

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.1.A Identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.	<ul style="list-style-type: none"> Identifies one or more of the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction. 	<ul style="list-style-type: none"> Identifies four or more of the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and identifies the causes and effects, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Identifies all the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describes their causes and effects, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes, compares and/or contrasts the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describes their causes and effects using knowledge of U.S. history.
8.1.B Explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.	<ul style="list-style-type: none"> Identifies the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses. 	<ul style="list-style-type: none"> Describes the significance of the key dates in U.S. history and identifies their significance to the period discussed. 	<ul style="list-style-type: none"> Identifies the key dates in U.S. history and explains their significance to the modern idea of representative government. 	<ul style="list-style-type: none"> Identifies the key dates in U.S. history and both analyzes their impact in the relevant period and makes broader connections to the modern idea of representative government.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.2.A Identify reasons for English, Spanish, and French exploration and colonization of North America.	<ul style="list-style-type: none"> Identifies the reasons for English, Spanish, or French exploration and colonization of North America. 	<ul style="list-style-type: none"> Describes the reasons for English, Spanish, or French exploration and colonization of North America. 	<ul style="list-style-type: none"> Identifies and explains the reasons for English, Spanish, and French exploration and colonization of North America. 	<ul style="list-style-type: none"> Analyzes, compares, and/or contrasts the reasons for English, Spanish, and French exploration and colonization of North America.
8.2.B Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.	<ul style="list-style-type: none"> Identifies the political, economic, religious, or social reasons for the establishment of the 13 English colonies. 	<ul style="list-style-type: none"> Describes the political, economic, religious, or social reasons for the establishment of the 13 English colonies. 	<ul style="list-style-type: none"> Compares the political, economic, religious, and social reasons for the establishment of the 13 English colonies. 	<ul style="list-style-type: none"> Compares the political, economic, religious, and social reasons for the establishment of the 13 English colonies and analyzes the impact these different reasons had on the development of the United States.
8.3.A Explain the reasons for the growth of representative government and institutions during the colonial period.	<ul style="list-style-type: none"> Identifies the reasons for the growth of representative government and institutions during the colonial period. 	<ul style="list-style-type: none"> Describes the reasons for the growth of representative government and institutions during the colonial period. 	<ul style="list-style-type: none"> Explains and compares the reasons for the growth of representative government and institutions during the colonial period. 	<ul style="list-style-type: none"> Compares and analyzes the reasons for the growth of representative government and institutions during the colonial period.
8.3.B Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.	<ul style="list-style-type: none"> Identifies the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, or the Virginia House of Burgesses to the growth of representative government. 	<ul style="list-style-type: none"> Connects the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, or the Virginia House of Burgesses to the growth of representative government. 	<ul style="list-style-type: none"> Analyzes the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government. 	<ul style="list-style-type: none"> Analyzes the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government and evaluates their impact on modern government institutions.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.3.C Describe how religion and virtue contributed to the growth of representative government in the American colonies.	<ul style="list-style-type: none"> Identifies or defines a religious movement in the American colonies and identifies or defines virtue in the American colonies. 	<ul style="list-style-type: none"> Identifies how religion and virtue contributed to the growth of representative government in the American colonies when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Connects how religion and virtue contributed to the growth of representative government in the American colonies when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the impact of religion and virtue on the growth of representative government in the American colonies and explains their significance throughout U.S. history.
8.4.A Analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.	<ul style="list-style-type: none"> Identifies a cause of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, or British economic policies following the French and Indian War. 	<ul style="list-style-type: none"> Describes causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, or British economic policies following the French and Indian War. 	<ul style="list-style-type: none"> Analyzes causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War, and discusses which causes had the most impact on starting the American Revolution, when primary and secondary sources are provided, and justifies the most impactful cause of the American Revolution.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.4.B Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.	<ul style="list-style-type: none"> Identifies one or more significant individuals during the American Revolution, such as Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington. 	<ul style="list-style-type: none"> Identifies four or more significant individuals during the American Revolution, such as Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington, and describes their roles. 	<ul style="list-style-type: none"> Explains the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington. 	<ul style="list-style-type: none"> Analyzes the impact of the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.
8.4.C Explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.	<ul style="list-style-type: none"> Identifies an issue surrounding important events of the American Revolution, such as declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783. 	<ul style="list-style-type: none"> Identifies and describes the issues surrounding important events of the American Revolution, such as declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783. 	<ul style="list-style-type: none"> Explains the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783. 	<ul style="list-style-type: none"> Compares and contrasts the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783, and explains their significant impacts on the results of the war.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.4.D Analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.	<ul style="list-style-type: none"> Identifies the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise. 	<ul style="list-style-type: none"> Explains the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise. 	<ul style="list-style-type: none"> Analyzes the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise. 	<ul style="list-style-type: none"> Analyzes the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise, and traces their impact throughout U.S. history to the modern day.
8.5.A Describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system.	<ul style="list-style-type: none"> Identifies a major domestic problem faced by the leaders of the new republic, such as maintaining national security, creating a stable economic system, or setting up the court system. 	<ul style="list-style-type: none"> Describes a major domestic problem faced by the leaders of the new republic, such as maintaining national security, creating a stable economic system, or setting up the court system, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Describes the major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Compares and/or contrasts the major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system, when primary and secondary sources are provided.
8.5.B Explain the effects of the Fugitive Slave Act of 1793.	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD
8.5.C Summarize arguments regarding protective tariffs, taxation, and the banking system.	<ul style="list-style-type: none"> Identifies a well-known argument for economic policies during the period. 	<ul style="list-style-type: none"> Identifies arguments for economic policies during the period. 	<ul style="list-style-type: none"> Interprets arguments about or infers outcomes of economic policies connected to sources from the period. Summarizes arguments about economic policies after reading a source from the period. 	<ul style="list-style-type: none"> Draws multiple conclusions about economic policies. Uses complex stimuli to draw multiple conclusions about arguments related to economic policies.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.5.D Explain the origin and development of American political parties.	<ul style="list-style-type: none"> Identifies or defines an early American political party. 	<ul style="list-style-type: none"> Describes the origin of American political parties. 	<ul style="list-style-type: none"> Explains the origin and development of American political parties. 	<ul style="list-style-type: none"> Compares and contrasts the origin and development of American political parties.
8.5.E Explain the causes, important events, and effects of the War of 1812.	<ul style="list-style-type: none"> Identifies a cause, important event, or effect of the War of 1812. 	<ul style="list-style-type: none"> Describes the causes, important events, or effects of the War of 1812. 	<ul style="list-style-type: none"> Explains the causes, important events, and effects of the War of 1812 when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the causes, important events, and effects of the War of 1812 using multiple pieces of evidence from sources.
8.5.F Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.	<ul style="list-style-type: none"> Identifies foreign policies of one of the presidents Washington through Monroe or identifies the impact of Washington's Farewell Address. 	<ul style="list-style-type: none"> Identifies the foreign policies of presidents Washington through Monroe and identifies the impact of Washington's Farewell Address and the Monroe Doctrine. 	<ul style="list-style-type: none"> Identifies the foreign policies of presidents Washington through Monroe. Explains the impact of Washington's Farewell Address and the Monroe Doctrine when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Compares and contrasts the foreign policies of presidents Washington through Monroe. Analyzes the impact of Washington's Farewell Address and the Monroe Doctrine using multiple pieces of evidence from sources.
8.5.G Explain the impact of the election of Andrew Jackson, including expanded suffrage.	<ul style="list-style-type: none"> Identifies the impact of the election of Andrew Jackson, including expanded suffrage. 	<ul style="list-style-type: none"> Describes the impact of the election of Andrew Jackson, including expanded suffrage, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Explains the impact of the election of Andrew Jackson, including expanded suffrage, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the impact of the election of Andrew Jackson, including expanded suffrage and its significance in U.S. history, using multiple pieces of evidence from sources.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.5.H Analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.	<ul style="list-style-type: none"> Identifies a reason for the removal and resettlement of Cherokee Indians during the Jacksonian era, such as the Indian Removal Act, Worcester v. Georgia, or the Trail of Tears. 	<ul style="list-style-type: none"> Explains, when given a memory aid, the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, or the Trail of Tears. 	<ul style="list-style-type: none"> Analyzes the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears. 	<ul style="list-style-type: none"> Analyzes the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears, and its impact on U.S. history, using multiple pieces of evidence from sources.
8.6.A Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.	<ul style="list-style-type: none"> Identifies the idea of the Northwest Ordinance. 	<ul style="list-style-type: none"> Describes how the Northwest Ordinance established principles and procedures for orderly expansion of the United States. 	<ul style="list-style-type: none"> Explains how the Northwest Ordinance established principles and procedures for orderly expansion of the United States. 	<ul style="list-style-type: none"> Explains how the Northwest Ordinance established principles and procedures for orderly expansion of the United States and analyzes its impact on the United States.
8.6.B Analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny.	<ul style="list-style-type: none"> Identifies the ideas behind westward growth, such as the Louisiana Purchase or Manifest Destiny. 	<ul style="list-style-type: none"> Describes the ideas behind westward growth, such as the Louisiana Purchase and Manifest Destiny. 	<ul style="list-style-type: none"> Analyzes the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny. 	<ul style="list-style-type: none"> Analyzes the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny, and explains the impact it had on the development of the United States.
8.6.C Explain the causes and effects of the U.S.-Mexican War and their impact on the United States.	<ul style="list-style-type: none"> Identifies the causes or effects of the U.S.-Mexican War. 	<ul style="list-style-type: none"> Describes the causes or effects of the U.S.-Mexican War and identifies the impact of the war on the United States. 	<ul style="list-style-type: none"> Explains the causes and effects of the U.S.-Mexican War and the impact of the war on the United States. 	<ul style="list-style-type: none"> Explains and evaluates the causes and effects of the U.S.-Mexican War and the impact of the war on the United States.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.7.A Analyze the impact of tariff policies on sections of the United States before the Civil War.	<ul style="list-style-type: none"> Identifies a tariff policy of the United States before the Civil War. 	<ul style="list-style-type: none"> Describes the impact of tariff policies on sections of the United States before the Civil War, given a memory aid. 	<ul style="list-style-type: none"> Analyzes the impact of tariff policies on sections of the United States before the Civil War when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the impact of tariff policies on sections of the United States before the Civil War and compares and contrasts the impacts of tariff policies on different sections of the United States.
8.7.B Compare the effects of political, economic, and social factors on slaves and free blacks.	<ul style="list-style-type: none"> Identifies a political, economic, or social factor that affected enslaved or free blacks. 	<ul style="list-style-type: none"> Identifies political, economic, and social factors that affected enslaved and free blacks, when given a memory aid. 	<ul style="list-style-type: none"> Compares the effects of political, economic, and social factors on enslaved and free blacks, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the effects of political, economic, and social factors on enslaved and free blacks using evidence from throughout U.S. history.
8.7.C Analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists.	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD
8.7.D Analyze the impact of slavery on different sections of the United States.	<ul style="list-style-type: none"> Identifies the locations of major enslaved populations in the United States. 	<ul style="list-style-type: none"> Explains the impact of slavery on different sections of the United States. 	<ul style="list-style-type: none"> Analyzes the impact of slavery on different sections of the United States. 	<ul style="list-style-type: none"> Analyzes the impact of slavery on different sections of the United States and how it contributed to sectionalism within the United States.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.7.E Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.	<ul style="list-style-type: none"> Identifies one of the effects of congressional conflicts or compromises prior to the Civil War using explicit evidence from sources. 	<ul style="list-style-type: none"> Identifies the effects of congressional conflicts and compromises prior to the Civil War when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Identifies the provisions and compares the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the provisions and compares the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams, using multiple pieces of evidence from sources.
8.8.A Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar.	<ul style="list-style-type: none"> Identifies one or more roles played by a significant individual during the Civil War, such as Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, or heroes such as congressional Medal of Honor recipient William Carney or Philip Bazaar, when given a memory aid. 	<ul style="list-style-type: none"> Identifies, using explicit evidence from sources, the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipient William Carney or Philip Bazaar. 	<ul style="list-style-type: none"> Explains, when primary and secondary sources are provided, the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar. 	<ul style="list-style-type: none"> Compares and contrasts the impacts of significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar.
8.8.B Explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War.	<ul style="list-style-type: none"> Identifies the role slavery played in causing sectionalism, when given a memory aid. 	<ul style="list-style-type: none"> Identifies the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, or the Civil War, when a stimulus is provided. 	<ul style="list-style-type: none"> Explains the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War, using multiple pieces of evidence from sources.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.8.C Explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.	<ul style="list-style-type: none"> Identifies one or more of the significant events of the Civil War, such as the firing on Fort Sumter; the battle of Antietam, Gettysburg, or Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; or the assassination of Abraham Lincoln, when given a memory aid. 	<ul style="list-style-type: none"> Identifies significant events of the Civil War, including the firing on Fort Sumter; the battle of Antietam, Gettysburg, or Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; or the assassination of Abraham Lincoln, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Explains significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln, using multiple pieces of evidence from sources.
8.8.D Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.	<ul style="list-style-type: none"> Identifies Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first or second inaugural address or the Gettysburg Address, when given a memory aid. 	<ul style="list-style-type: none"> Describes Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first or second inaugural address or the Gettysburg Address and contrasts them with the ideas contained in Jefferson Davis's inaugural address, when a stimulus is provided. 	<ul style="list-style-type: none"> Analyzes Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrasts them with the ideas contained in Jefferson Davis's inaugural address, when a stimulus is provided. 	<ul style="list-style-type: none"> Analyzes Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrasts them with the ideas contained in Jefferson Davis's inaugural address, using multiple pieces of evidence from sources.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.9.A Evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.	<ul style="list-style-type: none"> Identifies a legislative reform program of the Radical Reconstruction Congress or reconstructed state governments, when given a memory aid. 	<ul style="list-style-type: none"> Explains the legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments, when a stimulus is provided. 	<ul style="list-style-type: none"> Evaluates legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments, when a stimulus is provided. 	<ul style="list-style-type: none"> Analyzes legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments and identifies their impact throughout U.S. history.
8.9.B Explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels.	<ul style="list-style-type: none"> Identifies an African American elected during reconstruction from the South, when given a memory aid. 	<ul style="list-style-type: none"> Identifies the impact of the election of African Americans from the South such as Hiram Rhodes Revels, when a stimulus is provided. 	<ul style="list-style-type: none"> Explains the impact of the election of African Americans from the South such as Hiram Rhodes Revels, when a stimulus is provided. 	<ul style="list-style-type: none"> Analyzes the impact of the election of African Americans from the South such as Hiram Rhodes Revels and identifies the impact of these new congressmen throughout U.S. history, using evidence.
8.9.C Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.	<ul style="list-style-type: none"> Identifies a problem during Reconstruction and its impact on a group, when given a memory aid. 	<ul style="list-style-type: none"> Identifies the economic, political, or social problems during Reconstruction and evaluates their impact on different groups, when a stimulus is provided. 	<ul style="list-style-type: none"> Explains the economic, political, and social problems during Reconstruction and evaluates their impact on different groups, when a stimulus is provided. 	<ul style="list-style-type: none"> Analyzes the economic, political, and social problems during Reconstruction and evaluates their impact on different groups, using evidence from primary or secondary sources.
8.10.A Locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries.	<ul style="list-style-type: none"> Locates on a map a place and region related to a major era or turning point in the United States during the 17th, 18th, or 19th century, when given a memory aid. 	<ul style="list-style-type: none"> Locates on a map places and regions related to major eras or turning points in the United States during the 17th, 18th, or 19th century. 	<ul style="list-style-type: none"> Locates places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries. 	<ul style="list-style-type: none"> Locates places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries and draws connections between them.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.10.B Compare places and regions of the United States in terms of physical and human characteristics.	<ul style="list-style-type: none"> Identifies the regions of the United States. 	<ul style="list-style-type: none"> Identifies regions of the United States in terms of physical or human characteristics. 	<ul style="list-style-type: none"> Compares places and regions of the United States in terms of physical and human characteristics. 	<ul style="list-style-type: none"> Compares places and regions of the United States in terms of physical and human characteristics and predicts further developments in those regions.
8.10.C Analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.	<ul style="list-style-type: none"> Identifies the effects of physical or human geographic factors such as weather, landforms, waterways, transportation, or communication on major historical events in the United States. 	<ul style="list-style-type: none"> Describes the effects of physical or human geographic factors such as weather, landforms, waterways, transportation, or communication on major historical events in the United States. 	<ul style="list-style-type: none"> Analyzes the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States. 	<ul style="list-style-type: none"> Analyzes the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States and appraises the solutions created by people during those events.
8.11.A Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States.	<ul style="list-style-type: none"> Identifies one or more of the physical characteristics of the environment that influenced population distribution, settlement patterns, or economic activities in the United States. 	<ul style="list-style-type: none"> Explains how physical characteristics of the environment influenced population distribution, settlement patterns, or economic activities in the United States. 	<ul style="list-style-type: none"> Analyzes how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States. 	<ul style="list-style-type: none"> Analyzes how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States, and showcases an example.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.11.B Describe the positive and negative consequences of human modification of the physical environment of the United States.	<ul style="list-style-type: none"> Identifies an understanding of a positive or negative consequence of human modification of the physical environment of the United States, using a memory aid. 	<ul style="list-style-type: none"> Identifies the positive or negative consequences of human modification of the physical environment of the United States, using a primary or secondary source. 	<ul style="list-style-type: none"> Describes the positive and negative consequences of human modification of the physical environment of the United States, using primary or secondary sources. 	<ul style="list-style-type: none"> Using multiple pieces of evidence, analyzes the positive and negative consequences of human modification of the physical environment of the United States and predicts future consequences.
8.12.A Identify economic differences among different regions of the United States.	<ul style="list-style-type: none"> Identifies an economic difference between two different regions of the United States, using a given stimulus. 	<ul style="list-style-type: none"> Identifies economic differences between two different regions of the United States, using a given stimulus. 	<ul style="list-style-type: none"> Identifies economic differences among different regions of the United States, using a given stimulus. 	<ul style="list-style-type: none"> Identifies economic differences among different regions of the United States and predicts future consequences of those differences, using multiple pieces of evidence.
8.12.B Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.	<ul style="list-style-type: none"> Defines the plantation system, the transatlantic slave trade, or the spread of slavery, when given a memory aid. 	<ul style="list-style-type: none"> Describes a reason for the development of the plantation system, the transatlantic slave trade, or the spread of slavery, using primary or secondary sources. 	<ul style="list-style-type: none"> Explains reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery, using primary or secondary sources. 	<ul style="list-style-type: none"> Explains reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery and traces the development of them throughout early U.S. history, using multiple sources.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.12.C Analyze the causes and effects of economic differences among different regions of the United States at selected times.	<ul style="list-style-type: none"> Identifies a cause or effect of an economic difference among different regions of the United States at a selected time. 	<ul style="list-style-type: none"> Explains causes or effects of economic differences among different regions of the United States at selected times. 	<ul style="list-style-type: none"> Analyzes the causes and effects of economic differences among different regions of the United States at selected times. 	<ul style="list-style-type: none"> Analyzes the causes and effects of economic differences among different regions of the United States at selected times and assesses how the differences caused political conflict.
8.13.A Analyze the economic effects of the War of 1812.	<ul style="list-style-type: none"> Identifies the economic effects of the War of 1812. 	<ul style="list-style-type: none"> Explains the economic effects of the War of 1812. 	<ul style="list-style-type: none"> Analyzes the economic effects of the War of 1812. 	<ul style="list-style-type: none"> Analyzes the economic effects of the War of 1812 and assesses its impact on early U.S. history.
8.13.B Identify the economic factors that brought about rapid industrialization and urbanization.	<ul style="list-style-type: none"> Defines industrialization and urbanization. 	<ul style="list-style-type: none"> Identifies an economic factor that brought about rapid industrialization or urbanization. 	<ul style="list-style-type: none"> Identifies the economic factors that brought about rapid industrialization and urbanization. 	<ul style="list-style-type: none"> Identifies the economic factors that brought about rapid industrialization and urbanization and infers the impact of these factors on the United States during this period.
8.14.A Explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights.	<ul style="list-style-type: none"> Defines a free enterprise system, using one of the following: minimal government regulation, taxation, or property rights, given a memory aid. 	<ul style="list-style-type: none"> Describes a free enterprise system, using the following: minimal government regulation, taxation, and property rights. 	<ul style="list-style-type: none"> Explains why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights. 	<ul style="list-style-type: none"> Explains why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights, and traces its impact on early U.S. history.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.14.B Describe the characteristics and the benefits of the U.S. free enterprise system through 1877.	<ul style="list-style-type: none"> Defines a free enterprise system, given a memory aid. 	<ul style="list-style-type: none"> Identifies a characteristic or a benefit of the U.S. free enterprise system through 1877. 	<ul style="list-style-type: none"> Describes the characteristics and the benefits of the U.S. free enterprise system through 1877. 	<ul style="list-style-type: none"> Describes the characteristics and the benefits of the U.S. free enterprise system through 1877 and evaluates its impact on society.
8.15.A Identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government.	<ul style="list-style-type: none"> Identifies a historical document, such as the Magna Carta, the English Bill of Rights, the Mayflower Compact, or the Federalist Papers, that influenced the U.S. government, given a document or source. 	<ul style="list-style-type: none"> Examines one way two different historic documents, such as the Magna Carta, the English Bill of Rights, the Mayflower Compact, or the Federalist Papers, shaped the U.S. government, given a document or source. 	<ul style="list-style-type: none"> Identifies the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government, given multiple documents or sources. 	<ul style="list-style-type: none"> Identifies the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government and compares and contrasts the different systems that developed as a result of them, given multiple documents or sources.
8.15.B Summarize the strengths and weaknesses of the Articles of Confederation.	<ul style="list-style-type: none"> Identifies the Articles of Confederation. 	<ul style="list-style-type: none"> Identifies a strength and a weakness of the Articles of Confederation. 	<ul style="list-style-type: none"> Summarizes the strengths and weaknesses of the Articles of Confederation. 	<ul style="list-style-type: none"> Summarizes the strengths and weaknesses of the Articles of Confederation and explains how they were addressed by the U.S. Constitution.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.15.C Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.	<ul style="list-style-type: none"> Identifies a colonial grievance listed in the Declaration of Independence. 	<ul style="list-style-type: none"> Identifies a colonial grievance listed in the Declaration of Independence and describes how that grievance was addressed in either the U.S. Constitution or the Bill of Rights. 	<ul style="list-style-type: none"> Identifies multiple colonial grievances listed in the Declaration of Independence and explains how those grievances were addressed in the U.S. Constitution and the Bill of Rights. 	<ul style="list-style-type: none"> Identifies colonial grievances listed in the Declaration of Independence and analyzes how those grievances were addressed in the U.S. Constitution and the Bill of Rights. Formulates possible solutions Britain could have used to mitigate those grievances.
8.15.D Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.	<ul style="list-style-type: none"> Defines principles of the U.S. Constitution, such as limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, or individual rights. 	<ul style="list-style-type: none"> Explains how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, or individual rights, using graphics or sources. 	<ul style="list-style-type: none"> Analyzes how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights, using primary and secondary sources. 	<ul style="list-style-type: none"> Analyzes how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights, and analyzes how those principles were applied in early American society, using multiple primary and secondary sources.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.15.E Explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.	<ul style="list-style-type: none"> Defines self-government, with evidence from a source. 	<ul style="list-style-type: none"> Identifies self-government in colonial America, using one of the contributors of the idea, such as Thomas Hooker, Charles de Montesquieu, or John Locke. 	<ul style="list-style-type: none"> Explains the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America, using primary or secondary sources. 	<ul style="list-style-type: none"> Analyzes the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America and assesses how self-government contributed to shaping early American society, using multiple sources.
8.16.A Summarize the purposes for amending the U.S. Constitution.	<ul style="list-style-type: none"> Defines what an amendment is, when given a memory aid. 	<ul style="list-style-type: none"> Identifies how to amend the U.S. Constitution. 	<ul style="list-style-type: none"> Summarizes the purposes for amending the U.S. Constitution. 	<ul style="list-style-type: none"> Summarizes the purposes for amending the U.S. Constitution and analyzes the reasons for proposing a new amendment or current proposals for amendments.
8.16.B Describe the impact of the 13th, 14th, and 15th amendments.	<ul style="list-style-type: none"> Identifies the 13th, 14th, or 15th amendment, when given a memory aid. 	<ul style="list-style-type: none"> Describes the impact of the 13th, 14th, or 15th amendment. 	<ul style="list-style-type: none"> Describes the impact of the 13th, 14th, and 15th amendments, using a source. 	<ul style="list-style-type: none"> Evaluates and analyzes the impact of the 13th, 14th, and 15th amendments on U.S. history.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.17.A Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason and explain how their debates exemplify civil discourse.	<ul style="list-style-type: none"> Defines Federalist and Anti-Federalist, using a memory aid. 	<ul style="list-style-type: none"> Explains an argument of a Federalist or an Anti-Federalist, such as Alexander Hamilton, Patrick Henry, James Madison, or George Mason. 	<ul style="list-style-type: none"> Analyzes the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason, using a source document. 	<ul style="list-style-type: none"> Analyzes the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason, and evaluates the contributions made to U.S. politics and government, using multiple sources.
8.17.B Explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.	<ul style="list-style-type: none"> Defines states' rights, with explicit evidence from a source. 	<ul style="list-style-type: none"> Identifies a constitutional issue arising over the issue of states' rights, including the Nullification Crisis and the Civil War. 	<ul style="list-style-type: none"> Explains constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War, using a source. 	<ul style="list-style-type: none"> Analyzes constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War, using evidence.
8.18.A Identify the origin of judicial review.	<ul style="list-style-type: none"> Defines judicial review, with explicit evidence from a source. 	<ul style="list-style-type: none"> Identifies the origin of judicial review, using a memory aid or source. 	<ul style="list-style-type: none"> Identifies the origin of judicial review, using primary and secondary sources. 	<ul style="list-style-type: none"> Identifies the origin of judicial review and evaluates its impact on early U.S. history, using multiple sources.
8.18.B Summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden.	<ul style="list-style-type: none"> Identifies a landmark Supreme Court case, such as Marbury v. Madison, McCulloch v. Maryland, or Gibbons v. Ogden. 	<ul style="list-style-type: none"> Describes a landmark Supreme Court case, such as Marbury v. Madison, McCulloch v. Maryland, or Gibbons v. Ogden. 	<ul style="list-style-type: none"> Summarizes the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden. 	<ul style="list-style-type: none"> Summarizes the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden, and assesses their impact on early U.S. history.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.18.C Evaluate the impact of the landmark Supreme Court decision Dred Scott v. Sandford on life in the United States.	<ul style="list-style-type: none"> Identifies the landmark Supreme Court decision Dred Scott v. Sandford, when given a memory aid. 	<ul style="list-style-type: none"> Describes the impact of the landmark Supreme Court decision Dred Scott v. Sandford. 	<ul style="list-style-type: none"> Evaluates the impact of the landmark Supreme Court decision Dred Scott v. Sandford, with evidence. 	<ul style="list-style-type: none"> Analyzes the impact of the landmark Supreme Court decision Dred Scott v. Sandford, using multiple sources.
8.19.A Define and give examples of unalienable rights.	<ul style="list-style-type: none"> Identifies an unalienable right. 	<ul style="list-style-type: none"> Identifies unalienable rights. 	<ul style="list-style-type: none"> Defines and gives examples of unalienable rights. 	<ul style="list-style-type: none"> Defines and gives examples of unalienable rights and examines their contributions and impacts.
8.19.B Summarize rights guaranteed in the Bill of Rights.	<ul style="list-style-type: none"> Identifies a right guaranteed in the Bill of Rights. 	<ul style="list-style-type: none"> Explains rights guaranteed in the Bill of Rights. 	<ul style="list-style-type: none"> Summarizes rights guaranteed in the Bill of Rights. 	<ul style="list-style-type: none"> Summarizes rights guaranteed in the Bill of Rights and appraises their significance throughout early U.S. history.
8.19.C Identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.	<ul style="list-style-type: none"> Identifies an example of responsible citizenship, using a memory aid. 	<ul style="list-style-type: none"> Identifies examples of responsible citizenship, such as obeying rules and laws, staying informed on public issues, voting, or serving on juries. 	<ul style="list-style-type: none"> Identifies examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries, using a primary or secondary source. 	<ul style="list-style-type: none"> Identifies examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries, and evaluates and appraises their significance using multiple sources.
8.20.A Evaluate the contributions of the Founding Fathers as models of civic virtue.	<ul style="list-style-type: none"> Identifies a contribution of a Founding Father. 	<ul style="list-style-type: none"> Explains the contributions made by the Founding Fathers. 	<ul style="list-style-type: none"> Evaluates the contributions of the Founding Fathers as models of civic virtue, using a primary or secondary source. 	<ul style="list-style-type: none"> Evaluates the contributions of the Founding Fathers as models of civic virtue, using multiple sources.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.20.B Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.	<ul style="list-style-type: none"> Identifies examples of civil disobedience in U.S. history such as the Boston Tea Party or Henry David Thoreau's refusal to pay a tax. 	<ul style="list-style-type: none"> Describes examples of civil disobedience in U.S. history such as the Boston Tea Party or Henry David Thoreau's refusal to pay a tax. 	<ul style="list-style-type: none"> Analyzes examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax. 	<ul style="list-style-type: none"> Analyzes examples of civil disobedience in U.S. history, such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax, and explains how they shaped early U.S. history.
8.21.A Identify different points of view of political parties and interest groups on important historical issues.	<ul style="list-style-type: none"> Defines political parties or interest groups. 	<ul style="list-style-type: none"> Identifies a point of view for a political party or interest group, with a source. 	<ul style="list-style-type: none"> Identifies different points of view of political parties and interest groups on important historical issues, using a source. 	<ul style="list-style-type: none"> Identifies and compares different points of view of political parties and interest groups, using multiple sources.
8.21.B Describe the importance of free speech and press in a constitutional republic.	<ul style="list-style-type: none"> Identifies free speech or free press. 	<ul style="list-style-type: none"> Identifies free speech and free press, using a source. 	<ul style="list-style-type: none"> Describes the importance of free speech and free press, using a primary or secondary source. 	<ul style="list-style-type: none"> Describes the importance and impact of free speech and free press in a constitutional republic, using multiple sources.
8.21.C Summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act.	<ul style="list-style-type: none"> Identifies historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, or Kansas-Nebraska Act. 	<ul style="list-style-type: none"> Describes historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, or Kansas-Nebraska Act. 	<ul style="list-style-type: none"> Summarizes historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act. 	<ul style="list-style-type: none"> Evaluates historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act, using multiple sources.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.22.A Analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln.	<ul style="list-style-type: none"> Identifies one leadership quality of elected or appointed leaders of the United States, such as George Washington, John Marshall, or Abraham Lincoln, when given a memory aid. 	<ul style="list-style-type: none"> Identifies and describes the leadership qualities of elected and appointed leaders of the United States, such as George Washington, John Marshall, or Abraham Lincoln, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the leadership qualities of elected and appointed leaders of the United States, such as George Washington, John Marshall, and Abraham Lincoln, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the leadership qualities of elected and appointed leaders of the United States, such as George Washington, John Marshall, and Abraham Lincoln, and assesses their impact on early U.S. history, using evidence.
8.22.B Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.	<ul style="list-style-type: none"> Identifies a significant political, social, or military leader of the United States, such as Frederick Douglass, John Paul Jones, Susan B. Anthony, or Elizabeth Cady Stanton, when given a memory aid. 	<ul style="list-style-type: none"> Identifies and describes the contributions of significant political, social, or military leaders of the United States, such as Frederick Douglass, John Paul Jones, Susan B. Anthony, or Elizabeth Cady Stanton, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Describes the contributions of significant political, social, and military leaders of the United States, such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the contributions of significant political, social, and military leaders of the United States, such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton, and assesses their impact on early U.S. history, using evidence.
8.23.A Identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.	<ul style="list-style-type: none"> Identifies a group that settled in the United States and gives a reason for the group's immigration, with a memory aid. 	<ul style="list-style-type: none"> Identifies groups that settled in the United States and their reason(s) for immigration, when given a stimulus. 	<ul style="list-style-type: none"> Identifies racial, ethnic, and religious groups that settled in the United States and explains their reasons for immigration, when given a stimulus. 	<ul style="list-style-type: none"> Identifies racial, ethnic, and religious groups that settled in the United States; explains their reasons for immigration; and describes the economic, political, and social contributions made by those groups.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.23.B Explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs.	<ul style="list-style-type: none"> Defines urbanization, when given a memory aid. 	<ul style="list-style-type: none"> Describes how urbanization led to a conflict, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Explains how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Explains how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs and identifies how these conflicts were addressed.
8.23.C Identify ways conflicts between people from various racial, ethnic, and religious groups were addressed.	<ul style="list-style-type: none"> Identifies a conflict between people from various racial, ethnic, or religious groups, when given explicit evidence from a source. 	<ul style="list-style-type: none"> Identifies a way conflict between people from various racial, ethnic, or religious groups was addressed, when given a primary or secondary source. 	<ul style="list-style-type: none"> Identifies ways conflicts between people from various racial, ethnic, and religious groups were addressed, when using a primary or secondary source. 	<ul style="list-style-type: none"> Explains ways conflicts between people from various racial, ethnic, and religious groups were addressed, using evidence.
8.23.D Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.	<ul style="list-style-type: none"> Identifies a contribution of one group of people from the various racial, ethnic, or religious groups to our national identity, when given explicit evidence from a source. 	<ul style="list-style-type: none"> Describes the contributions of people of various racial, ethnic, or religious groups to our national identity, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the contributions of people of various racial, ethnic, and religious groups to our national identity, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the contributions of people of various racial, ethnic, and religious groups to our national identity and evaluates their impact on our national identity, using evidence.
8.23.E Identify the political, social, and economic contributions of women to American society.	<ul style="list-style-type: none"> Identifies a contribution of women to American society, when given explicit evidence from a source. 	<ul style="list-style-type: none"> Identifies multiple contributions of women to American society, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Identifies the political, social, and economic contributions of women to American society, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the political, social, and economic contributions of women to American society, using evidence.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.24.A Describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery.	<ul style="list-style-type: none"> Describes the historical development of the abolitionist movement. 	<ul style="list-style-type: none"> Describes and explains the historical development of the abolitionist movement. 	<ul style="list-style-type: none"> Describes and evaluates the historical development of the abolitionist movement. 	<ul style="list-style-type: none"> Evaluates the historical development of the abolitionist movement and describes its impact on U.S. politics before the Civil War.
8.24.B Evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.	<ul style="list-style-type: none"> Identifies an impact of a reform movement, such as educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, or care of the disabled, when a memory aid is given. 	<ul style="list-style-type: none"> Explains an impact of reform movements, such as educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, or care of the disabled, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Evaluates the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Evaluates the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled, and compares and contrasts the impacts of the movements on American society.
8.25.A Trace the development of religious freedom in the United States.	<ul style="list-style-type: none"> Identifies a key moment in the development of religious freedom in the United States. 	<ul style="list-style-type: none"> Identifies multiple moments in the development of religious freedom in the United States. 	<ul style="list-style-type: none"> Traces the development of religious freedom in the United States. 	<ul style="list-style-type: none"> Traces the development of religious freedom in the United States and its impact on early U.S. history.
8.25.B Describe religious influences on social movements, including the impact of the first and second Great Awakenings.	<ul style="list-style-type: none"> Identifies a religious influence on social movements, including the impact of the first or second Great Awakening, when a memory aid is given. 	<ul style="list-style-type: none"> Identifies religious influences on social movements, including the impact of the first and second Great Awakenings, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Describes religious influences on social movements, including the impact of the first and second Great Awakenings, when primary or secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the religious influences on social movements, including the impact of the first and second Great Awakenings, using multiple sources of evidence.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.25.C Analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.	<ul style="list-style-type: none"> Identifies that the First Amendment protects religious freedom. 	<ul style="list-style-type: none"> Connects a stimulus to the First Amendment and its guarantees of religious freedom. 	<ul style="list-style-type: none"> Analyzes stimuli that use complex language to describe the impact of the First Amendment guarantees of religious freedom on the American way of life. Analyzes which outcome is an impact of the first Amendment guarantees of religious freedom. 	<ul style="list-style-type: none"> Draws conclusions about and recognizes misconceptions in stimuli about religious freedom.
8.26.A Identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the “Battle Hymn of the Republic,” and transcendental literature.	<ul style="list-style-type: none"> Identifies an example of American art, music, or literature that reflects society in at least one era, such as the Hudson River School artists, the “Battle Hymn of the Republic,” or transcendental literature, when given explicit evidence from a source. 	<ul style="list-style-type: none"> Identifies examples of American art, music, and literature that reflect society in at least one era, such as the Hudson River School artists, the “Battle Hymn of the Republic,” or transcendental literature, using explicit primary sources. 	<ul style="list-style-type: none"> Identifies examples of American art, music, and literature that reflect society in different eras, such as the Hudson River School artists, the “Battle Hymn of the Republic,” and transcendental literature. 	<ul style="list-style-type: none"> Identifies examples of American art, music, and literature that reflect society in different eras, such as the Hudson River School artists, the “Battle Hymn of the Republic,” and transcendental literature, and explains their significance using multiple sources of evidence.
8.26.B Analyze the relationship between the arts and continuity and change in the American way of life.	<ul style="list-style-type: none"> Identifies the relationship between the arts and continuity and change in the American way of life, with the use of a memory aid. 	<ul style="list-style-type: none"> Explains the relationship between the arts and continuity and change in the American way of life, from stimuli. 	<ul style="list-style-type: none"> Analyzes the relationship between the arts and continuity and change in the American way of life, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Summarizes the relationship between the arts and continuity and change in the American way of life, using specific evidence.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.27.A Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts.	<ul style="list-style-type: none"> Identifies the effects of a technological and scientific innovation such as the steamboat, the cotton gin, the telegraph, or interchangeable parts, when given a memory aid. 	<ul style="list-style-type: none"> Describes the effects of a technological and scientific innovation such as the steamboat, the cotton gin, the telegraph, or interchangeable parts, when given a stimulus. 	<ul style="list-style-type: none"> Explains the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts, when primary and secondary sources are provided. 	<ul style="list-style-type: none"> Analyzes the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts and makes connections to events in U.S. history.
8.27.B Analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally.	<ul style="list-style-type: none"> Identifies a technological innovation that changed the way goods were manufactured and distributed, either nationally or internationally, when given explicit evidence from a source. 	<ul style="list-style-type: none"> Explains how technological innovations changed the way goods were manufactured or distributed, nationally and internationally, when given a stimulus. 	<ul style="list-style-type: none"> Analyzes how technological innovations changed the way goods were manufactured and distributed, nationally and internationally, using primary and secondary sources provided. 	<ul style="list-style-type: none"> Analyzes how technological innovations changed the way goods were manufactured and distributed, nationally and internationally, using logical and specific examples.
8.27.C Analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.	<ul style="list-style-type: none"> Identifies how technological innovations brought about economic growth such as the development of the factory system or the construction of the Transcontinental Railroad, when given a memory aid. 	<ul style="list-style-type: none"> Explains how technological innovations brought about economic growth such as the development of the factory system or the construction of the Transcontinental Railroad, when given a stimulus. 	<ul style="list-style-type: none"> Analyzes how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad, using primary and secondary sources provided. 	<ul style="list-style-type: none"> Summarizes how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad, using multiple sources of evidence.

Range Performance Level Descriptors

Grade 8 Social Studies

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
8.28.A Compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history.	<ul style="list-style-type: none"> Identifies scientific discoveries or technological innovations that have influenced daily life in different periods in U.S. history, using an explicit source. 	<ul style="list-style-type: none"> Describes the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history, using primary or secondary sources provided. 	<ul style="list-style-type: none"> Compares the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history, using primary and secondary sources provided. 	<ul style="list-style-type: none"> Summarizes the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history, using evidence.
8.28.B Identify examples of how industrialization changed life in the United States.	<ul style="list-style-type: none"> Identifies industrialization, when given explicit evidence from a source. 	<ul style="list-style-type: none"> Identifies an example of how industrialization changed life in the United States, when given explicit evidence from a source. 	<ul style="list-style-type: none"> Identifies examples of how industrialization changed life in the United States, using primary and secondary sources. 	<ul style="list-style-type: none"> Analyzes examples of how industrialization changed life in the United States and describes their impact, using evidence.