History- Government Performance Level Descriptors for High School Assessment

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
The student demonstrates an **insufficient** understanding of Social Studies. The student inadequately demonstrates the ability to gather, process, and apply information presented in the curriculum. The student who performs inadequately in *civics-government* struggles to: • understand constitutional powers and rights • analyze the rule of law • examine the role of national and multi-national political organizations The student who performs inadequately in *economics* struggles to: • compare economic systems • evaluate costs/benefits of government policies • analyze costs/benefits of investments • explain factors that impact supply and demand The student who performs inadequately in *geography* struggles to: • locate major geographic features from memory • analyze factors that contribute to human changes in regions • understand cultural cooperation and conflict • examine human environmental impact The student who performs inadequately in *history* struggles to: • utilize primary and secondary sources to understand history • compare/contrast significant historical events • demonstrate a working knowledge of U.S. and World history • employ historical thinking skills	The student demonstrates a **partial** understanding of Social Studies. The student inconsistently demonstrates the ability to gather, process, and apply information presented in the curriculum. The student who performs inconsistently in *civics-government* has limited ability to: • understand constitutional powers and rights • analyze the rule of law • examine the role of national and multi-national political organizations The student who performs inconsistently in *economics* has limited ability to: • compare economic systems • evaluate costs/benefits of government policies • analyze costs/benefits of investments • explain factors that impact supply and demand The student who performs inconsistently in *geography* has limited ability to: • locate major geographic features from memory • analyze factors that contribute to human changes in regions • understand cultural cooperation and conflict • examine human environmental impact The student who performs inconsistently in *history* has limited ability to: • utilize primary and secondary sources to understand history • compare/contrast significant historical events • demonstrate a working knowledge of U.S. and World history • employ historical thinking skills	The student demonstrates a **satisfactory** understanding of Social Studies. The student sufficiently demonstrates the ability to gather, process, and apply information presented in the curriculum. The student who performs sufficiently in *civics-government* is likely to: • understand constitutional powers and rights • analyze the rule of law • examine the role of national and multi-national political organizations The student who performs sufficiently in *economics* is likely to: • compare economic systems • evaluate costs/benefits of government policies • analyze costs/benefits of investments • explain factors that impact supply and demand The student who performs sufficiently in *geography* is likely to: • locate major geographic features from memory • analyze factors that contribute to human changes in regions • understand cultural cooperation and conflict • examine human environmental impact The student who performs sufficiently in *history* is likely to: • utilize primary and secondary sources to understand history • compare/contrast significant historical events • demonstrate a working knowledge of U.S. and World history • employ historical thinking skills	The student demonstrates a **consistent** understanding of Social Studies. The student usually demonstrates the ability to gather, process, and apply information presented in the curriculum. The student who performs consistently in *civics-government* is able to: • understand constitutional powers and rights • analyze the rule of law • examine the role of national and multi-national political organizations The student who performs consistently in *economics* is able to: • compare economic systems • evaluate costs/benefits of government policies • analyze costs/benefits of investments • explain factors that impact supply and demand The student who performs consistently in *geography* is able to: • locate major geographic features from memory • analyze factors that contribute to human changes in regions • understand cultural cooperation and conflict • examine human environmental impact The student who performs consistently in *history* is able to: • utilize primary and secondary sources to understand history • compare/contrast significant historical events • demonstrate a working knowledge of U.S. and World history • employ historical thinking skills	The student demonstrates a **superior** understanding of Social Studies. The student always demonstrates the ability to gather, process, and apply information presented in the curriculum. The student who performs skillfully in *civics-government* has mastered the ability to: • understand constitutional powers and rights • analyze the rule of law • examine the role of national and multi-national political organizations The student who performs skillfully in *economics* has mastered the ability to: • compare economic systems • evaluate costs/benefits of government policies • analyze costs/benefits of investments • explain factors that impact supply and demand The student who performs skillfully in *geography* has mastered the ability to: • locate major geographic features from memory • analyze factors that contribute to human changes in regions • understand cultural cooperation and conflict • examine human environmental impact The student who performs skillfully in *history* has mastered the ability to: • utilize primary and secondary sources to understand history • compare/contrast significant historical events • demonstrate a working knowledge of U.S. and World history • employ historical thinking skills

*For specific descriptions of indicators refer to the Kansas Standards for History and Government; Economics and Geography (2004).
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