



MASSACHUSETTS

Department of Elementary
and Secondary Education

Release of Spring 2025

MCAS Test Items

from the

*Grade 8 Civics
Paper-Based Test*

July 2025

**Massachusetts Department of
Elementary and Secondary Education**



MASSACHUSETTS

Department of Elementary
and Secondary Education

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Overview of Grade 8 Civics Test

The spring 2025 grade 8 Civics test was administered in two formats: a computer-based version and a paper-based version. Most students took the computer-based test. The paper-based test was offered as an accommodation for eligible students who were unable to use a computer. More information can be found on the MCAS Test Administration Resources page at www.doe.mass.edu/mcas/admin.html.

Most of the operational items on the grade 8 Civics test were the same, regardless of whether a student took the computer-based version or the paper-based version. In places where a technology-enhanced item was used on the computer-based test, an adapted version of the item was created for use on the paper test. These adapted paper items were multiple-choice or multiple-select items that tested the same Civics content and assessed the same standard as the technology-enhanced item.

This document displays released items from the paper-based test, along with associated sources. Released items from the computer-based test are available on the MCAS Resource Center website at mcas.onlinehelp.cognia.org/released-items.

Test Sessions and Content Overview

The grade 8 Civics test included a state performance task and an end-of-course test. The state performance task was based on a topic in the History and Social Science (HSS) standards announced to all districts in the fall, and included selected-response questions and constructed-response questions. The end-of-course test consisted of selected-response questions. On the paper-based test, the selected-response questions were multiple-choice items and multiple-select items, in which students select the correct answer(s) from among several answer options.

Standards and Reporting Categories

The grade 8 Civics test was based on learning standards in the 2018 *Massachusetts History and Social Science Curriculum Framework*. The Framework is available on the Department website at www.doe.mass.edu/frameworks/current.html.

The civics standards are grouped by topics under the three content reporting categories listed below.

- Foundations of Government (Topics 1 & 2)
- Government Structures (Topics 3 & 6)
- Rights and Responsibilities (Topics 4, 5, & 7)

Items on the grade 8 Civics test were also aligned to the Standards for History and Social Science Practice. The HSS practice standards are grouped and reported under the practice categories listed below.

1. Civic Knowledge (Standard 1)
2. Civics-based Questioning (Standards 2 & 7)
3. Analyzing Sources (Standards 4 & 5)
4. Explanations and Reasoning (Standards 3 & 6)

The tables at the conclusion of this document provide the following information about each released and unreleased operational item: reporting category, standard covered, HSS practice standard, item type, and item description. The correct answers for released selected-response questions are also displayed in the released item table.

Reference Materials

During both Civics test sessions, the use of authorized bilingual word-to-word dictionaries and glossaries was allowed for students who are currently or were ever reported as English learners. No other reference materials were allowed during any Civics test session.

Grade 8 Civics

State Performance Task

This session contains 11 questions.

Directions

Read each question carefully and then answer it as well as you can. You must record all answers in this Test & Answer Booklet.

For some questions, you will mark your answers by filling in the circles in your Test & Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

The following performance task focuses on the role of individuals in a democracy.

- 1** Individuals have many rights and responsibilities as citizens of the United States. Which of the following activities best describes a right of citizens?

- Ⓐ paying taxes
- Ⓑ obeying traffic laws
- Ⓒ practicing a religion

Which of the following pairs of activities best describes responsibilities of citizens?

- Ⓐ paying taxes and obeying traffic laws
- Ⓑ practicing a religion and paying taxes
- Ⓒ obeying traffic laws and practicing a religion

Read and examine the sources. Then answer questions 2–4.

Source 1

The following photograph shows participants in the 1963 March on Washington. At that time, members of Congress and other individuals were working on a civil rights bill.



Courtesy of Library of Congress

Source 2

The following letter about the March on Washington was sent to Representative Celler, a member of the U.S. House of Representatives.

August 26, 1963

Dear Representative Celler:

. . . What I would like to ask you and the rest of your colleagues is “just who elects you to office?” It would seem to me that as long as this mass demonstration remains orderly, . . . people have a constitutional right to come to Washington to impress upon* the legislators their feelings. And particularly since this session of Congress has been so slow in meeting the problems of our country. It is about time someone [told] the legislators . . .

I urge you to support President Kennedy’s Civil Rights bill. It is high time we give equal rights to all . . . and not just a few.

Yours truly,

David Willmarth

Bowling Green, Ohio

*impress upon—show

Source 3

A summary of Representative Adam Clayton Powell Jr.’s work in the U.S. House of Representatives is shown.

Adam Clayton Powell Jr. was a member of the U.S. House of Representatives from 1945 to 1971. When he was first elected, he was one of only two African American legislators in Congress. Powell continually fought for civil rights legislation despite criticism from his political party and the press.

From 1961 to 1967, Representative Powell chaired the Committee on Education and Labor in the U.S. House of Representatives. He also worked closely with other members of Congress, civil rights organizations, and presidents John F. Kennedy and Lyndon B. Johnson on civil rights issues. He helped to pass the Civil Rights Act of 1964, which reduced discrimination in housing, jobs, and education.

- 2 Which of the following best describes the actions of the individuals in Source 1?

- Ⓐ They are voting.
- Ⓑ They are protesting.
- Ⓒ They are celebrating.

Which of the following best explains why the individuals in Source 1 are participating in the 1963 March on Washington?

- Ⓐ to elect a candidate
- Ⓑ to show support for a cause
- Ⓒ to raise money for an election

- 3 Part of a civil rights group's report about the 1964 Civil Rights Bill is shown.

Plans for successful Senate consideration of the Civil Rights Bill have been completed. . . . At this time, there is no reason to believe that the promise to take up the Civil Rights Bill will be broken. . . . Senators . . . have agreed upon an effective and continuous [communication] with civil rights organizations. . . . A great many statements are being made about whether the House passed bill should or should not be amended.

Which of the following sentences from the report **best** shows that citizens and legislators worked together?

- Ⓐ "Plans for successful Senate consideration of the Civil Rights Bill have been completed."
- Ⓑ "At this time, there is no reason to believe that the promise to take up the Civil Rights Bill will be broken."
- Ⓒ "Senators . . . have agreed upon an effective and continuous [communication] with civil rights organizations."
- Ⓓ "A great many statements are being made about whether the House passed bill should or should not be amended."

4 Based on the information in Source 3, identify one leadership quality demonstrated by Representative Powell. Explain your reasoning.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Read and examine the sources. Then answer questions 5–7.

Source 1

In the 1976 presidential election, Gerald Ford was the candidate for the Republican party, and Jimmy Carter was the candidate for the Democratic party. The following biographies describe some of the candidates' accomplishments prior to the 1976 election.

Gerald Ford (Republican Party)

Gerald Ford was born on July 14, 1913, in Omaha, Nebraska. He was a star football player in college, and after graduation he worked at Yellowstone National Park. He later earned a law degree and served in the U.S. Navy. In 1948, Ford was elected as a Republican representative from Michigan to the U.S. Congress. He spent 25 years as a leader of the Republican party and worked with Democratic party members in Congress to pass legislation even when lawmakers disagreed with one another. During the 1976 presidential campaign, Ford was known for being honest and willing to work with people who held different political views.

Jimmy Carter (Democratic Party)

Jimmy Carter was born on October 1, 1924, in Plains, Georgia. He graduated from the U.S. Naval Academy and served in the U.S. Navy. After his father died, Carter left the Navy to run his family's farming business in Georgia. During that time, he served on a local board of education and was later elected to the Georgia State Senate as a Democrat. In 1970, Carter was elected governor of Georgia. He was known as a politician who could listen to and communicate with people. He also focused on human rights. During the 1976 presidential campaign, Carter promoted himself as someone who would lead a more open and truthful government.

Source 2

The following table shows the positions that Republicans and Democrats held on several political issues during the 1976 presidential campaign.

	Republican Position	Democratic Position
Role of Government	thought city and state governments should be more responsible than the federal government for addressing the country's problems	thought the federal government should be more responsible than city and state governments for addressing the country's problems
Economy	wanted to lower taxes and reduce government spending	wanted to reduce unemployment and have more equitable distribution of wealth
Transportation	supported building new roads so people could travel throughout the United States	supported public transportation so that individuals could more easily access services

Source 3

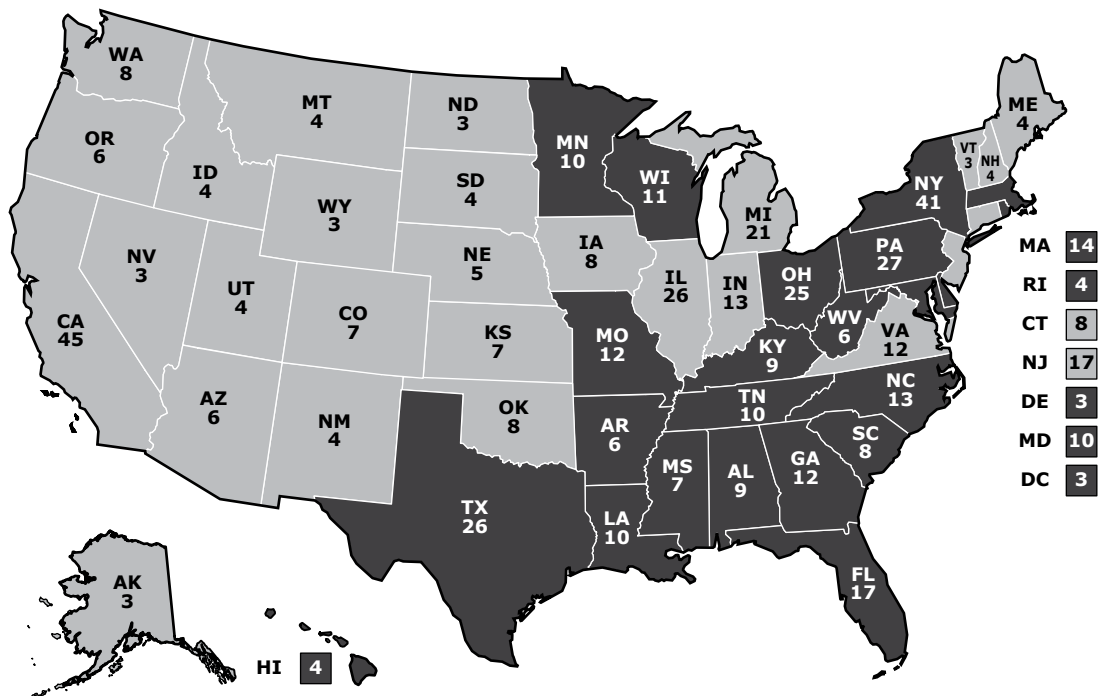
The following tables and map show the results of the 1976 congressional and presidential elections.

**Members of U.S. Congress by Political Party
Based on the 1976 Election Results**

Political Party	House of Representatives	Senate
Democratic	292	61
Republican	143	38
Independent	0	1

1976 Presidential Election Results

Candidate	Political Party	Electoral Votes	Popular Votes
■ Jimmy Carter	Democratic	297	40,825,839
■ Gerald Ford	Republican	240	39,147,770



5 Based on Source 1, Gerald Ford and Jimmy Carter both had experience in which of the following types of jobs before running for president of the United States?

- Ⓐ public service jobs
- Ⓑ private service jobs
- Ⓒ educational service jobs

Which of the following best explains why this experience is important for a U.S. president?

- Ⓐ It involves making decisions with politicians.
- Ⓑ It involves hiring workers for many companies.
- Ⓒ It involves carrying out policies that help citizens.

- 6** Based on Sources 1 and 2, which of the following policies would Gerald Ford most likely have supported in the 1976 presidential campaign?
- Ⓐ creating new federal rules to regulate the economy
 - Ⓑ providing funding for more train and bus routes in cities
 - Ⓒ raising taxes on companies that sell products in multiple states
 - Ⓓ allowing each state to make its own laws to prevent air and water pollution

- 7** The following table shows some of the states that Gerald Ford and Jimmy Carter visited during the 1976 presidential campaign and the number of times they visited each state.

State	Number of Visits	
	Gerald Ford	Jimmy Carter
Florida (FL)	1	4
Michigan (MI)	4	3
Texas (TX)	1	9
Virginia (VA)	1	2

Using the information in Source 3, explain one reason it was important for the candidates to visit different states during the presidential campaign.

[illegible]

Read and examine the sources. Then answer questions 8–10.

Source 1

The Food and Nutrition Service is an agency within the U.S. Department of Agriculture. This agency gives money to public schools to help them pay for the food they serve to students. In 2011, the Food and Nutrition Service proposed new rules related to nutritional guidelines for school meals. These new nutritional guideline rules were implemented beginning in 2012. The new rules increased the amount of fruits and vegetables served to students and reduced the amount of unhealthy foods, such as fried foods. To receive money from the federal government, schools had to follow these new rules.

Source 2

As part of the process to change the nutritional guideline rules for school meals, the Food and Nutrition Service invited the public to comment on the proposed new rules. Summaries of three comments are shown.



Comment from Local Food Growers Association

We support the proposed rules. We think it is important for local fruits and vegetables to be part of school meals and want money to be provided to schools to buy local fruits and vegetables.



Comment from Potato Farmer

I am very concerned about the proposed rules because they would limit the amount of potatoes in school lunches. Potatoes can be made into foods other than french fries, and they are inexpensive. As a farmer, I want schools to buy potatoes.



Comment from A Concerned Citizen

I am worried the proposed rules will lead to more food waste. Students may not want to eat the vegetables served to them, and the food will be thrown away. There needs to be more research on how to cook vegetables that children will eat before adding these new rules.

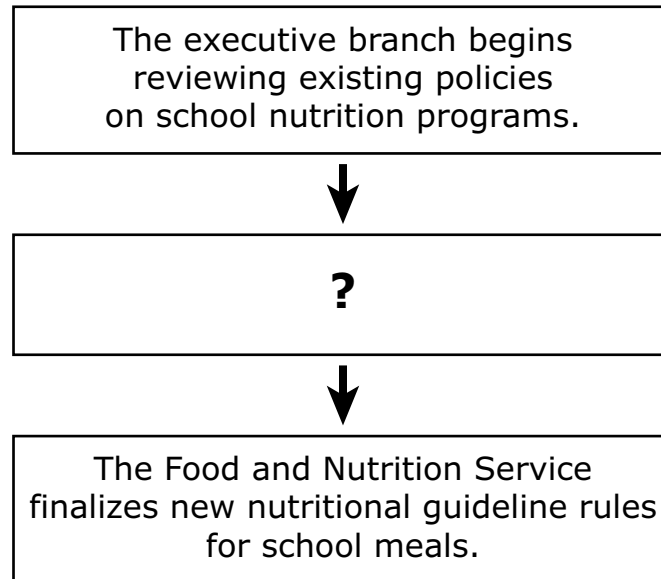
Source 3

When changes to the nutritional guideline rules for school meals were being proposed, policy organizations researched school nutrition programs. From their research, they found the following information:

- About 70% of parents thought that schools should follow healthy nutritional guidelines.
- Concentration and thinking skills improved in students who ate healthy meals in school.
- Many principals reported that their schools would need more money to provide healthy meals for students.

- 8** Based on the sources, which of the following best describes the role of citizens when the new nutritional guideline rules were proposed?
- Ⓐ Citizens created additional rules.
 - Ⓑ Citizens protested against the rules.
 - Ⓒ Citizens provided opinions that influenced the rules.
 - Ⓓ Citizens became government workers to change the rules.

- 9 The following diagram shows some steps in the process of creating the nutritional guideline rules for school meals. The diagram is incomplete.



Which of the following **best** completes the diagram?

- Ⓐ Interest groups support legislation to help farmers grow healthier foods.
- Ⓑ Citizens vote to increase the amount of money schools can spend on healthy meals.
- Ⓒ The judicial branch declares laws about school nutrition programs unconstitutional.
- Ⓓ Organizations advocate for better nutrition in school meals to promote healthy lifestyles.

- 10** It is important to a democracy for policy organizations, such as the ones mentioned in Source 3, to provide information they collect to the federal government.

Explain one reason it is important to a democracy for these organizations to provide this information to the federal government.

[illegible]

This question has four parts. Write your response on the next page. Be sure to label each part of your response.

- 11** A group of students gathered in front of city hall to protest budget cuts to the school's music department. Students brought instruments, microphones, and speakers. They started playing music to show support for the school's music department.

A city official approached one of the students, and they had the following conversation.

Official: Protests that make loud noise require a city permit by law. Does your group have a permit?

Student: I did not know that we needed a permit. Since our actions are peaceful, we want to continue protesting.

Official: It is after 8:00 p.m., and many people that live in the area are complaining about the loud noise your group is making. You can come back to protest on another day when your group has a permit to do so.

Student: Tonight is the city council meeting where the school's music department budget will be voted on. It is important that we continue to protest now. We will apply for a permit if we protest again.

Official: The fine for protesting without the required permit is \$500.00. Your group will be required to pay the fine or appear in court to argue your case if you continue to protest tonight.

- A. Some students in the group thought that a law requiring a permit to protest restricted individual rights.

Explain why this law might restrict individual rights.

- B. Based on the principle of the common good, some students in the group thought that the government should require a permit to protest.

Explain why a law requiring a permit to protest might support the common good.

- C. Explain why democratic governments need to balance individual rights with the common good.

- D. The students decide that they want to change the law requiring a permit to protest.

Describe one action, besides protesting, that the students could take to promote changing the law.

11

Grade 8 Civics End-of-Course Test

This session contains 10 questions.

Directions

Read each question carefully and then answer it as well as you can. You must record all answers in this Test & Answer Booklet.

For some questions, you will mark your answers by filling in the circles in your Test & Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

- 12** Political characteristics of the ancient Roman Republic influenced the Founders of the U.S. government when they created the three branches of government. A political characteristic from the Roman Republic is shown.

Two consuls were elected to lead the military and government.

Which branch of the U.S. government was most influenced by this political characteristic?

- Ⓐ the legislative branch
- Ⓑ the executive branch
- Ⓒ the judicial branch

A second political characteristic from the Roman Republic is shown.

Citizens participated in assemblies where they voted to create laws.

Which branch of the U.S. government was most influenced by this second political characteristic?

- Ⓐ the legislative branch
- Ⓑ the executive branch
- Ⓒ the judicial branch

A third political characteristic from the Roman Republic is shown.

Eight men were chosen each year to make decisions about disagreements between Roman citizens.

Which branch of the U.S. government was most influenced by this third political characteristic?

- Ⓐ the legislative branch
- Ⓑ the executive branch
- Ⓒ the judicial branch

This question has two parts.

- 13** The Department of Homeland Security is a part of the federal government responsible for public safety. This Department is part of the executive branch.

Part A

The U.S. Congress passes a law related to public safety and the Department of Homeland Security carries out the law.

This scenario is an example of which of the following?

- Ⓐ federalism
- Ⓑ judicial review
- Ⓒ individual rights
- Ⓓ separation of powers

Part B

Which of the following parts of the federal government includes the Secretary of Homeland Security?

- Ⓐ the Cabinet
- Ⓑ the Supreme Court
- Ⓒ a Senate committee
- Ⓓ a House of Representatives committee

Read and examine the source. Then answer questions 14–16.

The following timeline outlines a town’s plan to build a new school.

Date	Action
November 2017	A town proposes a project to build a new school.
December 2018	The town creates a proposed construction plan and budget.
January 2019	A town meeting is held to discuss the project with the community.
March 2019	A special town election is held at polling locations.
February 2020	Construction on the school begins.
September 2022	The new school opens.

- 14** Which form of government is best illustrated by the information in the timeline?
- Ⓐ oligarchy
 - Ⓑ monarchy
 - Ⓒ democracy
 - Ⓓ confederacy

- 15** The new school in the timeline was most likely built using funds from which of the following?
- Ⓐ taxes
 - Ⓑ loans
 - Ⓒ donations
 - Ⓓ corporations
- 16** Middle school students could have had the most direct involvement in the decision-making process during which of the following parts of the timeline?
- Ⓐ November 2017: A town proposes a project to build a new school.
 - Ⓑ January 2019: A town meeting is held to discuss the project with the community.
 - Ⓒ March 2019: A special town election is held at polling locations.
 - Ⓓ February 2020: Construction on the school begins.

- 17 The following text describes the U.S. Supreme Court case *Tinker v. Des Moines*.

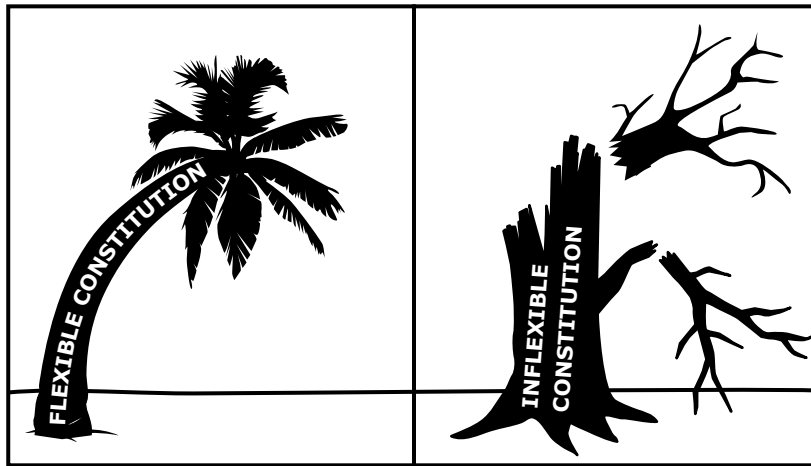
In the 1960s, students at a public school in Des Moines, Iowa, wore black armbands in school to protest the Vietnam War. As a result, the students were suspended from school. Their parents then sued the school. The case went to the Supreme Court, which ruled in favor of the students.

Which of the following parts of the U.S. Constitution **best** supports the Supreme Court's decision in this case?

- Ⓐ the commerce clause, because it allows students to purchase armbands
- Ⓑ the First Amendment, because it provides protections for free speech
- Ⓒ the elastic clause, because it enables schools to create new rules to protect students
- Ⓓ the Fifth Amendment, because it protects the rights of individuals to assemble peacefully

- 18 The following political cartoon shows an idea about the U.S. Constitution.

The Need for a Flexible Constitution



Which part of the Constitution **best** supports the idea illustrated in this cartoon?

- Ⓐ "The Congress shall have the Power . . . To make all Laws which shall be necessary and proper . . ." (Article 1)
- Ⓑ "The executive Power shall be vested in a President of the United States of America. . . ." (Article 2)
- Ⓒ "The judicial Power of the United States, shall be vested in one supreme Court. . . ." (Article 3)
- Ⓓ "This Constitution . . . shall be the supreme Law of the Land . . ." (Article 6)

- 19 The following excerpt describes some of the rights outlined in the Magna Carta.

No [person] shall be taken or imprisoned or [deprived] or exiled* or in any way destroyed . . . except by the lawful judgment of his peers or by the law of the land. . . .

To no one will we . . . refuse or delay, right or justice. . . .

*exiled—forced out

Which of the following rights in the U.S. Constitution is **most** related to the protections described in this excerpt?

- Ⓐ right to vote
- Ⓑ right to free speech
- Ⓒ right to due process
- Ⓓ right to own property

- 20** During the American Revolution, enslaved people used key ideas from the Declaration of Independence to argue for their freedom. James Armistead Lafayette was an enslaved person who petitioned for his freedom in 1786, after serving as a spy for the Continental Army during the Revolution.

Which of the following is an idea from the Declaration of Independence that was most likely used in Lafayette's petition?

- Ⓐ Governments must show courage.
- Ⓑ Governments depend on war heroes.
- Ⓒ All people have the right to change their constitution.
- Ⓓ All people have natural rights that they are born with.

- 21** The U.S. Constitution gives the government the power to make an agreement with another country, known as a treaty. In 1918, during World War I, the president of the United States signed a peace treaty with other countries to end the war. The peace treaty was never ratified.

Which of the following is a check on the powers of the president that explains why the peace treaty was not ratified?

- Ⓐ The Senate voted to reject the peace treaty.
- Ⓑ Citizens rejected the peace treaty in an election.
- Ⓒ The Supreme Court declared the treaty unconstitutional.
- Ⓓ State governments created a new peace treaty with other nations.

Grade 8 Civics
Spring 2025 Released Operational Items

PBT Item No.	Page No.	Reporting Category	Standard	HSS Practice Standard	Item Type*	Item Description	Correct Answer (SR)**
1	3	<i>Rights & Responsibilities</i>	8.T4.2	<i>Civic Knowledge</i>	SR	Determine whether certain activities are rights or responsibilities of citizens.	C;A
2	6	<i>Rights & Responsibilities</i>	8.T4.12	<i>Civic Knowledge</i>	SR	Interpret a photograph to describe the role of political protest during the Civil Rights Movement.	B;B
3	6	<i>Rights & Responsibilities</i>	8.T4.8	<i>Explanations and Reasoning</i>	SR	Explain how citizens and elected officials worked together on a political issue using the source provided.	C
4	7	<i>Rights & Responsibilities</i>	8.T4.7	<i>Explanations and Reasoning</i>	CR	Analyze a source to explain how an elected official demonstrated a leadership quality.	
5	11	<i>Rights & Responsibilities</i>	8.T4.9	<i>Explanations and Reasoning</i>	SR	Explain why public service jobs are important experiences for elected officials using information from a source.	A;C
6	12	<i>Government Structures</i>	8.T3.5	<i>Analyzing Sources</i>	SR	Analyze political platforms to determine which policies a candidate would support during a political campaign.	D
7	13	<i>Rights & Responsibilities</i>	8.T4.5	<i>Explanations and Reasoning</i>	CR	Evaluate data related to a political campaign to explain a characteristic of presidential campaigns.	
8	15	<i>Rights & Responsibilities</i>	8.T4.5	<i>Explanations and Reasoning</i>	SR	Analyze a source to describe one role of citizens in developing public policy.	C
9	16	<i>Rights & Responsibilities</i>	8.T4.13	<i>Explanations and Reasoning</i>	SR	Complete a diagram to describe the process of creating public policy based on information provided.	D
10	17	<i>Rights & Responsibilities</i>	8.T4.13	<i>Explanations and Reasoning</i>	CR	Analyze a source to explain the role of policy organizations in the development of public policy.	
11	18	<i>Rights & Responsibilities</i>	8.T4.10	<i>Civics-based Questioning</i>	CR	Analyze an issue involving individual rights conflicting with the common good, explain why democratic governments need to balance individual rights and the common good, and describe an action that can be taken to promote changing a law.	
12	21	<i>Foundations of Government</i>	8.T1.2	<i>Explanations and Reasoning</i>	SR	Determine which branch of the U.S. government was influenced by political characteristics of the Roman Republic.	B;A;C
13	22	<i>Government Structures</i>	8.T3.1	<i>Explanations and Reasoning</i>	SR	Determine the relationship between two branches of government and identify a position within the executive branch using a source.	D;A
14	23	<i>Government Structures</i>	8.T6.10	<i>Civic Knowledge</i>	SR	Determine the type of government described in a timeline.	C
15	24	<i>Government Structures</i>	8.T6.9	<i>Civic Knowledge</i>	SR	Identify the source of funds for a public facility using information from a timeline.	A
16	24	<i>Government Structures</i>	8.T6.10	<i>Civics-based Questioning</i>	SR	Determine how individuals can participate in a local government decision-making process based on the information provided.	B
17	25	<i>Rights & Responsibilities</i>	8.T5.6	<i>Explanations and Reasoning</i>	SR	Use information from a Supreme Court case to determine which Constitutional amendment was applied in the Court's decision.	B

PBT Item No.	Page No.	Reporting Category	Standard	HSS Practice Standard	Item Type*	Item Description	Correct Answer (SR)**
18	26	<i>Rights & Responsibilities</i>	8.T5.1	<i>Analyzing Sources</i>	SR	Determine which part of the U.S. Constitution is illustrated in a political cartoon.	A
19	27	<i>Foundations of Government</i>	8.T1.4	<i>Analyzing Sources</i>	SR	Determine which right in the U.S. Constitution is similar to a right described in the Magna Carta.	C
20	28	<i>Foundations of Government</i>	8.T2.1	<i>Explanations and Reasoning</i>	SR	Describe how ideas from the Declaration of Independence were used to argue for freedom for enslaved people.	D
21	28	<i>Government Structures</i>	8.T3.2	<i>Civic Knowledge</i>	SR	Explain how one branch of government can check the power of another branch of government based on information in a source.	A

* Civics item types are: selected-response (SR) and constructed-response (CR).

** Answers are provided here for selected-response items only. Sample responses and scoring guidelines for any constructed-response items will be posted to the Department's website later this year.

Grade 8 Civics
Spring 2025 Unreleased Operational Items

PBT Item No.	Reporting Category	Standard	HSS Practice Standard	Item Type*	Item Description
22	<i>Government Structures</i>	8.T6.6	<i>Civic Knowledge</i>	SR	Identify a right protected by the Massachusetts Constitution.
23	<i>Government Structures</i>	8.T3.5	<i>Explanations and Reasoning</i>	SR	Explain how political parties support candidates in elections using information from a source.
24	<i>Foundations of Government</i>	8.T2.2	<i>Explanations and Reasoning</i>	SR	Determine whether characteristics apply to the Articles of Confederation, the U.S. Constitution, or both.
25	<i>Foundations of Government</i>	8.T2.5	<i>Analyzing Sources</i>	SR	Describe the purpose of a part of the Preamble to the U.S. Constitution.
26	<i>Rights & Responsibilities</i>	8.T7.4	<i>Analyzing Sources</i>	SR	Analyze the point of view of a political cartoon on the use of digital news in a democracy.
27	<i>Foundations of Government</i>	8.T2.4	<i>Analyzing Sources</i>	SR	Determine an Anti-Federalist position on the U.S. Constitution using information from a source.
28	<i>Foundations of Government</i>	8.T2.1	<i>Explanations and Reasoning</i>	SR	Explain why colonists protested a British action during the American Revolutionary period and describe how the experience led to the Declaration of Independence.
29	<i>Rights & Responsibilities</i>	8.T5.4	<i>Explanations and Reasoning</i>	SR	Explain how two federal laws expanded civil rights for students.
30	<i>Rights & Responsibilities</i>	8.T7.6	<i>Analyzing Sources</i>	SR	Analyze two texts related to a public policy issue to determine which one is an opinion piece and use evidence to support this conclusion.
31	<i>Government Structures</i>	8.T6.7	<i>Civics-based Questioning</i>	SR	Determine which government website would provide information about a service provided by the Massachusetts state government based on the results of an internet search.
32	<i>Government Structures</i>	8.T6.8	<i>Civics-based Questioning</i>	SR	Determine which branch of Massachusetts state government is interacting with citizens based on information in a source.
33	<i>Government Structures</i>	8.T3.4	<i>Civic Knowledge</i>	SR	Describe how candidates move through the presidential election process and how voters directly participate in the process.
34	<i>Foundations of Government</i>	8.T2.2	<i>Analyzing Sources</i>	SR	Determine one weakness of the Articles of Confederation that led to the Constitutional Convention based on information in a source.
35	<i>Foundations of Government</i>	8.T1.1	<i>Explanations and Reasoning</i>	SR	Identify evidence from a source to support a claim about the influence of the political system of ancient Athens on the development of the U.S. government.
36	<i>Foundations of Government</i>	8.T1.1	<i>Civic Knowledge</i>	SR	Describe the role of a legislative assembly in ancient Athens based on information from a source.
37	<i>Foundations of Government</i>	8.T1.1	<i>Civic Knowledge</i>	SR	Compare the legislative branch of the U.S. government to the government of ancient Athens using information from a source.
38	<i>Government Structures</i>	8.T3.3	<i>Civics-based Questioning</i>	SR	Complete a diagram to describe how Supreme Court decisions affect lower court decisions.
39	<i>Foundations of Government</i>	8.T2.3	<i>Analyzing Sources</i>	SR	Explain why Anti-Federalists wanted to amend the U.S. Constitution based on a source.
40	<i>Foundations of Government</i>	8.T2.3	<i>Civic Knowledge</i>	SR	Explain why delegates from Massachusetts supported the Virginia Plan during the Constitutional Convention based on data provided.
41	<i>Government Structures</i>	8.T6.10	<i>Civics-based Questioning</i>	SR	Describe how results from a civics action project should be shared with a community.
42	<i>Rights & Responsibilities</i>	8.T7.1	<i>Analyzing Sources</i>	SR	Analyze an op-ed to describe the purpose of the op-ed and explain the relationship between the op-ed and the First Amendment.
43	<i>Government Structures</i>	8.T6.1	<i>Civic Knowledge</i>	SR	Determine which powers are shared by the federal government and state governments.

* Civics item types are: selected-response (SR) and constructed-response (CR).