



U.S. History End-of-Course Assessment Achievement Level Descriptions

U.S. History EOC Assessment Reporting Category — Late Nineteenth and Early Twentieth Centuries (1860–1910)

Students performing at the mastery level of this reporting category will be able to understand the changes that occurred in the United States as a result of the Civil War and Reconstruction, the final settlement of the Frontier, the industrialization of the nation and the social dichotomy resulting from the split between industrial and agrarian interests, and the transformation of society that was occurring at the dawn of the twentieth century.

Achievement Level	Achievement Level Descriptions
Level 5	Students will consistently be able to <ul style="list-style-type: none">• interpret, analyze, and synthesize past events to determine historical relationships in predicting potential future outcomes;• evaluate the reliability and authenticity of historical sources of information;• apply timelines to predict future trends based on the evolution of past events;• evaluate and apply the tools historians use to interpret the significance of time periods and events;• apply and analyze the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events;• evaluate and describe specific case studies to explore social, political, legal, and economic relationships in history;• analyze and evaluate different characteristics of specific sociocultural aspects of American life in the late nineteenth and early twentieth centuries (1860–1910);• relate how specific causes and consequences of the Civil War were both the result of a failure to peacefully resolve the schism in American society;• analyze the relationships between the significant people and issues impacting the country during the period of Reconstruction;• apply social changes in American life during the Reconstruction period to issues that still permeate our society today;• evaluate the dynamics that culminated in the final settlement of the American West and the closing of the frontier, including the impact it had on Native Americans;• analyze, compare, and evaluate the impact of the First and Second Industrial Revolutions on American society in terms of the resultant economic, political, and social changes;• distinguish the similarities and differences of the goals and achievement of objectives utilized by agrarian and industrial sectors of the economy;• evaluate the ideologies and social movements that arose as a reaction to the industrialization and urbanization of American society in the late nineteenth and early twentieth centuries (1860–1910); and• analyze, compare, and evaluate key events and people in Florida within the context of U.S. History.
Level 4	Students will usually be able to <ul style="list-style-type: none">• analyze and compare observable data to ascertain reliability and identify historical trends;• analyze and explain the reliability and authenticity of historical sources of information;• utilize timelines to identify specific trends in historical development;• apply the tools historians use to interpret the significance of time periods and events;• apply the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary

	<p>accounts of past events;</p> <ul style="list-style-type: none"> • analyze and apply the use of case studies to explore social, political, legal, and economic relationships in history; • analyze the dynamics of characteristics of specific sociocultural aspects of American life in the late nineteenth and early twentieth centuries (1860–1910); • analyze and compare the efficacy of causes and consequences of the Civil War; • understand the relationships between the significant people and issues impacting the country during the period of Reconstruction; • compare the promises of Emancipation with the realities of Jim Crow during the period of Reconstruction and beyond for African Americans and other racial/ethnic minority groups; • analyze the dynamics that culminated in the final settlement of the American West and the closing of the frontier, including the impact it had on Native Americans; • compare and contrast the impact of the First and Second Industrial Revolutions on American society in terms of the resultant economic, political, and social changes; • differentiate the similarities and differences of the goals and achievements of objectives utilized by agrarian and industrial sectors of the economy • analyze the reasons for the rise of various new ideologies and social movements that developed as a reaction to the industrialization and urbanization of American society in the late nineteenth and early twentieth centuries (1860–1910); and • analyze key events and people in Florida within the context of U.S. History.
<p>Level 3</p>	<p>Students will generally be able to</p> <ul style="list-style-type: none"> • review and compare observable data for reliability and defend conclusions; • analyze the reliability and authenticity of historical sources of information based upon sound identified criteria; • utilize timelines to understand cause-and-effect relationships; • explain and utilize the tools historians use to interpret the significance of time periods and events; • explain the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary accounts of past events; • explain the role of case studies in achieving an understanding of social, political, legal, and economic relationships in history; • explain specific sociocultural aspects of American life in the late nineteenth and early twentieth centuries (1860–1910); • understand and compare the causes and consequences of the Civil War; • understand the roles of the significant people and issues that divided the country during the period of Reconstruction; • define the evolution that occurred in American society, specifically race relations, during the period of Reconstruction and beyond for African Americans and other racial/ethnic minority groups; • define and differentiate the various forces that intensified the settlement of the American West and the closing of the frontier and its ultimate effect on Native Americans; • contrast the different dynamics that characterized the First and Second Industrial Revolutions;

	<ul style="list-style-type: none"> • describe the differences in the economic, political, and social goals between the agrarian and industrial sectors of the economy; • explain the new ideologies and social movements that arose as a reaction to the economic and sociocultural changes experienced by the nation in the late nineteenth and early twentieth centuries (1860–1910); and • identify and explain key events and people in Florida within the context of U.S. History.
Level 2	<p>Students may demonstrate limited ability to</p> <ul style="list-style-type: none"> • review data and be able to recognize that some sources are more reliable than others; • recognize factors that impact the reliability of historical sources of information; • recognize the role timelines have in illustrating the sequence of historical events; • describe and utilize the tools historians use to interpret the significance of time periods and events; • define the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events; • identify the role of case studies in understanding social, political, legal, and economic relationships in history; • describe the general sociocultural aspects of American life in the late nineteenth and early twentieth centuries (1860–1910); • identify the causes and consequences of the Civil War; • identify significant people and issues that had an impact on the country during the period of Reconstruction; • identify changes that occurred in American society, specifically race relations, during the period of Reconstruction and beyond for African Americans and other racial/ethnic minority groups; • recognize effects of the final settlement of the American West and the closing of the frontier, including the impact on Native Americans; • identify similarities and differences between the First and Second Industrial Revolutions; • recognize the economic, political, and social origins and events that led to the split in American society between agrarian and industrial groups; • recognize that new ideologies and social movements arose as a reaction to the economic and sociocultural changes experienced by the nation in the late nineteenth and early twentieth centuries (1860–1910); and • identify key events and people in Florida within the context of U.S. History.
Level 1	<p>Performance at this level indicates an inadequate degree of success with the challenging content of the state academic standards for Social Studies.</p>

U.S. History EOC Assessment Reporting Category — Global Military, Political, and Economic Challenges (1890–1940)

Students performing at the mastery level of this reporting category will be able to demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I and analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

Achievement Level	Achievement Level Descriptions
Level 5	<p>Students will consistently be able to</p> <ul style="list-style-type: none">• interpret, analyze, and synthesize past events to determine historical relationships in predicting potential future outcomes;• evaluate the reliability and authenticity of historical sources of information;• apply timelines to predict future trends based on the evolution of past events;• evaluate and apply the tools historians use to interpret the significance of time periods and events;• apply and analyze the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events;• evaluate and describe specific case studies to explore social, political, legal, and economic relationships in history;• analyze and evaluate different characteristics of specific sociocultural aspects of American life in the early twentieth century (1890–1940);• evaluate the economic, political, and social factors that fueled U.S. imperialism;• analyze, compare, and evaluate events of U.S. imperialism and its impact on the nation and the world;• analyze and critique the causes and consequences of U.S. involvement in World War I;• evaluate and compare the economic, political, social, and military impact of World War I on the United States;• draw conclusions about the experiences and impact of World War I on minority groups at home and abroad;• evaluate Wilson’s Fourteen Points and assess their relationship to the provisions and effects of the Treaty of Versailles;• evaluate and analyze the similarities and differences of U.S. foreign and domestic policies during the 1920s;• evaluate the goals and purposes of U.S. international peace and relief efforts that followed World War I;• evaluate the social, political, and economic incentives of U.S. international peace and relief efforts;• evaluate and summarize the influence of the changing sociocultural climate of the 1920s and the 1930s;• predict long-term outcomes of support for and resistance to civil rights for minority groups;• critique cause-and-effect relationships of the economic trends of the 1920s and 1930s that led to the Great Depression;• justify the implementation of New Deal programs and assess the effects on the United States; and• analyze and interpret the impact of key events and people in Florida within the context of U.S. History.

<p>Level 4</p>	<p>Students will usually be able to</p> <ul style="list-style-type: none"> • analyze and compare observable data to ascertain reliability and identify historical trends; • analyze and explain the reliability and authenticity of historical sources of information; • utilize timelines to identify specific trends in historical development; • apply the tools historians use to interpret the significance of time periods and events; • apply the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary accounts of past events; • analyze and apply the use of case studies to explore social, political, legal, and economic relationships in history; • analyze the dynamics of characteristics of specific sociocultural aspects of American life in the early twentieth century (1890–1940); • analyze economic, political, and social factors that fueled U.S. imperialism; • analyze events of U.S. imperialism and its impact on the nation and the world; • analyze the causes and consequences of U.S. involvement in World War I; • interpret the impact of economic, political, social, military, and technological aspects of World War I on the United States; • evaluate the experiences and impact of World War I on minority groups at home and abroad; • explain Wilson’s Fourteen Points and differentiate them from the provisions and effects of the Treaty of Versailles; • compare and contrast the impact of U.S. foreign and domestic policies during the 1920s; • analyze the goals of U.S. international peace and relief efforts that followed World War I; • explain the social, political, and economic incentives for U.S. international peace and relief efforts • draw conclusions about the influence of the changing sociocultural climate of the 1920s and the 1930s; • contrast support for and resistance to civil rights for minority groups; • analyze cause-and-effect relationships of the economic trends of the 1920s and 1930s that led to the Great Depression; • evaluate the significance of the programs and effects of the New Deal on the United States; and • compare and contrast the impact of key events and people in Florida within the context of U.S. History.
<p>Level 3</p>	<p>Students will generally be able to</p> <ul style="list-style-type: none"> • review and compare observable data for reliability and defend conclusions; • analyze the reliability and authenticity of historical sources of information based upon sound identified criteria; • utilize timelines to understand cause-and-effect relationships; • explain and utilize the tools historians use to interpret the significance of time periods and events; • explain the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary accounts of past events; • explain the role of case studies in achieving an understanding of social, political, legal, and economic relationships in history; • explain specific sociocultural aspects of American life in the early twentieth century (1890–1940); • explain the major economic, political, and social factors that fueled U.S. imperialism;

	<ul style="list-style-type: none"> • explain the significant events of U.S. imperialism and its impact on the nation and the world; • describe the causes and consequences of U.S. involvement in World War I; • explain the economic, political, social, and military impact of World War I on the United States; • explain the significance of the experiences and impact of World War I on minority groups at home and abroad; • determine the relationship between Wilson’s Fourteen Points and the provisions and effects of the Treaty of Versailles; • examine and explain the impact of U.S. foreign and domestic policies during the 1920s; • describe the goals of U.S. international peace and relief efforts that followed World War I; • examine and explain the influence of the changing sociocultural climate of the 1920s and the 1930s; • explain the issues of support for and resistance to civil rights for minority groups; • differentiate cause-and-effect relationships of the economic trends of the 1920s and 1930s that led to the Great Depression; • compare and contrast the programs and effects of the New Deal on the United States; and • understand the impact of key events and people in Florida within the context of U.S. History.
<p>Level 2</p>	<p>Students may demonstrate limited ability to</p> <ul style="list-style-type: none"> • review data and be able to recognize that some sources are more reliable than others; • recognize factors that impact the reliability of historical sources of information; • recognize the role timelines have in illustrating the sequence of historical events; • describe and utilize the tools historians use to interpret the significance of time periods and events; • define the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events; • identify the role of case studies in understanding social, political, legal, and economic relationships in history; • describe the sociocultural aspects of American life in the early twentieth century (1890–1940); • identify factors that fueled U.S. imperialism; • identify significant events of U.S. imperialism and its impact on the nation and the world; • recognize the causes and consequences of U.S. involvement in World War I; • describe the economic, political, social, and military impact of World War I on the United States; • recognize the significance of the experiences and impact of World War I on minority groups at home and abroad; • recognize Wilson’s Fourteen Points and the provisions and effects of the Treaty of Versailles; • recognize the impact of U.S. foreign and domestic policies during the 1920s; • identify the goals and purposes of U.S. international peace and relief efforts that followed World War I; • identify the influence of the changing sociocultural climate of the 1920s and the 1930s; • describe support for and resistance to civil rights for minority groups; • understand the cause-and-effect relationships of the economic trends of the 1920s and 1930s that led to the Great Depression; • identify the programs and effects of the New Deal on the United States; and • recognize the impact of key events and people in Florida within the context of U.S. History.

Level 1	Performance at this level indicates an inadequate degree of success with the challenging content of the state academic standards for Social Studies.
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U.S. History EOC Assessment Reporting Category — The United States and the Defense of the International Peace (1940–2010)

Students performing at the mastery level of this reporting category will be able to understand the causes and course of World War II; the character of the war at home and how it reshaped the role of the United States in the post-war world along with the rise and continuing international influence of the United States as a world leader; and the impact of contemporary economic, political, and social movements on American life.

Achievement Level	Achievement Level Descriptions
Level 5	<p>Students will consistently be able to</p> <ul style="list-style-type: none">• interpret, analyze, and synthesize past events to determine historical relationships in predicting potential future outcomes;• evaluate the reliability and authenticity of historical sources of information;• apply timelines to predict future trends based on the evolution of past events;• evaluate and apply the tools historians use to interpret the significance of time periods and events;• apply and analyze the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events;• evaluate and describe specific case studies to explore social, political, legal, and economic relationships in history;• analyze and evaluate different characteristics of specific sociocultural aspects of American life in the late twentieth and early twenty-first century (1940–2010);• analyze and critique the causes and consequences of World War II on the United States and the world;• analyze, compare, and evaluate the significance of specific wartime events and actions both on the home front and abroad;• evaluate the impact of the Holocaust during World War II on Jews as well as other groups;• analyze and draw conclusions about the causes and consequences of events during the early years of the Cold War on the United States and the world;• evaluate and compare the economic, political, social, military, and technological developments of the Cold War;• analyze and evaluate the causes for post-World War II prosperity and its effects on American society;• analyze, compare, and evaluate foreign and domestic policies of the 1960s- and 1970s-era presidents;• evaluate the objectives and outcomes of foreign and domestic policy initiatives of the 1960s-era presidents (e.g., Vietnam, Great Society);• assess the impacts of the controversies associated with the 1960s-era foreign and domestic policies on foreign and domestic relations and, ultimately, on the success or failure of these policies;• evaluate the impact of media on the ultimate success or failure of the foreign and domestic policies of the 1960s-era presidents;• assess the significance of the Vietnam War and Watergate on the government and people of the United States;• draw conclusions about the rise of social and political movements, the role of the Supreme Court, and the expansion of civil rights/liberties;• assess U.S. foreign policy as it relates to nations in Africa, Asia, Europe, the Caribbean, Latin America, and the Middle East;• distinguish and critique the economic, political, social, military, and technological concerns that emerged at the

	<p>end of the twentieth century and into the twenty-first century; and</p> <ul style="list-style-type: none"> • analyze and interpret key events and people in Florida within the context of U.S. History.
Level 4	<p>Students will usually be able to</p> <ul style="list-style-type: none"> • analyze and compare observable data to ascertain reliability and identify historical trends; • analyze and explain the reliability and authenticity of historical sources of information; • utilize timelines to identify specific trends in historical development; • apply the tools historians use to interpret the significance of time periods and events; • apply the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary accounts of past events; • analyze and apply the use of case studies to explore social, political, legal, and economic relationships in history; • analyze the dynamics of characteristics of specific sociocultural aspects of American life in the late twentieth and early twenty-first centuries (1940–2010); • analyze the causes and consequences of World War II on the United States and the world; • analyze the significance of specific wartime events and actions both on the home front and abroad; • analyze the impact of the Holocaust during World War II on Jews, as well as other groups; • interpret the causes and consequences of events during the early years of the Cold War on the United States and the world; • interpret the economic, political, social, military, and technological developments of the Cold War; • compare and contrast foreign and domestic policies of the 1960s- and 1970s-era presidents; • compare and contrast the social, cultural, political, and geographic effects of post-World War II prosperity; • analyze the objectives of the foreign and domestic policy initiatives of the 1960s-era presidents (e.g., Vietnam, Great Society); • analyze the controversies associated with 1960s-era foreign and domestic policies, including how those controversies affected foreign and domestic relations; • analyze the influence of media on the foreign and domestic policies of the 1960s-era presidents; • analyze the impact of the Vietnam War and Watergate on the government and people of the United States; • distinguish and analyze the rise of social and political movements, the role of the Supreme Court, and the expansion of civil rights/liberties; • assess U.S. foreign policy as it relates to nations in Africa, Asia, Europe, the Caribbean, Latin America, and the Middle East; • compare and contrast the economic, political, social, military, and technological concerns that emerged at the end of the twentieth century and into the twenty-first century; and • compare and contrast key events and people in Florida within the context of U.S. History.
Level 3	<p>Students will generally be able to</p> <ul style="list-style-type: none"> • review and compare observable data for reliability and defend conclusions; • analyze the reliability and authenticity of historical sources of information based upon sound identified criteria; • utilize timelines to understand cause-and-effect relationships; • explain and utilize the tools historians use to interpret the significance of time periods and events;

	<ul style="list-style-type: none"> • explain the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary accounts of past events; • explain the role of case studies in achieving an understanding of social, political, legal, and economic relationships in history; • explain specific sociocultural aspects of American life in the late twentieth and early twenty-first centuries (1940–2010); • describe the causes and consequences of World War II on the United States and the world; • explain the significance of specific wartime events and actions both on the home front and abroad; • explain the impact of the Holocaust during World War II on Jews as well as other groups; • describe the causes and consequences of events during the early years of the Cold War on the United States and the world; • examine the economic, political, social, military, and technological developments of the Cold War; • describe the foreign and domestic policies of the 1960s- and 1970s-era presidents; • describe the causes and effects of U.S. economic prosperity that followed World War II; • describe the objectives of the foreign and domestic policy initiatives of the 1960s-era presidents (e.g., Vietnam, Great Society); • explain the controversies associated with 1960s-era foreign and domestic policies; • describe the influence of media on the foreign and domestic policies of the 1960s-era presidents; • examine and explain the rise of social and political movements, the role of the Supreme Court, and the expansion of civil rights/liberties; • critique U.S. foreign policy as it relates to nations in Africa, Asia, Europe, the Caribbean, Latin America, and the Middle East; • examine and explain the economic, political, social, military, and technological concerns that emerged at the end of the twentieth century and into the twenty-first century; and understand the key events and people in Florida within the context of U.S. History.
<p>Level 2</p>	<p>Students may demonstrate limited ability to</p> <ul style="list-style-type: none"> • review data and be able to recognize that some sources are more reliable than others; • recognize factors that impact the reliability of historical sources of information; • recognize the role timelines have in illustrating the sequence of historical events; • describe and utilize the tools historians use to interpret the significance of time periods and events; • define the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events; • identify the role of case studies in understanding social, political, legal, and economic relationships in history; • describe the general sociocultural aspects of American life in the late twentieth and early twenty-first centuries (1940–2010); • recognize the causes and consequences of World War II on the United States and the world; • identify the significance of specific wartime events and actions both on the home front and abroad; • recognize the impact of the Holocaust during World War II on Jews as well as other groups;

	<ul style="list-style-type: none"> • identify the causes and consequences of events during the early years of the Cold War on the United States and the world; • describe the economic, political, social, military, and technological developments of the Cold War; • identify the foreign and domestic policies of the 1960s- and 1970s-era presidents; • identify the causes of U.S. economic prosperity that followed World War II; • identify the foreign and domestic policy initiatives of the 1960s-era presidents (e.g., Vietnam, Great Society); • identify controversies with 1960s-era foreign and domestic policies; • relate the rise of social and political movements, the role of the Supreme Court, and the expansion of civil rights/liberties; • recognize U.S. foreign policy as it relates to nations in Africa, Asia, Europe, the Caribbean, Latin America, and the Middle East; • describe economic, political, social, military, and technological concerns that emerged at the end of the twentieth century and into the twenty-first century; and • recognize the key events and people in Florida within the context of U.S. History.
Level 1	Performance at this level indicates an inadequate degree of success with the challenging content of the state academic standards for Social Studies.