



Formative Assessments

Formative Item Sets Overview

Civics

High School

COGNIA ASSESSMENTS



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Formative Item Sets—Civics

Purpose

Cognia formative item sets are designed to help teachers quickly gauge students' understanding of key concepts and skills that are emphasized by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. The item sets support formative assessment practices and provide evidence of student understanding. Educators may administer the items as frequently as they like to engage students in the learning and quickly generate data that can be used to inform instruction.

Number of Item Sets	
High School	10

Item Set Components

Each formative item set includes the following three components:

- **Blueprints**—Outline the specifications of each item set and include the following elements for each item (question):
 - College, Career, and Civic Life (C3) Framework for Social Studies State Standards
 - The domain and cluster
 - Learning targets, to clarify learning expectations for students
 - DOK (Depth of Knowledge) level for each item
 - Item type
 - Position of the item within the item set
- **Scoring Guide**—Materials for the teacher to score student responses. Elements of the scoring guide include:
 - Answer key
 - Scoring rubric
 - Scoring Notes
- **Student Item Set**—Printable forms that can be downloaded from the Formative Content Library for students to record their responses. Online forms are available in the Formative Assessments program within the online administration platform.

Design Specifications

Each civics item set is aligned to a College, Career, and Civic Life (C3) Framework for Social Studies State Standard. The item sets are designed to help educators integrate formative assessment into instruction while learning is still occurring.

Each civics item set contains grade appropriate stimuli which help to assess the target standards.

Civics item sets assess a range of cognitive complexities and encourage students to apply their understanding of key skills and concepts. The item sets are designed not only to assess students' ability to comprehend what they read, but also to prompt them to analyze and synthesize various types of stimuli and cite evidence to support their thinking.

Each item set consists of two parts to provide flexibility for instructional planning. Part A consists of four to five multiple-choice items, and Part B consists of three to four multiple-choice items and one constructed-response item.

Items

Each Civics item set consists of multiple-choice and/or multiple select items, along with a single constructed-response item. Educators can easily administer an item set in a single class period.

Item Details

The following table provides the approximate administration time for each item type.

Item Type	Number of Points	Administration Time (minutes)
Multiple Choice (MC)	1	1-2
Multiple Select (MS)	1	1-2
Constructed Response (CR)	2	8-10

Depth of Knowledge

Each item is coded to a depth of knowledge level, from level 1 through level 3. A description of an example of the expectations at each level is provided below.

DOK	Description
Level 3	Employing strategic thinking through the use of reasoning or decision making.
Level 2	Conceptual knowledge, or the ability to put facts into context.
Level 1	The ability to recall facts.





High School Civics Item Set Index

The following tables provide the item set name, number of items, item types, Depth of Knowledge, and learning targets for each item set by grade level.

High School Civics | Formative Item Sets

Item Set Name	Item Position	Item Type	DOK	Learning Target
Citizenship HS	A-1	MC	2	I can analyze primary sources to understand the responsibilities of citizenship.
	A-2	MC	3	I can understand the rights and responsibilities of citizenship.
	A-3	MC	2	I can understand the rights of citizenship.
	A-4	MC	2	I can analyze primary sources to identify responsibilities of citizenship.
	B-1	MC	2	I can analyze sources to understand how citizens may affect political change.
	B-2	MC	2	I can analyze sources to understand how citizens may affect political change.
	B-3	MC	2	I can analyze sources to understand how citizens may affect political change.
	B-4	CR	3	I can analyze sources to explain how citizens may affect political change.
Civil Rights HS	A-1	MC	2	I can analyze a political cartoon to explain impacts of the Fourteenth Amendment.
	A-2	MC	2	I can analyze primary sources to identify responsibilities of citizenship.
	A-3	MC	2	I can determine issues that interest groups would address to protect individual rights.
	A-4	MC	2	I can analyze how the Fourteenth Amendment has affected the United States.
	B-1	MC	2	I can analyze sources to recognize how the Civil Rights Movement affected the United States.
	B-2	MC	2	I can analyze sources to draw conclusions about methods used during the Civil Rights Movement.
	B-3	MC	3	I can analyze sources to draw conclusions about the Civil Rights Movement.
	B-4	CR	3	I can analyze sources to explain how the Civil Rights Movement affected the United States.
Enlightenment HS	A-1	MC	2	I can understand that the Enlightenment influenced the development of representative democracy.
	A-2	MC	2	I can understand that the Enlightenment promoted the importance of individual liberties.
	A-3	MC	2	I can identify popular sovereignty as an important ideal of the Enlightenment.
	A-4	MC	2	I can understand that the ideas of the Enlightenment influenced the leaders of the American Revolution.
	B-1	MC	2	I can analyze sources to understand that the ideas of the Enlightenment influenced the Declaration of Independence.
	B-2	MC	2	I can analyze sources to compare the ideas of the Enlightenment with the protection of civil liberties.
	B-3	MC	2	I can analyze sources to understand that the Enlightenment changed the way people viewed government.
	B-4	CR	3	I can explain how the Enlightenment influenced the political development of the United States.

Item Set Name	Item Position	Item Type	DOK	Learning Target
Federalism HS	A-1	MC	2	I can identify how power is divided in a federal system of government.
	A-2	MC	2	I can identify a benefit of federalism.
	A-3	MC	2	I can understand how the Tenth Amendment informs federalism.
	A-4	MC	2	I can understand that the Tenth Amendment reserves some powers for state governments.
	B-1	MC	2	I can analyze a source to draw conclusions about federalism.
	B-2	MC	2	I can identify concurrent governmental powers.
	B-3	MC	2	I can understand the connection between implied and enumerated powers.
	B-4	CR	3	I can analyze sources to explain how the U.S. Constitution shapes federalism.
Foundational Documents HS	A-1	MC	2	I can understand the reason the Declaration of Independence was written.
	A-2	MC	2	I can understand the weaknesses of the Articles of Confederation.
	A-3	MC	1	I can understand the principles of the U.S. Constitution.
	A-4	MC	2	I can understand the reasons for the creation of the Bill of Rights.
	B-1	MC	2	I can analyze sources to understand the documents that provided the democratic foundations of the U.S.
	B-2	MC	3	I can analyze sources to understand connections between the Declaration of Independence and the Bill of Rights.
	B-3	MC	2	I can analyze sources to understand connections between the Declaration of Independence and the Constitution.
	B-4	CR	3	I can analyze sources to form an argument about whether the U.S. has lived up to the ideals in foundational documents.
Political Parties HS	A-1	MC	2	I can identify two political groups formed during the Constitutional Convention.
	A-2	MC	2	I can identify major issues debated at the Constitutional Convention.
	A-3	MC	2	I can draw conclusions about why political parties were not debated during the Constitutional Convention.
	A-4	MC	2	I can analyze a primary source to explain why George Washington opposed political parties.
	B-1	MC	3	I can analyze sources to identify disadvantages of a two-party system.
	B-2	MC	3	I can draw conclusions about how political parties can increase division within the public.
	B-3	MC	2	I can analyze sources to identify the primary goal of political parties.
	B-4	CR	3	I can analyze and explain the effect of political parties on the United States.

Item Set Name	Item Position	Item Type	DOK	Learning Target
Separation of Powers HS	A-1	MC	2	I can identify the reason for separation of powers.
	A-2	MC	2	I can identify the primary role of each branch of government.
	A-3	MC	2	I can analyze how primary source documents define separation of powers.
	A-4	MC	2	I can understand that a presidential veto is part of the checks and balances system.
	B-1	MC	3	I can synthesize information to support conclusions about the checks and balances system.
	B-2	MC	3	I can draw conclusions about the role of the Supreme Court in protecting civil rights.
	B-3	MC	3	I can synthesize information to draw conclusions about the power of the executive branch.
	B-4	MC	3	I can draw conclusions about the importance of checks and balances.
	B-5	CR	3	I can support an argument analyzing the effectiveness of the checks and balances system.
Structure of U.S. Government HS	A-1	MC	2	I can understand the weaknesses of the Articles of Confederation.
	A-2	MC	2	I can understand the issues debated at the Constitutional Convention.
	A-3	MC	1	I can identify that federalism divides power between national and state governments.
	A-4	MC	2	I can identify the benefits of federalism.
	B-1	MC	2	I can understand examples of powers reserved for state governments.
	B-2	MC	2	I can understand that the right to peacefully protest is protected by the First Amendment.
	B-3	MC	2	I can understand the purpose of state constitutions.
	B-4	CR	3	I can analyze sources to explain how federalism benefits the citizens of a country.
Supreme Court Cases HS	A-1	MC	2	I can understand the principle of judicial review.
	A-2	MC	2	I can understand the connection between judicial review and the separation of powers.
	A-3	MC	2	I can identify the effects of landmark Supreme Court cases.
	A-4	MC	2	I can identify details about landmark Supreme Court cases.
	B-1	MC	2	I can analyze sources to identify the effect of Supreme Court decisions on the United States.
	B-2	MC	2	I can analyze a source to identify the effects of landmark Supreme Court cases.
	B-3	MC	2	I can analyze sources to identify responsibilities of the Supreme Court.
	B-4	CR	3	I can analyze sources to explain the effects of judicial review in the United States.

Item Set Name	Item Position	Item Type	DOK	Learning Target
Trade HS	A-1	MC	2	I can determine the role of the Senate in establishing international treaties.
	A-2	MC	2	I can identify some benefits of international trade.
	A-3	MC	2	I can identify governmental tools used to regulate international trade.
	A-4	MC	2	I can distinguish governmental policies that promote free trade.
	B-1	MC	3	I can draw conclusions about the economic benefits of free trade agreements.
	B-2	MC	2	I can analyze some criticisms of free trade agreements.
	B-3	MC	3	I can analyze reasons why countries establish free trade agreements.
	B-4	CR	3	I can explain the factors that countries should consider when negotiating trade deals.



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