

Performance Level Descriptors

Social Studies Grade 8

2022



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Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: *Developing*, *Approaching*, *Meeting*, and *Advanced*. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors** (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2018 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

| Policy Performance Level Descriptors | | | |
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| Developing | Approaching | Meeting | Advanced |
| Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning. | Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning. | Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning. | Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning. |

Range Performance Level Descriptors

Behavioral Science (BH)

BH Standard 1 - Wisconsin students will examine individual cognition, perception, behavior, and identity (psychology).

| Developing | Approaching | Meeting | Advanced |
|---|---|---|---|
| <p>A student at this level attempts to identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</p> | <p>A student at this level can identify a limited number of patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</p> | <p>A student at this level can identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</p> | <p>A student at this level can identify complex patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</p> |
| <p>attempts to analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> | <p>can do a simple analysis of how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> | <p>can analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> | <p>can analyze in depth how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> |

BH Standard 2 - Wisconsin students will investigate interactions between individuals and groups (sociology).

| Developing | Approaching | Meeting | Advanced |
|---|---|--|--|
| <p>A student at this level attempts to summarize the role culture plays in personal and group behavior; attempts to categorize factors that contribute to cooperation and conflict among peoples of a country and/or the</p> | <p>A student at this level can do a simple summary of the role culture plays in personal and group behavior; can categorize a limited number of factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e.,</p> | <p>A student at this level can summarize the role culture plays in personal and group behavior; can categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e.,</p> | <p>A student at this level can summarize in depth the role culture plays in personal and group behavior; can categorize complex factors that contribute to cooperation and conflict among peoples of a country and/or the</p> |

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| world (i.e., culture, language, religion, political beliefs). | culture, language, religion, political beliefs). | culture, language, religion, political beliefs). | world (i.e., culture, language, religion, political beliefs). |
| attempts to model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study. | can model in a limited fashion how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study. | can model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study. | can comprehensively model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study. |

BH Standard 3 – Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (anthropology).

| Developing | Approaching | Meeting | Advanced |
|--|--|--|---|
| <p>A student at this level</p> <p>attempts to analyze how a person’s local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.</p> | <p>A student at this level</p> <p>can do a simple analysis of how a person’s local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.</p> | <p>A student at this level</p> <p>can analyze how a person’s local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.</p> | <p>A student at this level</p> <p>can analyze in depth how a person’s local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.</p> |

BH Standard 4 – Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

| Developing | Approaching | Meeting | Advanced |
|--|---|--|---|
| <p>A student at this level</p> <p>attempts to differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p> | <p>A student at this level</p> <p>can differentiate in a limited fashion between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p> | <p>A student at this level</p> <p>can differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p> | <p>A student at this level</p> <p>can thoroughly differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p> |

Economics (Econ)

Econ Standard 1 - Wisconsin students use economic reasoning to understand issues.

| Developing | Approaching | Meeting | Advanced |
|--|--|--|---|
| <p>A student at this level attempts to predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations; attempts to assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> | <p>A student at this level can make a simple prediction about the opportunity costs of various decisions and provide a simple explanation of why the opportunity cost might differ from person to person or in different situations; can do a simple assessment of how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> | <p>A student at this level can predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations; can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> | <p>A student at this level can consistently predict the opportunity costs of various decisions and explain in depth why the opportunity cost might differ from person to person or in different situations; can assess in depth how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> |
| <p>attempts to evaluate how incentives impact individual and/or household decision making.</p> | <p>can do a simple evaluation of how incentives impact individual and/or household decision making.</p> | <p>can evaluate how incentives impact individual and/or household decision making.</p> | <p>can evaluate in depth how incentives impact individual and/or household decision making.</p> |
| <p>Econ Standard 2 - Wisconsin students will analyze how decisions are made, and interactions occur among individuals, households, and firms/businesses (microeconomics).</p> | | | |
| Developing | Approaching | Meeting | Advanced |
| <p>A student at this level attempts to analyze the role of consumers and producers in product markets; attempts to provide examples of how individuals and households are both consumers and producers.</p> | <p>A student at this level can do a simple analysis of the role of consumers and producers in product markets; can provide basic examples of how individuals and households are both consumers and producers.</p> | <p>A student at this level can analyze the role of consumers and producers in product markets; can provide examples of how individuals and households are both consumers and producers.</p> | <p>A student at this level can analyze in depth the role of consumers and producers in product markets; can provide complex examples of how individuals and households are both consumers and producers.</p> |
| <p>attempts to investigate the relationship between supply and demand; attempts to evaluate the extent to which competition exists in product markets and its</p> | <p>can do a simple investigation on the relationship between supply and demand; can do a simple evaluation of the extent to which competition exists in product markets and its relationship to</p> | <p>can investigate the relationship between supply and demand; can evaluate the extent to which competition exists in product markets and its relationship to</p> | <p>can thoroughly investigate the relationship between supply and demand; can evaluate in depth the extent to which competition exists in product markets and its</p> |

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| relationship to price and quality of goods and services. | price and quality of goods and services. | price and quality of goods and services. | relationship to price and quality of goods and services. |
| attempts to categorize factors of production and how they are combined to make goods and deliver services; attempts to evaluate how profits influence sellers in markets. | can categorize a limited number of factors of production and how they are combined to make goods and deliver services; can do a simple evaluation of how profits influence sellers in markets. | can categorize factors of production and how they are combined to make goods and deliver services; can evaluate how profits influence sellers in markets. | can thoroughly categorize factors of production and how they are combined to make goods and deliver services; can evaluate in depth how profits influence sellers in markets. |

Econ Standard 3 - Wisconsin students will analyze how an economy functions as a whole (macroeconomics).

| Developing | Approaching | Meeting | Advanced |
|--|--|--|--|
| A student at this level attempts to analyze how inflation, deflation, and unemployment affect different groups. | A student at this level can do a simple analysis of how inflation, deflation, and unemployment affect different groups. | A student at this level can analyze how inflation, deflation, and unemployment affect different groups. | A student at this level can analyze in depth how inflation, deflation, and unemployment affect different groups. |
| attempts to differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account); attempts to assess how interest rates influence borrowing and investing. | can differentiate in a limited fashion between the functions of money (i.e., medium of exchange, store of value, unit of account); can do a simple assessment of how interest rates influence borrowing and investing. | can differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account); can assess how interest rates influence borrowing and investing. | can thoroughly differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account); can assess in depth how interest rates influence borrowing and investing. |
| attempts to define Gross Domestic Product (GDP) and compare the GDP of different nations. | can provide a simple definition of Gross Domestic Product (GDP) and compare the GDP of a limited number of different nations. | can define Gross Domestic Product (GDP) and compare the GDP of different nations. | can define in depth Gross Domestic Product (GDP) and compare the GDP of several different nations. |

Econ Standard 4 - Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

| Developing | Approaching | Meeting | Advanced |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| A student at this level | A student at this level | A student at this level | A student at this level |

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| attempts to compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced). | can make a simple comparison of how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced). | can compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced). | can compare and contrast in depth how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced). |
| attempts to compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy; attempts to analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage). | can make a simple comparison of the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy; can do a simple analysis of rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage). | can compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy; can analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage). | can compare and contrast in depth the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy; can analyze in depth rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage). |
| attempts to analyze the impact of different government policies (e.g., taxation and government spending) on the economy. | can do a simple analysis of the impact of different government policies (e.g., taxation and government spending) on the economy. | can analyze the impact of different government policies (e.g., taxation and government spending) on the economy. | can analyze in depth the impact of different government policies (e.g., taxation and government spending) on the economy. |
| attempts to analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy. | can do a simple analysis of potential unintended costs and benefits (i.e., externalities) for a local or state law or policy. | can analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy. | can analyze in depth the potential unintended costs and benefits (i.e., externalities) for a local or state law or policy. |
| attempts to summarize the role of specialization on trade and cost of goods/services; attempts to identify examples of U.S. exports and imports. | can do a simple summary of the role of specialization on trade and cost of goods/services; can identify a limited number of examples of U.S. exports and imports. | can summarize the role of specialization on trade and cost of goods/services; can identify examples of U.S. exports and imports. | can summarize in depth the role of specialization on trade and cost of goods/services; can identify multiple examples of U.S. exports and imports. |

Geography (Geog)

Geog Standard 1 - Wisconsin students will use geographic tools and ways of thinking to analyze the world.

| Developing | Approaching | Meeting | Advanced |
|---|---|---|---|
| <p>A student at this level attempts to use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?); attempts to analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).</p> | <p>A student at this level can use paper and digital maps to ask and answer simple geographic questions (e.g., Where are there patterns? Why there? So what?); can do a simple analysis of how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).</p> | <p>A student at this level can use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?); can analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).</p> | <p>A student at this level can use paper and digital maps to ask and answer complex geographic questions (e.g., Where are there patterns? Why there? So what?); can analyze in depth how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).</p> |
| <p>attempts to interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p> | <p>can interpret patterns in a limited number of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and can provide a simple explanation of relationships among them.</p> | <p>can interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p> | <p>can interpret complex patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain complex relationships among them.</p> |
| <p>attempts to construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones; attempts to compare mental maps shaped by individual perceptions of people, places, regions, and environments.</p> | <p>can construct a simple mental map of regions and locate some major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones; can make a simple comparison of mental maps shaped by individual perceptions of people, places, regions, and environments.</p> | <p>can construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones; can compare mental maps shaped by individual perceptions of people, places, regions, and environments.</p> | <p>can construct a complex mental map of regions and locate many major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones; can compare multiple mental maps shaped by individual perceptions of people, places, regions, and environments.</p> |

Geog Standard 2 - Wisconsin students will analyze human movement and population patterns.

| Developing | Approaching | Meeting | Advanced |
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| <p>A student at this level</p> <p>attempts to analyze why populations increase or decrease in various regions throughout the world; attempts to analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</p> | <p>A student at this level</p> <p>can do a simple analysis of why populations increase or decrease in various regions throughout the world; can do a simple analysis of the distribution of population patterns at various scales (i.e., local, state, country, region).</p> | <p>A student at this level</p> <p>can analyze why populations increase or decrease in various regions throughout the world; can analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</p> | <p>A student at this level</p> <p>can analyze in depth why populations increase or decrease in various regions throughout the world; can analyze in depth the distribution of population patterns at various scales (i.e., local, state, country, region).</p> |
| <p>attempts to analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p> | <p>can do a simple analysis of patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p> | <p>can analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p> | <p>can analyze in depth patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p> |
| <p>attempts to use regions in the world to analyze the role of population shifts in why places change over time; attempts to evaluate the impact of migration on the place of origin and the place of settlement.</p> | <p>can use regions in the world to do a simple analysis of the role of population shifts in why places change over time; can do a simple evaluation of the impact of migration on the place of origin and the place of settlement.</p> | <p>can use regions in the world to analyze the role of population shifts in why places change over time; can evaluate the impact of migration on the place of origin and the place of settlement.</p> | <p>can use regions in the world to analyze in depth the role of population shifts in why places change over time; can evaluate in depth the impact of migration on the place of origin and the place of settlement.</p> |
| <p>attempts to investigate the impact of rural decline and the growth of cities on a place; attempts to analyze patterns of urbanization around the world.</p> | <p>can do a simple investigation on the impact of rural decline and the growth of cities on a place; can do a simple analysis of patterns of urbanization around the world.</p> | <p>can investigate the impact of rural decline and the growth of cities on a place; can analyze patterns of urbanization around the world.</p> | <p>can investigate in depth the impact of rural decline and the growth of cities on a place; can analyze complex patterns of urbanization around the world.</p> |
| <p>Geog Standard 3 - Wisconsin students will examine the impacts of global interconnections and relationships.</p> | | | |
| <p>Developing</p> | <p>Approaching</p> | <p>Meeting</p> | <p>Advanced</p> |
| <p>A student at this level</p> <p>attempts to analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and</p> | <p>A student at this level</p> <p>can do a simple analysis of the relationship between the distribution of resources and patterns of human settlement within states, countries, and</p> | <p>A student at this level</p> <p>can analyze the relationship between the distribution of resources and patterns of human settlement within states,</p> | <p>A student at this level</p> <p>can analyze in depth the relationship between the distribution of resources and patterns of human settlement within states, countries, and</p> |

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| regions of the world now and in the past. | regions of the world now and in the past. | countries, and regions of the world now and in the past. | regions of the world now and in the past. |
| attempts to analyze spatial patterns of social and economic development in a variety of regions in the world; attempts to identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing). | can do a simple analysis of spatial patterns of social and economic development in a variety of regions in the world; can identify in a limited fashion how people, products, and ideas move between places (e.g., internet commerce, outsourcing). | can analyze spatial patterns of social and economic development in a variety of regions in the world; can identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing). | can analyze complex spatial patterns of social and economic development in a variety of regions in the world; can identify and explain how people, products, and ideas move between places (e.g., internet commerce, outsourcing). |

Geog Standard 4 - Wisconsin students will evaluate the relationship between identity and place.

| Developing | Approaching | Meeting | Advanced |
|---|---|---|--|
| <p>A student at this level</p> <p>attempts to explain how place-based identities can change places over time; attempts to investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place; attempts to describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p> | <p>A student at this level</p> <p>can provide a simple explanation of how place-based identities can change places over time; can do a simple investigation on how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place; can provide a simple description of students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p> | <p>A student at this level</p> <p>can explain how place-based identities can change places over time; can investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place; can describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p> | <p>A student at this level</p> <p>can explain in depth how place-based identities can change places over time; can investigate in depth how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place; can thoroughly describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p> |

Geog Standard 5 - Wisconsin students will evaluate the relationship between humans and the environment.

| Developing | Approaching | Meeting | Advanced |
|--|--|--|---|
| <p>A student at this level</p> <p>attempts to analyze how technology interacts with the</p> | <p>A student at this level</p> <p>can do a simple analysis of how technology interacts with the</p> | <p>A student at this level</p> <p>can analyze how technology interacts with the environment</p> | <p>A student at this level</p> <p>can analyze in depth how technology interacts with the</p> |

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| environment and how increased use of technology affects the burden and use of natural resources. | environment and how increased use of technology affects the burden and use of natural resources. | and how increased use of technology affects the burden and use of natural resources. | environment and how increased use of technology affects the burden and use of natural resources. |
| attempts to analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups; attempts to analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries. | can do a simple analysis of how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups; can do a simple analysis of how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries. | can analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups; can analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries. | can analyze in depth how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups; can analyze in depth how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries. |

History (Hist)

Hist Standard 1 - Wisconsin students will use historical evidence for determining cause and effect.

| Developing | Approaching | Meeting | Advanced |
|---|---|---|--|
| <p>A student at this level attempts to use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.</p> | <p>A student at this level can use multiple perspectives to do a simple analysis of and can provide a simple explanation of the causes of issues or events within and across time periods, events, or cultures.</p> | <p>A student at this level can use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.</p> | <p>A student at this level can use multiple perspectives to analyze and explain in depth the causes of issues or events within and across time periods, events, or cultures.</p> |
| <p>attempts to use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> | <p>can use multiple perspectives to do a simple analysis of and can provide a simple explanation of effects of issues or events within and across time periods, events, or cultures.</p> | <p>can use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> | <p>can use multiple perspectives to analyze and explain in depth effects of issues or events within and across time periods, events, or cultures.</p> |

Hist Standard 2 - Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

| Developing | Approaching | Meeting | Advanced |
|--|--|--|---|
| attempts to explain patterns of continuity over time in the community, the state, the United States, and the world. | can provide a simple explanation of patterns of continuity over time in the community, the state, the United States, and the world. | can explain patterns of continuity over time in the community, the state, the United States, and the world. | can explain in depth patterns of continuity over time in the community, the state, the United States, and the world. |
| attempts to explain patterns of change over time in the community, the state, the United States, and the world. | can provide a simple explanation of patterns of change over time in the community, the state, the United States, and the world. | can explain patterns of change over time in the community, the state, the United States, and the world. | can explain in depth patterns of change over time in the community, the state, the United States, and the world. |
| attempts to analyze how the historical context influenced the process or nature of the continuity or change that took place. | can do a simple analysis of how the historical context influenced the process or nature of the continuity or change that took place. | can analyze how the historical context influenced the process or nature of the continuity or change that took place. | can analyze in depth how the historical context influenced the process or nature of the continuity or change that took place. |

Hist Standard 3 - Wisconsin students will connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.

| Developing | Approaching | Meeting | Advanced |
|---|--|---|---|
| attempts to compare events from United States or world history to a current issue or event. | can make a simple comparison of events from United States or world history to a current issue or event. | can compare events from United States or world history to a current issue or event. | can compare in depth events from United States or world history to a current issue or event. |
| attempts to apply historical perspectives to describe differing viewpoints of current events. | can apply historical perspectives to provide a simple description of differing viewpoints of current events. | can apply historical perspectives to describe differing viewpoints of current events. | can apply historical perspectives to thoroughly describe differing viewpoints of complex current events. |
| attempts to hypothesize the direction of current events and outcomes based on the past. | can create a simple hypothesis about the direction of current events and outcomes based on the past. | can hypothesize the direction of current events and outcomes based on the past. | can create sophisticated hypotheses about the direction of current events and outcomes based on the past. |

Hist Standard 4 - Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

| Developing | Approaching | Meeting | Advanced |
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| attempts to explain how the historical context (situation) influences a primary or secondary source. | can provide a simple explanation of how the historical context (situation) influences a primary or secondary source. | can explain how the historical context (situation) influences a primary or secondary source. | can explain in depth how the historical context (situation) influences a primary or secondary source. |
| attempts to explain the significance of the intended audience of a primary or secondary source. | can provide a simple explanation of the significance of the intended audience of a primary or secondary source. | can explain the significance of the intended audience of a primary or secondary source. | can explain in depth the significance of the intended audience of a primary or secondary source. |
| attempts to explain the significance of the intended purpose of a specific primary or secondary source. | can provide a simple explanation of the significance of the intended purpose of a specific primary or secondary source. | can explain the significance of the intended purpose of a specific primary or secondary source. | can explain in depth the significance of the intended purpose of a specific primary or secondary source. |
| attempts to explain how the POV of the author can influence the meaning of a primary or secondary source. | can provide a simple explanation of how the POV of the author can influence the meaning of a primary or secondary source. | can explain how the POV of the author can influence the meaning of a primary or secondary source. | can explain in depth how the POV of the author can influence the meaning of a primary or secondary source. |

Political Science (PS)

PS Standard 1 - Wisconsin students will identify and analyze democratic principles and ideals.

| Developing | Approaching | Meeting | Advanced |
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| <p>A student at this level</p> <p>attempts to investigate the components of responsible citizenship; attempts to summarize the importance of rule of law.</p> | <p>A student at this level</p> <p>can do a simple investigation on the components of responsible citizenship; can do a simple summary of the importance of rule of law.</p> | <p>A student at this level</p> <p>can investigate the components of responsible citizenship; can summarize the importance of rule of law.</p> | <p>A student at this level</p> <p>can investigate in depth the components of responsible citizenship; can summarize in depth the importance of rule of law.</p> |
| attempts to hypothesize and defend why a specific historically significant person's contribution to the development of the political | can create a simple hypothesis about and defend why a specific historically significant person's contribution to the development of | can hypothesize and defend why a specific historically significant person's contribution to the development of the political | can hypothesize and defend in depth why a specific historically significant person's contribution to the development of the political |

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| <p>culture of the United States was important; attempts to investigate how principles expressed in the Declaration of Independence and the Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time; attempts to assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p> | <p>the political culture of the United States was important; can do a simple investigation on how principles expressed in the Declaration of Independence and the Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time; can do a simple assessment of specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p> | <p>culture of the United States was important; can investigate how principles expressed in the Declaration of Independence and the Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time; can assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p> | <p>culture of the United States was important; can investigate in depth how principles expressed in the Declaration of Independence and the Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time; can assess in depth specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p> |
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PS Standard 2 - Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

| Developing | Approaching | Meeting | Advanced |
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| <p>A student at this level attempts to analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights; attempts to describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments; attempts to predict how collective action movements work to extend equal rights to groups and individuals.</p> | <p>A student at this level can do a simple analysis of the scope and limits of individual protections found in the Constitution and the Bill of Rights; can provide a simple description of the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments; can make a simple prediction about how collective action movements work to extend equal rights to groups and individuals.</p> | <p>A student at this level can analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights; can describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments; can predict how collective action movements work to extend equal rights to groups and individuals.</p> | <p>A student at this level can analyze in depth the scope and limits of individual protections found in the Constitution and the Bill of Rights; can describe in depth the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments; can consistently predict how collective action movements work to extend equal rights to groups and individuals.</p> |
| <p>attempts to analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes,</p> | <p>can do a simple analysis of the rights and responsibilities of citizens (i.e., voting, jury duty,</p> | <p>can analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes,</p> | <p>can analyze in depth the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes,</p> |

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| obeying laws); attempts to synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy). | paying taxes, obeying laws); can synthesize in a limited fashion the cultural structures, types of government, and economic systems to provide a simple explanation of differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy). | obeying laws); can synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy). | obeying laws); can thoroughly synthesize the cultural structures, types of government, and economic systems to explain in depth differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy). |
| attempts to compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide; attempts to investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights. | can make a simple comparison of the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide; can do a simple investigation on how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights. | can compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide; can investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights. | can compare and contrast in depth the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide; can investigate in depth how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights. |
| attempts to analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights; attempts to describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments; attempts to predict how collective action movements work to extend equal rights to groups and individuals. | can do a simple analysis of the scope and limits of individual protections found in the Constitution and the Bill of Rights; can provide a simple description of the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments; can make a simple prediction about how collective action movements work to extend equal rights to groups and individuals. | can analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights; can describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments; can predict how collective action movements work to extend equal rights to groups and individuals. | can analyze in depth the scope and limits of individual protections found in the Constitution and the Bill of Rights; can describe in depth the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments; can consistently predict how collective action movements work to extend equal rights to groups and individuals. |
| PS Standard 3 - Wisconsin students will analyze and evaluate the powers and purposes of political and civic institutions. | | | |
| Developing | Approaching | Meeting | Advanced |

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| A student at this level attempts to assess voter participation in elections; attempts to explain their role in government at the local, state, tribal, and federal levels. | A student at this level can do a simple assessment of voter participation in elections; can provide a simple explanation of their role in government at the local, state, tribal, and federal levels. | A student at this level can assess voter participation in elections; can explain their role in government at the local, state, tribal, and federal levels. | A student at this level can assess in depth voter participation in elections; can explain in depth their role in government at the local, state, tribal, and federal levels. |
| attempts to analyze the role of various types of media in elections and functions of government; attempts to analyze how elections and political parties in the United States connect the people to government; attempts to summarize how civic institutions influence society and politics (e.g., special interest groups, chamber of commerce, lobbying). | can do a simple analysis of the role of various types of media in elections and functions of government; can do a simple analysis of how elections and political parties in the United States connect the people to government; can do a simple summary of how civic institutions influence society and politics (e.g., special interest groups, chamber of commerce, lobbying). | can analyze the role of various types of media in elections and functions of government; can analyze how elections and political parties in the United States connect the people to government; can summarize how civic institutions influence society and politics (e.g., special interest groups, chamber of commerce, lobbying). | can analyze in depth the role of various types of media in elections and functions of government; can analyze in depth how elections and political parties in the United States connect the people to government; can summarize in depth how civic institutions influence society and politics (e.g., special interest groups, chamber of commerce, lobbying). |
| attempts to analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels. | can do a simple analysis of the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels. | can analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels. | can analyze in depth the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels. |
| attempts to analyze how governments address and solve problems through the public policy process. | can do a simple analysis of how governments address and solve problems through the public policy process. | can analyze how governments address and solve problems through the public policy process. | can analyze in depth how governments address and solve problems through the public policy process. |
| PS Standard 4 - Wisconsin students will develop and employ skills for civic literacy. | | | |
| Developing | Approaching | Meeting | Advanced |
| A student at this level | A student at this level | A student at this level | A student at this level |

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| attempts to assemble an argument utilizing multiple sources of information. | can assemble a simple argument utilizing multiple sources of information. | can assemble an argument utilizing multiple sources of information. | can assemble a complex argument utilizing multiple sources of information. |
| attempts to provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions). | can provide a limited number of examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions). | can provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions). | can provide multiple examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions). |

Social Studies Inquiry Practices and Processes (Inq)

Inq Standard 1 - Wisconsin students will construct meaningful questions that initiate an inquiry.

| Developing | Approaching | Meeting | Advanced |
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| A student at this level attempts to formulate open-ended questions for further research within one of the social studies disciplines. | A student at this level can formulate a limited number of open-ended questions for further research within one of the social studies disciplines. | A student at this level can formulate open-ended questions for further research within one of the social studies disciplines. | A student at this level can formulate complex open-ended questions for further research within one of the social studies disciplines. |
| attempts to identify additional questions that support the research and possible resources to guide the inquiry. | can identify a limited number of additional questions that support the research and possible resources to guide the inquiry. | can identify additional questions that support the research and possible resources to guide the inquiry. | can identify additional complex questions that support the research and possible resources to guide the inquiry. |

Inq Standard 2 - Wisconsin students will gather and evaluate sources.

| Developing | Approaching | Meeting | Advanced |
|---|--|---|--|
| A student at this level attempts to explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. | A student at this level can explore evidence from a limited number of reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. | A student at this level can explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. | A student at this level can explore in depth evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. |

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| attempts to determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand. | can determine in a limited fashion credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand. | can determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand. | can consistently determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand. |
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Inq Standard 3 - Wisconsin students will develop claims using evidence to support reasoning.

| Developing | Approaching | Meeting | Advanced |
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| A student at this level attempts to develop a debatable and defensible claim based upon the analysis of sources. | A student at this level can develop a simple, debatable, and defensible claim based upon the analysis of a limited number of sources. | A student at this level can develop a debatable and defensible claim based upon the analysis of sources. | A student at this level can develop a complex, debatable, and defensible claim based upon the in-depth analysis of multiple sources. |
| attempts to support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media). | can support a claim with evidence from a limited number of reliable sources representing a range of media (electronic, digital, print, and other mass media). | can support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media). | can support a claim with detailed evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media). |
| attempts to analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately. | can do a simple analysis of the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately. | can analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately. | can analyze in depth the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately. |

Inq Standard 4 - Wisconsin students will communicate and critique conclusions.

| Developing | Approaching | Meeting | Advanced |
|---|---|---|---|
| A student at this level attempts to communicate conclusions using a variety of media (i.e., video or online, documentaries, exhibits, research papers, or web pages). | A student at this level can communicate simple conclusions using a limited number of media (i.e., video or online, documentaries, exhibits, research papers, or web pages). | A student at this level can communicate conclusions using a variety of media (i.e., video or online, documentaries, exhibits, research papers, or web pages). | A student at this level can communicate complex conclusions using a variety of media (i.e., video or online, documentaries, exhibits, research papers, or web pages). |

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| attempts to analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias. | can do a simple analysis and evaluation of the logic, relevance, and accuracy of others' claims, taking into consideration potential bias. | can analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias. | can analyze and evaluate in depth the logic, relevance, and accuracy of others' claims, taking into consideration potential bias. |
| Inq Standard 5 - Wisconsin students will be civically engaged. | | | |
| Developing | Approaching | Meeting | Advanced |
| <p>A student at this level</p> <p>attempts to explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> | <p>A student at this level</p> <p>can explore a limited number of opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> | <p>A student at this level</p> <p>can explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> | <p>A student at this level</p> <p>can explore multiple opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> |