

Draft U.S. History EOC Performance Level Descriptors (PLDs)
U.S. History and Geography: Post-Reconstruction to the Present

Reporting Category	Below Basic	Basic	Proficient	Advanced
Generic Descriptors	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.
The Rise of Industrial America and The Progressive Era (1877-1920)	A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the Industrial Revolution and the Progressive Era, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below	A student at this level demonstrates partial mastery by identifying and comprehending aspects of the Second Industrial Revolution and the Progressive Era below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify	A student at this level demonstrates mastery by analyzing and drawing conclusions about the Second Industrial Revolution and the Progressive Era at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand complex cause-and-effect relationships	A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the Second Industrial Revolution and the Progressive Era beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on

	<p>Basic level of performance are not prepared for the next level of study.</p>	<p>social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as agrarian-to-urban shift, immigration patterns, the rise of political machines, the impact of the growth of cities, and social reforms in regard to labor, immigration, and the women's suffrage movement; the motivations influencing American Imperialism; and the U.S. involvement in World War I. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for</p>	<p>researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<p>The 1920s and The Great Depression (1920-1940)</p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the 1920s and the Great Depression, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the 1920s and the Great Depression below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>the next level of study.</p> <p>A student at this level demonstrates mastery by analyzing and drawing conclusions about the 1920s and the Great Depression at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content, such as how the struggle between traditionalism and modernism manifested itself after World War I. Particular focus is on major political scandals and their impact, Prohibition, the</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the 1920s and the Great Depression beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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			<p>Harlem Renaissance, and other aspects of 1920s popular culture. In addition, the student demonstrates an understanding of how the Great Depression and the New Deal fundamentally changed the role of the federal government, including President Hoover's philosophy on economic recovery versus President Roosevelt's; the causes, effect, and consequences of the Dust Bowl; and President Franklin Roosevelt's critics and supporters. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	
<p>U.S. Foreign and Domestic Policy Between the Wars, World War II,</p>	<p>A student at this level demonstrates little to no mastery in identifying or</p>	<p>A student at this level demonstrates partial mastery by identifying and</p>	<p>A student at this level demonstrates mastery by analyzing and drawing</p>	<p>A student at this level demonstrates superior</p>

<p>and The Cold War (1921-1975)</p>	<p>comprehending historical events and concepts. The student does not show a basic understanding of U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>comprehending aspects of U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>conclusions about U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as the United States' response to World War II, with particular focus on attempts to maintain international peace, the rise of dictators, attempts at intervention, the declaration of war, and its</p>	<p>mastery by evaluating and applying information and drawing conclusions about the U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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			<p>impact on the home front. In addition, the student demonstrates knowledge of the response of the United States to communism after World War II, including the roots of the Cold War; the reaction to communism in foreign and domestic policy; and the conflicts that arose over the conflicting ideologies. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	
<p>The Post-War Years to Contemporary United States (1945-the Present)</p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the United States from the post-war years to the contemporary period, and his or her academic</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the United States from the post-war years to the contemporary period below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and</p>	<p>A student at this level demonstrates mastery by analyzing and drawing conclusions about the United States from the post-war years to the contemporary period at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the United States from the post-war years to the contemporary period beyond the proficient level and at a consistently higher depth of knowledge</p>

	<p>performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>student can organize and compare and contrast historical information; understand complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as the causes, effects, and consequences of the economic boom and social transformation of post-World War United States. Particular focus is on the Civil Rights movement, the Great Society, Watergate, the energy crisis, environmentalism, and the Carter Administration. In addition, the student demonstrates knowledge of important events and trends from the 1980s to today, including high-tech advances, the fall of the</p>	<p>(DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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			<p>Soviet Union, and the domestic- and foreign-policy affairs of contemporary U.S. Presidents and other political figures.</p> <p>Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	
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