulus types, and the test items.

The Civics EOC Assessment measures achievement of Florida students enrolled in Civics courses by assessing student progress on benchmarks from the state academic standards that are assigned to Civics course descriptions.

Origin and Purpose of the Specifications

The Florida Department of Education (FDOE) and committees of experienced Florida educators developed and approved the *Specifications*. The *Specifications* is a resource that defines the content and format of the test and test items for item writers and reviewers. The *Specifications* indicate the alignment of test items with the state academic standards.

Scope of this Document

The *Specifications* for the Civics EOC Assessment provide guidelines for the development of all test items used in the assessment.

The Overall Considerations section in this Introduction provides an explanation of the Civics concepts and elements assessed by the test. The Criteria for Civics EOC Assessment Test Items section explains the general guidelines for selection and development of multiple-choice items. The Item Difficulty and Cognitive Complexity of Civics EOC Assessment Test Items section addresses cognitive-complexity levels as well as item difficulty and universal design. The Review Procedures for the Civics EOC Assessment Test Items section covers the review processes used to ensure the quality of the stimuli and test items. The Individual Benchmark Specifications section contains specific information about each benchmark. This section provides assessment limits, stimulus attributes, content focus descriptions, and a sample item for each benchmark.

Overall Considerations

This section of the *Specifications* describes the guidelines that apply to all test items developed for the Civics EOC Assessment.

Overall considerations are broad item-development issues that should be addressed during item development. Sections of Criteria for Civics End-of-Course Assessment Items relate more specifically to one aspect of the development (e.g., assessment limits or stimulus attributes).

1. Most test items should be written to measure primarily one benchmark; however, other benchmarks may also be reflected in the item context.
2. Some benchmarks are combined for assessment; the individual specification indicates which benchmarks are combined.
3. Test items should be appropriate for students in terms of course content experience and difficulty, cognitive development, and reading level.
4. Test items should be written to match a variety of cognitive levels. Each benchmark should be assessed by items of varying cognitive complexity.
5. The reading level of the test items should be grade 7, except for specifically assessed Civics terms or concepts.
6. Test items should assess the application of the concept rather than the memorization of Civics dates, names, facts, laws, or theories unless otherwise noted in the Individual Benchmark Specifications section.
7. Test items will not require the student to define terms but to understand terms used in context.
8. Test items will not require the student to create a chart, table, or graph.
9. Each test item should be written clearly and unambiguously to elicit the desired response.
10. Test items should not be designed to create disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.
11. The item context should be designed to interest middle school students.
12. All test items should be placed in a real-world context unless otherwise noted in the Individual Benchmark Specifications section. The context should lead the student cognitively to the question. Every effort should be made to keep the test items as concise as possible without losing cognitive flow or missing the overall idea or concept.
13. The item content should be timely and not likely to become dated too quickly.

CRITERIA FOR CIVICS END-OF-COURSE ASSESSMENT TEST ITEMS

All Civics EOC Assessment test items are in multiple-choice (MC) format. The general specifications on pages 5 through 8 cover the following criteria for the Civics EOC Assessment:

- Use of Stimulus Attributes
- Item Style and Format
- Scope of Test Items
- Guidelines for Item Writers

Use of Stimulus Attributes

Stimulus attributes are used to provide both necessary and supplemental information. Most stimulus attributes contain information that is necessary for answering the question, while other stimulus attributes illustrate or support the context of the question. Items may include charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli, unless otherwise noted in the Individual Benchmark Specifications section.

Item Style and Format

This section presents stylistic guidelines and formatting directions that should be followed while developing test items.

General Guidelines

1. The Civics EOC Assessment is a computer-based assessment. All items written for this assessment should be designed and written primarily for use with a computer-based test.
2. Test items should be clear and concise, and they should use vocabulary and sentence structure appropriate for grade 7.
3. Civics and/or Social Studies concepts should be appropriate to the content covered in the Civics Course Descriptions.
4. Test items should have only one correct answer. The words **most likely** or **best** should be used sparingly.
5. The final sentence of all item stems must be expressed as a question.
6. Stimulus attributes in test items should be clearly labeled and contain all information necessary for a student with benchmark mastery to answer the test item correctly.
7. Test item questions using the word **not** should emphasize the word **not** using all uppercase letters (e.g., “Which of the following is NOT an example of . . .”). The word **not** should be used sparingly.

Multiple-Choice (MC) Items

1. MC items should take approximately one minute per item to answer.
2. MC items are worth one point each.
3. MC items should have four answer options (A, B, C, D).
4. During item development and review, the correct response should be identified and the distractor rationales (incorrect answer options) should be included.
5. In most cases, answer options should be arranged vertically beneath the item stem.
6. If the answer options for an item are strictly numerical, they should be arranged in ascending or descending order, with the place values of digits aligned. When the item requires the identification of a choice from the item stem, table, chart, or illustration, the options should be arranged as they are presented in the item stem.
7. Answer options should be arranged by the logic presented in the test item, by alphabetical order, or by length. Options may also be ordered in reverse alphabetical order or from longest to shortest. Options that are one word in length should be in alphabetical or reverse alphabetical order.
8. Each distractor should be a plausible answer for someone who does not know the correct answer.
9. Whenever possible, distractors should include common Civics misconceptions or represent conceptual or factual errors commonly made by students who have not mastered the assessed concepts.
10. All distractors should be written in a style appropriate to the question asked. For example, a how question should have distractors that describe a process and a why question should have distractors that explain a reason.
11. Paired comparison structure of options should be avoided.
12. Options should have parallel structure whenever possible. Test items should not have an outlier (e.g., an option that is significantly longer than or different from the other options).
13. Test items should not be clued or answered by information in the stem or other options.
14. Options such as *none of the above*, *all of the above*, *not here*, *not enough information*, or *cannot be determined* should not be used as distractors or distractor rationales.
15. If an option is a single word or a phrase, the option should start with a lowercase letter. If an option is a sentence, the sentence should be conventionally capitalized and punctuated. Options that are imperatives should be treated as sentences.

Scope of Test Items

The scope of Civics EOC Assessment test items is presented in Appendix B. The benchmarks serve as the objectives to which the test items are written. There may be additional guidelines or restrictions located in the Individual Benchmark Specifications section.

This document also contains remarks and examples under various benchmarks giving content that potentially could be assessed. The remarks can also be used to focus test items on specific subjects covered by the benchmark. The remarks and additional examples can be found by searching for specific benchmark numbers in the state academic standards.

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Guidelines for Item Writers

Civics item writers must have a comprehensive knowledge of the assessed Civics curriculum and a strong understanding of the concepts. Item writers should know and consistently apply the guidelines established in the Specifications as well as contribute to the goal of developing test content that allows students to perform at their best. Item writers are also expected to use their best judgment in writing items that measure the state academic standards for Civics and Government without introducing extraneous elements that reflect bias for or against a group of students.

Item writers for the Civics EOC Assessment must submit items in a particular format and must include the following information about each item. Because items are rated by committees of Florida educators following submission to the FDOE, familiarity with the directions for rating items (found in Appendix A) will prove useful to all item writers.

Format	Item writers must submit test items in the agreed-upon template. All appropriate sections of the template should be completed before the items are submitted.
Sources	Item writers are expected to provide sources for all verifiable information included in the test item. Acceptable sources include scholarly studies and/or internet sites maintained by reputable organizations such as government agencies, universities, or research centers.
Correct Response	Item writers must supply the correct response. Each distractor should be a believable answer for someone who does not know the correct answer. Rationales must include explanations for these errors.
Submission of Items	When submitting items, item writers must balance several factors. Item submissions should <ul style="list-style-type: none">• include items of varying difficulty;• include items of varying cognitive complexity;• include items from varying content foci;• include the content source(s) for the item;• have a balance in location of the correct answer within benchmarks; and• be contemporaneously and historically accurate.

ITEM DIFFICULTY AND COGNITIVE COMPLEXITY OF CIVICS END-OF-COURSE ASSESSMENT TEST ITEMS

Educational standards and assessments are aligned based on the category of content covered and also on the complexity of knowledge required. The Civics EOC Assessment items, while assessing Florida’s state academic standards, must also reflect this goal and standard. It is important to develop items that elicit student responses that demonstrate the complexity of knowledge and skills required to meet these objectives. The degree of challenge of test items is currently categorized in two ways: item difficulty and cognitive complexity.

Item Difficulty

- | | |
|--------------------|--|
| Easy | More than 70 percent of the students are likely to respond correctly. |
| Average | Between 40 percent and 70 percent of the students are likely to respond correctly. |
| Challenging | Fewer than 40 percent of the students are likely to respond correctly. |

After a test item appears on a test, item difficulty refers to the actual percentage of students who chose the correct answer.

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Cognitive Complexity

Cognitive complexity refers to the cognitive demand associated with an item. The cognitive classification system implemented by FDOE is based upon Dr. Norman L. Webb’s Depth of Knowledge (DOK) levels.¹ The rationale for classifying a test item by its DOK level of complexity focuses on the expectations made of the test item, not on the ability of the student. When classifying a test item’s demands on thinking (i.e., what the test item requires the student to recall, understand, analyze, and do), it is assumed that the student is familiar with the basic concepts of the task. Test items are chosen for the EOC assessment based on the state academic standards and on their grade-level appropriateness, but the complexity of the test items remains independent of the particular curriculum a student has experienced. On any given assessment, the cognitive complexity of a multiple-choice item may be affected by the distractors. The cognitive complexity of a test item depends on the grade level of the assessment; a test item that has a high level of cognitive complexity at one grade may not be as complex at a higher grade.

The categories—low complexity, moderate complexity, and high complexity—form an ordered description of the demands an item may make on a student. For example, low-complexity test items may require a student to solve a one-step problem. Moderate-complexity test items may require multiple steps. High-complexity test items may require a student to analyze and synthesize information. The distinctions made in item complexity ensure that items will assess the depth of student knowledge at each benchmark. The intent of the item writer weighs heavily in determining the complexity of a test item. At the end of this section, three middle school Civics items illustrate how a single concept may be assessed by test items with increasing cognitive complexity.

The pages that follow illustrate some of the varying demands that test items might make at each complexity level for the Civics EOC Assessment. Note that test items may fit one or more descriptions. In most instances, these test items are classified in the highest level of complexity demanded by the test item. Caution must be used in referring to the table of descriptors that is provided for each cognitive-complexity level. This table is provided for ease of reference, but the ultimate determination of item complexity should be made considering the overall cognitive demand placed on a student. Another table provides the breakdown of the percentage of points by cognitive-complexity level.

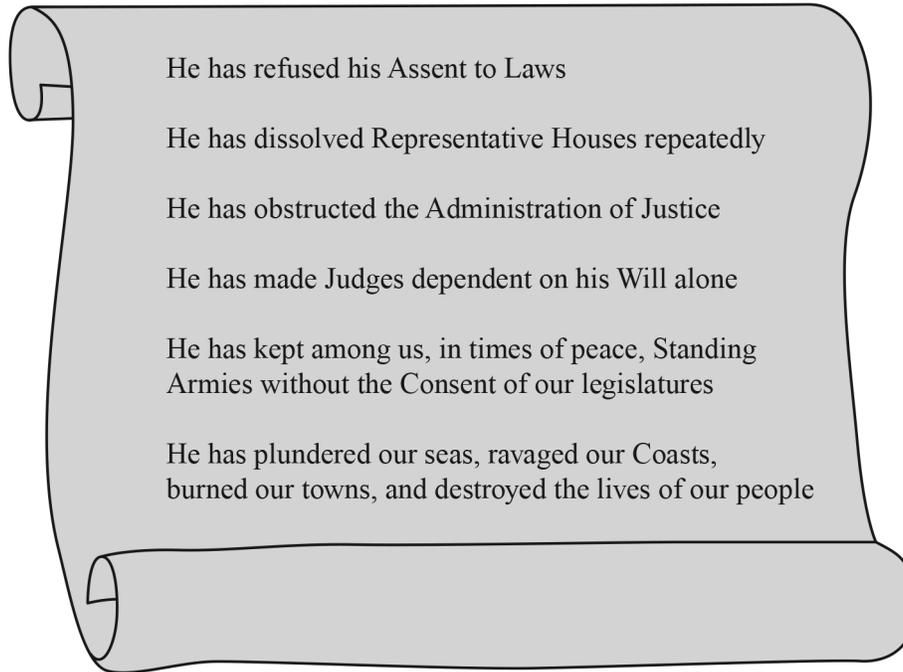
¹Webb, Norman L. and others. “Web Alignment Tool” 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006.

Low Complexity

Civics low-complexity test items rely heavily on the recall and recognition of previously learned concepts and principles. Low-complexity test items involve the recognition or recall of information such as a fact, definition, term, or simple procedure. These items can involve recognizing information and identifying characteristics.

Below is an example of a low-complexity test item that is based on Benchmark SS.7.CG.1.6. For more information about this item, see page 24.

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

In which document are these statements found?

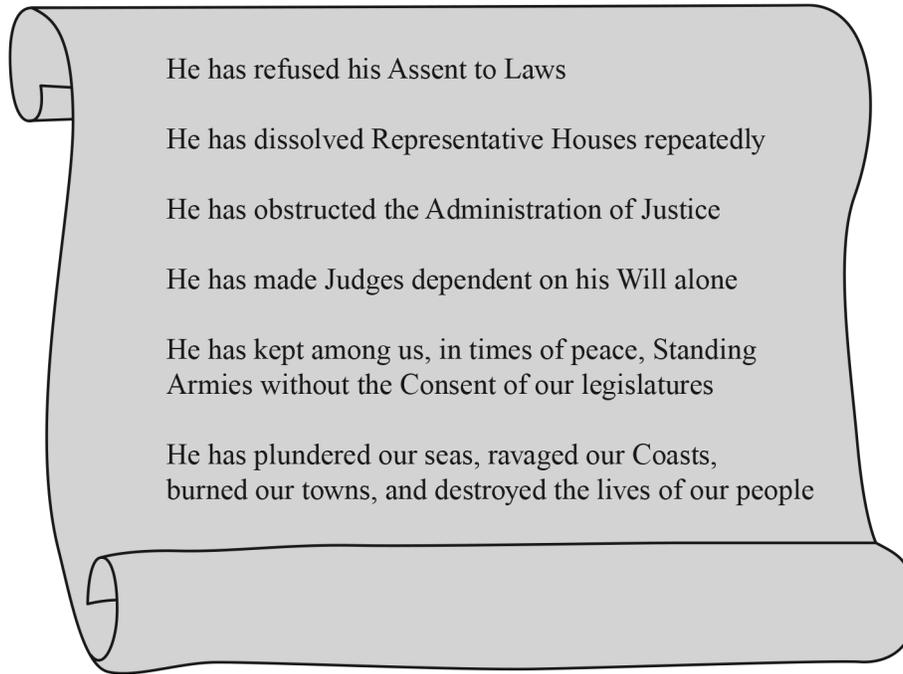
- A. Magna Carta
- B. Mayflower Compact
- C. Articles of Confederation
- ★D. Declaration of Independence

Moderate Complexity

Civics moderate-complexity test items involve more flexible thinking than low-complexity test items require. Moderate-complexity test items involve the engagement of some mental processing beyond recalling or reproducing a response. They also involve examining relationships, determining cause and effect, and determining significance.

Below is an example of a moderate-complexity test item that is based on Benchmark SS.7.CG.1.6. For more information about this item, see page 24.

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

How did the opinions expressed in these statements help influence the American political system in the United States?

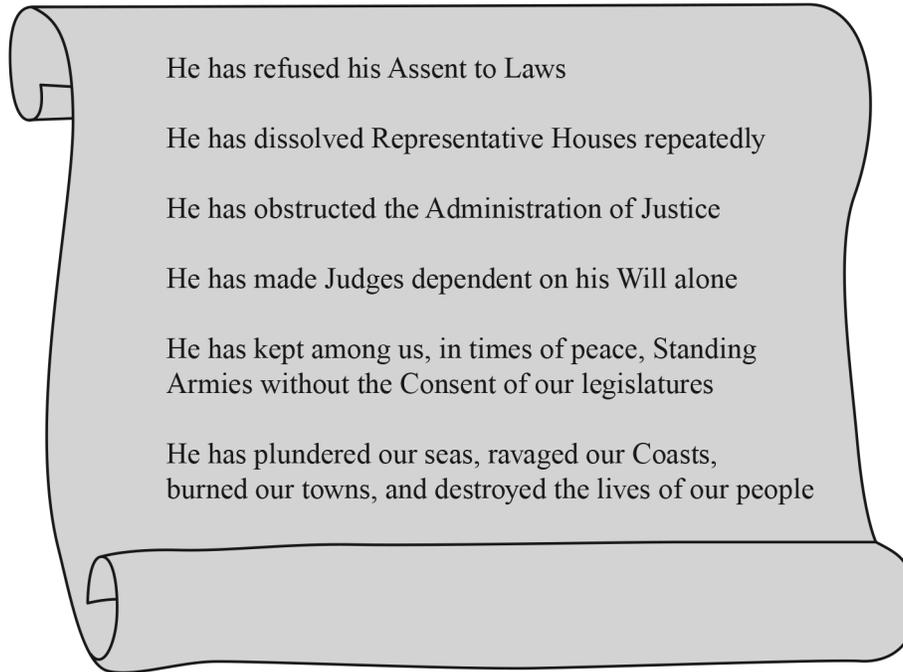
- A. Citizens believed legislators should be elected.
- ★B. Citizens believed government should be limited.
- C. Voters believed laws should be publicly debated.
- D. Voters believed equality should be legally assured.

High Complexity

Civics high-complexity test items make heavy demands on student thinking. Students must engage in more abstract reasoning, planning, analysis, judgment, and creative thought. These test items require that the student think in an abstract and sophisticated way, often involving multiple steps.

Below is an example of a high-complexity test item that is based on Benchmark SS.7.CG.1.6. For more information about this item, see page 24.

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

How does the modern political system in the United States uphold the principles expressed in these statements?

- A. by requiring voter registration laws for local elections
- ★ B. by causing elected officials to be responsible to citizen needs
- C. by allowing federal judges to be appointed by elected officials
- D. by making local governments responsible for monitoring elections

The following table is provided for ease of reference; however, caution must be used in referring to this table of descriptors for each cognitive-complexity level. The ultimate determination of an item’s cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student.

Examples of Civics Activities across Cognitive-Complexity Levels		
Low Complexity	Moderate Complexity	High Complexity
Identify or recall common historical or contemporary events, actions, personalities, or concepts.	Apply or infer cause-and-effect relationships.	Solve or predict the outcome of a problem.
Use a chart, table, diagram, graph, or image to recall or recognize information.	Identify outcomes of particular cause-and-effect relationships.	Generalize or draw conclusions when presented with historical or contemporary information.
Identify characteristics of a particular group, place, or event.	Identify the significance of historical or contemporary events, actions, personalities, or concepts.	Provide justification for events, actions, or issues in the past and current American experience.
	Categorize historical or contemporary people, places, events, or concepts.	Predict a long-term result, outcome, or change within society.
	Determine the relationship between historical or contemporary events, actions, personalities, or concepts.	Analyze how changes have influenced people or institutions.
	Explain historical or contemporary problems, patterns, or issues.	Recognize and explain historical or contemporary misconceptions.
	Identify similarities and differences.	Analyze similarities and differences.

The table below shows the target ranges for the percentage of points by cognitive-complexity level on each Civics EOC Assessment.

Percentage of Points by Cognitive-Complexity Level for Civics EOC Assessment

Course	Low	Moderate	High
Civics	15%–25%	45%–65%	15%–25%

Universal Design

The application of universal design principles helps develop assessments that are usable to the greatest number of test takers, including students with disabilities and nonnative speakers of English. To support the goal of providing access to all students, the test maximizes readability, legibility, and compatibility with accommodations, and test development includes a review for bias and sensitivity.

The FDOE trains both internal and external reviewers to revise items, allowing for the widest possible range of student participation. Item writers must attend to the best practices suggested by universal design including, but not limited to:

- reduction in wordiness;
- avoidance of ambiguity;
- selection of reader-friendly construction and terminology; and
- consistently applied concept names and graphic conventions.

Universal design principles also inform decisions about test layout and design including, but not limited to, type size, line length, spacing, and graphics.

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REVIEW PROCEDURES FOR CIVICS END-OF-COURSE ASSESSMENT TEST ITEMS

Prior to appearing on any Florida state assessment, all Civics test items must pass several levels of review as part of the development process. Florida educators and citizens, in conjunction with the FDOE and the assessment contractors, scrutinize all material related to test items prior to accepting the items for placement on the tests.

Review for Potential Bias and Community Sensitivity

Civics test items are reviewed by groups of Florida educators generally representative of Florida's geographic regions and culturally diverse population. Test items are reviewed for the following kinds of bias: gender, racial, ethnic, political, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities.

Florida citizens associated with a variety of organizations and institutions review all test items for issues of potential concern to members of the community at large. The purpose for this review is to ensure that the primary purpose of assessing student achievement of Civics benchmarks is not undermined by inadvertently including in the test any material that parents and other stakeholders may deem inappropriate. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Florida and to determine whether the subject matter will be acceptable to Florida students, their parents, and other members of Florida communities. Most topics are acceptable if the material is handled tastefully; is well written; and presents the topics from a wholesome (ethical and educational), inoffensive, and interesting viewpoint within a historical or contemporary context. Test items are written to meet EOC test criteria and measure the content in the state academic standards for Civics and Government.

Review of Test Items

The FDOE and the assessment contractor review all test items during the item-development process.

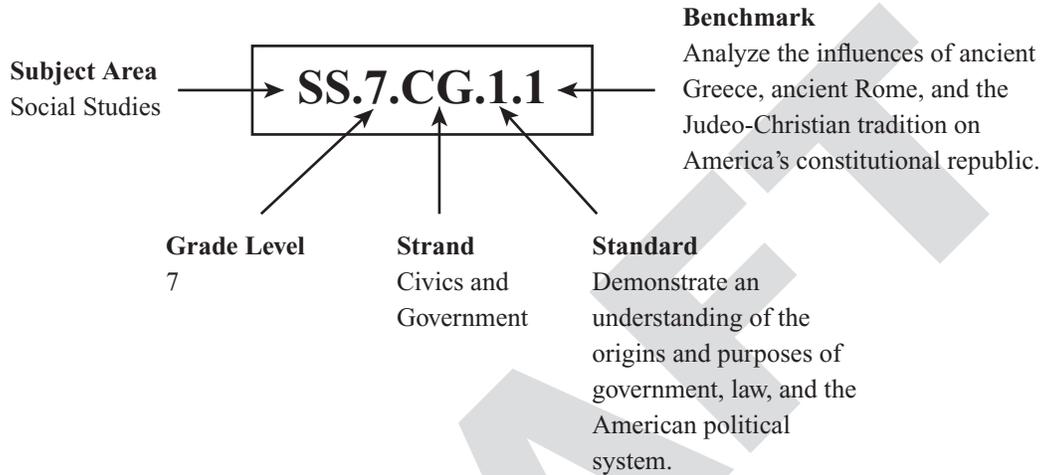
Groups of Florida Civics educators are subsequently convened to review the test items for content characteristics and item specifications. The content review focuses on validity, determining whether each item is a valid measure of the designated benchmark as defined by the *Specifications* for test items. Separate reviews for bias and community sensitivity are also conducted as noted above.

GUIDE TO THE INDIVIDUAL BENCHMARK SPECIFICATIONS

Benchmark Classification System

Each benchmark in the Standards is labeled with a system of numbers and letters.

- The two letters in the first position of the code identify the **Subject Area** (e.g., SS for social studies).
- The number in the second position represents the **Grade Level** to which the benchmark belongs.
- The letter in the third position represents the **Strand** to which the benchmark belongs (e.g., A represents American History, G represents Geography, E represents Economics, W represents World History, CG represents Civics and Government, and H represents Humanities).
- The number in the fourth position represents the **Standard**.
- The number in the last position of the code identifies the specific **Benchmark** under the Standard.



Grade 7	
Strand CG	Civics and Government
Standard 1	Demonstrate an understanding of the origins and purposes of government, law and the American political system.
SS.7.C.1.1	SS.7.CG.1.1 Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.

Definitions of Benchmark Specifications

The *Specifications* identify how Florida’s Civics and Government benchmarks are assessed on the Civics EOC Assessment. For each Civics and Government benchmark assessed, the following information is provided in the Individual Benchmark Specifications section:

Strand	refers to a category of knowledge. The strands for Social Studies EOCs are American History and Civics and Government.
Reporting Category	refers to groupings of related benchmarks from the state academic standards that are used to summarize and report achievement for the Civics EOC Assessment. There are four reporting categories for Civics: Origins and Purposes of Law and Government; Roles, Rights, and Responsibilities of Citizens; Government Policies and Political Processes; Organization and Function of Government.
Standard	refers to the state academic standard.
Benchmark	refers to specific statements of expected student achievement. In some cases, two or more benchmarks are grouped together because of the relatedness of the concepts in those benchmarks. The assessment of one benchmark encompasses the context of the other related benchmarks. The related benchmarks are noted in the benchmark statement and are stated in the Also Assesses section.
Benchmark Clarifications	explain how the achievement of the benchmark will be demonstrated by students. The state academic standards for Civics and Government include Benchmark Clarification statements.
Also Assesses	refers to the benchmarks that are closely related to the benchmark (see description above).
Assessment Limits	define the range of content knowledge and degree of difficulty that should be assessed in the test items for the benchmark. Benchmark assessment limits are to be used in conjunction with the Overall Considerations section in the <i>Specifications</i> . The assessment limits defined in the Individual Benchmark Specifications section may be an expansion or further restriction of the Overall Considerations.
Stimulus Attributes	define the types of stimulus materials that should be used in the test items, including the appropriate use of charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications.
Sample Items	are provided for each assessed benchmark. The sample items are presented in a format similar to the one used in the test. The correct answer for each sample item is identified with a five-point star.

INDIVIDUAL BENCHMARK SPECIFICATIONS FOR CIVICS END-OF-COURSE ASSESSMENT

This section of the *Specifications* describes how the Civics and Government benchmarks are assessed on the Civics EOC Assessment. The benchmarks assigned to the Civics course descriptions serve as the foundation for this assessment.

The sample items included in the *Specifications* represent, whenever possible, a wide range of difficulty and cognitive complexity. Although most of the test items are of average difficulty and moderate complexity, some of the items presented will be challenging for some students and are specifically included to prompt item writers to submit test items that will measure the abilities of students in higher achievement levels. As a general rule, test items should be written to varying cognitive complexities for each benchmark. This document is constructed to help item writers see a range of difficulty and complexity for test items that may appear on the test.

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BENCHMARK SS.7.CG.1.2

Strand	CG Civics and Government	
Reporting Category	Origins and Purposes of Law and Government	
Standard	SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.	
Benchmark and Benchmark Clarifications	<p>SS.7.CG.1.2 Trace the principles underlying America’s founding ideas on law and government.</p> <ol style="list-style-type: none"> Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law). Students will explain why religious liberty is a protected right. 	
Also Assesses Benchmarks and Benchmark Clarifications	SS.7.CG.1.1	<p>Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America’s constitutional republic.</p> <ol style="list-style-type: none"> Students will explain the influence of ancient Greece on America’s constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution). Students will explain the influence of ancient Rome on America’s constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers). Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States. Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America’s constitutional republic.
	SS.7.CG.1.4	<p>Analyze how Enlightenment ideas, including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and Locke’s social contract, influenced the Founding.</p> <ol style="list-style-type: none"> Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract. Students will examine how Enlightenment ideas influenced the Founders’ beliefs about individual liberties and government. Students will evaluate the influence of Montesquieu’s and Locke’s ideas on the Founding Fathers.
Assessment Limits	<ol style="list-style-type: none"> Items will be limited to examples listed in the Benchmark and Benchmark Clarifications. Items will not require students to match a particular principle with a corresponding document. Items will not require students to identify religious documents. Items will not ask students to make value judgments about influences on America’s founding ideas on law and government. 	
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.	
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.	

Sample Item 1

SS.7.CG.1.4

Content Focus

Separation of powers

The statements below are from the 1776 Virginia Declaration of Rights.

- 1) That in all capital or criminal prosecutions a man hath a right to demand . . . evidence in his favor, and to a speedy trial by an impartial jury . . .
- 2) That the legislative, executive, and judiciary department shall be separate and distinct . . .
- 3) That the freedom of the press is one of the great bulwarks of liberty, and can never be restrained . . .
- 4) That a well regulated militia, composed of the body of the people, trained to arms, is the proper, natural, and safe defense of a free state . . .

Source: U.S. National Archives and Records Administration/Public Domain

Which statement reflects the Enlightenment ideas of government as expressed by Montesquieu?

- A. 1
- ★ B. 2
- C. 3
- D. 4

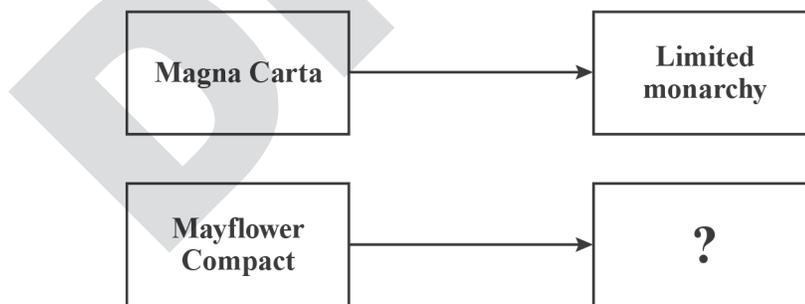
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BENCHMARK SS.7.CG.1.3

Strand	CG Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
Benchmark	SS.7.CG.1.3 Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine’s Common Sense had on colonists’ views of government.
Benchmark Clarification	1. Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government).
Assessment Limits	1. Items will not require students to address the origin of ideas in the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense. 2. Items should focus on the significance of the context of the document but should not require students to recall passages from the document.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: individual rights, limited monarchy, and rule of law.

Sample Item 2 **SS.7.CG.1.3** **Content Focus** Mayflower Compact

The diagram below shows that the colonists formed some of their political views from some historical documents.



Which phrase completes the diagram?

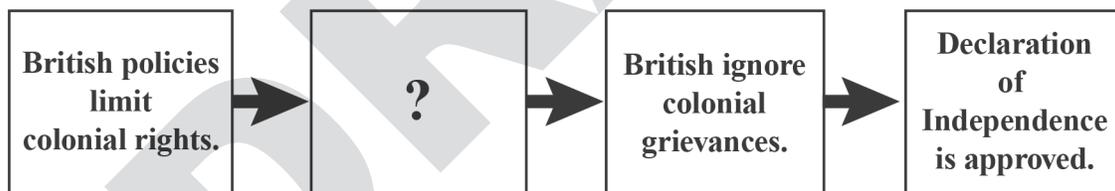
- A. Separation of powers
- B. Economic freedom
- ★C. Self-government
- D. Individual rights

BENCHMARK SS.7.CG.1.5

Strand	CG Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
Benchmark	SS.7.CG.1.5 Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.
Benchmark Clarifications	<ol style="list-style-type: none"> Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts). Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists’ desire for independence.
Assessment Limits	<ol style="list-style-type: none"> Specific acts and/or events may be referenced; however, items should not assess student knowledge of specific details of acts and/or events. Items will focus on the period from the French and Indian War (1754–1763) to 1776.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 3 **SS.7.CG.1.5** **Content Focus** Colonial concerns

The diagram below describes a cause that led to the writing of the Declaration of Independence.



Which action completes the diagram?

- A. Colonial agricultural trade increases.
- B. Colonial religious devotion increases.
- ★C. Colonial demand for political change increases.
- D. Colonial demand for military assistance increases.

BENCHMARK SS.7.CG.1.6

Strand	CG Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
Benchmark	SS.7.CG.1.6 Analyze the ideas and grievances set forth in the Declaration of Independence.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness). 2. Students will explain the concept of natural rights as expressed in the Declaration of Independence. 3. Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government. 4. Students will analyze the relationship between natural rights and the role of government: <ol style="list-style-type: none"> (1) People are endowed by their Creator with certain unalienable rights; (2) Governments are instituted among men to secure these rights; (3) Governments derive their just powers from the consent of governed; and (4) Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government. 5. Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations. 6. Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).
Assessment Limit	Items will examine the Declaration of Independence from the perspective of the colonists, not from the British perspective.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: assent to laws, oppression, and self-evident.

Sample Item 4

SS.7.CG.1.6

Content Focus

Political rights

The excerpt below was written by Thomas Paine in his 1776 book, *Common Sense*.

The powers of governing . . . in the hands of the king . . . himself such an . . . enemy to liberty . . . is he . . . a proper person to say to these colonies, "YOU SHALL MAKE NO LAWS BUT WHAT I PLEASE."

Source: Project Gutenberg/Public Domain

Based on this excerpt, which grievance against the king from the Declaration of Independence would Thomas Paine agree with?

- A. persecuting immigrant groups
- B. taking away religious rights
- ★C. taking away political rights
- D. persecuting racial groups

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BENCHMARK SS.7.CG.1.7

Strand	CG Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
Benchmark	SS.7.CG.1.7 Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.
Benchmark Clarification	1. Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).
Assessment Limit	Items should focus on the significance of the context of the document but should not require students to recall passages from the document.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: confederal, debt, militia, and Shays's Rebellion.

Sample Item 5 **SS.7.CG.1.7** **Content Focus** Articles of Confederation

How did the U.S. Constitution solve a problem created by the Articles of Confederation?

- A. It avoided the issue of states' rights.
- B. It prevented the amendment of federal laws.
- C. It allowed the states to elect representatives.
- ★D. It enabled the federal government to collect taxes.

BENCHMARK SS.7.CG.1.8

Strand	CG Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
Benchmark	SS.7.CG.1.8 Explain the purpose of the Preamble to the U.S. Constitution.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government). 2. Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity). 3. Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.
Assessment Limit	Items will be limited to addressing the purpose of the Preamble, rather than interpretations throughout other periods in history.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: ordain and popular sovereignty.

Sample Item 6 **SS.7.CG.1.8** **Content Focus** We the People

In the Preamble to the U.S. Constitution, what is the meaning of the phrase “We the People”?

- A. The people express their will through political parties.
- B. The people express their will by directly creating laws.
- C. Government receives taxes from the people and exists to support them.
- ★D. Government receives its power from the people and exists to serve them.

BENCHMARK SS.7.CG.1.9

Strand	CG Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
Benchmark	SS.7.CG.1.9 Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will explain the concept of limited government in the U.S. Constitution. 2. Students will describe and distinguish between separation of powers and checks and balances. 3. Students will analyze how government power is limited by separation of powers and/or checks and balances. 4. Students will recognize examples of separation of powers and checks and balances. 5. Students will recognize the influence of the U.S. Constitution on the development of other governments.
Assessment Limit	Items should neither require students to name specific governments that were influenced by the U.S. Constitution nor recall specific details from the documents of those governments.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 7 **SS.7.CG.1.9** **Content Focus** Checks and balances

The excerpt below is from *Federalist* No. 47, written by James Madison in 1788.

Montesquieu was guided . . . in saying “There can be no liberty where the legislative and executive powers are united in the same person, or body” . . . he did not mean that these departments ought to have . . . no CONTROL over, the acts of each other.

Source: Project Gutenberg/Public Domain

Based on this excerpt, which constitutional principle does Madison describe?

- A. separation of powers
- ★B. checks and balances
- C. popular sovereignty
- D. judicial review

BENCHMARK SS.7.CG.1.10

Strand	CG Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
Benchmark	SS.7.CG.1.10 Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution. 2. Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.
Assessment Limits	<ol style="list-style-type: none"> 1. Items will not require students to recall details of specific Federalist or Anti-Federalist papers. 2. Items will not require students to match a particular Federalist or Anti-Federalist author with a corresponding viewpoint. 3. Items will not require students to identify Federalist and Anti-Federalist viewpoints on issues other than ratification of the U.S. Constitution.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 8 **SS.7.CG.1.10** **Content Focus** Anti-Federalist views

Which statement supports the Anti-Federalists in the struggle over ratification of the U.S. Constitution?

- A. The Constitution should limit state government.
- ★B. The Constitution should protect fundamental rights.
- C. The Constitution should create a strong national government.
- D. The Constitution should prevent the election of amateur politicians.

BENCHMARK SS.7.CG.1.11

Strand	CG Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
Benchmark	SS.7.CG.1.11 Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not. 2. Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power. 3. Students will analyze the meaning and importance of due process in the United States legal system. 4. Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).
Assessment Limit	Items will not require students to judge the appropriateness of specific laws.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 9 **SS.7.CG.1.11** **Content Focus** Rule of law

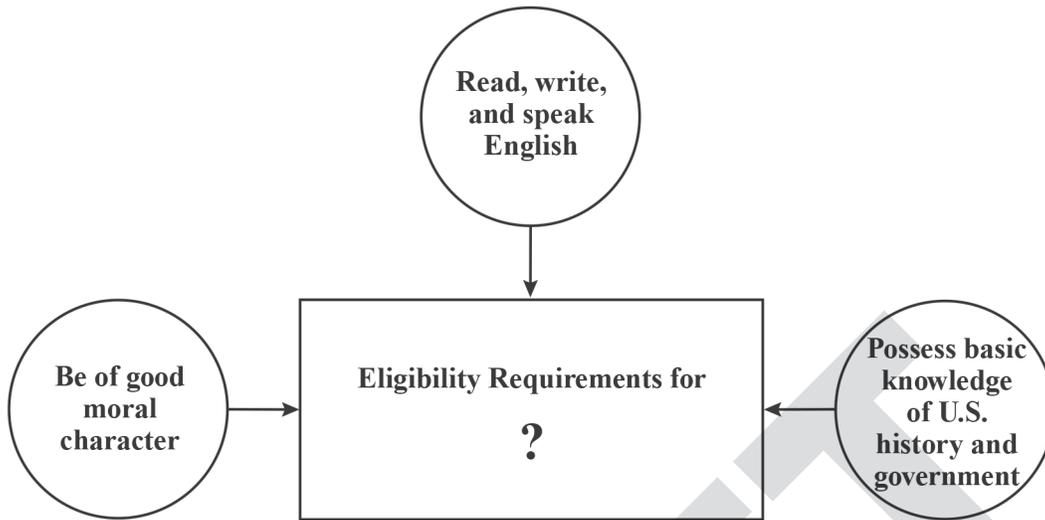
Which characteristic serves as a long-term protection against tyranny and is a foundation of liberty in the United States?

- A. the commerce clause
- B. the elastic clause
- C. the right to trial
- ★D. the rule of law

BENCHMARK SS.7.CG.2.1

Strand	CG Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.
Benchmark	SS.7.CG.2.1 Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will define citizenship as stated in the 14th Amendment. 2. Students will explain the process of becoming a naturalized citizen. 3. Students will define permanent residency and explain its role in obtaining citizenship. 4. Students will examine the impact of the naturalization process on society, government and the political process.
Assessment Limit	Items will not require students to make value judgments about the constitutional means of becoming a U.S. citizen.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: alien (resident and nonresident, immigrant and nonimmigrant, asylee and refugee, documented and undocumented), immigrant, law of blood (citizenship of parents), law of soil (place of birth), Lawful Permanent Resident (“green card” holder), and Oath of Allegiance.

The diagram below shows some general eligibility requirements.



Which statement completes the diagram?

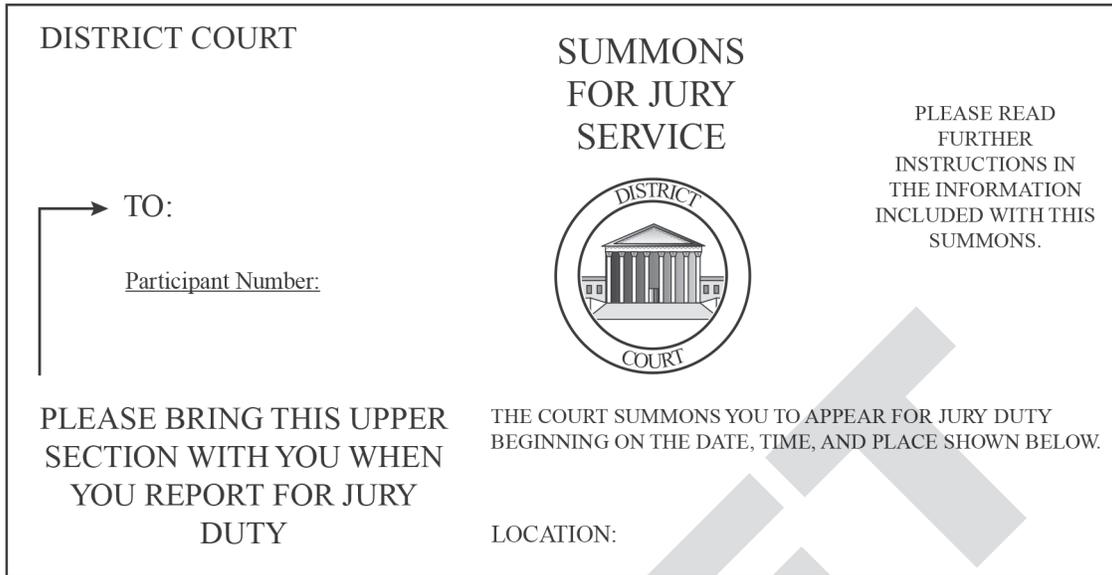
- A. Joining a Military Service
- B. Obtaining a Driver's License
- ★C. Becoming a Naturalized Citizen
- D. Receiving a Social Security Card

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BENCHMARK SS.7.CG.2.2

Strand	CG Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.
Benchmark	SS.7.CG.2.2 Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office. 2. Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship. 3. Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government. 4. Students will use scenarios to assess specific obligations of citizens. 5. Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.
Assessment Limit	Items will not require students to rank the obligations or responsibilities of citizenship.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: jury duty, obeying the law, paying taxes, and Selective Service System.

The illustration below shows a legal document.



Why are citizens obligated to respond to such documents?

- A. to guarantee court hearings remain public
- B. to guarantee courts provide probable cause
- C. to protect the constitutional right to confront one's accuser
- ★D. to protect the constitutional right to be tried by one's peers

BENCHMARK SS.7.CG.2.3

Strand	CG Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.
Benchmark	SS.7.CG.2.3 Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution. 2. Students will recognize the five freedoms protected by the First Amendment. 3. Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions. 4. Students will use scenarios to identify rights protected by the Bill of Rights. 5. Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.
Assessment Limit	Items will not require students to recall rights by specific amendment numbers.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: double jeopardy, due process, eminent domain, equal protection under the law, right to legal counsel in criminal matters, self-incrimination, suffrage, and unenumerated rights.

Sample Item 12**SS.7.CG.2.3****Content Focus**

Bill of Rights

What is the main goal of the Bill of Rights?

- A. protecting individuals from unnecessary laws
- B. protecting states from unnecessary regulations
- C. protecting states from national abuses of authority
- ★D. protecting individuals from government abuses of power

BENCHMARK SS.7.CG.2.4

Strand	CG Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.
Benchmark	SS.7.CG.2.4 Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience). 2. Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus). 3. Students will use scenarios to examine the impact of limiting individual rights. 4. Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.
Assessment Limits	<ol style="list-style-type: none"> 1. Items will not require students to cite specific court cases or specific amendments to the U.S. Constitution. 2. Items will not ask students to recall specific historical events.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: ex post facto, independent judiciary, judicial review, libel, precedent, and slander.

Sample Item 13**SS.7.CG.2.4****Content Focus**

Due process

Which right ensures the fair treatment of a citizen during court proceedings?

- A. the right to peaceably assemble
- ★B. the right to due process
- C. the right to free speech
- D. the right to bear arms

BENCHMARK SS.7.CG.2.5

Strand	CG Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.
Benchmark	SS.7.CG.2.5 Describe the trial process and the role of juries in the administration of justice at the state and federal levels.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will examine the significance of juries in the American legal system. 2. Students will explain types of jury trials, how juries are selected and why jury trials are important.
Assessment Limit	Items referring to state courts will be limited to those within the state of Florida.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: grand jury, judge, jurisdiction (size of jury), jury summons, verdict, and voir dire.

Sample Item 14 **SS.7.CG.2.5** **Content Focus** Role of juries

The information below is about the role of juries in the U.S. system of government.

The British jury system was present in colonial America. Over time, the role of the jury and the way juries were chosen became part of public debate. The Framers of the U.S. Constitution wanted juries to help protect people against the abuse of power by the government. The Framers also wanted people in the United States to have a voice in the justice system.

Based on the information, why did the Framers emphasize the need for juries in the U.S. government?

- A. Juries would determine rules for crimes and punishments.
- B. Juries would distinguish between state and local crimes.
- C. Juries would introduce lawsuits for the defendants.
- ★D. Juries would support due process for the accused.

BENCHMARK SS.7.CG.2.6

Strand	CG Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.
Benchmark and Benchmark Clarifications	<p>SS.7.CG.2.6 Examine the election and voting process at the local, state and national levels.</p> <ol style="list-style-type: none"> 1. Students will explain how elections and voting impact citizens at the local, state and national levels. 2. Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. 3. Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.
Also Assesses Benchmark and Benchmark Clarification	<p>SS.7.CG.3.14 Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ol style="list-style-type: none"> 1. Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.
Assessment Limits	<ol style="list-style-type: none"> 1. Items referring to state and local elections will be limited to those within the state of Florida. 2. Items will not require students to identify specific individuals associated with political parties. 3. Items may focus on the Electoral College as a process. 4. Items referring to the origin of the Electoral College will be limited to its design in the U.S. Constitution. 5. Items will not ask students to make value judgments concerning political parties, the Electoral College, or related issues.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: absentee ballot, apportionment, ballot, census, constituent, early voting, Election of 1800, Electoral College membership, electorate, faithless electors, general election, poll worker, polling place, popular vote, precinct, primary election, Supervisor of Elections, vote by mail, and voter registration.

Sample Item 15**SS.7.CG.3.14****Content Focus**

Electoral College

What plays a role in determining how electoral voters are distributed among the states?

- ★A. the census
- B. the conventions
- C. the primary vote
- D. the popular vote

BENCHMARK SS.7.CG.2.7

Strand	CG Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.
Benchmark	SS.7.CG.2.7 Identify the constitutional qualifications required to hold state and national office.
Benchmark Clarification	1. Students will recognize the qualifications to seek election to local and state political offices.
Assessment Limits	<ol style="list-style-type: none"> 1. Items referring to national elections will be limited to offices and qualifications within the U.S. Constitution. 2. Items referring to state and local elections will be limited to offices and qualifications within the State of Florida Constitution. 3. Items will not require students to recall the qualifications of individual candidates. 4. Items will not require students to make value judgments about the qualifications of any individual candidate.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 16**SS.7.CG.2.7****Content Focus**

Florida Legislature

Why must members of the Florida Legislature be residents of the district they are elected to represent?

- A. to guarantee responsibility for tax cuts
- B. to ensure appropriate payment of taxes
- ★C. to promote familiarity with voter concerns
- D. to guarantee strong voter registration rates

BENCHMARK SS.7.CG.2.8

Strand	CG Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.
Benchmark	SS.7.CG.2.8 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment). 2. Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting). 3. Students will identify methods used by interest groups to monitor and influence government.
Assessment Limits	<ol style="list-style-type: none"> 1. Items should only focus on the significant methods used involving media, interest groups, and individuals that have influenced the government. 2. Items will not ask students to identify any particular political action committee or lobbying group. 3. Items will not ask students to make value judgments concerning public and current issues.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: gatekeeper, Government in the Sunshine Law (Florida Statute), lobbyist, political action committee, protections for whistleblowers, special interest group, and transparency.

Sample Item 17**SS.7.CG.2.8****Content Focus**

Influencing government

Based on the government system in the United States, which individual activity is used to directly influence legislative decisions?

- A. watching political debates on television
- ★B. gathering signatures for a petition
- C. collecting opinions for a yearbook
- D. discussing political issues at work

BENCHMARK SS.7.CG.2.10

Strand	CG Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.
Benchmark	SS.7.CG.2.10 Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will identify the appropriate level of government to resolve specific problems. 2. Students will identify appropriate government agencies to address local or state problems. 3. Students will analyze public policy alternatives to resolve local and state problems.
Assessment Limits	<ol style="list-style-type: none"> 1. Items will not ask students to evaluate the effectiveness of a specific public agency. 2. Items will not ask students to evaluate the effectiveness of a level of government. 3. Items will not require students to have specific knowledge of the policies and procedures of governmental agencies. 4. Items referring to state or local public policy alternatives will be limited to those within the state of Florida. 5. Items will not require students to predict the outcome of a course of action.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 19 **SS.7.CG.2.10** **Content Focus** Resolving problems

The scenario below describes a safety issue.

Some parents believe crosswalks should be installed at a residential intersection for the safety of children who walk to and from school.

Which level of government should be contacted to propose this change?

- A. federal
- ★B. local
- C. regional
- D. state

BENCHMARK SS.7.CG.3.1

Strand	CG Civics and Government
Reporting Category	Organization and Function of Government
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.1 Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy). 2. Students will identify different forms of government based on their political philosophy or organizational structure. 3. Students will analyze scenarios describing various forms of government. 4. Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.
Assessment Limits	<ol style="list-style-type: none"> 1. Items will not require students to identify specific countries by a form of government other than the United States. 2. Items will not ask students to identify the origins of forms of government. 3. Items should only focus on other forms of government as compared to the United States.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 20

SS.7.CG.3.1

Content Focus

Forms of government

The chart below describes two forms of government.

Republic	Autocracy
Has limited terms in office	Holds power for life
1	2

Which characteristics complete this chart?

- A. 1—Can be reelected by popular vote
2—Can be recalled by citizen petition
- B. 1—Can be overthrown by a military coup
2—Can be impeached by the legislative branch
- ★C. 1—Has elected representatives who create laws
2—Has an absolute dictator who issues orders
- D. 1—Has lower courts to declare laws unconstitutional
2—Has a supreme court to declare laws unconstitutional

DRAFT

BENCHMARK SS.7.CG.3.4

Strand	CG Civics and Government
Reporting Category	Organization and Function of Government
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.4 Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will describe the system of federalism as established by the U.S. Constitution. 2. Students will analyze how federalism limits government power. 3. Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.
Assessment Limit	Items will not ask students to evaluate the efficacy of Article IV of and the Tenth Amendment to the U.S. Constitution.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: admission of new states, expressed powers, republican form of government, and Supremacy Clause (Article VI).

Sample Item 23**SS.7.CG.3.4****Content Focus**

Power to tax

Which statement describes a similarity between the state and the federal governments under the U.S. Constitution?

- A. Both levels of government allow for the election of judges.
- ★B. Both levels of government allow for the collection of taxes.
- C. Both levels of government have the power to ratify treaties.
- D. Both levels of government have the power to appoint ambassadors.

BENCHMARK SS.7.CG.3.5

Strand	CG Civics and Government
Reporting Category	Organization and Function of Government
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.5 Explain the amendment process outlined in Article V of the U.S. Constitution.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution. 2. Students will identify the correct sequence of each amendment process. 3. Students will identify the importance of a formal amendment process. 4. Students will recognize the significance of the difficulty of amending the U.S. Constitution.
Assessment Limits	<ol style="list-style-type: none"> 1. Items will not ask students to recall the content of specific amendments. 2. Items will not require students to recall the historical context of any amendment.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 24 **SS.7.CG.3.5** **Content Focus** Amendment process

Which is the last step in amending the U.S. Constitution?

- A. The president signs the amendment in a public ceremony.
- B. The voters approve the amendment in a national election.
- ★C. Three-fourths of the state legislatures ratify the amendment.
- D. Two-thirds of both houses of Congress ratify the amendment.

BENCHMARK SS.7.CG.3.6

Strand	CG Civics and Government
Reporting Category	Organization and Function of Government
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.6 Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will recognize how these amendments expanded civil rights to African Americans, women and young people. 2. Students will evaluate the impact these amendments have had on American society. 3. Students will examine how these amendments increased participation in the political process.
Assessment Limit	Items will not require students to recall rights by specific amendment number.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: Civil Rights Act of 1964, Civil Rights Act of 1968, and Voting Rights Act of 1965.

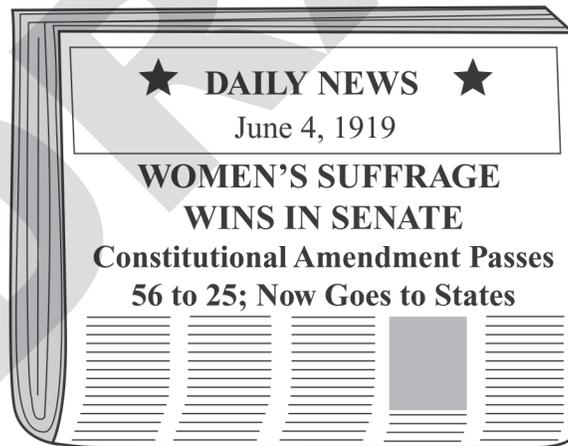
Sample Item 25

SS.7.CG.3.6

Content Focus

Nineteenth Amendment

The newspaper below details an important step in amending the U.S. Constitution.



How did the passage of this amendment to the U.S. Constitution impact the political process in the United States?

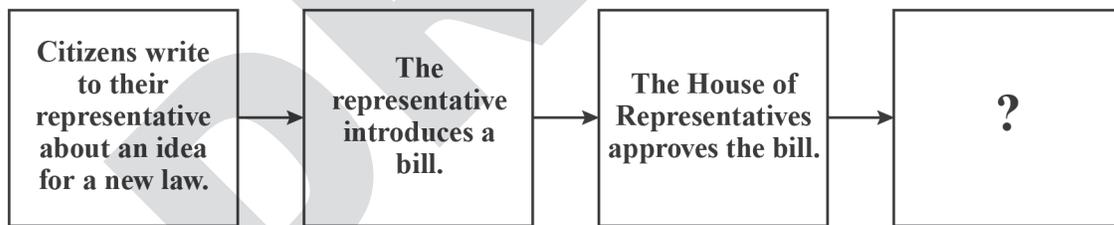
- A. Women were allowed to contribute to political campaigns.
- ★B. Women were allowed to vote in national elections.
- C. Women were allowed to hold citizenship rights.
- D. Women were allowed to hold public offices.

BENCHMARK SS.7.CG.3.7

Strand	CG Civics and Government
Reporting Category	Organization and Function of Government
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.7 Explain the structure, functions and processes of the legislative branch of government.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection). 2. Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]). 3. Students will compare and contrast the lawmaking process at the local, state and national levels.
Assessment Limit	Items comparing local and state lawmakers and lawmaking processes will be limited to those within the state of Florida.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: committees (e.g., joint, select, special, standing).

Sample Item 26 **SS.7.CG.3.7** **Content Focus** Lawmaking process

The diagram below shows some of the steps involved in creating a Florida state law.



What is the next step in the lawmaking process?

- A. The governor signs the bill into law.
- ★B. The bill goes to the Senate for action.
- C. The people vote on the bill in an election.
- D. The bill goes to the Supreme Court for a hearing.

BENCHMARK SS.7.CG.3.8

Strand	CG Civics and Government
Reporting Category	Organization and Function of Government
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.8 Explain the structure, functions and processes of the executive branch of government.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will examine the processes of the executive branch (e.g., executive order, veto, appointments). 2. Students will compare and contrast executive authority at the local, state and national levels. 3. Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).
Assessment Limits	<ol style="list-style-type: none"> 1. Items comparing and contrasting executive authority should be limited to the state and national level. 2. Items addressing the executive branch at the state level will be limited to those within the state of Florida. 3. Items assessing administrative agencies should only focus on how the agency assists the executive officer (president, governor, mayor, etc.). 4. Items will not require students to have specific knowledge of the policies and procedures of governmental agencies.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 27**SS.7.CG.3.8****Content Focus**

Local and state executive authority

Which executive authority can be exercised by both the Florida Governor and a mayor in Florida?

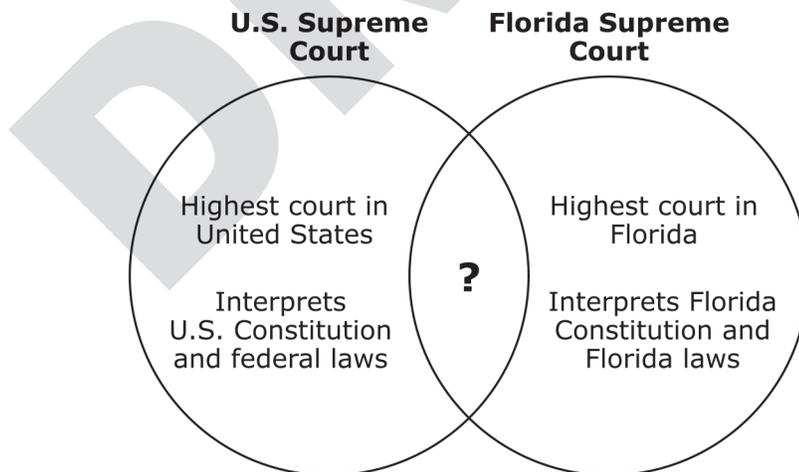
- A. Both appoint justices to the Florida Supreme Court.
- B. Both may call up the Florida National Guard.
- ★C. Both enforce laws in their jurisdictions.
- D. Both interpret laws in their courts.

BENCHMARK SS.7.CG.3.9

Strand	CG Civics and Government
Reporting Category	Organization and Function of Government
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.9 Explain the structure, functions and processes of the judicial branch of government.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment). 2. Students will distinguish between the structure, functions and powers of courts at the state and federal levels. 3. Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions. 4. Students will compare the trial and appellate processes.
Assessment Limits	<ol style="list-style-type: none"> 1. Items will not require students to recall the content of specific court proceedings. 2. Items will not include any state processes other than those of Florida.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: case precedent, civil matters, criminal matters, Federal Judiciary Act of 1789, and independent judiciary.

Sample Item 28 **SS.7.CG.3.9** **Content Focus** Federal and state courts

The diagram below identifies some characteristics of the U.S. Supreme Court and the Florida Supreme Court.



Which characteristic completes the diagram?

- A. Justices elected by voters
- B. Criminal trials conducted with juries
- C. Decisions may be appealed to another court
- ★D. Lower court decisions may be reviewed on appeal

BENCHMARK SS.7.CG.3.10

Strand	CG Civics and Government
Reporting Category	Organization and Function of Government
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.10 Identify sources and types of law.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will explain how historical codes of law influenced the United States. 2. Students will recognize natural, constitutional, statutory, case and common law as sources of law. 3. Students will compare civil, criminal, constitutional and/or military types of law.
Assessment Limit	Items will not require specific recall of historical law codes.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 29 **SS.7.CG.3.10** **Content Focus** Case law

The summary below describes two U.S. Supreme Court decisions.

Plessy v. Ferguson (1896) established the “separate but equal” doctrine and upheld racial segregation. In his dissent of the decision, Justice John Marshall Harlan wrote that separating citizens by race could not be justified on any legal grounds. In 1954, the Supreme Court heard *Brown v. Board of Education*. The justices in *Brown* agreed with Harlan’s dissent in *Plessy* and overturned the doctrine.

Source: Public Domain

Which source of law is represented by the decisions described in the summary?

- ★A. case law
- B. military law
- C. criminal law
- D. administrative law

BENCHMARK SS.7.CG.3.11

Strand	CG Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.11 Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier). 2. Students will use primary sources to assess the significance of each U.S. Supreme Court case. 3. Students will evaluate the impact of each case on society. 4. Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.
Assessment Limits	<ol style="list-style-type: none"> 1. Relevant U.S. Supreme Court decisions will be limited to those listed within the benchmark clarifications. 2. Items will not require students to recall specific details of any U.S. Supreme Court case.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 30**SS.7.CG.3.11****Content Focus***United States v. Nixon*

What lesson did future U.S. leaders learn from the 1974 U.S. Supreme Court case *United States v. Nixon*?

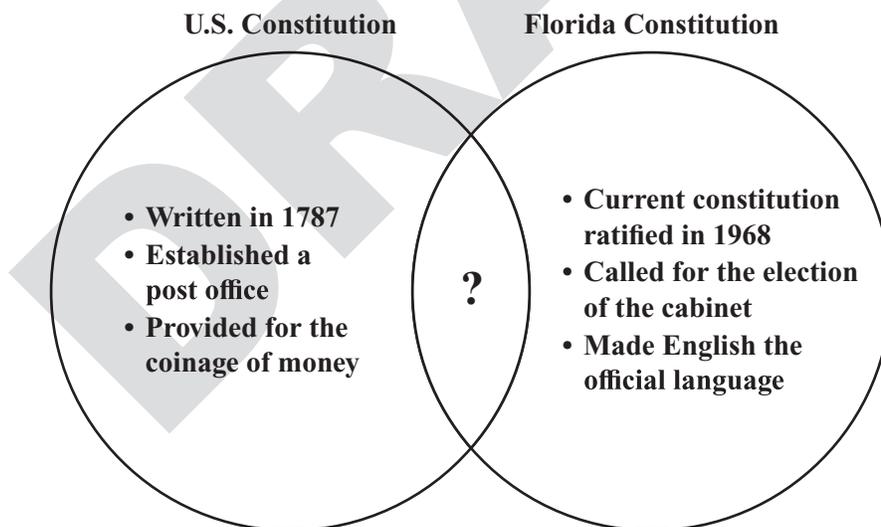
- ★A. The president is accountable for obeying the law.
- B. The president is responsible for enforcing the law.
- C. The president is not allowed to hold secret talks with foreign governments.
- D. The president is not allowed to have private meetings with cabinet members.

BENCHMARK SS.7.CG.3.12

Strand	CG Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.12 Compare the U.S. and Florida constitutions.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people). 2. Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments). 3. Students will compare the amendment process of the U.S. and Florida Constitutions. 4. Students will recognize the U.S. Constitution as the supreme law of the land.
Assessment Limit	Items will not require students to recall constitutional language from particular sections.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 31 **SS.7.CG.3.12** **Content Focus** U.S. and Florida constitutions

The Venn diagram below compares some features of the U.S. and Florida constitutions.



Which feature completes the Venn diagram?

- A. Created property taxes
- B. Established a zoning board
- C. Required a balanced budget
- ★D. Guaranteed individual freedoms

BENCHMARK SS.7.CG.3.13

Strand	CG Civics and Government
Reporting Category	Organization and Function of Government
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.13 Explain government obligations to its citizens and the services provided at the local, state and national levels.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will describe and classify specific services provided by local, state and national governments. 2. Students will compare the powers and obligations of local, state and national governments.
Assessment Limits	<ol style="list-style-type: none"> 1. Items should focus on identifying which services are provided by different levels of government as opposed to evaluating how those services are implemented. 2. Items will not require students to have intricate knowledge of the vast number of entities that provide government services. 3. Items will not require students to know the official name of an entity that provides government services. 4. Items addressing state and local services should be limited to services within the state of Florida.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 32 **SS.7.CG.3.13** **Content Focus** Powers of government

The chart below describes some powers of different levels of government..

Federal	?
State	Establishing a public education system
Local	Running emergency services

Which power completes the chart?

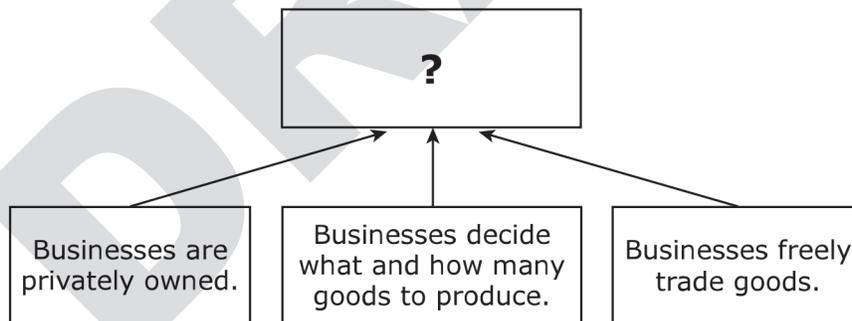
- A. Controlling voter registration
- B. Issuing driver’s licenses
- C. Controlling utilities
- ★D. Issuing passports

BENCHMARK SS.7.CG.3.15

Strand	CG Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.
Benchmark	SS.7.CG.3.15 Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will evaluate various economic systems (e.g., capitalism, communism, socialism). 2. Students will compare the economic prosperity and opportunity of current nations.
Assessment Limits	<ol style="list-style-type: none"> 1. Items will not require students to identify specific countries by economic system other than the United States. 2. Items will not ask students to identify the origins of economic systems. 3. Items should only focus on economic systems as compared to the United States.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: command economy, free enterprise, mixed economy, and private property.

Sample Item 33 **SS.7.CG.3.15** **Content Focus** Capitalism

The diagram below shows characteristics of an economic system.



Which title completes this diagram?

- ★A. Capitalism
- B. Communism
- C. Fascism
- D. Socialism

BENCHMARK SS.7.CG.4.1

Strand	CG Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	SS.7.CG.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.
Benchmark	SS.7.CG.4.1 Explain the relationship between U.S. foreign and domestic policy.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will recognize the difference between domestic and foreign policy. 2. Students will identify issues that relate to U.S. domestic and foreign policy. 3. Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.
Assessment Limits	<ol style="list-style-type: none"> 1. Items will not require students to recall details of any specific domestic or foreign policies. 2. Items may focus on analyzing the domestic implications of U.S. domestic and foreign policy. 3. Items may focus on identifying the goals and objectives of U.S. domestic and foreign policy.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, historical and contemporary documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: alliances, allies, ambassadors, Department of State, diplomacy, diplomats, doctrine, domestic affairs, embassies, executive order, foreign affairs, international relations, military, national security, passing a law, treaty, and sanctions (e.g., economic trade).

Sample Item 34**SS.7.CG.4.1****Content Focus**

Foreign policy

Which action is an example of a foreign-policy decision?

- A. Congress increased providing support to newly arrived immigrants.
- B. The President requested a law to regulate pollution near international borders.
- ★C. The President signed an executive order restoring relations with another country.
- D. Congress raised educational standards to make students competitive in a global market.

BENCHMARK SS.7.CG.4.2

Strand	CG Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	SS.7.CG.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.
Benchmark	SS.7.CG.4.2 Describe the United States' and citizen participation in international organizations.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization). 2. Students will discuss the advantages and disadvantages of U.S. membership in international organizations.
Assessment Limit	Items will be limited to United States and/or U.S. citizen participation in international organizations.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: International Red Cross/Red Crescent, Non-Governmental Organizations/International Non-Governmental Organizations (NGO/INGO), North American Free Trade Agreement (NAFTA), United Nations Children's Fund (UNICEF), US-Mexico-Canada Agreement (USMCA), and World Court.

Sample Item 35 **SS.7.CG.4.2** **Content Focus** International organizations

The U.S. government is a member of which organization?

- ★A. United Nations
- B. European Union
- C. World Wildlife Fund
- D. International Red Cross

BENCHMARK SS.7.CG.4.3

Strand	CG Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	SS.7.CG.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.
Benchmark	SS.7.CG.4.3 Describe examples of the United States' actions and reactions in international conflicts.
Benchmark Clarifications	<ol style="list-style-type: none"> 1. Students will identify specific examples of and the reasons for United States' involvement in international conflicts. 2. Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States. 3. Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).
Assessment Limits	<ol style="list-style-type: none"> 1. Items will not require students to evaluate the efficacy of U.S. involvement in international conflicts. 2. Items will not ask students to have intricate knowledge of the vast number of international conflicts.
Stimulus Attributes	Items addressing this benchmark may use charts, diagrams, documents, graphs, illustrations, maps, photographs, political cartoons, tables, timelines, and other relevant stimuli.
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional terms may include, but are not limited to, the following: Berlin Airlift, Comprehensive Anti-Apartheid Act of 1986, Cuban Missile Crisis, Iran Hostage Crisis, Korean War, and World War II.

Sample Item 36**SS.7.CG.4.3****Content Focus**

Diplomacy

A country with very strong economic ties to the United States is allowing human rights violations to take place. Which foreign-policy method would the United States typically perform as a first response?

- A. Initiate a trade ban.
- B. Initiate public protests.
- ★C. Initiate diplomatic talks.
- D. Initiate a military operation.

APPENDIX A: DIRECTIONS FOR ITEM REVIEW

Directions:

The questions below were designed to assist item writers and reviewers evaluate the quality of proposed Civics EOC Assessment items during the item development process. The form on the next page is an example of the one that will be used during the item review process. Each proposed item will be independently reviewed before the item review committee evaluates it. If a concern with the proposed item is observed during independent review, enter “N” for no in the appropriate column. The “N” will indicate an item characteristic of concern. A “Y” for yes will indicate that no concern has been identified.

Test Item Review Questions

1. Does the test item assess the knowledge required by the benchmark?
2. Does the content of the test item adhere to the assessment limits described in the *Civics End-of-Course Assessment Test Item Specifications*?
3. Is the assigned content focus term appropriate for this item? If not, what is a more appropriate content focus term?
4. Is the context and language of the test item appropriate for middle school?
5. What is the cognitive complexity of the test item for students who have mastered the benchmark? Is the item best categorized low complexity (L), moderate complexity (M), or high complexity (H)?
6. Are the options appropriate, plausible, and parallel (both grammatically and conceptually) to the correct response and appropriate for the question asked?
7. Is the item clearly worded and dependent on the content (does the item flow cognitively)? If the item has a stimulus attribute, does it enhance the item? Is the stimulus attribute accurate and appropriate? Is the answer clued in the context? Is the answer free of clang?
8. Is the content in the item accurate?
9. Is there only one correct answer? Record the letter of the correct answer on the rating form.
10. Do you have any additional comments? If so, record your comments on your rating form in the additional comments area.
11. Rate the overall quality of each item using a rating code from the table below.

Overall Quality Rating Code Table			
A	Accept	R	Reject
AM	Accept with Metadata Change	RR	Revise and Resubmit
AR	Accept with Revision		

CIVICS END-OF-COURSE ASSESSMENT ITEM RATING FORM

Name: _____
 Signature: _____
 Date: _____

Students in my (Circle one: classroom, school, district, statewide-service area) are given the opportunity to learn the standards-based Civics curriculum assessed by these items unless otherwise noted in my comments.

Check here if you are participating as a Content/Subject Matter Expert.

Sequence Number	Item ID	Benchmark Assessed	Assessed by Benchmark	Measures Benchmark (Yes/No)	Adheres to Assessment Limits	Appropriate Content Focus Term	Is Grade-Level Appropriate	Appropriate Cognitive Complexity Level (L, M, H)	Appropriate MC Options	Free of Clueing/Clang	Accurate Content	One and Only One CA/Key	Overall Rating: A, AM, AR, R, RR	Additional Comments

APPENDIX B: CONTENT ASSESSED BY CIVICS END-OF-COURSE ASSESSMENT

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.	
The student will:	
SS.7.CG.1.1	<p>Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America’s constitutional republic.</p> <ul style="list-style-type: none"> • Students will explain the influence of ancient Greece on America’s constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution). • Students will explain the influence of ancient Rome on America’s constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers). • Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States. • Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America’s constitutional republic. <p style="text-align: right;">Assessed by SS.7.CG.1.2.</p>
SS.7.CG.1.2	<p>Trace the principles underlying America’s founding ideas on law and government.</p> <ul style="list-style-type: none"> • Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law). • Students will explain why religious liberty is a protected right. <p style="text-align: right;">Also Assesses SS.7.CG.1.1 and SS.7.CG.1.4.</p>
SS.7.CG.1.3	<p>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine’s Common Sense had on colonists’ views of government.</p> <ul style="list-style-type: none"> • Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).
SS.7.CG.1.4	<p>Analyze how Enlightenment ideas, including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and Locke’s social contract, influenced the Founding.</p> <ul style="list-style-type: none"> • Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract. • Students will examine how Enlightenment ideas influenced the Founders’ beliefs about individual liberties and government. • Students will evaluate the influence of Montesquieu’s and Locke’s ideas on the Founding Fathers. <p style="text-align: right;">Assessed by SS.7.CG.1.2.</p>

APPENDIX B: CONTENT ASSESSED BY CIVICS END-OF-COURSE ASSESSMENT

SS.7.CG.1.5	<p>Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> • Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts). • Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.
SS.7.CG.1.6	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> • Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness). • Students will explain the concept of natural rights as expressed in the Declaration of Independence. • Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government. • Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government. • Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations. • Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).
SS.7.CG.1.7	<p>Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).
SS.7.CG.1.8	<p>Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government). • Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity). • Students will recognize that the intention of the phrase "We the People" means that government depends on the people for its power and exists to serve them.

APPENDIX B: CONTENT ASSESSED BY CIVICS END-OF-COURSE ASSESSMENT

SS.7.CG.1.9	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> • Students will explain the concept of limited government in the U.S. Constitution. • Students will describe and distinguish between separation of powers and checks and balances. • Students will analyze how government power is limited by separation of powers and/or checks and balances. • Students will recognize examples of separation of powers and checks and balances. • Students will recognize the influence of the U.S. Constitution on the development of other governments.
SS.7.CG.1.10	<p>Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.</p> <ul style="list-style-type: none"> • Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution. • Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.
SS.7.CG.1.11	<p>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> • Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not. • Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power. • Students will analyze the meaning and importance of due process in the United States legal system. • Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).
Standard 2: Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.	
The student will:	
SS.7.CG.2.1	<p>Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.</p> <ul style="list-style-type: none"> • Students will define citizenship as stated in the 14th Amendment. • Students will explain the process of becoming a naturalized citizen. • Students will define permanent residency and explain its role in obtaining citizenship. • Students will examine the impact of the naturalization process on society, government and the political process.

APPENDIX B: CONTENT ASSESSED BY CIVICS END-OF-COURSE ASSESSMENT

SS.7.CG.2.2	<p>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> • Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office. • Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship. • Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government. • Students will use scenarios to assess specific obligations of citizens. • Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.
SS.7.CG.2.3	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution. • Students will recognize the five freedoms protected by the First Amendment. • Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions. • Students will use scenarios to identify rights protected by the Bill of Rights. • Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.
SS.7.CG.2.4	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> • Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience). • Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus). • Students will use scenarios to examine the impact of limiting individual rights. • Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.
SS.7.CG.2.5	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> • Students will examine the significance of juries in the American legal system. • Students will explain types of jury trials, how juries are selected and why jury trials are important.
SS.7.CG.2.6	<p>Examine the election and voting process at the local, state and national levels.</p> <ul style="list-style-type: none"> • Students will explain how elections and voting impact citizens at the local, state and national levels. • Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. • Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic. <p style="text-align: right;">Also Assesses SS.7.CG.3.14.</p>
SS.7.CG.2.7	<p>Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> • Students will recognize the qualifications to seek election to local and state political offices.

APPENDIX B: CONTENT ASSESSED BY CIVICS END-OF-COURSE ASSESSMENT

SS.7.CG.2.8	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> • Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment). • Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting). • Students will identify methods used by interest groups to monitor and influence government.
SS.7.CG.2.9	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> • Students will use scenarios to identify bias, symbolism and propaganda. • Students will evaluate how bias, symbolism and propaganda can impact public opinion.
SS.7.CG.2.10	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> • Students will identify the appropriate level of government to resolve specific problems. • Students will identify appropriate government agencies to address local or state problems. • Students will analyze public policy alternatives to resolve local and state problems.
Standard 3: Demonstrate an understanding of the principles, functions and organization of government.	
The student will:	
SS.7.CG.3.1	<p>Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> • Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy). • Students will identify different forms of government based on their political philosophy or organizational structure. • Students will analyze scenarios describing various forms of government. • Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.
SS.7.CG.3.2	<p>Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> • Students will apply their understanding of federal, confederal and unitary systems of government. • Students will compare the organizational structures of systems of government. • Students will recognize examples of these systems of government. • Students will analyze scenarios describing various systems of government.

APPENDIX B: CONTENT ASSESSED BY CIVICS END-OF-COURSE ASSESSMENT

SS.7.CG.3.3	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will recognize the structure of the legislative, executive and judicial branches. • Students will compare the roles and responsibilities of the three branches of the national government. • Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.
SS.7.CG.3.4	<p>Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.</p> <ul style="list-style-type: none"> • Students will describe the system of federalism as established by the U.S. Constitution. • Students will analyze how federalism limits government power. • Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.
SS.7.CG.3.5	<p>Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution. • Students will identify the correct sequence of each amendment process. • Students will identify the importance of a formal amendment process. • Students will recognize the significance of the difficulty of amending the U.S. Constitution.
SS.7.CG.3.6	<p>Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> • Students will recognize how these amendments expanded civil rights to African Americans, women and young people. • Students will evaluate the impact these amendments have had on American society. • Students will examine how these amendments increased participation in the political process.
SS.7.CG.3.7	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> • Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection). • Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]). • Students will compare and contrast the lawmaking process at the local, state and national levels.
SS.7.CG.3.8	<p>Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> • Students will examine the processes of the executive branch (e.g., executive order, veto, appointments). • Students will compare and contrast executive authority at the local, state and national levels. • Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

APPENDIX B: CONTENT ASSESSED BY CIVICS END-OF-COURSE ASSESSMENT

SS.7.CG.3.9	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> • Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment). • Students will distinguish between the structure, functions and powers of courts at the state and federal levels. • Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions. • Students will compare the trial and appellate processes.
SS.7.CG.3.10	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> • Students will explain how historical codes of law influenced the United States. • Students will recognize natural, constitutional, statutory, case and common law as sources of law. • Students will compare civil, criminal, constitutional and/or military types of law.
SS.7.CG.3.11	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier). • Students will use primary sources to assess the significance of each U.S. Supreme Court case. • Students will evaluate the impact of each case on society. • Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.
SS.7.CG.3.12	<p>Compare the U.S. and Florida constitutions.</p> <ul style="list-style-type: none"> • Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people). • Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments). • Students will compare the amendment process of the U.S. and Florida Constitutions. • Students will recognize the U.S. Constitution as the supreme law of the land.
SS.7.CG.3.13	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> • Students will describe and classify specific services provided by local, state and national governments. • Students will compare the powers and obligations of local, state and national governments.
SS.7.CG.3.14	<p>Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ul style="list-style-type: none"> • Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment. <p style="text-align: right;">Assessed by SS.7.CG.2.6.</p>

APPENDIX B: CONTENT ASSESSED BY CIVICS END-OF-COURSE ASSESSMENT

SS.7.CG.3.15	Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens. <ul style="list-style-type: none"> • Students will evaluate various economic systems (e.g., capitalism, communism, socialism). • Students will compare the economic prosperity and opportunity of current nations.
Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.	
The student will:	
SS.7.CG.4.1	Explain the relationship between U.S. foreign and domestic policy. <ul style="list-style-type: none"> • Students will recognize the difference between domestic and foreign policy. • Students will identify issues that relate to U.S. domestic and foreign policy. • Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.
SS.7.CG.4.2	Describe the United States’ and citizen participation in international organizations. <ul style="list-style-type: none"> • Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization). • Students will discuss the advantages and disadvantages of U.S. membership in international organizations.
SS.7.CG.4.3	Describe examples of the United States’ actions and reactions in international conflicts. <ul style="list-style-type: none"> • Students will identify specific examples of and the reasons for United States’ involvement in international conflicts. • Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States. • Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

APPENDIX C: CIVICS ITEM WRITER GLOSSARY

This glossary is provided as a reference list for item writers. It is not intended to comprise a comprehensive vocabulary list for students. The terms in this glossary pertain to the state academic standards and the *Specifications* for Civics.

Anti-Federalists	A group of people in the early United States who opposed ratification of the U.S. Constitution because they feared a strong national government and a lack of protection for individual rights.
Article	A numbered chapter or section of a contract, treaty, or constitution.
Authority	The power to direct the actions of people or to make decisions.
Citizen	A legal member of a state and/or country.
Common good (Public good)	Beliefs or actions that are seen as a benefit to the larger community rather than individual interests.
Common law	Legal precedents based on customs and prior legal decisions and is used in civil cases.
Compact	An official agreement made by two or more parties.
Consent of governed	An agreement made by the people to establish a government and abide by its laws.
Democracy	A system of government in which political power resides with the people.
Federalists	A group of people in the early United States who favored the establishment of a strong national government and who worked for ratification of the U.S. Constitution.
Natural rights	The belief that individuals are born with basic rights that cannot be taken away by governments.
Representative democracy (Republic)	A system of government in which the people elect representatives to make policies and laws for them.
Rule of law	A concept that those who govern are bound by the laws; no one is above the law.
Social contract	An implied agreement among the people of an organized society that defines the rights, duties, and limitations of the governed and the government.
Socialism	An economic system in which the government owns the primary means of production.
Unalienable rights (Inalienable rights)	Basic rights of the people that may not be taken away.
Unitary	A system of government in which power resides with the central government.

APPENDIX D: CIVICS END-OF-COURSE ASSESSMENT TEST DESIGN SUMMARY**Duration of Test**

The table below displays the number of minutes allowed for regular test takers for the Civics EOC Assessment, which is administered in one session.

Course	Duration (minutes)
Civics	160 minutes

Length of Test

This table provides an approximate range for the number of items on the test. This range includes both the operational and field-test items.

Course	Item Range
Civics	48-54*

**Range may vary as related to computer-adaptive test administration.*

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Reporting Categories

Reporting Category	Benchmark	Percent of Test
Origins and Purposes of Law and Government	SS.7.CG.1.2	25-30
	<i>Also Assesses SS.7.CG.1.1 and SS.7.CG.1.4</i>	
	SS.7.CG.1.3	
	SS.7.CG.1.5	
	SS.7.CG.1.6	
	SS.7.CG.1.7	
	SS.7.CG.1.8	
	SS.7.CG.1.9	
	SS.7.CG.1.10	
	SS.7.CG.1.11	
	SS.7.CG.3.10	
Roles, Rights, and Responsibilities of Citizens	SS.7.CG.2.1	15-20
	SS.7.CG.2.2	
	SS.7.CG.2.3	
	SS.7.CG.2.4	
	SS.7.CG.2.5	
	SS.7.CG.3.6	
	SS.7.CG.3.11	
Government Policies and Political Processes	SS.7.CG.2.6	20-25
	<i>Also Assesses SS.7.CG.3.14</i>	
	SS.7.CG.2.7	
	SS.7.CG.2.8	
	SS.7.CG.2.9	
	SS.7.CG.2.10	
	SS.7.CG.3.15	
	SS.7.CG.4.1	
	SS.7.CG.4.2	
SS.7.CG.4.3		
Organization and Function of Government	SS.7.CG.3.1	20-25
	SS.7.CG.3.2	
	SS.7.CG.3.3	
	SS.7.CG.3.4	
	SS.7.CG.3.5	
	SS.7.CG.3.7	
	SS.7.CG.3.8	
	SS.7.CG.3.9	
	SS.7.CG.3.12	
	SS.7.CG.3.13	
Total		100