Colorado Measures of Academic Success (CMAS)

CMAS Social Studies Assessment Frameworks

Based on the Social Studies Colorado Academic Standards Adopted in 2022

CMAS Social Studies Assessment Frameworks

Concepts and skills explicitly identified in the social studies Colorado Academic Standards (CAS) are the basis for the Colorado Measures of Academic Success (CMAS) social studies assessments. Assessment frameworks identify the standard areas, Grade Level Expectations (GLEs), and Evidence Outcomes (EOs) of the CAS that are eligible for inclusion on the assessments. They specify the point distribution and number of score points for each social studies standard area that appears on CMAS. The relative weight for each standard area is based on the number, breadth, and depth of the GLEs and EOs within the social studies CAS. The Social Studies CAS adopted in 2022 are available on CDE's website.

The five standard areas of the social studies CAS are:

1. History
2. Geography
3. Economics
4. Civics
5. Personal Financial Literacy

Additional Information on the CMAS Social Studies Assessments

Consistent with Colorado Revised Statute 22-7-1006.3 (1)(a)(III), a set of representative sampled schools will be selected to administer the assessments each year, such that each school should expect to administer the assessments once every three years. Social studies assessments are not planned to be included in the 2025 district/school performance frameworks or beyond.

Standard Area	CMAS Grade 4 Social Studies Assessment Framework* *Based on the 2022 Social Studies Colorado Academic Standards. Topics explicitly identified in the standards are legitimate content for the assessment in addition to the standards' concept and skills	% of Score Points	Points
1	**History**	**25%**	**9**
	GLE 1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.		
	a. Draw inferences about Colorado history from primary sources such as journals, diaries, maps, treaties, oral histories, etc.		
	b. Identify cause-and-effect relationships using primary sources to understand the history of Colorado's development.		
	c. Explain, through multiple perspectives, the human interactions among people and cultures that are indigenous to or migrated to present-day Colorado. Including but not limited to: historic tribes of Colorado, the Ute Mountain Ute, Southern Ute, Spanish explorers, trappers, and traders.		
	d. Identify and describe how political and cultural groups have affected the development of the region. Including but not limited to: African American, Latino, Asian American, Indigenous Peoples, religious groups, and European settlers.		
	e. Discuss the multiple perspectives of settler colonialism/Westward Expansion and the impact on the political and cultural landscape of the region presently known as Colorado.		
	GLE 2. Describe the historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period.		
	a. Construct a timeline of the major events in Colorado history.		
	b. Explain the relationship between major events in Colorado history and events in United States history during the same era. Including but not limited to: Colorado statehood, the Ludlow and Sand Creek Massacres, creation of national parks in Colorado, the Great Depression, the Dust Bowl, Amaché, Chicano movement, and busing in Denver		
	c. Describe both past and present interactions among the people and cultures in Colorado. For example: African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious groups.		
	d. Describe the impact of various technological developments. For example: Changes in mining technologies, agricultural technology (center pivot irrigation), transportation, early 20th century industrial developments, and 20th century nuclear and computer technologies.		
2	**Geography**	**27%**	**10**
	GLE 1. Use geographic tools to research and answer questions about Colorado geography.		
	a. Answer questions about Colorado regions using maps and other geographic tools.		
	b. Use geographic grids, including latitude and longitude, to locate places and answer questions about maps and images of Colorado.		
	c. Create and investigate geographic questions about Colorado in relation to other places.		
	d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity.		
	e. Describe similarities and differences between the physical geography of Colorado and its neighboring states.		
	GLE 2. Examine the relationship between the physical environment and its effect on human activity.		
	a. Describe how the physical environment provides opportunities for and places constraints on human activities.		
	b. Explain how physical environments influenced and limited immigration into the state.		
	c. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment.		
	d. Describe how places in Colorado are connected by movement of goods, services, and technology.		

Standard Area	CMAS Grade 4 Social Studies Assessment Framework (Continued)	% of Score Points	Points
3	**Economics**	**11%**	**4**
	GLE 1. Explain how people respond to positive and negative incentives.		
	a. Define positive and negative economic incentives and describe how people typically respond to those incentives.		
	b. In a given situation, create a plan of appropriate incentives to achieve a desired result. For example: offering a prize to the person who picks up the most trash on the playground.		
	c. Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives.		
	d. Explain how productive resources (natural, human, and capital) have influenced the types of goods produced and services provided in Colorado.		
4	**Civics**	**25%**	**9**
	GLE 1. Investigate multiple perspectives on civic issues.		
	a. Give examples of issues faced by the state of Colorado and develop possible solutions.		
	b. Provide supportive arguments for both sides of a current public policy debate involving diverse stakeholders.		
	c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved. Including but not limited to the contributions of African Americans, Latinos, Japanese Americans, Indigenous Peoples, LGBTQ, and religious groups.		
	d. Identify and use appropriate sources to investigate and analyze issues from multiple diverse perspectives.		
	GLE 2. Describe the origins, structures, and functions of the Colorado government.		
	a. Explain the historical foundation and events that led to the Colorado Constitution and the formation of the three branches of Colorado government.		
	b. Identify and explain a variety of roles leaders, citizens, and others play in state government.		
	c. Identify and explain the services state government provides and how those services are funded.		
	d. Describe how the decisions of the state government affect local governments and interact with the federal government and sovereign indigenous nations.		
	e. Describe how a citizen might engage in state government to demonstrate their rights or initiate change.		
5	**Personal Financial Literacy**	**11%**	**4**
	GLE 1. Determine the opportunity cost when making a choice.		
	a. Define choice and opportunity cost.		
	b. Determine the relationship between long-term goals and opportunity cost.		
	c. Analyze scenarios of choices including opportunity cost.		
	TOTAL	**100%**	**36**

Notes: Each standard area may be assessed with various item types. Each standard area will be assessed with items representing Depth of Knowledge (DOK) levels 1-3.

Standard Area	CMAS Grade 7 Social Studies Assessment Framework* *Based on the 2022 Social Studies Colorado Academic Standards. Topics explicitly identified in the standards are legitimate content for the assessment in addition to the standards' concept and skills	% of Score Points	Points
1	**History**	**28%**	**10**
	GLE 1. Analyze and interpret a variety of primary and secondary sources from multiple perspectives in the Eastern Hemisphere to formulate an appropriate thesis supported by relevant evidence.		
	a. Analyze primary and secondary sources to explain the interdependence and uniqueness among peoples in the Eastern Hemisphere, including their influence on modern society.		
	b. Examine primary and secondary sources from multiple and diverse perspectives to identify point of view using art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.		
	GLE 2. Apply an understanding of the historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another, to draw conclusions, and solve problems.		
	a. Identify and explain the historical context of key people, regions, events, and ideas, including the roots of current issues. For example: The contributions of Mansa Musa, the roots of Abrahamic religions, the significance of political revolutions, the implications of the Atlantic Slave Trade, the rise of European Nationalism, and the rise of Communism.		
	b. Investigate and evaluate the social, political, cultural, and technological development of regions in the Eastern Hemisphere. For example: The river valley civilizations, Hammurabi's Code, Greek democracy, the Roman Republic, the Chinese inventions of gunpowder and the compass, and the printing press.		
	c. Describe the interactions, conflicts, and contributions of various peoples and cultures that have lived in or migrated within/to the Eastern Hemisphere. For example: Conflicts over land and resources between countries, the foundations of eastern world religions, the historical roots of current issues, East/West contact, settlement patterns, the Korean War, the war in Vietnam, the Chinese Cultural Revolution, the Khmer Rouge in Cambodia, including acts of violence towards groups of people, and the discriminatory policies and events preceding those acts.		
	d. Explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during significant eras or events, including their influence on modern society. For example: African Empires, the Silk Road and cultural diffusion, and the colonization of Africa, India, and Australia.		
	e. Describe how the non-violent strategies employed by Dr. King and his followers overcame segregation in the American South.		
2	**Geography**	**25%**	**9**
	GLE 1. Use geographic tools and sources to research and make geographic inferences and predictions about the Eastern Hemisphere.		
	a. Use maps and geographic tools to find patterns in human systems and/or physical features to investigate and propose a solution to geographic problems.		
	b. Collect, classify, and analyze data to make geographic inferences and predictions.		
	c. Apply inquiry and research utilizing geographic tools. For example: GPS and satellite imagery.		
	d. Interpret maps to make inferences and predictions.		
	e. Investigate geographic sources to formulate inquiry questions to understand the past, analyze the present, or plan for the future.		
	f. Assess geographic data to draw conclusions, make predictions, and justify potential solutions to problems in the Eastern Hemisphere at the local, state, national, and global levels using supporting evidence and logical reasoning.		
	GLE 2. Evaluate regional differences and perspectives in the Eastern Hemisphere and how they impact human and environmental interactions.		
	a. Determine how physical and political features impact cultural diffusion and regional differences. For example: Modern environmental issues, cultural patterns, trade barriers, and economic interdependence.		
	b. Examine the geographic location and distribution of resources within a region to determine the economic and social impact on its people. For example: Middle Eastern water rights, the acceptance of refugees from other countries, and the Salt Trade.		

Standard Area	CMAS Grade 7 Social Studies Assessment Framework (Continued)	% of Score Points	Points
3	**Economics**	**11%**	**4**
	GLE 1. Describe how economic systems in the Eastern Hemisphere developed based on access to resources, societal values, and human experiences in order to address the problem of scarcity.		
	a. Describe how economic systems in the Eastern Hemisphere (such as traditional, command, market, and mixed) were developed.		
	b. Evaluate the different economic systems in the Eastern Hemisphere, utilizing economic data. For example: economic growth, per capita income, and standard of living.		
	c. Explain how trade affects the production of goods and services in different regions.		
	d. Determine how scarcity affects the economic system in the Eastern Hemisphere.		
4	**Civics**	**25%**	**9**
	GLE 1. Investigate similarities and differences of civic participation within different governmental systems of the Eastern Hemisphere.		
	a. Describe civic virtues and principles that guide governments and societies. For example: citizenship, civic participation, and rule of law.		
	b. Analyze the opportunities and limitations of civic participation in societies in the Eastern Hemisphere.		
	c. Give examples illustrating the interactions between nations and their citizens. For example: South Africa's system of Apartheid, human rights violations, genocide, Shari'ah law, government sanctioned economic policies, and socialized healthcare and education.		
	d. Identify international and regional public problems, research ways in which governments address those problems, and make connections to how the United States government addresses issues to protect the public good.		
	e. Compare and contrast examples of governmental implementation of civic virtues or principles.		
	GLE 2. Analyze how nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways.		
	a. Explain the origins, functions, and structure of different governments. For example: Dictatorship, totalitarianism, authoritarian, monarchy, democracy, constitutional republic, socialism, fascism, and communism.		
	b. Evaluate and analyze how various governments and organizations interact, resolve their differences, and cooperate. For example: The African Union (AU), the Association of Southeast Asian Nations (ASEAN), the United Nations, the World Bank, international treaties, and diplomacy.		
	c. Investigate examples of collaboration and interdependence between international organizations and countries. For example: The protection of human rights; the role of non-governmental organizations (NGOs), the Red Cross, World Health Organization, and United Nations Educational, Scientific, and Cultural Organization (UNESCO).		
5	**Personal Financial Literacy**	**11%**	**4**
	GLE 1. Investigate the role of consumers and businesses within the Eastern Hemisphere.		
	a. Define resources from an economic and personal finance perspective.		
	b. Summarize how the distribution of resources impacts consumerism.		
	c. Compare and contrast choices available to consumers within different cultures as they developed in the Eastern Hemisphere throughout history.		
	TOTAL	**100%**	**36**

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