

Colorado Alternate Assessment (CoAlt)

Preliminary CoAlt Social Studies Assessment Frameworks



Based on the Social Studies Extended Evidence Outcomes of the Colorado Academic Standards Adopted in 2024

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Concepts and skills explicitly identified in the social studies Extended Evidence Outcomes (EEOs) of the Colorado Academic Standards (CAS) are the basis for the Colorado Alternate (CoAlt) social studies assessments. Assessment frameworks identify the standard areas, Grade Level Expectations (GLEs), and EEOs 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 CoAlt. The relative weight for each standard area is based on the number, breadth, and depth of the GLEs and EEOs within the social studies CAS. The Social Studies EEOs of the CAS adopted in 2024 are available on [CDE's website](#).

The five standard areas of the social studies EEOs of the CAS are:

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

The Preliminary CoAlt social studies assessment frameworks include two options for consideration:

1. **CoAlt Social Studies Assessment Framework Option 1** addresses the revised social studies EEOs of the CAS through minimal adjustments to the distributions and point allocations included in the original assessment frameworks. This option is labeled **ORIGINAL LENGTH** and is included in the peach columns of the preliminary assessment frameworks. The amount of time students need to complete the assessments would be consistent with previous CoAlt social studies administrations to cover the depth and breadth of the standards. This option is expected to continue to provide overall scores (scale score and proficiency level) and standard area (history, geography, economics, civics, and personal/financial literacy) indicators.
2. **CoAlt Social Studies Assessment Framework Option 2** addresses the revised social studies EEOs of the CAS through a significantly abbreviated test that prioritizes the minimization of testing time and administrative burden by reducing the number of assessed items and eliminating supported performance tasks and standard area reporting. This option retains the standards' distributions from the original social studies assessment frameworks and proportionately reduces the number of points. Option 2 is labeled **ABBREVIATED** and is included within the blue columns of the preliminary assessment frameworks. This option is expected to provide a high-level indicator of student achievement of the social studies EEOs of the CAS, but would reduce the breadth and depth of the standards covered and eliminate standard area reporting.

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	PRELIMINARY CoAlt Grade 4 Social Studies Assessment Framework* *Based on the 2024 Extended Evidence Outcomes of the Colorado Academic Standards . Topics explicitly identified in the standards are legitimate content for the assessment in addition to the standards' concept and skills	ORIGINAL LENGTH % of Score Points	ORIGINAL LENGTH Points	ABBREVIATED % of Score Points	ABBREVIATED Points
1	History	25%	19	25%	9
	GLE 1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado. a. Describe one or more events that happened in Colorado history using primary sources (e.g., journals, diaries, maps, treaties, oral histories, etc.). b. Identify cause-and-effect relationships to understand the history of Colorado's development. c. Identify 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. Describe the reason these groups of people moved to Colorado. d. Identify how different cultural groups affected the development of the region, including but not limited to: African American, Latino, Asian American, Indigenous Peoples, religious groups, and European settlers. e. Compare the multiple perspectives of settler colonialism/Westward Expansion of the region know as Colorado and identify one way the politics and culture of Colorado has changed. 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. Compare major events during the same era in Colorado history and the United States history (e.g., using a timeline), 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. List one or more interactions among the people and cultures in Colorado (e.g., African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious groups). d. Identify different technologies and how they impacted history.				
2	Geography	27%	20	28%	10
	GLE 1. Use geographic tools to research and answer questions about Colorado geography. a. Identify features on a map of Colorado (e.g., mountains, rivers, plains, lakes). b. Use geographic grids to locate places on a map of Colorado (e.g., map grid, longitude and latitude). c. Answer a question about Colorado in relation to other places. d. Create or illustrate features on a map of Colorado. e. Identify the differences between the physical geography of Colorado and a neighboring state. GLE 2. Examine the relationship between the physical environment and its effect on human activity. a. Identify one or two major physical features in your community and what people do there (e.g., we go fishing in a lake). b. Choose one environmental feature that influences people to move to Colorado (e.g., mountains - skiing). c. Explain how geographic features support people settling in a specific area or region. d. Identify how Colorado communities are connected (e.g., roads, railroads, airways, waterways).				

Standard Area	PRELIMINARY CoAlt Grade 4 Social Studies Assessment Framework (Continued)	ORIGINAL LENGTH % of Score Points	ORIGINAL LENGTH Points	ABBREVIATED % of Score Points	ABBREVIATED Points
3	Economics	12%	9	11%	4
	GLE 1. Explain how people respond to positive and negative incentives.				
	a. Define positive and negative economic incentives.				
	b. Explain how to get a prize or recognition due to following the rules.				
	c. Identify types of goods and services native to Colorado (e.g., tourism, steel, mining, agriculture, etc.).				
	d. List 2-3 resources in Colorado.				
4	Civics	25%	19	25%	9
	GLE 1. Investigate multiple perspectives on civic issues.				
	a. State 2-3 common issues in Colorado and how they impact the lives of citizens.				
	b. Compare both sides of a current public policy debate involving diverse stakeholders.				
	c. Compare two sides of an issue in Colorado and how they influence groups to support their argument, including but not limited to the contributions of African Americans, Latinos, Japanese Americans, Indigenous Peoples, LGBTQ, and religious groups.				
	d. Use appropriate sources to compare issues from multiple perspectives.				
	GLE 2. Describe the origins, structures, and functions of the Colorado government.				
	a. List events that led to the writing of the Colorado Constitution and the formation of the three branches of Colorado government.				
	b. Identify a variety of roles leaders, citizens, and others play in state government.				
	c. Name 2-3 services that the state government provides				
	d. List how Colorado constitution affects local government, federal laws and sovereign indigenous nations.				
	e. Give examples of ways citizens can work together to help solve local and state problems, such as voting, holding meetings, and volunteering.				
5	Personal Financial Literacy	11%	8	11%	4
	GLE 1. Determine the opportunity cost when making a choice.				
	a. Match definitions of choice and opportunity cost.				
	b. Determine the cost of a long term goal.				
	c. Identify opportunity cost examples (e.g., making a purchase to buy a book vs. a toy).				
	TOTAL	100%	75	100%	36

Standard Area	PRELIMINARY CoAlt Grade 7 Social Studies Assessment Framework* *Based on the 2024 Extended Evidence Outcomes of the Colorado Academic Standards. Topics explicitly identified in the standards are legitimate content for the assessment in addition to the standards' concept and skills)	ORIGINAL LENGTH % of Score Points	ORIGINAL LENGTH Points	ABBREVIATED % of Score Points	ABBREVIATED Points
1	History	28%	20	28%	10
	<p>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.</p> <p>a. Compare information from multiple sources related to an significant historical event (e.g., a diary and a movie, different points of view).</p> <p>b. Use primary sources to identify multiple and diverse perspectives when asking historical questions.</p> <p>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.</p> <p>a. Identify the historical context of key people and events and how they impact current issues (e.g., 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).</p> <p>b. Compare how different geography, technology, and ideas helped people in their time (e.g., the river valley civilizations, Hammurabi's Code, Greek democracy, the Roman Republic, the Chinese inventions of gunpowder and the compass, and the printing press).</p> <p>c. Identify the contributions and interactions between different groups in the Eastern Hemisphere (e.g., conflicts over land and resources between countries, the foundations of eastern world religions, the historical roots of current issues, and acts of violence towards groups of people, and the discriminatory policies and events preceding those acts).</p> <p>d. Compare and contrast different peoples in the Eastern Hemisphere and how they influence modern society (e.g., the African Empires, the Silk Road and cultural diffusion, and the colonization of Africa, India, and Australia).</p> <p>e. Describe how the non-violent strategies employed by Dr. King and his followers overcame segregation in the American South.</p>				
2	Geography	25%	18	25%	9
	<p>GLE 1. Use geographic tools and sources to research and make geographic inferences and predictions about the Eastern Hemisphere.</p> <p>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.</p> <p>b. Use different types of data to make predictions to answer questions about the groups of the Eastern Hemisphere.</p> <p>c. Apply inquiry and research utilizing geographic tools (e.g., GPS and satellite imagery).</p> <p>d. Interpret maps to make inferences and predictions</p> <p>e. Use information from geographic sources to understand the past, analyze the present, or plan for the future</p> <p>f. Use geographic data to identify a problem specific to the Eastern Hemisphere and explain a potential solution (e.g., local, state, national, or global level).</p> <p>GLE 2. Evaluate regional differences and perspectives in the Eastern Hemisphere and how they impact human and environmental interactions.</p> <p>a. Explain how physical and political borders affect countries in the Eastern Hemisphere (e.g., modern environmental issues, cultural patterns, trade barriers, and economic interdependence).</p> <p>b. Identify the importance of resources and/or location of resources to people in the Eastern Hemisphere (e.g., Middle Eastern water rights, the acceptance of refugees from other countries, and the Salt Trade).</p>				

Standard Area	PRELIMINARY CoAlt Grade 7 Social Studies Assessment Framework (Continued)	ORIGINAL LENGTH % of Score Points	ORIGINAL LENGTH Points	ABBREVIATED % of Score Points	ABBREVIATED Points
3	Economics	11%	8	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. Define different economic systems (e.g., barter system, traditional, command and market).				
	b. Compare different economic systems in the Eastern Hemisphere using economic data (e.g., economic growth, per capita income, and standard of living).				
	c. Describe why goods and services might come from different regions.				
	d. Explain the problem of scarcity in the Eastern Hemisphere.				
4	Civics	25%	18	25%	9
	GLE 1. Investigate similarities and differences of civic participation within different governmental systems of the Eastern Hemisphere.				
	a. Describe the responsibilities of a citizen (e.g., registering and voting, rule of law, staying informed about current issues).				
	b. Identify the opportunities and limitations of civic participation in societies in the Eastern Hemisphere (e.g., following laws, paying taxes).				
	c. Identify examples of interactions between a foreign nation and their citizens (e.g., South Africa's system of Apartheid, human rights violations, genocide, Shari'ah law, government sanctioned economic policies, and socialized healthcare and education).				
	d. Identify ways governments address 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. Describe government types (e.g., dictatorship, totalitarianism, authoritarian, monarchy, democracy, constitutional republic, socialism, fascism, and communism).				
	b. Identify ways in which various governments and organizations interact, resolve their differences, and cooperate (e.g., The African Union (AU), the Association of Southeast Asian Nations (ASEAN), the United Nations, the World Bank, war, embargo, international treaties, and diplomacy).				
	c. Describe what an international organization does for the international community (e.g., the Red Cross, World Health Organization, and United Nations Educational, Scientific and Cultural Organization [UNESCO]).				
5	Personal Financial Literacy	11%	8	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. Describe how the distribution of resources impacts consumerism				
	c. Compare and contrast goods from different cultures/countries/places (e.g., match the goods [silk] with the country [China]).				
	TOTAL	100%	72	100%	36