|  |
| --- |
| Central florida assessment collaborative |
| Individual Test Item Specifications |
| Civics |
| 2014 |

|  |
| --- |
|  |



**Table of Contents**

I. Guide to the Individual Benchmark Specifications ..................................................................... 1

Benchmark Classification System............................................................................................... 1

Definitions of Benchmark Specifications ................................................................................... 3

II. Individual Benchmark Specifications ........................................................................................ 4

**I. Guide to the Individual Benchmark Specifications**

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the NGSSS and the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

**Benchmark Classification System**

Each NGSSS benchmark is labeled with a system of letters and numbers.

 The two letters in the *first position* of the label identify the **Subject Area**.

 The number(s) in the *second position* represents the **Grade Level**.

 The letter in the *third position* represents the **Strand** or **Body of Knowledge.**

 The number in the *fourth position* represents the **Standard**.

 The number in the *last position* identifies the specific **Benchmark**.



Each MAFS benchmark is labeled with a system of letters and numbers.

 The four letters in the *first position* of the label identify the **Subject**.

 The number(s) in the *second position* represents the **Grade Level**.

 The letter(s) in the *third position* represents the **Category**.

 The number in the *fourth position* shows the **Domain**.

 The number in the *fifth position* identifies the **Cluster**.

 The number in the *last position* identifies the specific **Benchmark**.



**Definitions of Benchmark Specifications**

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided.

|  |  |
| --- | --- |
| **Reporting Category** | is a grouping of related benchmarks that can be used to summarize and report achievement. |
| **Standard** | refers to the standard statement presented in the NGSSS or in the Florida Standards. |
| **Benchmark****Also Assesses** | refers to the benchmark statement presented in the NGSSS or standard statement in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement.refers to the benchmarks that are closely related to the benchmark (see description above) |
| **Item Types****Cognitive****Complexity** | are used to assess the benchmark or group of benchmark.ideal level at which item should be assessed. |
| **Benchmark Clarifications** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions. |
| **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark.  |
| **Stimulus Attributes** | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content. |
| **Response Attributes****Content Focus** | define the characteristics of the answers that a student must choose or provide.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 type of question assessed. The correct answer for all sample items is provided.  |

**II. Individual Benchmark Specifications**

|  |  |
| --- | --- |
| **Reporting Category** | Research & Inquiry |
| **Standard** | [Research to Build and Present Knowledge](http://www.cpalms.org/Standards/PublicPreviewIdea1797.aspx). Writing Standards for literacy in History/Social Studies, Science, and Technical Subjects.  |
| **Benchmark Number** | LAFS.910.WHST.3.9 |
| **Benchmark** | Draw evidence from informational texts to support analysis, reflection, and research. |
| **Also Assesses** | LAFS.910.RH.2.4 |
| **Item Types** | Selected response, Short answer |
| **Benchmark Clarifications** | Require response to draw conclusion or infer outcomes based on text |
| **Content Limits** | Be sure to base on text and not image for this standard.  |
| **Stimulus Attribute** | Text (primary and secondary sources as well as news print, multi-media) |
| **Content Focus** | None specified |
| **Sample Item** | “It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the school house gate.”  *Tinker v Des Moines,* 1969In what way does the *Tinker v Des Moines* Supreme Court decision supports the Constitutional rights of students today?A. Schools can no longer censor publications. B. Schools cannot restrict speeches at a school sponsored events. C. Students cannot express their political beliefs through posters and websites.D. Students can express their political beliefs through symbolic speech that does not disrupt the educational environment.Answer Key: D |

|  |  |
| --- | --- |
| **Reporting Category** | American History |
| **Standard** | [Use research and inquiry skills to analyze American history using primary and secondary sources.](http://www.cpalms.org/Standards/PublicPreviewIdea835.aspx) |
| **Benchmark Number** | SS.912.A.1.2 |
| **Benchmark** | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. |
| **Also Assesses** | LAFS.910.RH.2.4, LAFS.910.RH.3.9, SS.912.W.1.3 |
| **Item Types** | Selected response or Short answer |
| **Benchmark Clarifications** | Students will infer, describe, and/or formulate outcomes or influences based on primary and secondary sources dealing with American History. |
| **Content Limits** | Items may include historical as well as contemporary issues. |
| **Stimulus Attribute** | Quotes, letters, diaries, speeches, text, books, charts, graphs, and images. |
| **Content Focus** | Content should be limited to American History only.  |
| **Sample Item** | The passage below about government is from *Federalist No. 51.*If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary…the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.How are the author’s views from this passage applied in the US Constitution?1. The U.S. Constitution limits the rights of the people.
2. The U.S. Constitution limits the power of the federal government.
3. The U.S. Constitution requires the states to provide for common defense.
4. The U.S. Constitution requires the government to promote the general welfare.

Answer Key: B |

|  |  |
| --- | --- |
| **Reporting Category** | American History |
| **Standard** | [Use research and inquiry skills to analyze American history using primary and secondary sources.](http://www.cpalms.org/Standards/PublicPreviewIdea835.aspx) |
| **Benchmark Number** | SS.912.A.1.3 |
| **Benchmark** | Utilize timelines to identify the time sequence of historical data. |
| **Also Assesses** | SS.912.W.1.1, SS.912.W.1.3 |
| **Item Types** | Selected response  |
| **Benchmark Clarifications** | Students will be able to place events in time sequence.Students will identify the relationship between an event and its place in a series of events. |
| **Content Limits** | Should be Civics’ standards-related. Items should include timelines. |
| **Stimulus Attribute** | Items should address timelines. |
| **Content Focus** | Any time sequence for Civic standards. |
| **Sample Item** | What does the timeline below show about voting rights between 1960 and 1980?<http://www.infoplease.com/timelines/voting.html>A. Most voting right legislation dealt with racial issues.B. Age was never addressed in voting rights legislation.C. All voting rights deal with the individual’s right to vote.D. The Supreme Court played a major role in supporting equal voting rights. Answer Key: A |

|  |  |
| --- | --- |
| **Reporting Category** | American History |
| **Standard** | [Use research and inquiry skills to analyze American history using primary and secondary sources.](http://www.cpalms.org/Standards/PublicPreviewIdea835.aspx) |
| **Benchmark Number** | SS.912.A.1.4 |
| **Benchmark** | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response, Short answer |
| **Benchmark Clarifications** | Students will interpret social and historical environments of select time periods.  |
| **Content Limits** | Should be Civics’ standards-related.  |
| **Stimulus Attribute** | photos, posters, drawings, political cartoons |
| **Content Focus** | These items are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: women’s rights. |
| **Sample Item** | Across American historical events, women have made significant contributions to our nation. What do the two images below represent about women? A. Women are stronger than men think. B. Women actively support American war efforts.C. Women fought for both sides of the war in AmericaD. Women’s jobs have changed significantly over the centuries. Answer Key: B |

|  |  |
| --- | --- |
| **Reporting Category** | American History |
| **Standard** | [Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.](http://www.cpalms.org/Standards/PublicPreviewIdea836.aspx) |
| **Benchmark Number** | SS.912.A.2.4 |
| **Benchmark** | Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response  |
| **Benchmark Clarifications** | Students will recognize the rights outlined in these amendments.Students will evaluate the impact these amendments had on various social groups.Students will analyze the different freedoms granted by each of these amendments. |
| **Content Limits** | Questions should only address the 13th, 14th and 15th Amendments. |
| **Stimulus Attribute** | Amendment text, posters, photographs, text, speeches |
| **Content Focus** | Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection. |
| **Sample Item** | Why were women upset with the passage of the 15th Amendment?  A. Women wanted to right to vote as well.  B. They felt they deserved equal pay for equal work.C. Women wanted the voting age to be lowered to 18 years and older D. They felt Native Americans should have gained their citizenship too.  . Answer Key: A |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](http://www.cpalms.org/Standards/PublicPreviewIdea851.aspx) |
| **Benchmark Number** | SS.912.C.1.1 |
| **Benchmark** | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response, Short answer, Extended Response |
| **Benchmark Clarifications** | Students will compare the principles of the Articles of Confederation and the Constitution. |
| **Content Limits** | Items should be limited to the time frame of the adoption of the Constitution |
| **Stimulus Attribute** | Passages, texts, images, charts, graphs |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Comparison of Articles of Confederation and Constitution, enlightenment influence, protest reactions to British Acts, Virginia Plan, New Jersey Plan, the Great Compromise. |
| **Sample Item** | What is a major difference between the Articles of Confederation and the Constitution? A. The Constitution gives Southern states less power than northern states. B. The Constitution gives Congress the power to act directly on the people.    C. The Constitution gives any state the right to leave the Union if its citizens  support the break.D. The Constitution gives Congress the right to regulate the Education of  students.  Answer Key: B |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](http://www.cpalms.org/Standards/PublicPreviewIdea851.aspx) |
| **Benchmark Number** | SS.912.C.1.2 |
| **Benchmark** | Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights. |
| **Also Assesses** | SS.912.C.1.1 |
| **Item Types** | Selected Response or Short answer |
| **Benchmark Clarifications** | Students will explain how political principles affected the writing of the Declaration of Independence.Students will evaluate how the Declaration of Independence upholds the political principles indicated. |
| **Content Limits** | Focus on Declaration of Independence only (not later or prior documents). |
| **Stimulus Attribute** | Images, pictures, text/passages, charts, graphs |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Declaration of Independence, popular sovereignty, social contract, natural rights, individual rights |
| **Sample Item** | “We hold these truths to be self evident that all men are created equal, they are endowed by their Creator with certain unalienable rights...that to secure these rights, governments are instituted among Men, deriving their just powers from the consent of the governed.” - Declaration of Independence.In this text, what words address the concept of popular sovereignty?A. that all men are created equal  B. they are endowed by their Creator with certain unalienable rightsC. that to secure these rights, governments are instituted among men D. deriving their just powers from the consent of the governedAnswer Key: D |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](http://www.cpalms.org/Standards/PublicPreviewIdea851.aspx) |
| **Benchmark Number** | SS.912.C.1.3 |
| **Benchmark** | Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. |
| **Also Assesses** | SS.912.C.1.1 |
| **Item Types** | Selected response or Short answer |
| **Benchmark Clarifications** | Students will analyze and distinguish between the different ideal and principles found in each of these documents.Students will identify the relationship of thought between these documents. |
| **Content Limits** | Items should focus on the documents listed but not require students to recall from the documents. |
| **Stimulus Attribute** | Images, Pictures, Excerpts from: Federalist Papers, Declaration of Independence, Articles of Confederation, Anti-federalist writings |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: comparing ideas from these documents to the Constitution (e.g. individual freedom, role of the government). |
| **Sample Item** | Smaller states refused to agree to the Articles of Confederation until which issue was clarified? A. How the federal debt would be paid  B. How citizens would be taxedC. Who would have the right to vote D. How western lands would be dividedAnswer Key: B |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](http://www.cpalms.org/Standards/PublicPreviewIdea851.aspx) |
| **Benchmark Number** | SS.912.C.1.4 |
| **Benchmark** | Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights. |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response or Short answer |
| **Benchmark Clarifications** | Students will describe the differing beliefs regarding government responsibility to public and government power. |
| **Content Limits** | Items will focus on the time period of the benchmark.Items will not reference present day events. |
| **Stimulus Attribute** | Essays, journals, and other writings supporting or opposing federal government control, newspaper reports, diaries, cartoons, speeches |
| **Content Focus** | How the people of the colonies differed in their belief in government responsibilities and powers. Additional items may include but are not limited to: Anti-Federalists Paper, Federalists Papers, propaganda |
| **Sample Item** | Alexander Hamilton’s opinion that the United States needed a strong central government reflects the ideals of which political party? A. The Federalists B. The Anti-Federalists C. The Know Nothing Party D. The Whig PartyAnswer Key: B |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](http://www.cpalms.org/Standards/PublicPreviewIdea851.aspx) |
| **Benchmark Number** | SS.912.C.1.5 |
| **Benchmark** | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| **Also Assesses** | SS.912.C.3.1 |
| **Item Types** | Selected response or Short answer |
| **Benchmark Clarifications** | Students will identify and provide support for concepts such as rule of law and checks and balances by selecting relevant excerpts of the Constitution and Amendments. |
| **Content Limits** | None specified |
| **Stimulus Attribute** | Charts, tables, graphs, images, text/passages |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: popular sovereignty, enumerated powers, concurrent powers, reserved powers, supremacy clause. |
| **Sample Item** | Which interpretation of enumerated powers is accurate?1. The federal government declaring war.
2. The federal government conducting elections.
3. The state governments coining money.
4. The state governments maintaining the armed forces.

Answer Key: A |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](http://www.cpalms.org/Standards/PublicPreviewIdea852.aspx) |
| **Benchmark Number** | SS.912.C.2.1 |
| **Benchmark** | Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.  |
| **Also Assesses** | N/A |
| **Item Types** | Selected response or Short answer |
| **Benchmark Clarifications** | Students will identify legal means of obtaining citizenship in the U.S.  |
| **Content Limits** | Items should only address questions of citizenship and its rights. |
| **Stimulus Attribute** | Items may use historical and contemporary documents and other relevant stimuli (e.g., maps, graphs, charts, tables). |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: alien, immigrant, law of blood, and resident |
| **Sample Item** | A classmate gave a speech about his family. Both of his parents were born in South America and lived through politically violent times. He also shared that he hoped one day to be the President of the United States. Since his parents are both foreign citizens, how could he qualify to become the U.S. president? A. He would first need to obtain a U.S. public office. B. Since he lives in the United States as a child, he qualifies. C. He was born in the United States. D. He became a naturalized citizen when his parents completed the naturalization process.Answer Key: C |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](http://www.cpalms.org/Standards/PublicPreviewIdea852.aspx) |
| **Benchmark Number** | SS.912.C.2.2 |
| **Benchmark** | Evaluate the importance of political participation and civic participation. |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response |
| **Benchmark Clarifications** | Students will provide ideas on how to participate in the political arena as citizens and why they should participate. Students will discuss possible consequences of non-participation. |
| **Content Limits** | Items will not require students to make judgments about ranking the importance of specific forms of participation. |
| **Stimulus Attribute** | Items may use historical and contemporary documents and other relevant stimuli (e.g., political signs, writings by protestors, court cases). |
| **Content Focus** | None Specified |
| **Sample Item** | Voters **directly** impact the nation’s leadership by electing officials to what position(s)?A. The President and Vice President B. Senators and Representatives C. Federal Supreme Court Justices D. The Secretary of State Answer Key: B (President and Vice President elected by Electoral College) |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](http://www.cpalms.org/Standards/PublicPreviewIdea852.aspx) |
| **Benchmark Number** | SS.912.C.2.3 |
| **Benchmark** | Experience the responsibilities of citizens at the local, state, or federal levels.  |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response, Short answer, Extended Response |
| **Benchmark Clarifications** | Students will describe how they can participate at each level. Students will describe experiences they have had completing service learning projects. |
| **Content Limits** | Focus should be on how citizens participate, not how candidates influence politics. |
| **Stimulus Attribute** | Images, photographs, transcripts of meetings to discuss issues, examples of citizen participation |
| **Content Focus** | These items are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items include, but are not limited to, the following: selective service, voting, paying taxes, running for office. |
| **Sample Item** | What are 2 ways that Americans can participate in their democracy?Possible Answers: write to a newspaper about social or political issues, run for office, vote, publicly support or oppose an issue or policy, contact Senators and Representatives, communicate your opinion on an issue to elected officials, join a civic group, join a political party, help with political campaigns. |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](http://www.cpalms.org/Standards/PublicPreviewIdea852.aspx) |
| **Benchmark Number** | SS.912.C.2.4 |
| **Benchmark** | Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.  |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response, Short Answer, Extended Response |
| **Benchmark Clarifications** | Students will discuss the importance of the balance of interests, including identifying and speculating the impact of decisions made for both the public good and individuals and their responsibility to society in exchange for their rights |
| **Content Limits** | None specified. |
| **Stimulus Attribute** | Court cases discussing public good, propaganda regarding environmental decisions |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Natural Rights, Individual Rights, Public Good, and Responsibility of individuals to society.  |
| **Sample Item** | The Declaration of Independence states; “We hold these truths to be self-evident, that all men are created equal,…with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.” The Constitution and the process of Judicial Review wrestle with how to ensure individual rights are upheld. What is the primary issue with ensuring individual rights?1. Privacy issues
2. Political Party Platforms
3. Proper Respect for the Environment
4. Public good vs. individual rights

Answer Key: D |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](http://www.cpalms.org/Standards/PublicPreviewIdea852.aspx) |
| **Benchmark Number** | SS.912.C.2.8 |
| **Benchmark** | Analyze the impact of citizen participation as a means of achieving political and social change.  |
| **Also Assesses** | SS.912.C.2.3, SS.912.W.1.3 |
| **Item Types** | Selected response  |
| **Benchmark Clarifications** | Students will defend concepts of social change and political power to affect social change. |
| **Content Limits** | Items will not require students to make judgments to rank methods of participation. |
| **Stimulus Attribute** | Primary and secondary source documents related to social change/reform movements and their impacts on society. Federal and state laws that impact societal values in the country. Current events such as ban on food products, breastfeeding, marriage laws, etc. |
| **Content Focus** | These items are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: social class, equality, social structure. |
| **Sample Item** | What action could a neighborhood group take to improve public safety and security in their community without being required to have state or federal government approval?  A. Require a background check for all people moving into the town. B. Have “random” homes searched for evidence of illegal activities. C. Develop a neighborhood watch program. D. Maintain a public web site with the names of individuals suspected of being  criminals.Answer Key: C |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](http://www.cpalms.org/Standards/PublicPreviewIdea852.aspx) |
| **Benchmark Number** | SS.912.C.2.9 |
| **Benchmark** | Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.  |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response  |
| **Benchmark Clarifications** | Students will infer the civil rights and liberties gained through writings and documents addressing such issues. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Pictures, charts, graphs, text/passages, political cartoons |
| **Content Focus** | Focus specifically on Civil Rights and Liberties, not all laws affecting change. |
| **Sample Item** | As for the marriage laws, they are due for a sweeping reform, and an excellent beginning would be to wipe the existing ones off the books. Regarding special protection for working women, I cannot understand why it should be needed. Women need no protection that men do not need. What we need are laws to protect working people, to guarantee them fair pay, safe working conditions, protection against sickness and layoffs, and provision for dignified, comfortable retirement. Men and women need these things equally. That one sex needs protection more than the other is a male supremacist myth as ridiculous and unworthy of respect as the white supremacist myths that society is trying to cure itself of at this time.*Excerpt from:* ***Equal Rights For Women****, by Shirley Chisholm, US House Representative from New York**Address To The United States House Of Representatives, Washington, DC: May 21, 1969*Sources: Congressional Record - Extensions of Remarks E4165-6. Available online at <http://scriptorium.lib.duke.edu/wlm/equal/>After reading the excerpt above, what is the MAIN idea of Ms. Chisholm's remarks? A. Marriage laws are antiquated and should be abolished. B. Civil liberties for women and blacks are not connected. C. Women need no more protection than other groups. D. Women need more protections than men.Answer Key: C |

|  |  |
| --- | --- |
| **Reporting Category** | Civic and Government  |
| **Standard** | [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](http://www.cpalms.org/Standards/PublicPreviewIdea852.aspx) |
| **Benchmark Number** | SS.912.C.2.14 |
| **Benchmark** | Evaluate the processes and results of an election at the state or federal level. |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response |
| **Benchmark Clarifications** | Students will infer political and social change to the community, state, country as a result of elections. Students will identify causes and outcomes of elections. |
| **Content Limits** | Items should focus on how election outcomes can be affected by the process. Items may address rules and regulations for running for political office, voting eligibility, and importance of political parties. |
| **Stimulus Attribute** | maps, timelines, charts, graphs, tables |
| **Content Focus** | These items are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Election outcomes, process, rules and regulations for running for political office, voting eligibility, importance of political parties |
| **Sample Item** | According to the 2000 presidential electoral map shown above, what is illustrated about the popular vote in a presidential election? A. Popular vote and electoral vote have a direct correlation.B. Popular vote and electoral vote do not necessarily have a direct correlation. C. The votes of larger states determine the winner of a presidential election.D. You must win the popular vote in order to be elected President of the United  States. Answer Key: B |

|  |  |
| --- | --- |
| =**Reporting Category** | Civics and Government |
| **Standard** | [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](http://www.cpalms.org/Standards/PublicPreviewIdea852.aspx) |
| **Benchmark Number** | SS.912.C.2.15 |
| **Benchmark** | Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response  |
| **Benchmark Clarifications** | Students will explain the process of the political party system has developed in the U.S. Students will infer the levels and types of influence special interest groups, newspapers/television/Internet/mass mailings can have on political elections and selecting individuals to shape public policy.Students will identify public policy that has been developed or not developed due to the influence of political parties, interest groups, media, and celebrities. |
| **Content Limits** | Items will not require specific content knowledge of events with local significance.Items will not require students to make judgments about ranking the responsibilities of citizens. |
| **Stimulus Attribute** | Papers or text dealing with issues, speeches, images, cartoons, political activist memorabilia |
| **Content Focus** | These items are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Identify public policy that has been developed or not developed due to the influence of political parties, interest groups, media, and celebrities.  |
| **Sample Item** | What is a frequent criticism of special interest groups and their influence on the American political process?1. Elected officials are shielded from such groups so they can have little influence on legislation.
2. By providing significant donations to Congressional campaigns, special interest groups gain easy access to elected officials and have too much influence on legislation.
3. The effectiveness of special interest groups is diminished because they lobby for so many differing issues at once.
4. The extreme positions of the special interest groups make it difficult for Congress to address their issues and those of the general public.

Answer Key: B |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](http://www.cpalms.org/Standards/PublicPreviewIdea852.aspx) |
| **Benchmark Number** | SS.912.C.2.16 |
| **Benchmark** | Analyze trends in voter turnout.  |
| **Also Assesses** | LAFS910.RH.3.7 |
| **Item Types** | Selected response |
| **Benchmark Clarifications** | Students will identify socio-economic trends in elections. Students will attribute incidents to election outcomes. Students will identify the impact(s) of weather patterns, global issues, media, grassroots organizations, and special interest groups in compelling voters to go to the polls. |
| **Content Limits** | Items will not require students to make judgments about ranking the responsibilities of citizens. |
| **Stimulus Attribute** | Election results from any time period, charts, graphs, actual data, images, text/passages |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: polls, eligible voters, non-voters, ballot, youth voter turnout, issue-based voting.  |
| **Sample Item** | <http://www.infoplease.com/ipa/A0781453.html>Using the chart above, what can you infer from the statistics concerning the public’s voting record?1. Voter turnout is higher in non-presidential election years.
2. Voter turnout increased at the same rate as voter registration.
3. Voter turnout may be influenced by social unrest.
4. Voter turnout is higher in metropolitan areas.

Answer Key: C |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the principles, functions, and organization of government.](http://www.cpalms.org/Standards/PublicPreviewIdea853.aspx) |
| **Benchmark Number** | SS.912.C.3.2 |
| **Benchmark** | Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government. |
| **Also Assesses** | SS.912.C.3.15 |
| **Item Types** | Selected response |
| **Benchmark Clarifications** | Students will identify powers given to the states and those limited to the federal government. |
| **Content Limits** | None specified |
| **Stimulus Attribute** | Cartoons, images, issues pamphlets, primary/secondary text. |
| **Content Focus** | These items are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: enumerated powers, reserved powers and concurrent powers, checks and balances, separation of powers. |
| **Sample Item** | What is a system of government in which responsibilities and powers are both shared and limited by the national government, the state government, and the people called?A. Shared Democracy  B. Confederation system.  C. Federal System  D. Unitary DemocracyAnswer Key: C |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the principles, functions, and organization of government.](http://www.cpalms.org/Standards/PublicPreviewIdea853.aspx) |
| **Benchmark Number** | SS.912.C.3.3 |
| **Benchmark** | Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution. |
| **Also Assesses** | N/A |
| **Item Types** | Selected response  |
| **Benchmark Clarifications** | Student will be able to distinguish the responsibilities, requirements, and powers of Congress as dictated by Article I of the Constitution. |
| **Content Limits** | Items must focus on the legislative branch and not on other branches of government. |
| **Stimulus Attribute** | Text/Passages, Images, Graphs, Charts, Excerpts, Political Cartoons |
| **Content Focus** | None specified. |
| **Sample Item** | Why did the Founding Fathers establish the rule that revenue bills must originate in the House of Representatives? 1. Members of the House of Representatives focus on the budget, while Senate Members focus on Foreign Policy.
2. The House of Representatives has the responsibility to represent the will of the people.
3. The Senate would not consider the impact of increased taxation and the budget would likely grow out of control.
4. The Founding Fathers did not want the Senate to be bogged down with minor budget related bills.

Answer Key: B |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the principles, functions, and organization of government.](http://www.cpalms.org/Standards/PublicPreviewIdea853.aspx) |
| **Benchmark Number** | SS.912.C.3.4 |
| **Benchmark** | Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution. |
| **Also Assesses** | N/A |
| **Item Types** | Selected response  |
| **Benchmark Clarifications** | Student will distinguish the responsibilities, requirements, and powers of the Executive Branch as dictated by Article II of the Constitution. |
| **Content Limits** | Items must focus on the executive branch and not on other branches of government. |
| **Stimulus Attribute** | Text/Passages, Images, Graphs, Charts, Excerpts, Political Cartoons |
| **Content Focus** | None specified. |
| **Sample Item** | Which of the following is a power of the President? A. to impeach a judge B. to make laws C. to appoint Supreme Court justices D. to declare warAnswer Key: C |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the principles, functions, and organization of government.](http://www.cpalms.org/Standards/PublicPreviewIdea853.aspx) |
| **Benchmark Number** | SS.912.C.3.6 |
| **Benchmark** | Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution. |
| **Also Assesses** | SS.912.C.3.8 |
| **Item Types** | Selected response  |
| **Benchmark Clarifications** | Student will distinguish the responsibilities, requirements, and powers of the Executive Branch as dictated by Article II of the Constitution. |
| **Content Limits** | Items must focus on the judicial branch and not on other branches of government. |
| **Stimulus Attribute** | Text/Passages, Images, Graphs, Charts, Excerpts, Political Cartoons |
| **Content Focus** | None specified. |
| **Sample Item** | How does the Supreme Court differ from lower state courts? A. The Supreme Courts hears mostly cases with a ‘hung’ jury.B. The Supreme Court derives its power from the Constitution and federal law. C. The Supreme Court cannot hear cases involving international disputes. D. The Supreme Court has the power to remove judges from lower courts. Answer Key: B |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the principles, functions, and organization of government.](http://www.cpalms.org/Standards/PublicPreviewIdea853.aspx) |
| **Benchmark Number** | SS.912.C.3.7 |
| **Benchmark** | Describe the role of judicial review in American constitutional government. |
| **Also Assesses** | SS.912.C.3.9 |
| **Item Types** | Selected response or Short answer |
| **Benchmark Clarifications** | Student will explain how judicial review has impacted the three branches of government. |
| **Content Limits** | Items should not focus on other aspects of the Judicial branch. Items should focus on judicial review only. |
| **Stimulus Attribute** | Text from Supreme Court decisions and legislative narratives  |
| **Content Focus** | Impact of Supreme Court decisions regarding Constitutionality of laws |
| **Sample Item** | What is the role of the Supreme Court to annul the acts of the state when it finds them incompatible with a higher authority called? A. A Supreme Court Decision B. the appeal process C. Law of Rules D. Judicial ReviewAnswer Key: D |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the principles, functions, and organization of government.](http://www.cpalms.org/Standards/PublicPreviewIdea853.aspx) |
| **Benchmark Number** | SS.912.C.3.10 |
| **Benchmark** | Evaluate the significance and outcomes of landmark Supreme Court cases.  |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response  |
| **Benchmark Clarifications** | Students will describe the impact that landmark Supreme Court cases have on our society. |
| **Content Limits** | Supreme Court Cases used should not be focused on cases addressing issues other than principal, functions, and organization of government. |
| **Stimulus Attribute** | Text from various court cases, primary and secondary sources relating to landmark court cases, images, pictures, charts, graphs, political cartoons |
| **Content Focus** | These items are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Various Supreme Court cases that impact social and cultural issues, as well as national security which may include Marbury V. Madison, McCulloch V. Maryland, Gibbons, V. Ogden, Dred Scott V. Sanford, Plessy V. Ferguson, Brown V. Board of Education of Topeka, Gideon V. Wainwright, New York Times V. Sullivan, Miranda V.Arizona, Bush V. Gore,, Grutter V. Bollinger, Tinker V. Des Moines, Hazelwood V. Kuhlmier, U.S. V. Nixon, Roe V. Wade, Texas V. Johnson, Map V. Ohio, District of Columbia V. Heller.  |
| **Sample Item** | Which United States Supreme Court case upheld the principle of implied powers? A. *Olmstead v. United States* (1928)B. *McCulloch v. Maryland* (1819)C. *Plessy v. Ferguson* (1896)D*. Marbury v. Madison* (1803)Answer Key: B |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government  |
| **Standard** | [Demonstrate an understanding of the principles, functions, and organization of government.](http://www.cpalms.org/Standards/PublicPreviewIdea853.aspx) |
| **Benchmark Number** | SS.912.C.3.11 |
| **Benchmark** | Contrast how the Constitution safeguards and limits individual rights. |
| **Also Assesses** | SS.912.W.1.3 |
| **Item Types** | Selected response or Short answer |
| **Benchmark Clarifications** | Student will distinguish rights from public safeguards in the Constitution |
| **Content Limits** | Items should address Individual rights and limits – not general powers. |
| **Stimulus Attribute** | Excerpts from the Constitution dealing with safeguards and individual rights. Federalist papers dealing with safeguards and individual rights. |
| **Content Focus** | These items are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Bill of Rights, Judicial Review, Amendments |
| **Sample Item** | Which Amendment guarantees all persons equal access to public recreation facilities, but not necessarily business establishments? 1. The Fourth Amendment
2. The First Amendment
3. The Fourteenth Amendment
4. The Twenty-Second Amendment

Answer Key: C |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the principles, functions, and organization of government.](http://www.cpalms.org/Standards/PublicPreviewIdea853.aspx) |
| **Benchmark Number** | SS.912.C.3.14 |
| **Benchmark** | Examine constitutional powers (expressed, implied, concurrent, reserved). |
| **Also Assesses** | SS.912.C.3.2, SS.912.W.1.3 |
| **Item Types** | Selected response  |
| **Benchmark Clarifications** | Student will define or give examples of expressed, implied, concurrent, and reserved powers. |
| **Content Limits** | Items should not include powers of the citizens beyond voting. |
| **Stimulus Attribute** | Primary and secondary source documents, Articles of the Constitution, Text/Passages, Charts, Graphs, Images, Political Cartoons |
| **Content Focus** | Content should focus on the constitutional powers not citizen’s rights. |
| **Sample Item** | **Sample Short Answer Item:**According to the Constitution, the federal government and the state governments have different powers. What is one of the exclusive powers of the federal government? **Possible Answers:** print money, declare war, create an army, make treaties |

|  |  |
| --- | --- |
| **Reporting Category** | Civics and Government |
| **Standard** | [Demonstrate an understanding of the principles, functions, and organization of government.](http://www.cpalms.org/Standards/PublicPreviewIdea853.aspx) |
| **Benchmark Number** | SS.912.C.3.15 |
| **Benchmark** | Examine how power and responsibility are distributed, shared, and limited by the Constitution. |
| **Also Assesses** | SS.912.C.3.2, SS.912.W.1.3 |
| **Item Types** | Selected response or Short answer |
| **Benchmark Clarifications** | Student will illustrate the distribution of powers, identify shared powers, and articulate the limits of power by the Constitution. |
| **Content Limits** | The items should not use political parties or special interest groups/individuals/corporations to imply additional powers or influence. |
| **Stimulus Attribute** | Primary and secondary source documents, Articles of the Constitution, Constitution, State Constitutions |
| **Content Focus** | These items are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: * Under the Constitution, powers reserved to the national government include: Print money (bills and coins), Declare war, Establish an army and navy, Enter into treaties with foreign governments, Regulate commerce between states and international trade, Establish post offices and issue postage, Make laws necessary to enforce the Constitution
* Powers reserved to state governments include: Establish local governments. Issue licenses (driver, hunting, marriage, etc.), Regulate intrastate (within the state) commerce, Conduct elections, Ratify amendments to the U.S. Constitution, Provide for public health and safety, Exercise powers neither delegated to the national government or prohibited from the states by the U.S. Constitution (For example, setting legal drinking and smoking ages.)
* Shared, or "concurrent" powers include: Setting up courts, Creating and collecting taxes, Building highways, Borrowing money, Making and enforcing laws, Chartering banks and corporations, Spending money for the betterment of the general welfare, Taking (condemning) private property with just compensation
 |
| **Sample Item** | **Sample Short Answer Item:**According to the Constitution, the federal government and the state governments have different powers. What is one of the exclusive powers of a state government?**Possible answers:** provide education/schooling, provide protection/police, provide safety/fire department, give a driver’s license, approve zoning and land use. |

|  |  |
| --- | --- |
| **Reporting Category** | Economics |
| **Standard** | [Understand the fundamental concepts relevant to the development of a market economy.](http://www.cpalms.org/Standards/PublicPreviewIdea855.aspx) |
| **Benchmark Number** | SS.912.E.1.4 |
| **Benchmark** | Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.  |
| **Also Assesses** | N/A |
| **Item Types** | Selected response or Short Answer |
| **Benchmark Clarifications** | Student will be able to determine appropriate application of concepts listed in Benchmark |
| **Content Limits** | Items should focus on the concepts listed in the benchmark, not on broad economic goals. |
| **Stimulus Attribute** | Charts, graphs, stories illustrating concepts listed, pricing indexes, stock market data, marketing strategies |
| **Content Focus** | These items are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Advantages and Disadvantages of a Market Economy, capitalism, fee market.  |
| **Sample Item** | When the supply of a product increases, but the demand decreases, what will happen to the price of the product in a market economy system? A. The product will cost more. B. The price of the product will remain the same. C. The price of the product will go down. D. The increased product availability will increase demand.Answer Key: C |

|  |  |
| --- | --- |
| **Reporting Category** | Economics |
| **Standard** | [Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.](http://www.cpalms.org/Standards/PublicPreviewIdea856.aspx) |
| **Benchmark Number** | SS.912.E.2.1 |
| **Benchmark** | Identify and explain broad economic goals.  |
| **Also Assesses** | SS912.E1.6, SS912.E.1.3, SS912.E.1.13, SS.912.E.21.14 |
| **Item Types** | Selected response or Short answer |
| **Benchmark Clarifications** | Students will identify the 5 major broad economic goals. |
| **Content Limits** | Items will not assess credit or money functions.  |
| **Stimulus Attribute** | Policy text, cartoons, images, news articles, graphs, and charts |
| **Content Focus** | These items are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Economic Efficiency, Equity of Fairness, Economic Growth, Economic Stability, Employment Growth, security |
| **Sample Item** | How can an extended recession in the United States affect international economies?  A. It could cause foreign stock markets to crash. B. Foreign stock markets would benefit from the lower prices on U.S. stocks. C. International economies could also fall into recession. D. International economies would experience prosperity.Answer Key: C |

|  |  |
| --- | --- |
| **Reporting Category** | World History |
| **Standard** | [Utilize historical inquiry skills and analytical processes.](http://www.cpalms.org/Standards/PublicPreviewIdea843.aspx) |
| **Benchmark Number** | SS.912.W.1.1 |
| **Benchmark** | Use timelines to establish cause and effect relationships of historical events. |
| **Also Assesses** | SS.912.A.1.3 |
| **Item Types** | Selected response or Short answer |
| **Benchmark Clarifications** | Student will use timelines to infer how an event/cause actually had an impact or effect on the outcome of the event.  |
| **Content Limits** | All items must use timeline as part of the Stimulus Attribute. |
| **Stimulus Attribute** | Any timeline that fits the question on cause and effect relationship of historical events. |
| **Content Focus** | Timelines and questions must be relevant to civics topics only and should address issues or trends that have affected the development and shaping of our country.  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sample Item** |

|  |  |
| --- | --- |
| **British Acts Against Colonies** | **Bill of Rights – Constitution of the United States** |
| 1651 - Navigation Acts1733 - Molasses Act1764 - Sugar Act1764 - Currency Act1765 - Stamp Act1765 - Quartering Act Congress1766 - Declaratory Act1767 - Townshend Revenue Act1770 - Boston Massacre1773 - Tea Act1773 - Boston Tea Party1774 - Intolerable or Coercive Acts | [Amendment 1](http://www.ushistory.org/documents/amendments.htm#amend01) Freedoms, Petitions, Assembly[Amendment 2](http://www.ushistory.org/documents/amendments.htm#amend02) Right to bear arms[Amendment 3](http://www.ushistory.org/documents/amendments.htm#amend03) Housing of soldiers[Amendment 4](http://www.ushistory.org/documents/amendments.htm#amend04) Search and arrest[Amendment 5](http://www.ushistory.org/documents/amendments.htm#amend05) Rights in criminal cases[Amendment 6](http://www.ushistory.org/documents/amendments.htm#amend06) Right to a fair trial[Amendment 7](http://www.ushistory.org/documents/amendments.htm#amend07) Rights in civil cases[Amendment 8](http://www.ushistory.org/documents/amendments.htm#amend08) Bail, fines, punishment[Amendment 9](http://www.ushistory.org/documents/amendments.htm#amend09) Rights retained by the People[Amendment 10](http://www.ushistory.org/documents/amendments.htm#amend10) States' rights |

Of the many acts by the British Parliament on colonist prior to the Revolutionary War, the Quartering Act has a direct impact on the Bill of Rights by requiring which amendment to be included?1. Amendment 1
2. Amendment 2
3. Amendment 3
4. Amendment 4

Answer Key: C |