



Civics End-of-Course Assessment (EOCA) Overview

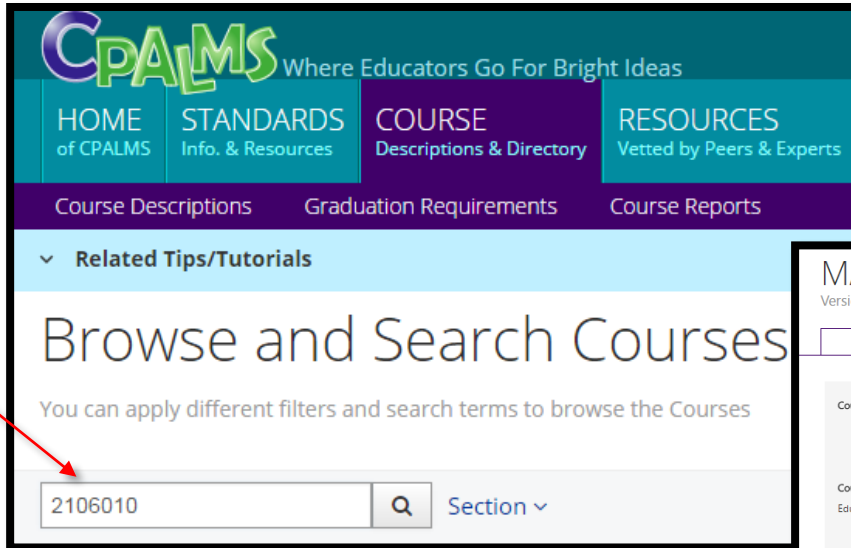
Dr. Stacy Skinner, Social Studies Coordinator,
Test Development Center

Michael DiPierro, Social Studies Education Specialist,
Bureau of Standards and Instructional Support

Desired Outcomes

- Locate information and resources related to the teaching and learning of M/J Civics EOCA courses.
- Understand and apply content-specific skills that may support student performance with curricula associated with these courses.

Course Descriptions and Standards



CPALMS Where Educators Go For Bright Ideas

- HOME of CPALMS
- STANDARDS Info. & Resources
- COURSE** Descriptions & Directory
- RESOURCES Vetted by Peers & Experts

Course Descriptions Graduation Requirements Course Reports

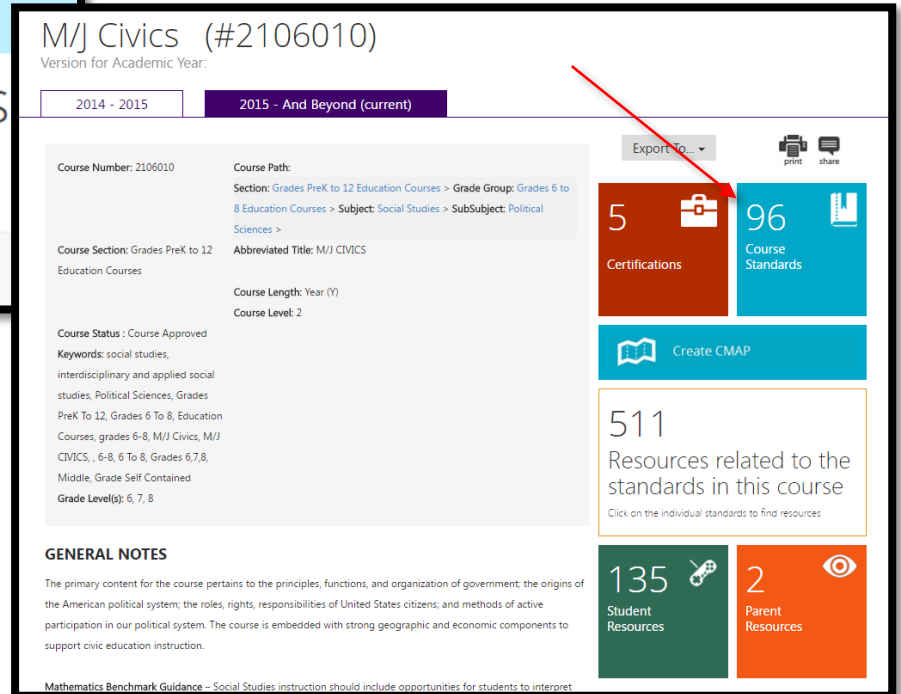
Related Tips/Tutorials

Browse and Search Courses

You can apply different filters and search terms to browse the Courses

2106010 🔍 Section ▾

www.cpalms.org



M/J Civics (#2106010)

Version for Academic Year:

2014 - 2015 **2015 - And Beyond (current)**

Export To... print share

5 Certifications **96** Course Standards

Create CMAP

511 Resources related to the standards in this course
Click on the individual standards to find resources

135 Student Resources **2** Parent Resources

Course Number: 2106010

Course Path:
Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Social Studies > SubSubject: Political Sciences >

Course Section: Grades PreK to 12 Education Courses **Abbreviated Title:** M/J CIVICS

Course Length: Year (Y) **Course Level:** 2

Course Status: Course Approved
Keywords: social studies, interdisciplinary and applied social studies, Political Sciences, Grades PreK To 12, Grades 6 To 8, Education Courses, grades 6-8, M/J Civics, M/J CIVICS, , 6-8, 6 To 8, Grades 6,7,8, Middle, Grade Self Contained
Grade Level(s): 6, 7, 8

GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.



Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret

www.FLDOE.org

Course Standards and Coding Scheme

SS.7.C.2.14

Conduct a service project to further the public good.

Export To...  

Subject Area: Social Studies Grade: 7

Strand: Civics and Government Date Adopted or Revised: 02/14

Standard: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

Status: State Board Approved

13 Related Courses

3 Access Points

2 Total Resources

1 Tutorials
1 Original Tutorials

2 Student Resources

Remarks/Examples

The project can be at the school, community, state, national, or international level.

<http://www.cpalms.org/Public/PreviewStandard/Preview/3202>

Subject Code	Grade	Strand	Standard	Benchmark
SS	K	A	1	1

http://www.cpalms.org/Standards/Standards_Coding_Schema.aspx

1003.4156 General requirements for middle grades promotion. -

(c) Three middle grades or higher courses in social studies. Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must **be at least a one-semester civics education course** that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. **Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student's final course grade.**

<http://www.fldoe.org/academics/standards/subject-areas/social-studies.stml>

1008.22 Student assessment program for public schools. -

- (3)(b)End-of-course (EOC) assessments.—EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:
 - (3)(b)1. EOC assessments for Algebra I, Geometry, Algebra II, Biology I, United States History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory.

<http://www.fldoe.org/academics/standards/subject-areas/social-studies.shtml>

- The Civics EOCA was field tested in 2013.
- The baseline administration of the Civics EOCA was in 2014.

NGSSS EOC Assessments Fact Sheet

Civics	<p>M/J Civics – 2106010 M/J Civics – 2106015 M/J Civics & Career Planning – 2106016 M/J Civics, Advanced – 2106020 M/J Civics, Advanced – 2106025 M/J Civics, Advanced & Career Planning – 2106026 M/J Civics and Digital Technologies – 2106029 M/J U.S. History & Civics—2100045 M/J IB Middle Years Program Civics Advanced—2106027 M/J IB Middle Years Program Civics Advanced & Career Planning—2106028</p>
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Test Administration Schedule

For a full schedule of all statewide assessments, see the [2015-16 Statewide Assessment Schedule](#). The spring and summer 2016 NGSSS EOC assessments will be administered as follows:

- Spring Administration (Algebra 1): March 28–April 8, 2016
 - Accommodated paper-based tests completed by April 1
- Spring Administration (Biology 1, Civics, and U.S. History): April 18–May 20, 2016
 - Accommodated paper-based tests completed by May 13
- Summer Administration (All subjects): July 11–22, 2016
 - Accommodated paper-based tests completed by July 15

Test Administration Information

- The NGSSS EOC assessments are delivered via a computer-based test (CBT), browser-based platform called TestNav8.
- Paper-based versions (regular print, large print, braille, and one-item-per-page) are provided for students with disabilities who require allowable accommodations, as specified in their individual educational plans (IEPs) or Section 504 plans.
- The assessment is given in one 160-minute session with a 10-minute break after the first 80 minutes. Students are not allowed to talk during the break. Individual breaks may be allowed as needed. Students may not be dismissed during the first 80 minutes; however, if they complete the test in the first 80 minutes, they may be dismissed at the beginning of the 10-minute break. After the 10-minute break, students may be dismissed as they complete the test.
- Although the assessment is scheduled for a 160-minute session, any student not finished by the end of the 160 minutes may continue working. Testing must be completed within the same school day.

There are multiple forms of each NGSSS EOC assessment. The number and type of items are as described below:

- For Biology 1, there are 60-66 multiple-choice items.
- For U.S. History, there are 50-60 multiple-choice items.
- For Civics, there are 52-56 multiple-choice items.
- For Algebra 1, there are 35-40 multiple-choice items and 20-25 fill-in response items.
- Six to 10 of these items on each assessment are field-test items and are NOT used to calculate student scores.

Students are provided with the following resources during testing:

- Biology 1 EOC – Four-function calculator, Periodic Table of the Elements, and CBT Work Folder
- Civics EOC and U.S. History EOC – CBT Worksheet
- Algebra 1 EOC Retake – Four-function calculator, NGSSS EOC Reference Sheet, and CBT Work Folder

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>

State EOC Assessment Results

RESULTS

2011

2012

2013

2014

2015

2016

Results

Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) and Florida End-of-Course (EOC) Assessments results from 2010-11 to 2013-14 may be accessed through the pages in the left navigation panel. These pages provide state-, district- and school-level reports in spreadsheet and PDF formats. They also provide resources for understanding the data, packets with graphs and explanations of the results, retrofitted data for implementation years, and links to historical results and materials for the assessment program.

Additional Results

- [Results Prior to 2010-11](#)
- [Interactive Reporting](#)
- [ACT, SAT and AP Data](#)
- [Retrofitted Statewide Assessment Scores](#)

- Civics EOCA
- Results Packets

Civics End-of-Course Assessment

School Year	Number of Students	Mean Scale Score	Percentage of Students By Achievement Level*					Percentage Passing (Level 3 and Above)*
			1	2	3	4	5	
2013-14	200,632	399	19%	21%	27%	19%	15%	61%
2014-15	196,988	402	16%	19%	26%	20%	18%	65%
2015-16	199,108	404	15%	18%	27%	20%	20%	67%

*Percentages may not add to 100 due to rounding.

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/>

www.FLDOE.org

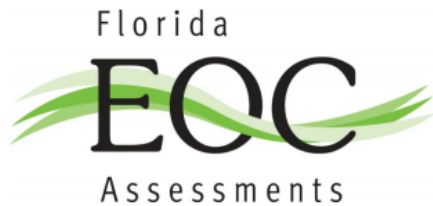
Content Focus Reports

Spring 2016 Civics End-of-Course (EOC) Assessment Next Generation Sunshine State Standards (NGSSS) Form 1		
NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Origins and Purposes of Law and Government		
SS.7.C.1.2	Separation of powers	1
SS.7.C.1.3	Magna Carta & English Bill of Rights; Mayflower Compact	2
SS.7.C.1.4	Colonial grievances; Role of government	2
SS.7.C.1.5	Constitutional Convention	1
SS.7.C.1.6	Preamble	2
SS.7.C.1.7	Checks and balances	1
SS.7.C.1.8	Bill of Rights	1
SS.7.C.1.9	Rule of law	1
SS.7.C.3.10	Types of law	1
Reporting Category Point Total		12

"Content focus" is a term that defines the specific content measured by each test item. These are generated after reporting is completed for each assessment administration. Content Focus Reports should not be used to make decisions about instruction at the individual student level. Some reporting categories have too few test items to report reliable or meaningful scores at the student level.

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/content-focus-reports.shtml>

Achievement Level Descriptions



Civics End-of-Course Assessment Achievement Level Descriptions

Achievement Level Descriptions (ALDs) outline the specific student expectations for each of the five Achievement Levels for each EOC assessment. The content of each statewide assessment is organized by reporting categories that are used for test design, scoring, and reporting purposes, and the ALDs express what students at each Achievement Level know and can do for each reporting category.

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/achievement-level-descriptions.stml>



EOCA – Item Specs



Civics

End-of-Course Assessment Test Item Specifications

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14	Review Procedures for Civics End-of-Course Assessment Test Items Review for Potential Bias and Community Sensitivity Review of Test Items
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EOCA –Test Item Specifications

- Purpose of the Test Item Specifications
- Scope of the Test Item Specifications
- Overall Considerations
- Criteria for Civics End-of-Course (EOC) Assessment Test Items
 - Use of Graphics
 - Item Style and Format
 - General Guidelines
 - Multiple-Choice (MC) Items
- Scope of Test Items
- Guidelines for Item Writers

EOCA – Cognitive Complexity

- Cognitive complexity is based upon Dr. Norman L. Webb’s Depth of Knowledge (DOK) levels and refers to the cognitive demand associated with an item.
- When classifying an item’s demands on thinking it is assumed that the student is familiar with the basic concepts of the task.
- Test Item Specifications, pp. 7-12.

Percentage of Points by Cognitive Complexity Level for Civics EOC Assessment

Course	Low	Moderate	High
Civics	15%–25%	45%–65%	15%–25%

EOCA - Cognitive Complexity

The following table is provided for ease of reference; however, caution must be used in referring to this table of descriptors for each cognitive complexity level. The ultimate determination of an item's cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student.

Examples of Civics Activities across Cognitive Complexity Levels		
Low Complexity	Moderate Complexity	High Complexity
<ul style="list-style-type: none"> Identify or recall common historical or contemporary events, actions, personalities, or concepts. 	<ul style="list-style-type: none"> Apply or infer cause-and-effect relationships. 	<ul style="list-style-type: none"> Solve or predict the outcome of a problem.
<ul style="list-style-type: none"> Use a chart, table, diagram, graph, or image to recall or recognize information. 	<ul style="list-style-type: none"> Identify outcomes of particular cause-and-effect relationships. 	<ul style="list-style-type: none"> Generalize or draw conclusions when presented with historical or contemporary information.
<ul style="list-style-type: none"> Identify characteristics of a particular group, place, or event. 	<ul style="list-style-type: none"> Identify the significance of historical or contemporary events, actions, personalities, or concepts. 	<ul style="list-style-type: none"> Provide justification for events, actions, or issues in the past and current American experience.
	<ul style="list-style-type: none"> Categorize historical or contemporary people, places, events, or concepts. 	<ul style="list-style-type: none"> Predict a long-term result, outcome, or change within society.

EOCA – Definitions of Benchmark Specifications

- Strand
- Reporting Category
- Standard
- Benchmark
- Also Assesses
- Benchmark Clarification
- Content Limits
- Stimulus Attributes
- Content Focus
- Sample Items
- Test Item Specifications, p. 16.

Definitions of Benchmark Specifications

The *Specifications* identifies how Florida's NGSSS benchmarks are assessed on the Civics EOC Assessment. For each benchmark assessed in Civics, the following information is provided in each Individual Benchmark Specifications section:

Strand	refers to a category of knowledge. The strands for Social Studies are American History, Geography, Economics, World History, Civics & Government, and Humanities.
Reporting Category	refers to groupings of related benchmarks from the NGSSS that are used to summarize and report achievement for the Civics EOC Assessment. There are four reporting categories for Civics: Origins and Purposes of Law and Government; Roles, Rights, and Responsibilities of Citizens; Government Policies and Political Processes; Organization and Function of Government.
Standard	refers to the standard statement presented in the NGSSS.
Benchmark	refers to specific statements of expected student achievement. In some cases, two or more benchmarks are grouped together because of the relatedness of the concepts in those benchmarks. The assessment of one benchmark encompasses the context of the other related benchmarks. The related benchmarks are noted in the benchmark statement and are stated in the Also Assesses section.
Also Assesses	refers to the benchmarks that are closely related to the benchmark (see description above).
Benchmark Clarification	explains how the achievement of the benchmark will be demonstrated by students. Clarification statements are written for the benchmark and the Also Assesses benchmark(s). The clarification statements explain what students are expected to do when responding to the question.
Content Limits	define the range of content knowledge and degree of difficulty that should be assessed in the test items for the benchmark. Benchmark content limits are to be used in conjunction with the Overall Considerations section in the <i>Specifications</i> . The content limits defined in the Individual Benchmark Specifications may be an expansion or further restriction of the Overall Considerations.
Stimulus Attributes	define the types of stimulus materials that should be used in the test items, including the appropriate use of scenarios, content, or graphic materials.
Content Focus	defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications.
Sample Items	are provided for each assessed benchmark. The sample items are presented in a format similar to the one used in the test. The correct answer for each sample item is identified with a five-point star.

EOCA – Benchmark Specifications

Civics End-of-Course Assessment

SS.7.C.1.2

BENCHMARK SS.7.C.1.2

p. 20

Strand	C Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
Benchmark	SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's <i>Common Sense</i> had on colonists' views of government.
Benchmark Clarifications	Students will identify the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i> . Students will evaluate the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i> had on the purposes of government.
Content Limit	Items will not require students to address the origin of ideas in the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i> .
Stimulus Attribute	Items addressing the impacts of the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's <i>Common Sense</i> may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: limited monarchy and self-government.

Why?

What?

How?

Benchmark Clarifications,
Content Limit, Stimulus
Attribute, Content Focus
and Sample Items.

Civics Item Rating Form

Civics End-of-Course Assessment

Appendix A

CIVICS END-OF-COURSE ASSESSMENT ITEM RATING FORM

Signature _____ Date _____	Students in my (classroom, school, district) [circle one] are given the opportunity to learn the Civics material that these items test, except as noted in my comments.
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Page Number	FDOE ID	Measures Benchmark (Yes/No)	Adheres to Content Limits	Is Grade Appropriate	Appropriate Cognitive Complexity Level (L, M, H)	Is Clear and Free of Clang	Appropriate Content Focus	Only One Correct Answer	Appropriate MC Options	Accurate Content	Overall Rating A, AM, AR, RR, R	Additional Comments

Test Item Specifications – Appendices

- A-1 *Appendix A: Directions for Item Review and Civics End-of-Course Assessment Item Rating Form*
- B-1 *Appendix B: Content Assessed by Civics End-of-Course Assessment*
- C-1 *Appendix C: Civics Item Writer Glossary*
- D-1 *Appendix D: Civics End-of-Course Assessment Test Design Summary*
- E-1 *Appendix E: Course Descriptions for Civics*

Civics EOCA – Reporting Categories

Reporting Category 1 (25%)

- Origins and Purposes of Law and Government

Reporting Category 2 (25%)

- Roles, Rights, and Responsibilities of Citizens

Reporting Category 3 (25%)

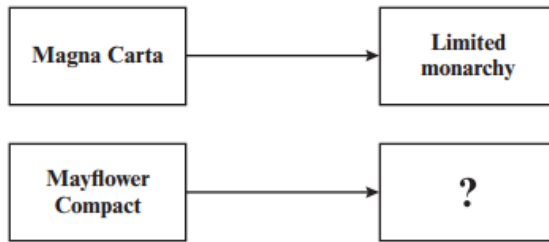
- Government Policies and Political Processes

Reporting Category 4 (25%)

- Organization and Function of Government
- Test Item Specifications, Appendix D – Test Design Summary

Sample Questions for NGSSS EOCA

1 The diagram below shows that the colonists formed some of their political views from some historical documents.



Which phrase completes the diagram?

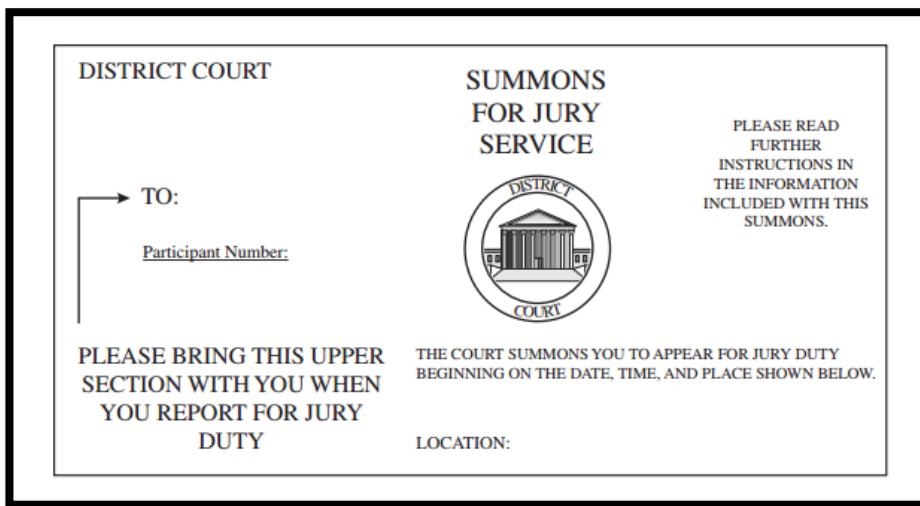
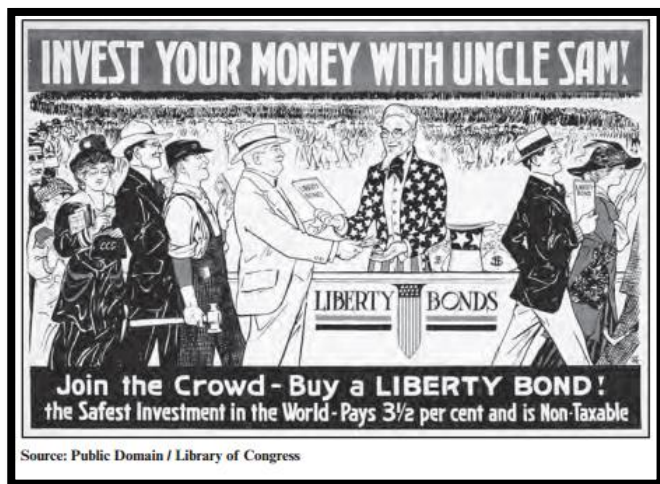
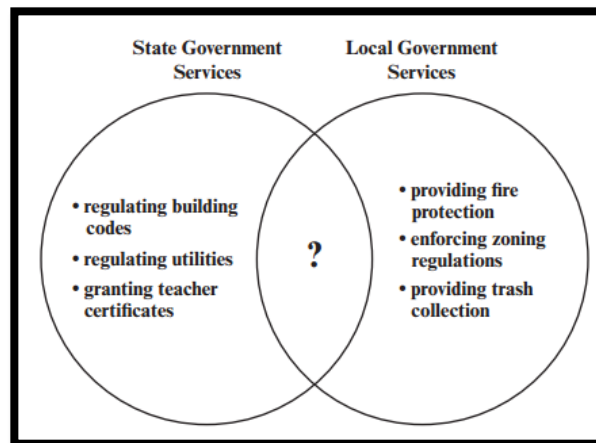
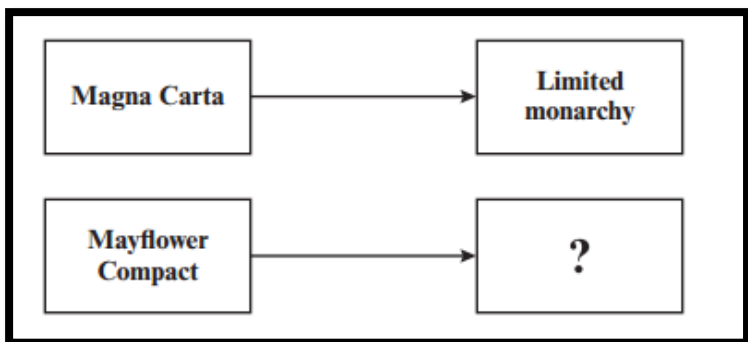
- Ⓐ Separation of powers
- Ⓑ Economic freedom
- Ⓒ Self-government
- Ⓓ Individual rights

Consider

1. What NGSSS are being assessed?
2. What is the complexity of the question?
3. What content knowledge and skills are required of students?
4. What instructional strategies support the teaching and learning of the content knowledge and skills required of students to answer this question?

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>

Stimulus Examples



http://www.fldoe.org/core/fileparse.php/5662/urlt/0095808-fl542314_eoc_civics_tb_wt_r1g.pdf

Resources for Locating Sources and Stimulus

DocsTeach, National Archives

<https://www.docsteach.org/>

Document Analysis Worksheets

<https://www.archives.gov/education/lessons/worksheets/>

Google Image Search – “Labeled for Reuse”

<https://images.google.com/>

Library of Congress

<https://www.loc.gov/>

TeachingHistory.org

<http://teachinghistory.org/>

Political Cartoon Analysis

WAVES Strategy

- W**ords
- A**ctions
- V**isuals
- E**motions
- S**ignificance



Source: Wikimedia Commons, the free media repository

WAVES Source:

Sandra Davis

Broward County Public Schools

WAVES Strategy

Words

Actions

Visuals

Emotions

Significance



WAVES Source:

Sandra Davis

Broward County Public Schools

Source: Wikimedia Commons, the free media repository

www.FLDOE.org

Document Analysis

SOAPSTone

S- Who is the Speaker?

O- What is the Occasion?

A- Who is the Audience?

P- What is the Purpose?

S- What is the Subject?

Tone - What is the Tone?

APPARTS

A- Author

P- Place and time

P- Prior knowledge

A- Audience

R- Reason

T- The main idea

S- Significance

Source: The College Board

APPARTS

A- Author

P- Place and time

P- Prior knowledge

A- Audience

R- Reason

T- The main idea

S- Significance

...As to government matters, it is not in the power of Britain to do this continent justice: the business of it will soon be too weighty and intricate to be managed with any tolerable degree of convenience, by a power so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which, when obtained, requires five or six more to explain it in, will in a few years be looked upon as folly and childishness. There was a time when it was proper, and there is a proper time for it to cease....

— Thomas Paine, *Common Sense*, 1776

Source: The University of the State of New York Regents High School Exam (2015)

Categorization

PERSIA

Political

Economic

Religious

Social

Intellectual

Artistic

SPRITE

Social

Political

Religious

Intellectual

Technological

Economic

Some versions of PERSIA and SPRITE may be different.





Categorization Practice

lobbyist political action committee special interest watchdog concurrent powers
declare war delegated powers elastic clause enumerated powers foreign relations
impeachment implied powers naturalization laws necessary and proper First Amendment
Department of Commerce Separation of Powers Enlightenment Rights Responsibilities

FDOE Resource – Florida Students

Let's get started!

Choose a subject area and then a course.


 English Language Arts 254 Resources	 Mathematics 1432 Resources	 Science 573 Resources	 Social Studies 189 Resources
-----------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------

GRADES 6 - 8 collapse ^

M/J Civics 127 Resources

GRADES 9 - 12 collapse ^

United States History 62 Resources



<http://www.floridastudents.org/>

www.FLDOE.org

FDOE Resource - Toolkits

Back to School for Success in Student Achievement Kit


Civics

1. **Teacher Resources –Essential tools for planning, teaching, and assessment– What resources should be at the teacher’s fingertips?**
 - a. **Civics Course Descriptions and Instructional Resources (CPALMS.org)**
 - i. Course Descriptions
 1. Civics* - Full Year Course
<http://www.cpalms.org/Public/PreviewCourse/Preview/13312>
 2. Civics* - Semester Course
<http://www.cpalms.org/Public/PreviewCourse/Preview/13313>
 3. Civics & Career Planning* - Full Year Course
<http://www.cpalms.org/Public/PreviewCourse/Preview/13314>
 4. Civics, Advanced* - Full Year Course

http://www.fldoe.org/core/fileparse.php/12083/urlt/civics_toolkit.pdf

FDOE Resource - ePATs

Computer-Based Practice Tests (ePATs) for NGSSS EOC Assessments



The screenshot shows the FDOE ePAT website. At the top left, there is a breadcrumb trail: "Home > ePAT". Below this is the "ePAT" title. A large banner features a photo of a teacher and student at a computer, with the text "Electronic Practice Assessment Tools". To the right of the banner is a text box explaining that these tests provide direct exposure to the format and structure of items for Florida's FCAT 2.0 and NGSSS EOC assessments, and that answer keys and practice test scripts are available under the Resources tab. Below the banner are two tabs: "Practice Assessment Tools" (selected) and "Resources". Under the "Practice Assessment Tools" tab, there is a section titled "End-of-Course Non-Accommodated ePATs" with a list of links: "Algebra 1 Retake EOC ePAT", "Biology 1 EOC ePAT", "Civics EOC ePAT", and "U.S. History EOC ePAT". A red arrow points to the "Civics EOC ePAT" link.

Home > ePAT
ePAT

Electronic Practice Assessment Tools

These practice tests are intended to provide direct exposure to the format and structure of the items in preparation for Florida's FCAT 2.0 and NGSSS EOC assessments. Access answer keys and practice test scripts under the Resources tab. For more information about Florida standards, course descriptions, and standards resources, please visit [CPALMS](#).

Practice Assessment Tools Resources

Practice Assessment Tools

End-of-Course Non-Accommodated ePATs

- [Algebra 1 Retake EOC ePAT](#)
- [Biology 1 EOC ePAT](#)
- [Civics EOC ePAT](#)
- [U.S. History EOC ePAT](#)

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>

Reflection

- Which instructional resources can I utilize to support standards-based instruction?
- How do I implement instructional resources to plan, teach, and assess my course's standards-based curriculum?

For more information, contact

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