

## American Government Performance Level Descriptors

### Limited

A student performing at the **Limited Level** demonstrates a minimal command of Ohio's Learning Standards for American Government. A student at this level has an emerging ability to evaluate the credibility and relevance of sources, explain the basic principles of government in the United States and understand how they have been applied and changed over time, interpret historical documents, explain the structure and function of government bodies, explain how citizens can influence government decisions and understand the government's role in the economy.

Students at the **Limited Level** can:

- Identify the criteria used to determine the level of credibility of a source;
- Recall the main ideas or general themes of the following:
  - U.S. Constitution;
  - The Federalist and Anti-Federalist Papers;
  - The Bill of Rights;
  - Civil War amendments;
  - Progressive reform amendments;
  - Suffrage amendments;
- Identify all three branches of state and federal government;
- Identify basic civic responsibilities of all U.S. citizens (e.g., obey the law, vote, serve on juries).

## American Government Performance Level Descriptors

### Basic

A student performing at the **Basic Level** demonstrates a partial command of Ohio's Learning Standards for American Government. A student at this level has a general ability to evaluate the credibility and relevance of sources, explain the basic principles of government in the United States and understand how they have been applied and changed over time, interpret historical documents, explain the structure and function of government bodies, explain how citizens can influence government decisions and understand the government's role in the economy.

Students at the **Basic Level** can:

- Determine how sources of information are used to support theories, ideas and policy positions;
- Identify the following:
  - Basic principles of the U.S. Constitution;
  - Purpose of the Federalist and Anti-Federalist Papers;
  - Purpose of the Bill of Rights;
- Identify the importance of the following:
  - Civil War amendments including 13-15;
  - Progressive reform amendments including 16-19;
  - Suffrage amendments including 15, 19, 24, and 26;
  - Presidential amendments including 12, 20, 22, 23, and 25;
- Identify the basic responsibilities of each branch of the state and federal government;
- Identify examples of constitutional rights and civic responsibilities;
- Identify issues with Ohio's original constitution that led to the creation of the 1851 Ohio Constitution (e.g., legislative powers, selection of political leaders, powers of the governor);
- Identify methods by which citizens can address leaders at each branch of state and federal government;
- Identify how federal tax policy impacts the U.S. economy.

## American Government Performance Level Descriptors

### Proficient

A student performing at the **Proficient Level** demonstrates an appropriate command of Ohio's Learning Standards for American Government. A student at this level has a consistent ability to evaluate the credibility and relevance of sources, explain the basic principles of government in the United States and understand how they have been applied and changed over time, interpret historical documents, explain the structure and function of government bodies, explain how citizens can influence government decisions and understand the government's role in the economy.

Students at the **Proficient Level** can:

- Identify the differences in the methods by which citizens, government and political organizations try to resolve conflict (e.g., persuasion, compromise, consensus, negotiation);
- Identify and explain the circumstances around the following:
  - Basic principles of the U.S. Constitution;
  - Positions on limited government argued by the Federalists/Anti-Federalists;
  - Historic changes in U.S. constitutional government;
  - Civil War amendments including 13-15;
  - Progressive reform amendments including 16-19;
  - Suffrage amendments including 15, 19, 24, and 26;
  - Presidential amendments including 12, 20, 22, 23, and 25;
- Compare the powers of each branch of the federal government as they pertain to law and public policy (e.g., Legislative-passing resolutions, Executive-issuing executive orders, Judicial-sentencing offenders of the law);
- Identify the relationship between the exercise of constitutional rights and civic responsibility (e.g., right to jury trial-serving on juries, right to vote-becoming informed on public issues);
- Identify several examples of how the 1851 Ohio Constitution addressed the problems of governing Ohio at the time of its adoption (e.g., election of government officials by popular vote, addition of district courts, banned poll taxes);
- Identify a public policy position and determine the most appropriate level and branch of government to address the issue;
- Identify how federal tax policy and the Federal Reserve System impact the U.S. economy.

## American Government Performance Level Descriptors

### Accelerated

A student performing at the **Accelerated Level** demonstrates a strong command of Ohio's Learning Standards for American Government. A student at this level has a superior ability to evaluate the credibility and relevance of sources, explain the basic principles of government in the United States and understand how they have been applied and changed over time, interpret historical documents, explain the structure and function of government bodies, explain how citizens can influence government decisions and understand the government's role in the economy.

Students at the **Accelerated Level** can:

- Explain how political parties, special interest groups and/or the media influence public policy making;
- Cite specific examples regarding the following:
  - Checks on power amongst the three branches of government;
  - Anti-Federalist ideas implemented in the language of the Bill of Rights;
  - Changes in the Constitution resulting from evolving social/public demands for governing;
  - Consequences of the ratification of Amendments 13-15;
  - Consequences of the ratification of Amendments 16-19;
  - Consequences of the ratification of Amendments 15, 19, 24, and 26;
  - Consequences of the ratification of Amendments 12, 20, 22, 23, and 25;
  - Circumstances and consequences of the ratification of Amendments 11, 21, and 27;
- Identify a specific historical or contemporary issue that required interaction amongst the branches of government and analyze the dynamics involved (e.g., circumstances surrounding the 11<sup>th</sup> Amendment, the impeachment process, the federal government's actions related to desegregation);
- Cite examples of civil rights being extended to minority groups;
- Identify symmetry between the structure of the federal government and the state government of Ohio;
- Identify various methods by which individuals and organizations can engage government officials and evaluate the effectiveness of each;
- Explain a specific action taken by the federal government/Federal Reserve System to manipulate the fiscal/monetary policy and determine its impact on consumer and business spending.

## American Government Performance Level Descriptors

### Advanced

A student performing at the **Advanced Level** demonstrates a distinguished command of Ohio's Learning Standards for American Government. A student at this level has a sophisticated ability to evaluate the credibility and relevance of sources, explain the basic principles of government in the United States and understand how they have been applied and changed over time, interpret historical documents, explain the structure and function of government bodies, explain how citizens can influence government decisions and understand the government's role in the economy.

Students at the **Advanced Level** can:

- Examine a set of documents pertaining to a civic issue from at least two distinct information types (e.g., public records, surveys, research data, etc.) and explain the relevancy and credibility of each;
- Cite specific examples regarding the following:
  - Federalist and Anti-Federalist ideas implemented in the language of the Bill of Rights;
  - Changes in the Constitution resulting from evolving social/public demands for governing;
  - Precedent and consequences of the ratification of Amendments 13-15;
  - Precedent and consequences of the ratification of Amendments 16-19;
  - Precedent and consequences of the ratification of Amendments 15, 19, 24 and 26;
  - Precedent and consequences of the ratification of Amendments 12, 20, 22, 23 and 25;
  - Precedent and consequences of the ratification of Amendments 11, 21, and 27;
- Examine and explain specific examples of checks and balances implemented between the three branches of government and how those oversight powers uphold the principles of the U.S. Constitution (e.g., presidential veto, veto override, Supreme Court rulings against executive orders or legislation);
- Analyze an issue related to the denial of civil rights to a specific minority group and explain how at least one branch of government worked to extend civil rights to that group of people (e.g., Supreme Court and the 14<sup>th</sup> Amendment, Congress and the passing of Civil Rights amendments);
- Compare the structures, powers and relationships between the Ohio and federal governments based on their respective constitutions;
- Determine the monetary action that should be taken by the Federal Reserve to respond to the forces of inflation and deflation and how such actions will meet the desired economic goal.