CENTRAL FLORIDA ASSESSMENT COLLABORATIVE

Individual Test Item

Specifications

Law Studies

2014

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**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 MAFS. 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.

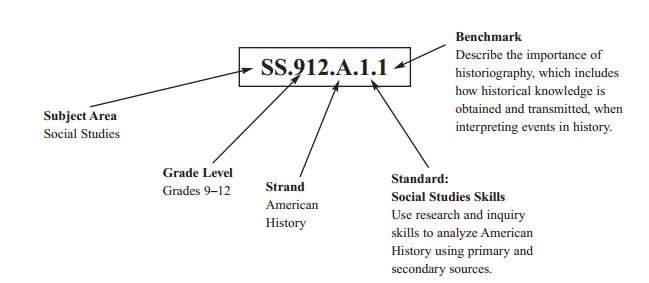
 The two letters in the *first position* of the label identify the **Subject Area**.

 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.

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| **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**

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| **Reporting Category** | Constitutional Rights |
| **Standard** | Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people. |
| **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 |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will determine rights and freedoms provided by each  amendment and those groups which were excluded from those rights and freedoms. |
| **Content Limits** | Limited to 13th, 14th, and 15th Amendments. |
| **Stimulus Attribute** | May include amendment text, protest posters and pictures, text, and speeches. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on women, Native Americans, immigrants, freedoms,  and lack of freedoms for various ethnic, racial, gender, and religious groups. |
| **Sample Item** | Why were women upset with the passage of the 15th Amendment?   1. Women wanted the right to vote as well. 2. Women believed they deserved equal pay for equal work. 3. Women wanted the voting age to be lowered to 18 years and older. 4. Women believed Native Americans should have gained their citizenship.   correct answer: A |

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| **Reporting Category** | Socio-Cultural Aspects of American Life |
| **Standard** | Use research and inquiry skills to analyze American history using primary and  secondary sources. |
| **Benchmark Number** | SS.912.A.1.7 |
| **Benchmark** | Describe various socio-cultural aspects of American life including arts,  artifacts, literature, education, and publications. |
| **Also Assesses** | SS.912.W.1.3, SS.912.A.1.2, SS.912.A.1.4, SS.912.H.1.6 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to connect political and social influences with art, artifacts, literature, education, and publications.  Students will not be expected to memorize specific works, but instead be able to interpret how these works reflect upon American life. |
| **Content Limits** | Limited to discussions on American life. |
| **Stimulus Attribute** | May include primary and secondary sources, artwork, cartoons, graphs, and charts. |
| **Response Attribute** | None Specified |
|  | Items will focus on Franklin Delano Roosevelt’s *“Day of Infamy”* speech, John F. Kennedy’s *Inaugural Address* (January 20, 1962 – “ask not what your country can do for you – ask what you can do for your country”), Blind Justice Political Cartoon, Upton Sinclair’s *The Jungle*, Martin Luther King’s *“I Have a Dream”* speech |
| **Sample Item** | Short Response Sample  During the 1920’s newly discovered scientific theories seemed to  discredit certain parts of the Bible. This caused great uproar between  conservative religious groups and people who believed in the theory  of evolution.  How did the Scopes Trial reflect the ongoing dispute between science and  religion in the 1920’s?  **General Scoring Guide**  2 – Student provides a complete, accurate, and clear response that *generally* observes the conventions of standard  American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes. Student provides a correct answer using accurate explanations as support.  1 – Student provides a partially correct answer to the question.  Student demonstrates a partial understanding of the concept.  Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar *that affect* the clarity or understanding of the response.  0 – Student did not provide a response. The student response is incorrect or  off-topic. |

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| **Reporting Category** | Civil Rights |
| **Standard** | Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people. |
| **Benchmark Number** | SS.912.A.2.5 |
| **Benchmark** | Assess how Jim Crow laws influenced life for African Americans and other  racial/ethnic minority groups. |
| **Also Assesses** | SS.912.A.1.4, SS.912.A.2.5, SS.912.W.1.6 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarifications** | Students will be able to identify the impact of Jim Crow Laws on minority  groups in America. |
| **Content Limits** | Does not include recent civil rights legislation. |
| **Stimulus Attribute** | May include graphs, charts, and pictures. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on Jim Crow laws. |
| **Sample Item** | Which was true regarding African Americans under Jim Crow laws?   1. They were systematically excluded from events. 2. They were welcomed into society after reconstruction.   C. They were systematically included in mainstream society.  D. They were systematically separated from whites and were  subject to beating or lynching.  correct answer: D |

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| **Reporting Category** | Constitutional Rights |
| **Standard** | Demonstrate an understanding of the origins and purposes of government, law, and the American judicial system. |
| **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.C.1.4,SS.912.C.1.2, SS.912.W.1.3 |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarifications** | Students will be able to connect founding ideas with principles within the  American Constitutional government. |
| **Content Limits** | Limited to questions about the American Constitution. |
| **Stimulus Attribute** | None Specified |
| **Content Focus** | Items will focus on the Bill of Rights, Declaration of Independence, Articles of Confederation, Constitution, political principles of popular sovereignty, social contract, natural rights and individual rights. |
| **Sample Item** | Short Response Item Sample  **A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.**  Does the Second Amendment clearly protect an individual’s right to own a firearm?  **General Scoring Guide**  2 - Student provides a complete, accurate, and clear response that *generally* observes the conventions of standard  American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes.  Student provides a correct answer using accurate explanations as support.  1 - Student provides a partially correct answer to the question.  Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence  structure, and/or grammar *that affect* the clarity or understanding of the response.  0 – Student did not provide a response. The student response is incorrect  or off-topic. |

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| **Reporting Category** | Philosophical Underpinnings of American Law |
| **Standard** | Demonstrate an understanding of the origins and purposes of government,  law, and the American judicial system. |
| **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.1.5 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to evaluate the impact of government structures  and ideals on how departments are created and run to meet the spirit of the laws. |
| **Content Limits** | Limited to principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| **Stimulus Attribute** | May include sample passage of Bill of Rights or Articles of Constitution. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on checks and balances built into the Constitution. |
| **Sample Item** | What best distinguishes between Checks and Balances and Separation of Powers?   1. Checks and Balances refer to branches of government, while Separation of Powers refers to individuals. 2. Separation of Powers refers to individuals, while Checks and Balances refer to the different branches of government. 3. Checks and Balances is essentially the same thing as Separation of Powers with regard to the branches role in government. 4. Checks and Balances require the different branches of government to work together, while Separation of Powers requires them to act independently.   correct answer: D |

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| **Reporting Category** | Citizenship |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. |
| **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** | SS.912.W.1.6 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to determine the right to citizenship based on criteria  outlined by US Law. |
| **Content Limits** | Limited to questions on citizenship |
| **Stimulus Attribute** | May include a short passage on emigration or requirements for citizenship. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on criteria for gaining US citizenship, 14th Amendment to the US Constitution and defining naturalized citizens and citizens by birth. |
| **Sample Item** | Draft a short answer response that distinguishes between a citizen by  birth, a naturalized citizen, and non-citizens.  How are they similar and in what ways are they different? What rights and restrictions are imposed upon each under US Law?  **General Scoring Guide**  2 - Student provides a complete, accurate, and clear response that *generally* observes the conventions of standard  American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes.  Student provides a correct answer using accurate explanations as support.  1 - Student provides a partially correct answer to the question.  Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence  structure, and/or grammar *that affect* the clarity or understanding of the response.  0 – Student did not provide a response. The student response is incorrect  or off-topic. |

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| **Reporting Category** | Participation in Democracy |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. |
| **Benchmark Number** | SS.912.C.2.2 |
| **Benchmark** | Evaluate the importance of political participation and civic participation. |
| **Also Assesses** | SS.912.W.1.6 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will understand political participation may include voting,  campaigning, or running for office and civic participation may include protests,  petitioning the government, etc. |
| **Content Limits** | Limited to political or civic participation. |
| **Stimulus Attribute** | May include charts, pictures, and graphs. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on political and civic participation. Examples include: civic engagement, participation in election campaigns, protests and marches, running for office, voting and campaigning for office. |
| **Sample Item** | Description: Voting By Age, 2004 Presidental ElectionWhat is the best conclusion based upon this chart?   1. Older citizens have more political influence. 2. Younger citizens have more political influence. 3. 18-24 year olds had the least growth in voting from 2000-2004. 4. People 75 and over have the most gains in % of voters since 1996.   correct answer: A |

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| **Reporting Category** | Public Welfare |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government,  and the political system. |
| **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 Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will understand that interests of individuals may at times come to harm  by actions the government takes on behalf of society at large. |
| **Content Limits** | Limited to governmental weighing rights of groups vs. individuals. |
| **Stimulus Attribute** | May include political cartoons. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on security versus the right to privacy. |
| **Sample Item** | Which is the **best** example of a problem the government faces with the Transportation Security Administration (TSA)?   1. Pat-downs in airports protect individual rights. 2. Many people view TSA policies as a violation of their rights. 3. People choose to opt out of airline travel because of the TSA policies. 4. Bans on taking certain items and materials on flights violates personal rights.   correct answer: B |

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| **Reporting Category** | The Bill of Rights and Constitution |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government,  and the political system. |
| **Benchmark Number** | SS.912.C.2.6 |
| **Benchmark** | Evaluate, take, and defend positions about rights protected by the  Constitution and Bill of Rights. |
| **Also Assesses** | SS.912.C.3.11 |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will take positions on the Constitution and Bill of Rights. |
| **Content Limits** | Limited to issues about rights listed in the Bill of Rights and the  Constitution. |
| **Stimulus Attribute** | May include primary or secondary source excerpts. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on the Bill of Rights. |
| **Sample Item** | Which is true about the First Amendment right to free speech?  A. The right to free speech is unlimited  B. The right to free speech is an unalienable right.  C. The right to free speech may be limited in certain circumstances.  D. The right to free speech includes the right to peaceably assemble.  correct answer: C |

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| **Reporting Category** | Limits on Rights |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens  and determine methods of active participation in society, government,  and the political system. |
| **Benchmark Number** | SS.912.C.2.7 |
| **Benchmark** | Explain why rights have limits and are not absolute. |
| **Also Assesses** | SS.912.C.3.10, SS.912.C.3.13, SS.912.W.1.3 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to specify the limits of certain rights. |
| **Content Limits** | Limited to US Constitutional rights. |
| **Stimulus Attribute** | May use excerpts from cases such as *Hazelwood* *v. Kuhlmeier.* |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on specific case law. Cases may include *Hazelwood v Kuhlmeier, Korematsu v United States, Plessy v Ferguson, Morgan v Virginia, Garner v Louisianna, Loving v Virginia, Mapp v Ohio, Terry v Ohio, Katz v United States, George v Randolph, Gideon v Wainwright.* |
| **Sample Item** | In *Hazelwood v. Kuhlmeier (1988)* the Supreme Court upheld the right of principals and teachers to exercise editorial control over student publications. Which of the following was **not** included in this decision?   1. High school principals may censor publications they do not agree with. 2. High school principals may censor material that is contrary to community values. 3. High school principals may not censor material that is contrary to the educational mission of the school. 4. High school principals and teachers may censor student speech that interferes with the school's educational mission.   correct answer: A |

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| **Reporting Category** | Citizen Participation |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens  and determine methods of active participation in society, government,  and the political system. |
| **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.2.2 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to predict or cite evidence of social and political  change based on citizen action. |
| **Content Limits** | Limited to citizen participation in government. |
| **Stimulus Attribute** | May include passages, charts, or graphs. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on citizens involvement in the government through elections, running for office, organized protests and involvement in special interest groups. |
| **Sample Item** | Which is the **best** argument for citizen participation as a means of achieving political change?   1. Citizens create special interest groups to work against other groups. 2. Citizens choose to note vote in an election because they do not like any of the candidates. 3. Citizens need to take part in the system in order to counter the power of big-money groups. 4. Citizens register to vote and vote based on their personal interests and/or the common good.   correct answer: D |

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| **Reporting Category** | Civil Rights |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens  and determine methods of active participation in society, government,  and the political system. |
| **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** | LAFS.910.WH.1.1c, SS.912.W.1.3 |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to align principles outlined in documents with civil  rights and liberties of Americans. |
| **Content Limits** | Limited to the use of primary documents to identify expansion of  civil rights. |
| **Stimulus Attribute** | Will include primary documents. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on the expansion of civil rights and liberties in US as  contained in primary US documents. These documents may include the US Constitution and Amendments as well as information contained in the 13th, 14th, 15th Amendments and cases such as Brown v Board of Education, Plessy v Ferguson and Dred Scott v Sanford. |
| **Sample Item** | Short Response (Provide case brief):  How did the *Grove City v. Bell* case apply Title IX to private schools, fostering access for gender equality?  **General Scoring Guide**  2 - Student provides a complete, accurate, and clear response that *generally* observes the conventions of standard  American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes.  Student provides a correct answer using accurate explanations as support.  1 - Student provides a partially correct answer to the question.  Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence  structure, and/or grammar *that affect* the clarity or understanding of the response.  0 – Student did not provide a response. The student response is incorrect  or off-topic. |

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| **Reporting Category** | Public Policy |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens  and determine methods of active participation in society, government,  and the political system. |
| **Benchmark Number** | SS.912.C.2.11 |
| **Benchmark** | Analyze public policy solutions or courses of action to resolve a local,  state, or federal issue. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to chart the right course of action in state, local, or federal instances and determine differences depending on level of government. |
| **Content Limits** | Limited to public policy solutions. |
| **Stimulus Attribute** | May include charts or graphs. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on immigration laws. |
| **Sample Item** | Description: http://www.regentsprep.org/regents/ushisgov/graphics/5a_2.gif  The data in the chart shows immigration and quota laws of 1921 and 1924. What were these immigration laws primarily designed to accomplish?   1. admit skilled workers 2. stop illegal entry into the country 3. reduce immigration from specific regions 4. encourage immigration from Southern Europe   correct answer: C |

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| **Reporting Category** | Groups and Individuals Impacting Policy |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens  and determine methods of active participation in society, government,  and the political system. |
| **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 |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to explain how the political party system developed in the US and determine the levels and types of influence of special interest groups, and newspapers/television/internet/mass mailings have on political elections and selecting individuals to shape public policy. |
| **Content Limits** | Limited to groups or individuals impacting policy. |
| **Stimulus Attribute** | May include primary documents. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will identify the political parties in the US as well as their development and identify the role of media and special interest groups on political elections and shaping of public policy. Students should be aware of the impact of organizations such as the National Rifle Association (NRA), National Association of Educators (NEA), American Association of Retired Persons (AARP), and American Civil Liberties Union (ACLU). |
| **Sample Item** | Which is **not** an organization that impacts public policy?   1. American Association of Retired Persons 2. Florida Education Association 3. McDonald’s Corporation 4. the National Rifle Association   correct answer: C |

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| **Reporting Category** | The Constitution |
| **Standard** | Demonstrate an understanding of the principles, functions, and organization of  the government. |
| **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** | LAFS.910.WHST.1.1c, SS.912.W.1.3 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to distinguish the responsibilities, requirements,  and powers of Congress as dictated by Article I of the Constitution. |
| **Content Limits** | Limited to Congress |
| **Stimulus Attribute** | Items may include Article I of the Constitution, images, and cartoons. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on the structures, functions, and processes of the legislative branch as described in Article I of the Constitution. |
| **Sample Item** | Why did the Founding Fathers establish the rule that revenue bills must  originate in the House of Representatives?   1. The House of Representatives have the responsibility to represent the will of the people. 2. The Founding Fathers did not want the Senate to be bogged down with minor budget related bills. 3. Members of the House of Representatives focus on the budget, while Senate members focus on foreign policy. 4. The Senate would not consider the impact of increased taxation and the budget would likely grow out of control.   correct answer: D |

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| **Reporting Category** | The Constitution |
| **Standard** | Demonstrate an understanding of the principles, functions, and  organization of the government. |
| **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** | LAFS.910.WHST.1.1c, SS.912.A.1.4, SS.912.W.1.3 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Student will be able to distinguish the responsibilities, requirements, and  powers of the executive branch as dictated by Article II of the  Constitution. |
| **Content Limits** | Limited to executive branch. |
| **Stimulus Attribute** | Items may utilize excerpts from Article II of the Constitution, images,  and cartoons. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on the executive branch and the Constitution. |
| **Sample Item** | Which is a power of the President?   1. to make laws 2. to declare war 3. to impeach judges 4. to appoint Supreme Court justices   correct answer: B |

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| **Reporting Category** | The Constitution |
| **Standard** | Demonstrate an understanding of the principles, functions, and  organization of the government. |
| **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, SS.912.C.3.7, SS.912.A.1.4, SS.912.W.1.3 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to distinguish the responsibilities, requirements, and  powers of the executive branch as dictated by Article II of the  Constitution. |
| **Content Limits** | Limited to judicial branch responsibilities. |
| **Stimulus Attribute** | May include Article III of the Constitution, images, and cartoons. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on the judicial branch of government. |
| **Sample Item** | How does the Supreme Court differ from lower courts?   1. The Supreme Court hears mostly cases with a hung jury. 2. The Supreme Court has the power to remove judges from lower courts. 3. The Supreme Court cannot her cases involving international disputes. 4. The Supreme Court derives power from the Constitution and federal law.   correct answer: D |

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| **Reporting Category** | Levels of the Judicial System |
| **Standard** | Demonstrate an understanding of the principles, functions, and  organization of the government. |
| **Benchmark Number** | SS.912.C.3.9 |
| **Benchmark** | Analyze the various levels and responsibilities of courts in the federal  and state judicial system and the relationships among them. |
| **Also Assesses** | SS.912.C.3.8 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to determine responsibilities of the federal courts,  state courts, and the relationship between the two systems. |
| **Content Limits** | Limited to the relationship of two levels of courts. |
| **Stimulus Attribute** | May use primary source documents. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on disagreements between states as defined in Article III Section 2 of the US Constitution. |
| **Sample Item** | If you were a representative from the state of Wyoming, and your state were having issues with a law in Montana, which process could be used  to resolve the conflict between the states?     1. Sue Montana through your state courts. 2. Ask the Chief Executive to make a ruling. 3. Ask your Senators to pass a bill in Congress. 4. Sue Montana through the federal court system.   correct answer: D |

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| **Reporting Category** | Supreme Court Decisions |
| **Standard** | Demonstrate an understanding of the principles, functions, and  organization of the government. |
| **Benchmark Number** | SS.912.C.3.10 |
| **Benchmark** | Evaluate the significance and outcomes of landmark Supreme Court  cases. |
| **Also Assesses** | SS.912.C.3.14, LAFS.910.WHST.1.1c, SS.912.W.1.3 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to articulate the impact landmark Supreme Court  cases have on our society. |
| **Content Limits** | Limited to specific Supreme Court cases; no state, county, or county level cases. |
| **Stimulus Attribute** | May include text or news reports from various cases. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on landmark Supreme Court cases including *Marbury v Madison, McCulloch v Maryland, Olmstead v US, Plessy v Ferguson, Brown v Board of Education, Roe v Wade, Mapp vs Ohio, Gideon v Wainright, Miranda v Arizona, Tinker v DeMoines,* and *Miranda v Arizona.* |
| **Sample Item** | Which United States Supreme Court case upheld the principle of  implied powers?   1. *Marbury v Madison (1803)* 2. *McCulloch v Maryland (1819)* 3. *Olmstead v. United States (1928)* 4. *Plessy v. Ferguson (1896)*   correct answer: B |

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| **Reporting Category** | Human Rights Laws |
| **Standard** | Demonstrate an understanding of contemporary issues in world affairs,  and evaluate the role and impact of United States foreign policy. |
| **Benchmark Number** | SS.912.C.4.3 |
| **Benchmark** | Assess human rights policies of the United States and other countries. |
| **Also Assesses** | LAFS.910.WHST.1.1c, SS.912.A.1.4, SS.912.W.1.3 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will understand the human rights policies and controversies such as the prisoners at Guantanamo Bay. |
| **Content Limits** | Limited to human rights issues. |
| **Stimulus Attribute** | May include political cartoon or primary sources. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on questionable human rights practices by the United  States specifically the debate over the Guantanamo Bay detention center, coerced confessions, and the Department of Homeland Security. |
| **Sample Item** | What legal and political concerns are argued over in the debate over the  Guantanamo Bay detention center?  A. the right to a fair trial  B. the right to an attorney  C. whether or not potential threats can be held at a US prison  D. whether or not indefinite detainment without trial is permissible  correct answer: D |

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| **Reporting Category** | Philosophical Underpinnings of Our Country |
| **Standard** | Analyze the causes, events, and effects of the Enlightenment and its  impact on the American, French, and other Revolutions. |
| **Benchmark Number** | SS.912.W.5.4 |
| **Benchmark** | Evaluate the impact of Enlightenment ideals on the development of  economic, political, and religious structures in the Western world. |
| **Also Assesses** | SS.912.W.2.18 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to connect ideals of the Enlightenment to principles  found in religious structures, economic, and political developments in  Western civilization. |
| **Content Limits** | Limited to the impact of the Enlightenment on the development of  economic, political, and religious structures in the Western world. |
| **Stimulus Attribute** | May include primary sources. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on specific Enlightenment thinkers and their contributions; including Montesquieu, Newton, Rousseau, Voltaire, Wollstonecraft, and Locke. |
| **Sample Item** | John Locke argued for which of the following principles?   1. inner religious emotions 2. a moral obligation to their king 3. the sovereignty and goodness of God 4. certain rights that governments must protect   correct answer: D |

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| **Reporting Category** | Legal Underpinnings of the United States |
| **Standard** | Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan). |
| **Benchmark Number** | SS.912.W.2.18 |
| **Benchmark** | Describe developments in medieval English legal and constitutional history  and their importance to the rise of modern democratic institutions and procedures. |
| **Also Assesses** | LAFS.910.RH.1.3 SS.912.A.1.1 SS.912.A.1.2 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark**  **Clarifications** | Students will be able to identify connections between medieval English  government and their impact on the development of our democratic institutions and procedures. |
| **Content Limits** | Focus limited to medieval English government. |
| **Stimulus Attribute** | May include time lines. |
| **Response Attribute** | None Specified |
| **Content Focus** | Items will focus on Magna Carta and/or English Bill of Rights. |
| **Sample Item** | In what way did the Magna Carta assist in developing modern democratic  institutions in England and the United States?   1. It was the first to codify free speech. 2. It was the first constitution for England. 3. It represented the first successful limits on monarchy. 4. It was used as a philosophical template for future documents.   correct answer: D |