Texas Assessment of Knowledge and Skills
Performance Level Descriptors

Social Studies
Grade 8

<table>
<thead>
<tr>
<th>Did Not Meet the Standard</th>
<th>Met the Standard</th>
<th>Commended Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory performance; below state passing standard; insufficient understanding of the social studies TEKS curriculum</td>
<td>Satisfactory performance; at or above state passing standard; sufficient understanding of the social studies TEKS curriculum</td>
<td>High academic achievement; considerably above state passing standard; thorough understanding of the social studies TEKS curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Who Did Not Meet the Standard</th>
<th>Students Who Met the Standard</th>
<th>Students Who Achieved Commended Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Struggle with grade-level reading comprehension</td>
<td>1. Read and understand grade-level social studies documents, including primary and secondary sources</td>
<td>1. Apply prior knowledge to analyze and interpret grade-level and above-grade-level primary and secondary sources</td>
</tr>
<tr>
<td>2. Possess a limited or below-grade-level knowledge of social studies vocabulary</td>
<td>2. Use grade-level and content-appropriate vocabulary</td>
<td>2. Use grade-level or above-grade-level social studies vocabulary</td>
</tr>
<tr>
<td>3. Have difficulty organizing and articulating ideas</td>
<td>3. Can organize historical information both chronologically and thematically</td>
<td>3. Demonstrate advanced social studies skills, such as making inferences and recognizing bias</td>
</tr>
<tr>
<td>4. Struggle to recognize significant events and individuals in early U.S. history</td>
<td>4. Possess an understanding of significant events and individuals in early U.S. history</td>
<td>4. Analyze and interpret information about significant events and individuals in early U.S. history</td>
</tr>
<tr>
<td>5. Have difficulty using basic social studies skills</td>
<td>5. Utilize grade-level social studies skills, such as identifying cause-and-effect relationships, comparing and contrasting, interpreting, and analyzing</td>
<td>5. Analyze extended and/or complex cause-and-effect relationships between historical events</td>
</tr>
<tr>
<td>6. Have difficulty reading and understanding maps, graphs, tables, and other visuals</td>
<td>6. Read and understand maps, graphs, tables, and other visuals</td>
<td>6. Analyze and interpret information presented in maps, graphs, tables, and other visuals</td>
</tr>
<tr>
<td>7. Have difficulty recalling factual information about the origins, structure, functions, and development of the early U.S. government</td>
<td>7. Recall factual information about the origins and underlying principles of the U.S. government</td>
<td>7. Have extensive understanding of the origins and principles of the U.S. democratic process</td>
</tr>
<tr>
<td>8. Struggle to recognize geographic influences in early U.S. history</td>
<td>8. Recognize how geography has influenced early U.S. history</td>
<td>8. Analyze and draw conclusions about geographic influences on U.S. history</td>
</tr>
<tr>
<td>9. Have difficulty connecting economic influences and events in U.S. history</td>
<td>9. Identify economic factors that have affected events in early U.S. history</td>
<td>9. Distinguish patterns of economic development and describe their impact on U.S. history</td>
</tr>
<tr>
<td>10. Struggle to understand how social movements influenced early U.S. history</td>
<td>10. Recognize the impact of social movements on early U.S. history</td>
<td>10. Evaluate the impact of social movements on early U.S history</td>
</tr>
<tr>
<td>11. Have difficulty identifying major scientific and technological innovations in early U.S. history</td>
<td>11. Explain the impact of scientific and technological innovations on early U.S. history</td>
<td>11. Evaluate the impact of scientific and technological innovations on early U.S. history</td>
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# Texas Assessment of Knowledge and Skills

## Performance Level Descriptors

### Social Studies

#### Grade 10

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#### Students Who Did Not Meet the Standard

1. Struggle with grade-level reading comprehension
2. Have difficulty organizing and articulating ideas
3. Possess a limited or below-grade-level knowledge of social studies vocabulary
4. Have difficulty recognizing cause-and-effect relationships
5. Have difficulty reading and understanding maps, graphs, tables, and other visuals
6. Have difficulty recognizing major events in world history
7. Have limited knowledge of the physical geography of the world
8. Struggle to understand how geography affects human activities
9. Struggle to understand economic concepts and types of economic systems
10. Have difficulty identifying major scientific and technological innovations
11. Have difficulty recalling factual information about the origins, structure, functions, and development of the U.S. government

#### Students Who Met the Standard

1. Read and understand grade-level social studies documents, including primary and secondary sources
2. Can organize historical information both chronologically and thematically
3. Use grade-level and content-appropriate social studies vocabulary
4. Recognize cause-and-effect relationships between historical events
5. Read and understand maps, graphs, tables, and other visuals
6. Recognize the impact of major events in world history
7. Have the ability to locate major landforms, bodies of water, and climate zones of the world
8. Understand the connection between geography and human activities
9. Understand economic concepts, different economic systems, and the impact of economic factors on events in world history
10. Explain the impact of major scientific and technological innovations on world history
11. Recall factual information about the origins, structure, functions, and development of the U.S. government

#### Students Who Achieved Commended Performance

1. Analyze and evaluate grade-level or above-grade-level social studies documents, including primary and secondary sources
2. Make generalizations based on specific historical examples
3. Use grade-level or above-grade-level social studies vocabulary
4. Synthesize complex cause-and-effect relationships between historical events
5. Analyze and interpret information presented in maps, graphs, tables, and other visuals
6. Connect the impact of major events in world history across time and place
7. Have detailed knowledge of the physical geography of the world
8. Analyze and draw conclusions about how geography affects human activities
9. Apply knowledge of economic concepts and different economic systems to determine the impact of economic factors on world events
10. Evaluate the impact of scientific and technological innovations on world history
11. Apply knowledge of U.S. history and government to current world events
12. Possess an awareness of connections between the past and the present
# Texas Assessment of Knowledge and Skills

## Performance Level Descriptors

### Social Studies

#### Grade 11

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<td>High academic achievement; considerably above state passing standard; thorough understanding of the social studies TEKS curriculum</td>
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### Students Who Did Not Meet the Standard

1. Struggle with grade-level reading comprehension  
2. Possess a limited or below-grade-level knowledge of social studies vocabulary  
3. Have difficulty organizing and articulating ideas  
4. Have difficulty recognizing cause-and-effect relationships  
5. Have difficulty reading and understanding maps, graphs, tables, and other visuals  
6. Struggle to identify major events and individuals in U.S. history  
7. Have difficulty recalling factual information about the origins, structure, functions, and development of the U.S. government  
8. Struggle to understand how geography affects human activities  
9. Struggle to understand basic economic concepts and their role in historical events  
10. Struggle to understand how social movements have influenced U.S. history  
11. Have difficulty identifying major scientific and technological innovations

### Students Who Met the Standard

1. Read and understand grade-level social studies documents, including primary and secondary sources  
2. Use grade-level and content-appropriate social studies vocabulary  
3. Can organize historical information both chronologically and thematically  
4. Recognize cause-and-effect relationships between historical events  
5. Read and understand maps, graphs, tables, and other visuals  
6. Possess an understanding of significant events and individuals in U.S. history  
7. Recall factual information about the origins, structure, functions, and development of the U.S. government  
8. Understand the connection between geography and human activities  
9. Understand economic concepts and economic influences on historical events  
10. Recognize the impact of social movements on U.S. history  
11. Explain the impact of major scientific and technological innovations on U.S. and world history

### Students Who Achieved Commended Performance

1. Analyze and evaluate grade-level or above-grade-level social studies documents, including primary and secondary sources  
2. Use grade-level or above-grade-level social studies vocabulary  
3. Make generalizations based on specific historical examples  
4. Synthesize complex cause-and-effect relationships between historical events  
5. Analyze and interpret information presented in maps, graphs, tables, and other visuals  
6. Analyze and interpret information about significant events and individuals in U.S. history  
7. Apply knowledge of U.S. history to current world events  
8. Analyze and draw conclusions about how geography affects human activities  
9. Apply knowledge of economic concepts and different economic systems to determine the influence of economic factors on historical events  
10. Evaluate the impact of social movements on U.S. history  
11. Evaluate the impact of technological and scientific innovations on U.S. and world history  
12. Possess an awareness of connections between the past and the present
Texas Assessment of Knowledge and Skills
Distinguishing Features

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Social Studies

<table>
<thead>
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<th>GRADE 10</th>
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</tr>
<tr>
<td>1. Read at grade level and comprehend social studies vocabulary</td>
<td>1. Read and comprehend social studies documents, including primary and secondary sources</td>
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</tr>
<tr>
<td>2. Use fundamental social studies skills</td>
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</tr>
<tr>
<td>3. Know most of the social studies content and concepts outlined in the Grades K-8 social studies TEKS</td>
<td>3. Know most of the historical issues and events and social studies concepts listed in the TEKS</td>
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</tr>
<tr>
<td>1. Read at or above grade level and comprehend advanced social studies vocabulary</td>
<td>1. Analyze and evaluate social studies documents, including primary and secondary sources</td>
<td>1. Analyze and evaluate social studies texts, including primary and secondary sources</td>
</tr>
<tr>
<td>2. Demonstrate advanced and higher-order thinking skills</td>
<td>2. Use a wide variety of advanced social studies skills</td>
<td>2. Use a wide variety of advanced social studies skills</td>
</tr>
<tr>
<td>3. Make connections and apply concepts outlined in the Grades K-8 social studies TEKS</td>
<td>3. Use prior knowledge when learning about and analyzing social studies concepts and historical events</td>
<td>3. Use prior knowledge when learning about and analyzing social studies concepts and historical events</td>
</tr>
</tbody>
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