

Reporting Category Statements U.S. History

May 2024

Copyright Statement for This Office of Assessment Publication

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Uniform System of Public K–12 Schools as defined in Section 1000.01(4), Florida Statutes. The copyright notice at the bottom of this page must be included in all copies.

All trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publishers of this publication.

This publication is provided by the Florida Department of Education to Florida public schools free of charge and is not intended for resale.

Permission is **not** granted for distribution or reproduction outside of the Uniform System of Public K–12 Schools or for commercial distribution of the copyrighted materials without written authorization from the Florida Department of Education. Questions regarding use of these copyrighted materials should be sent by email to Assessment@fldoe.org or by postal mail to the following address:

Bureau of K–12 Student Assessment
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399–0400

Copyright © 2024
State of Florida
Department of State

Introduction

Students who participate in one or more of Florida's statewide, standardized assessments in grades 3–10 and/or end-of-course (EOC) assessments in Algebra 1, Geometry, Civic, U.S. History, and Biology 1 will receive a detailed score report that is unique to computer-adaptive assessments for each assessment. Each report will contain detailed information about the student's performance, narratives regarding strengths and weaknesses, and suggestions as to steps parents/guardians can take to help students progress in their learning. The information in each report is intended primarily for students and families and is not intended to replace classroom instruction.

The most detailed narrative is provided at the *reporting category* level. Reporting categories refer to major groupings of content and skills, such as Reading Informational Text or Reading Prose and Poetry in English Language Arts (ELA); Number Sense and Operations with Whole Numbers or Algebraic Reasoning in Mathematics; Nature of Science in Science; and Roles, Rights, and Responsibilities in Social Studies; among others. For each of the reporting categories, three tiers of text have been created based on state academic standards and informed by the Achievement Level Descriptors (ALDs) that were written by Florida educators. These tiers include *Below Expectations*, *At/Near Expectations* or *On Grade Level*, and *Above Expectations*. These reports classify student performance into one of the three tiers based on student responses to items that measure the benchmarks associated with that reporting category. Individual benchmark codes can be found in a report beneath the name of the correlated reporting category. Each student's report is tailored to provide specific information based on which of the three tiers that each reporting category score falls into. This document provides the complete set of narratives so that stakeholders can see expectation progressions within a reporting category and, if appropriate, across grades.

Each description included in these reports and the accompanying next steps were drafted by panels of Florida educators and reviewed by larger Florida educator committees facilitated by EdCount, LLC, and consisting of Florida educators, specialists from the Bureau of Standards and Instructional Support and other Florida Department of Education personnel.

It is important to keep in mind that a student's overall score provides the most valid and reliable evidence of what the student knows and can do with respect to the state academic standards. Due to the relatively small size of each reporting category, neither individual nor combined reporting category performance should be used to infer overall performance.

For more information on Florida's statewide, standardized assessments, please see the [Statewide Assessments Guide](#). Please direct questions and comments about these reports to Assessment@fldoe.org.

Additional Resources

The following resources are available to support understanding of the test design for Florida’s statewide, standardized assessments and the skills outlined in the state academic standards.

[Civics EOC Achievement Level Descriptions](#)

[U.S. History EOC Achievement Level Descriptions](#)

[Florida’s Academic Standards for Social Studies](#)

[Social Studies Test Design Summary](#)

U.S. History Reporting Category Statements

Late Nineteenth and Early Twentieth Century, 1860–1910 See State academic standards SS.912.A.1.1, SS.912.A.2.1, SS.912.A.3.1, and SS.912.A.3.2			
Indicator	Below Expectations	On Grade Level	Above Expectations
What These Results Mean	For example, your learner may be able to: <ul style="list-style-type: none"> • Describe some causes and consequences of the Civil War. • Recall that the Civil War and Reconstruction eras were time periods of division over the equality of African Americans. • Describe some of the freedoms guaranteed to African Americans and other groups with the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. • Identify different Reconstruction plans proposed to bring the Southern states back into the Union. • Describe some of the reasons for westward expansion and the economic changes that occurred on the western frontier. • Recognize that farmers struggled financially (e.g., agricultural surpluses, high shipping costs charged by railroads) as the United States became more industrialized. • Identify major ways technology, transportation, and/or the rise of big business changed the American economy. • Describe some of the characteristics of political, economic, and social transformations (e.g., political machines, monopolies, inventions, 	For example, your learner may be able to: <ul style="list-style-type: none"> • Compare the causes and consequences of the events leading to the Civil War. • Explain how debates over the legal status of African Americans contributed to political division during the years before and after the Civil War. • Describe the effects of the freedoms guaranteed to African Americans and other groups with the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. • Explain the significance of the economic changes that occurred on the western frontier; the political, social, and economic challenges encountered by farmers; and the solutions developed by the Populist movement. • Identify social movements (e.g., labor unions, settlement houses, Social Gospel, the Grange) that developed as a response to labor practices that characterized the Second Industrial Revolution. • Explain why specific political, economic, and social transformations occurred across the United States during the late 1800s and early 1900s. 	For example, your learner may be able to: <ul style="list-style-type: none"> • Evaluate the causes and consequences of the Civil War. • Evaluate the role of politics in determining the legal status of African Americans during the years before and after the Civil War. • Analyze the effect of the freedoms guaranteed to African Americans and other groups with the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. • Analyze the changes that occurred on the western frontier; the political, social, and economic challenges encountered by farmers; and critique the solutions developed by the Populist movement. • Analyze how the Second Industrial Revolution differed from the First Industrial Revolution. • Determine the extent to which different factors contributed to specific political, economic, and social transformations that occurred across the United States during the late 1800s and early 1900s.

Disclaimer: This document is informational and is not for instructional purposes. The knowledge and skills described do not encompass all that a student is expected to learn in this grade.

Late Nineteenth and Early Twentieth Century, 1860–1910

See State academic standards SS.912.A.1.1, SS.912.A.2.1, SS.912.A.3.1, and SS.912.A.3.2

Indicator	Below Expectations	On Grade Level	Above Expectations
	<p>massive immigration, urbanization, social reform movements) that occurred across the United States during the late 1800s and early 1900s.</p>		
<p>Next Steps</p>	<p>For example, have your learner:</p> <ul style="list-style-type: none"> • Discuss the impact of the Missouri Compromise, the Dred Scott Decision, Uncle Tom’s Cabin, the Compromise of 1850, and Bleeding Kansas, and how these laid the groundwork for the Civil War. • Discuss what the Thirteenth, Fourteenth, and Fifteenth Amendments did at the time of their ratification. • Compare the three Reconstruction plans that were proposed following the Civil War. • Review William Jennings Bryan’s “Cross of Gold” speech from the election of 1896 for evidence of farmers’ political goals. • Discuss how industrialization, immigration, and urbanization changed American life. 	<p>For example, have your learner:</p> <ul style="list-style-type: none"> • Sequence and describe the events that led to the secession of Southern states. • Explain ways in which Jim Crow Laws affected African American citizenship in the South despite the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution (e.g., Black Codes, sharecropping). • Discuss the business practices employed by industrialists (e.g., John D. Rockefeller and others) and how their practices led to government regulation of industry. • Examine the writings and work of muckrakers and describe how both citizens and elected leaders responded to the works selected. 	<p>For example, have your learner:</p> <ul style="list-style-type: none"> • Describe short- and long-term consequences of the Civil War and Reconstruction. • Analyze how the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution interconnect and how they help to establish equality for U.S. citizens. • Discuss the shift from a rural, agrarian society to an urban, industrial society and how it affected the United States at the turn of the 19th Century.

Global Military, Political, and Economic Challenges, 1890–1940

See State academic standards SS.912.A.1.1, SS.912.A.4.1, SS.912.A.4.5, SS.912.A.5.3, SS.912.A.5.5, SS.912.A.5.10, and SS.912.A.5.11

Indicator	Below Expectations	On Grade Level	Above Expectations
<p>What These Results Mean</p>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> Recognize U.S. efforts to expand its military power and cultural influence around the world in the late 1800s and early 1900s (e.g., “Big Stick” Policy, Open Door Policy, Panama Canal, Spanish-American War). Identify the causes of World War I (e.g., political alliances, imperialist policies, nationalism, militarism), the reasons for U.S. entry into the war, and ways in which the United States attempted to establish international peace once the war ended (e.g., Fourteen Points, Treaty of Versailles, League of Nations). Identify ways women and African Americans sought to expand civil rights during the 1920s. Identify the causes (e.g., speculation boom, stock market crash, Smoot-Hawley Tariff) and effects (e.g., high unemployment) of the Great Depression and the purposes of the New Deal. 	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> Explain the factors that drove the United States to expand its military power and cultural influence around the world in the late 1800s and early 1900s and describe their immediate consequences. Explain the causes of World War I, the reasons for U.S. entry into the war (e.g., the sinking of the <i>Lusitania</i>, submarine warfare, Zimmermann Telegram), how the U.S. government financed and directed public support for the war, and ways in which the United States attempted to establish international peace once the war ended. Describe how efforts by women, African Americans, and other minorities to expand civil rights during the 1920s (e.g., 19th Amendment, NAACP) experienced both successes and setbacks. Describe the causes and effects of the Great Depression, the Hoover and Roosevelt administrations’ responses to the crisis, and the purposes of New Deal programs. 	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> Evaluate the economic, political, and social consequences of the U.S. global military power and expanded cultural influence over different regions of the world during the late 1800s and early 1900s. Evaluate the success of the Treaty of Versailles and other U.S. treaties and agreements during the 1920s (e.g., Four-Power Treaty, Kellogg-Briand Pact, Washington Naval Conference) in establishing a peaceful and stable world and the ways in which these foreign policy events also created conditions that led to future conflict. Assess the barriers to civil rights and women’s suffrage during the 1920s and predict how this affected Americans’ attitudes toward social reform in the years that followed. Evaluate the success of New Deal programs in treating the problems of the Great Depression and the long-term effect on American economics and politics.
<p>Next Steps</p>	<p>For example, have your learner:</p> <ul style="list-style-type: none"> Compare and contrast the goals of U.S. foreign policy toward Cuba and China during the late 1800s and early 1900s. Identify incidents that led to American involvement in World War I (e.g., sinking of the <i>Lusitania</i>, Zimmermann Telegram). 	<p>For example, have your learner:</p> <ul style="list-style-type: none"> Summarize different points of view represented in the debate over the U.S. annexation of the Philippines following the Spanish-American War. Summarize American views on maintaining neutrality vs. entering World War I. 	<p>For example, have your learner:</p> <ul style="list-style-type: none"> Discuss how different issues raised by the growth of the U.S. empire during the late 1800s and early 1900s were similar to those that emerged later during the Cold War.

Global Military, Political, and Economic Challenges, 1890–1940

See State academic standards SS.912.A.1.1, SS.912.A.4.1, SS.912.A.4.5, SS.912.A.5.3, SS.912.A.5.5, SS.912.A.5.10, and SS.912.A.5.11

Indicator	Below Expectations	On Grade Level	Above Expectations
	<ul style="list-style-type: none"> • Review steps the United States took to mobilize for World War I [e.g., Selective Service Act (1917), War Industries Board (1917), war bonds (1917-1919), Espionage Act (1918)]. • Discuss the rationale for the League of Nations and why the United States chose other methods of international cooperation. • Discuss the goals, strategies, and critics of the suffragettes and other activists (e.g., Marcus Garvey, Alice Paul). • Describe factors that led to the Great Depression (e.g., speculation boom, stock market crash, Smoot-Hawley Tariff) and identify important reforms of the New Deal. 	<ul style="list-style-type: none"> • Explain the alignment between the causes of World War I and President Wilson’s Fourteen Points. • Describe United States agreements with other nations during the 1920s to promote peace and security. • Explore how figures and events of the 1920s (e.g., Great Migration, Harlem Renaissance, Marcus Garvey, flappers) influenced members of the American Indian Movement, Black Power Movement, and later feminist movements. • Identify some pros and cons of programs from the New Deal that still exist (e.g., Federal Deposit Insurance Corporation (FDIC) and Social Security). 	<ul style="list-style-type: none"> • Explain the ways the Treaty of Versailles created conditions that led to World War II. • Explain how the long-term consequences of World War I redefined America’s role in the world and established it as an international peacekeeping force. • Explain the effectiveness of the civil rights and suffrage movements of the 1920s, 1950s, and 1960s. • Analyze the constitutionality of New Deal programs and explain how they increased the scope, size, and power of the federal government.

DRAFT

The United States and the Defense of the International Peace, 1940–present

See state academic standards SS.912.A.1.1, SS.912.A.6.1, SS.912.A.6.10, SS.912.A.6.13, SS.912.A.7.1, SS.912.A.7.4, SS.912.A.7.6, SS.912.A.7.8, SS.912.A.7.11, and SS.912.A.7.12

Indicator	Below Expectations	On Grade Level	Above Expectations
<p>What These Results Mean</p>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> Recognize the causes of World War II and significant developments that took place at home and abroad. Describe significant Cold War events and foreign policy actions following World War II (e.g., Truman Doctrine, Marshall Plan, NATO, arms race, Korean War, Vietnam War). Recall ways post-World War II prosperity transformed American society during the 1950s and 1960s (e.g., baby boomers, GI Bill of Rights, Interstate Highway System, suburbs, women in the workforce). Identify key events, leaders, and methods associated with post-World War II social movements and the Civil Rights Movement (e.g., Civil Rights Act, March on Washington, Southern Christian Leadership Conference, sit-ins, social activism). Identify landmark Supreme Court decisions from the 1950s to present-day that directly affected civil rights (e.g., integration, busing, affirmative action, the rights of the accused) and other aspects of American life. Recall how various domestic and foreign policy initiatives in the 1960s and 1970s triggered significant change at home and abroad while also creating controversy and extensive media attention. 	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> Describe the causes of World War II, the reasons for U.S. entry into the war, and the ways the U.S. government financed and encouraged public support for the war. Explain how U.S. domestic and foreign policy influenced Cold War events following World War II and describe ways these policies attempted to contain the spread of Communism. Explain how various factors contributed to post-World War II economic growth and account for both the positive and negative effects of prosperity on American society. Describe the role and importance of post-war social movements and the Civil Rights Movement, along with the influence of key leaders in these efforts, in the expansion of opportunities for African Americans and others in the United States. Explain the importance of landmark Supreme Court decisions from the 1950s to present-day that directly affected civil rights and other aspects of American life. Describe how various domestic and foreign policy initiatives in the 1960s and 1970s triggered significant change at home and abroad while also creating controversy and extensive media attention. 	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> Analyze the extent to which significant events and actions the United States took at home and abroad during World War II, and later the Cold War, elevated or threatened American prestige. Evaluate the influence of escalating Cold War tensions on domestic and foreign events and policies of the 1950s, 1960s, and 1970s. Evaluate how both the positive and negative effects of post-World War II prosperity affected American politics and policy. Differentiate between the social and political effects of significant events and leaders that shaped the Civil Rights Movement. Explain how Americans were affected by legislation and major Supreme Court decisions in the 1950s, 1960s, and 1970s, to present-day. Assess the success or failure of various domestic and foreign policy initiatives in the 1960s and 1970s and their short-term and long-term significance for both the government and the American people. Assess how responses to the challenges the United States faced at home and abroad during the late 20th Century and into the 21st Century united or divided Americans.

The United States and the Defense of the International Peace, 1940–present

See state academic standards SS.912.A.1.1, SS.912.A.6.1, SS.912.A.6.10, SS.912.A.6.13, SS.912.A.7.1, SS.912.A.7.4, SS.912.A.7.6, SS.912.A.7.8, SS.912.A.7.11, and SS.912.A.7.12

Indicator	Below Expectations	On Grade Level	Above Expectations
	<ul style="list-style-type: none"> Describe challenges the United States faced at home and abroad during the late 20th Century and into the 21st Century. 	<ul style="list-style-type: none"> Describe how the United States responded to challenges at home and abroad during the late 20th Century and into the 21st Century and how the responses affected its role as a world leader. 	
<p>Next Steps</p>	<p>For example, have your learner:</p> <ul style="list-style-type: none"> Examine how American society and the United States’ role in the world changed after December 7, 1941. Discuss how post-World War II prosperity (e.g., the Baby Boom, the GI Bill, the Interstate Highway System, and the growth of suburbs) changed American life beginning in the 1950s. Discuss the various ways the United States attempted to stop the spread of Communism. Discuss the importance of key events and leaders of the Civil Rights Movement. Discuss the role played by the Supreme Court as it related to civil rights. Explore similarities and differences between how American society was affected by the Vietnam War (1962-1973) and the War on Terror (early 2000s). 	<p>For example, have your learner:</p> <ul style="list-style-type: none"> Describe how American society and the United States’ role in the world changed because of World War II. Describe how post-World War II prosperity changed American life. Explain successes and setbacks the United States experienced as a global superpower during each decade between 1940 and 1990. Discuss the short- and long-term consequences of <i>Brown v. Board of Education</i> and <i>Miranda v. Arizona</i>. Describe the different civil rights approaches taken by the Southern Christian Leadership Conference, the Nation of Islam, and the Black Panther Party. Analyze the extent to which U.S. foreign policy after the end of the Cold War in the early 1990s was shaped by international pressures or self-interest. 	<p>For example, have your learner:</p> <ul style="list-style-type: none"> Analyze and compare the foreign and domestic policy decisions that followed the attack on Pearl Harbor to those of other conflicts. Review the development of the Interstate Highway System and contrast its effect on American cities with its effect on the suburbs. Evaluate the effectiveness of post-war actions and policies such as the Truman Doctrine, the Marshall Plan, and military alliances in promoting goodwill and economic growth. Discuss why decisions of the Supreme Court were sometimes unable to resolve disagreements on important issues. Analyze how the strategies of the Civil Rights Movement redefined activism and participation in democracy. Predict how patterns in responses to challenges the United States faced at home and abroad will affect the next two decades.