**FINAL**

**Colorado Measures of Academic Success: High School Social Studies**

**Performance Level Descriptors (PLDs)**

**Students demonstrate mastery of social studies concepts and skills aligned to the Colorado Academic Standards at various performance levels. The performance level descriptors are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within the lower levels. For example, a student at Moderate Command has also mastered the concepts and skills at Limited Command.**

**At Distinguished Command, a student typically can:**

* **construct** and **defend** positions or **make predictions** about topics in U.S. and world history by gathering, analyzing, and evaluating information from primary and secondary sources, distinguishing among fact, opinion, and reasoned judgment;
* analyze significant events in world and United States history;
* **analyze** the interconnectedness of the world, including how the movement of people, goods, and ideas can enrich cultures or create tensions, and how the uneven distribution of resources can lead to conflict, competition, or cooperation;
* **analyze** economic goals and **predict** how scarcity of resources affects choices made by individuals, businesses, and governments;
* **formulate** and **defend** civic positions by researching issues and critiquing media and government sources; and
* **assess** the effectiveness of executive actions, the legislative process, and the justice system in preserving and promoting the ideals of the U.S. system of government.

**At Strong Command, a student typically can:**

* **analyze** the significance of ideas as powerful forces throughout history, such as the impact of major religions, philosophies, political thought, and technological innovations;
* **analyze** primary and secondary social studies sources to synthesize information and draw conclusions;
* **explain** and **interpret** geographic variables—such as climate, terrain, population density, and natural resources—that influence the interactions among people, places, and environments;
* **assess** and **explain** the relationship between economic goals and policies and the allocation of scarce resources; and
* **explain** and **evaluate** how the founding documents—such as the Constitution and the Bill of Rights— embody the principles of democracy and values such as freedom, security, equality, and individual rights.

**At Moderate Command, a student typically can:**

* **summarize** the causes, consequences, and outcomes of significant events and/or actions of significant individuals in U.S. and world history, including how conflict, compromise, and cooperation have shaped issues of unity and diversity;
* **interpret** and **draw conclusions** from maps, graphs, tables, and charts;
* **explain** how government activities, such as taxation and monetary policy, affect the economic choices of individuals and businesses; and
* **explain** how individuals and groups monitor and shape public policy at various levels of government.

**At Limited Command, a student typically can:**

* **discuss** the significance of events and individuals in U.S. and world history;
* **gather** data and **locate** information on maps, graphs, tables, and charts;
* **identify** the economic choices that affect government, business, and personal financial planning decisions; and
* **identify** the structures and functions of various levels of government in the United States.

**Note:** The time frame for U.S. history is from approximately Reconstruction to the present, and world history is from approximately the Renaissance to the present.