



Improving U.S. History End of Course Examination Program (EOCEP) Scores:

A Look at Some Successful Strategies

Professional Development 2013

CHANGE

IS THE ONLY

CONSTANT



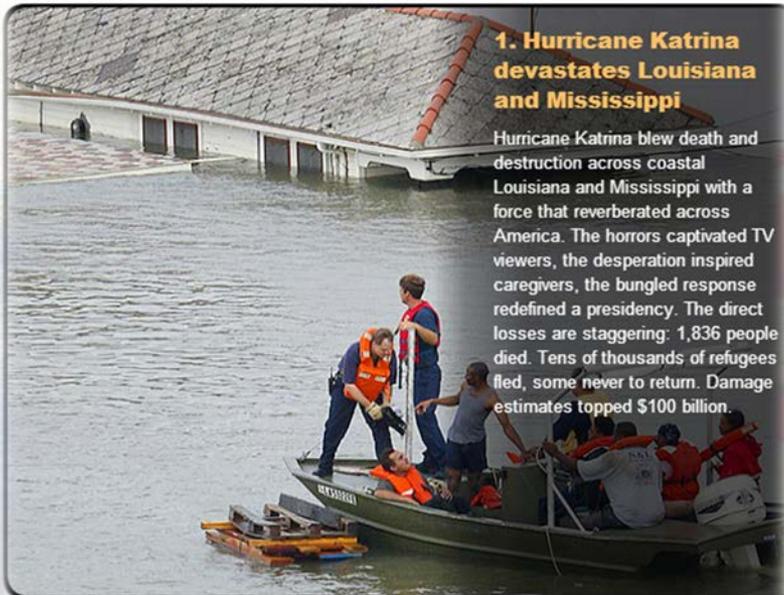
Where have we been?...

2005

Katrina

New Pope

« Previous Next »



1. Hurricane Katrina devastates Louisiana and Mississippi

Hurricane Katrina blew death and destruction across coastal Louisiana and Mississippi with a force that reverberated across America. The horrors captivated TV viewers, the desperation inspired caregivers, the bungled response redefined a presidency. The direct losses are staggering: 1,836 people died. Tens of thousands of refugees fled, some never to return. Damage estimates topped \$100 billion.

« Previous Next »



2. A new pope

The death of Pope John Paul II on April 2 produces a conclave to elect his successor. On April 19, after four ballots, Cardinal Joseph Ratzinger is elected. He takes the regnal name Benedict XVI.



Photo by: Vincenzo Pinto/Getty Images

Where are we going?

Sandy
2012

New Pope
2013



Argentine press reacts to Pope Francis...
blog.foreignpolicy.com - 625 x 400 - More sizes

Science and Social Studies Remain Part of the Cyclical Review Process:

Steps:

- Standards Review/Development/Approval Period
- New Standards Implementation/Bridge School Year
- Full Implementation and Assessment School Year

Current Social Studies Processes

Social Studies

- Jan 2010-August 2011-Social Studies Academic Standards development
- 2011-2012 –New (2011) Social Studies standards in classrooms, bridge (in-common) assessments, Support Document developed
- 2012-2013 and beyond-Social Studies Assessments based solely on 2011 Standards

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.

Enduring Understanding:

Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experience. Students should understand this evolution of democracy and the conflict between local and national interest. The student will...

USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.

Taxonomy Level: B-2 Understand/ Conceptual Knowledge

Previous/future knowledge:

Students should have background knowledge about European settlements in North America (2.2, 7-1.4) and about settlements in the three regions of British North America (8-1.1). Students should also know about the impact of the triangular trade and the introduction of African slaves (4-2.3), the policy of mercantilism (7-1.3) and the beginnings of capitalism (7-1.3).

It is essential for students to know:

Students should have a mental map of where each colonial region was located. Although the colonial era has been extensively studied in earlier grades it should be enough to know the locations of the New England, the Mid-Atlantic colonies, and Southern colonies for students to understand the complexities of motivations for settlement. Motivations impacted the type of society that developed in each region. Students should concentrate on colonies that are examples of their region such as Massachusetts in New England, Pennsylvania for the Mid-Atlantic colonies and Virginia and South Carolina for the Southern colonies.

Religion: One of the most common misunderstandings about the motivations for settlement is that they all came for religious reasons. Although the Plymouth and Massachusetts colonies were settled for religious purposes, most other settlers came to the New World to get land, economic and social standing. The impact of religion in the English colonies was that it defined which groups of Englishmen settled the region. The first Pilgrims and Puritans sought religious freedom for themselves but not for religious freedom for other regions. There was very little religious tolerance in New England. This is a common misconception. Puritans were trying to create a "city on the hill," a community that England could emulate. Their model of godliness. They did not want their model community defiled by religious beliefs, so they exiled dissenters such as Roger Williams and Anne Hutchinson. Persecuted Quakers. Religion played a large role in the cultural development of New England. There was more religious diversity and tolerance in the Mid-Atlantic colonies; however, it was also limited. Pennsylvania was founded by Quaker William Penn. Quakers believed that everyone had an inner light and this belief fostered tolerance. The Act of Toleration in Maryland

USHC 1.1

It is not essential for students to know:

Students need not know the details of the settlement and development of each colony within a region in British North America. Students need not understand the specific religious principles or practices of each religious group, the importance of the Half Way Covenant, or the religious implications of the Salem Witch Trials. They need only a very general understanding of the Great Awakening, not that this revival led to the split of churches into the Old Lights and the New Lights or that it resulted in the founding of new religious groups in America such as the Methodists and Baptists or that it promoted religious tolerance and egalitarianism that laid a foundation for the American revolution. They do not need to know that the religion of the backcountry of the English colonies was influenced by the migration of the Scotch Irish who brought Presbyterianism with them nor that the democratic nature of the Scotch Irish who shaped the political culture of this region. Although students should understand the tension between different groups within the colonies, they need not remember the details of Bacon's Rebellion or the Stono Rebellion. They need not know the organizations of royal control for the English colonies nor the differences of political organization of the various colonies. They need not know about the creation of the Dominion of New England nor its overthrow. They need not remember all of the products of each British colonial region nor the goods traded on each leg of the so-called triangular trade routes. They need not remember the specific acts that enforced mercantilism or the different ways in which mercantilism affected colonies in different regions. They do not need to know that Adam Smith's *Wealth of Nations* was an attack on mercantilism.

Social Studies Literacy Skills for the Twenty-First Century

- Analyze and draw conclusions about the location of places, the condition at places and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments could require students to be able to:

- Understand. Construct meaning from instructional messages, including oral, written, and graphic communications.
- Interpret
- Exemplify

Changes for SC-Alt

Social Studies Literacy Skills for the Twenty-first Century
A Continuum of Social Studies Literacy Elements

K-3	4/5	6-8	High School
Distinguish between past, present and future time.	Establish chronological order in reconstructing an historical narrative.	Explain change and continuity over time and across cultures.	Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and extrapolate into the future.
Measure and calculate calendar time.	Create and interpret data on time lines	Interpret parallel time lines from different places and cultures.	Trace and describe continuity and change across cultures.
Identify cause and effect relationships.	Identify and explain cause and effect relationships	Identify and explain multiple causation and multiple effects	Assess the relative importance of multiple causes on outcomes.
Differentiate between fiction and informational text and primary and secondary sources.	Identify multiple points of view/biases and ask questions that clarify points of view.	Evaluate multiple points of view/biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.	Evaluate the validity of points of view/biases using evidence and sound reasoning.
Explain the difference between fact and opinion.	Explain the difference between fact and opinion, evidence and argument.	Analyze evidence, arguments, claims and beliefs.	Analyze and evaluate evidence, arguments, claims and beliefs.
Interpret information from a variety of social studies resources.*	Utilize different types of media to synthesize social studies information from a variety of social studies resources*	Select or design appropriate forms of social studies resources* to organize and evaluate social studies information.	Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.
Identify maps, mental maps and geographic models as	Construct maps, mental maps and geographic	Interpret Earth's physical and human	Represent and interpret Earth's physical and

*Social Studies resources include the following: text, calendars, time lines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

We tend to think of assessment as this:

Student Name: _____



South Carolina
End-of-Course Examination
Program

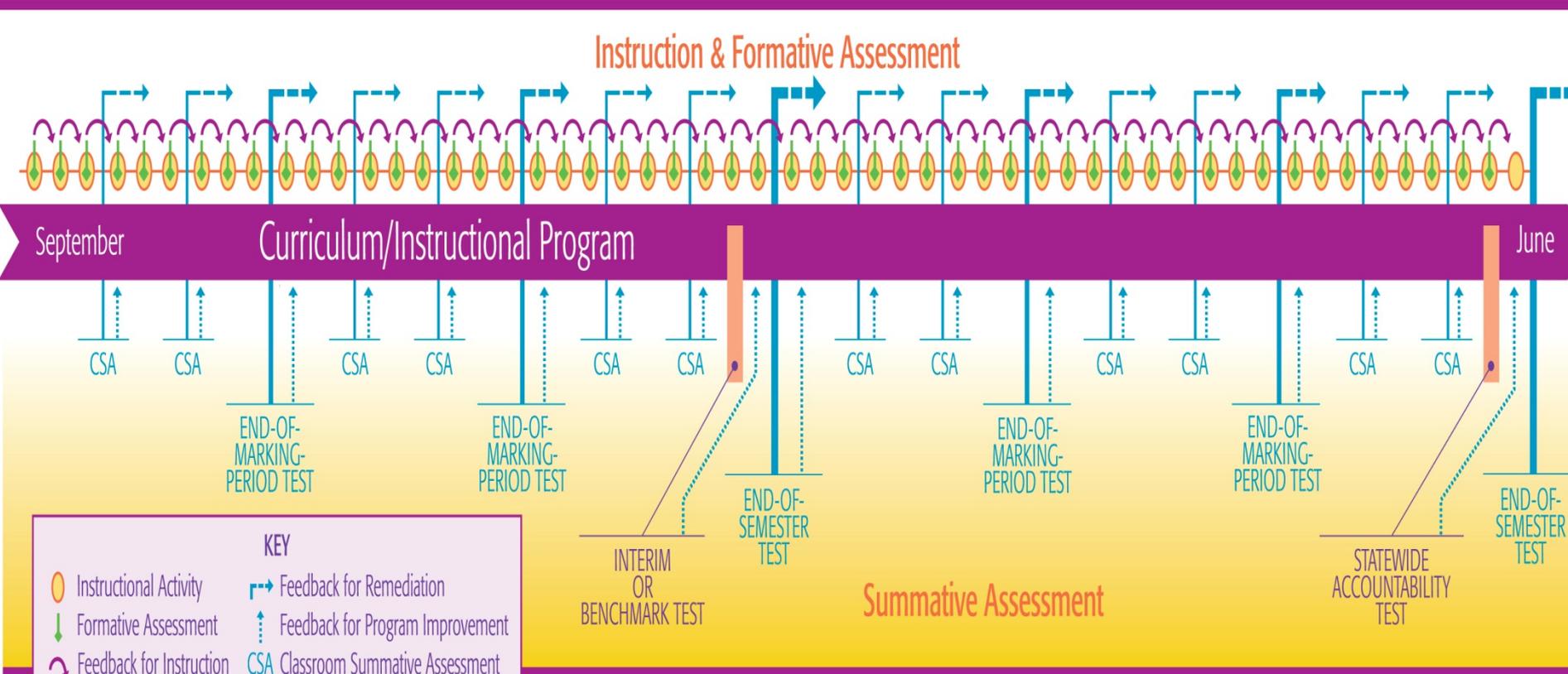
United States
History and the Constitution

December 2012–
January 2013

RECEIVED
NOV 05 09:00
By: PS

Form 180
State Assessment System SCDE-12-0001

Large-scale statewide accountability tests are only a part of the total picture



Stuart Kahl, Measured Progress

To further insure student success on EOCs,
make sure classroom and district assessments
mirror
SC's statewide assessments.



But first,

a quick reminder

of what we all should know...



The 1998 Education Accountability Act mandated the creation of the End of Course Examination Program (EOCEP).

State Board of Education Regulation 43-262.4 states that students scheduled to complete one of the **gateway** or **benchmark** courses for high school credit must take the EOCEP test when they complete the class.

EOCEP is

- counted as 20% of the final course average;
- standards-based and all multiple choice;
- available as an online assessment;
- 55 items long, except for Mathematics (50);
- rapid, with results delivered within 36 hours of receipt by the scoring center;
- un-timed, but about 90 minutes is the estimated administration time; and
- composed of a range of item difficulties.

EOCEP grades are expressed on the State Uniform Grading Scale.

- A: **93-100**
 - B: **85-92**
 - C: **77-84**
 - D: **70-76**
 - F: **69 or below**
- Students receive both a numeric and letter grade.

The blueprint can be found on the Office of Assessment Web page.

Blueprint for South Carolina End-of-Course Examination Program (EOCEP) United States History and the Constitution

Administration

Although not timed, the tests are designed for a 90-minute period. This includes the time it takes to administer and complete the test.

Construction of the Test

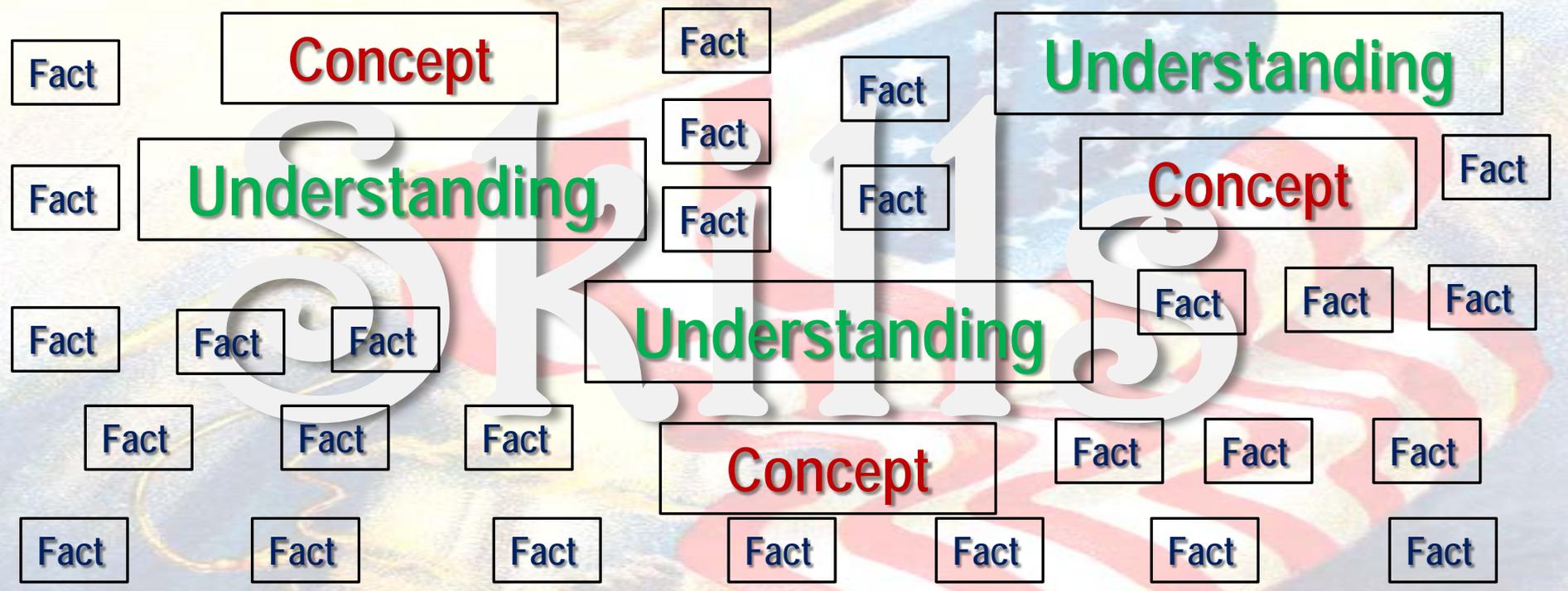
1. The test consists of 55 multiple-choice items.
2. The items will cover a range of difficulty levels.
3. Each item will be linked to the South Carolina Academic Standards for United States History and the Constitution.
 - There are 8 standards, each with up to 7 indicators.
 - The end-of-course examination will consist of approximately 6 to 8 assessment items per standard. Every indicator will usually, but not necessarily, be assessed on each examination form.

Standard	Number of Indicators	Approximate Number of Items
1	7	6-8
2	4	6-8
3	5	6-8
4	6	6-8
5	5	6-8
6	4	6-8
7	6	6-8
8	6	6-8

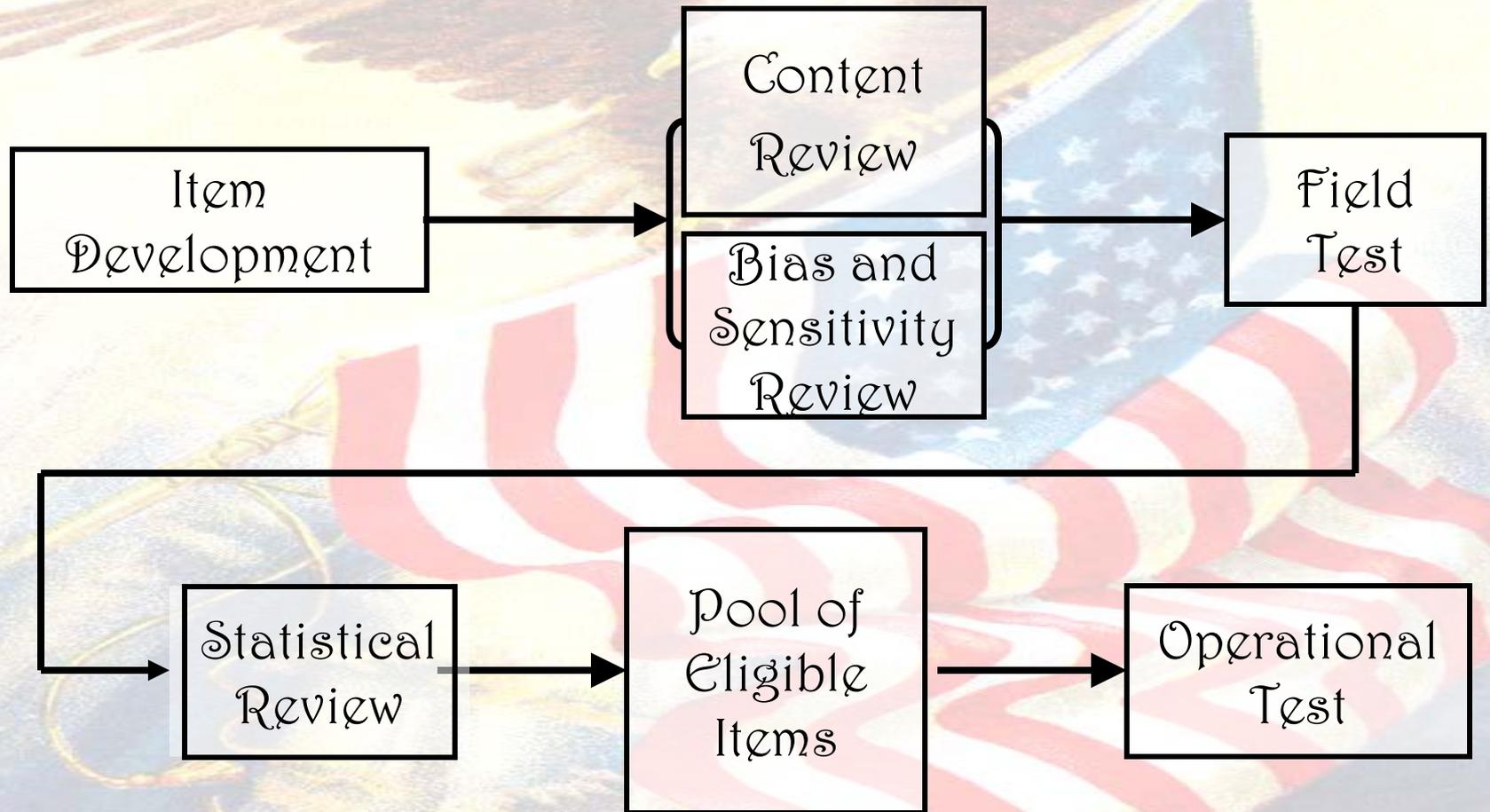
Back to that closely aligned idea...



What do we want to know? What do we want to know?



Test Development Process



Development of Items

Content Check: Each Item

- Assesses usually one objective and skill
- Assesses important aspects of the targeted objective or skill
- Assesses appropriate content and thinking skills
- Uses an appropriate reading level
- Is accurate and documented against reliable, up-to-date sources

Development of Items

The background of the slide features a detailed illustration of a bald eagle in flight. The eagle's wings are spread wide, and a large American flag is draped over its back, with the stars and stripes clearly visible. The eagle is set against a soft, hazy sky.

Stem/Question:

- is clearly and concisely stated
- avoids the use of negatives (not, except) and ambiguous words
- does not present clues to the correct answer choice

Development of Items

Linguistically accessible to the widest range of students

- Use commonly used words
- Use grade appropriate vocabulary
- Use grade appropriate sentence structure
- Avoid idiomatic speech and figurative language (unless being measured)
- Avoid technical terms unrelated to the content
- Avoid unnecessary words

Development of Items

Answer choices:

- are conceptually, grammatically, and syntactically consistent with the stem
- are homogeneous and parallel in content, style, structure, and length (or progress in length, or are paired in length—two long and two short)
- do not contain key words in the stem that would clue the correct answer
- do not use extreme modifiers (always, never)

Development of Items

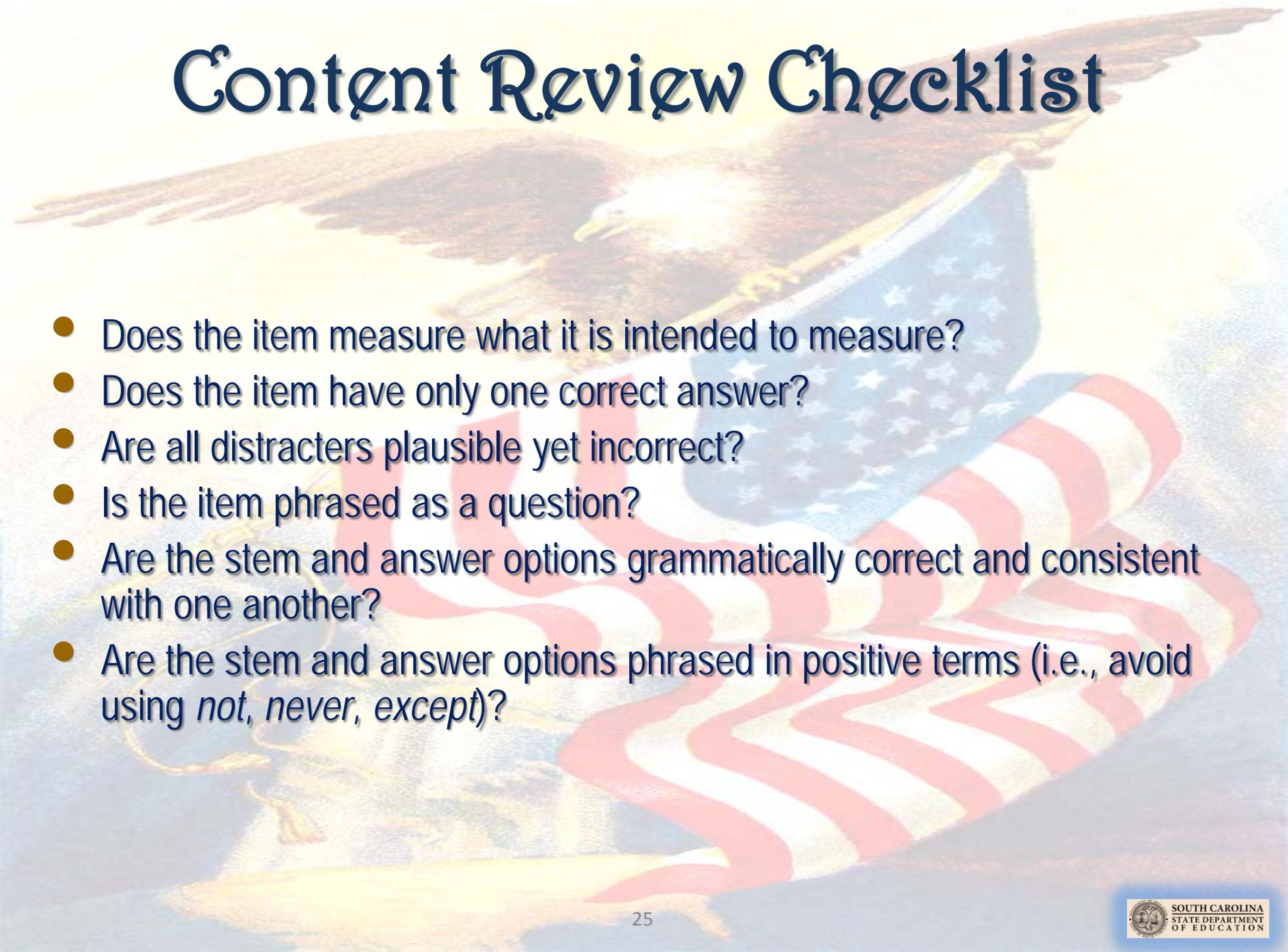
Correct answer of each item:

- is clearly correct and is the only correct answer choice
- cannot be obtained unless the student has the knowledge or skill being assessed
- cannot be obtained for the wrong reasons

Distracters of each item:

- are plausible and attractive to the student who has not mastered the objective or skill
- represent common misconceptions, errors, flawed process, or incomplete understanding
- are mutually exclusive
- are not partially correct
- are not markedly different or humorous

Content Review Checklist

The background of the slide features a large, detailed illustration of an eagle in flight. The eagle's wings are spread wide, and a large American flag is superimposed on its right wing, appearing as if it is being carried or held. The eagle's body is dark brown, and its head is white with a sharp beak. The overall scene is set against a light, hazy sky.

- Does the item measure what it is intended to measure?
- Does the item have only one correct answer?
- Are all distracters plausible yet incorrect?
- Is the item phrased as a question?
- Are the stem and answer options grammatically correct and consistent with one another?
- Are the stem and answer options phrased in positive terms (i.e., avoid using *not*, *never*, *except*)?

Content Review Checklist (continued)

- Do the stem and answer options use third person (i.e., do not use “you”)?
- Are the answer options arranged in a logical order (e.g., longest to shortest, numerical, chronological, alphabetical)?
- Do the answer options avoid using “none of the above,” “both A and C,” or “all of the above”?
- Is the verb tense consistent between the question and answer options?
- Are there any clues or repeated words used which may influence the student’s responses to other items?

Other Assessment Considerations...

- Tests are full of conventions to assist students.
 - Chronological order, [synonym], name and date citation, quote appropriateness/application-[W]hat, [I]n, [T]he
- Test is not an exact paraphrase of the support document, which would be recall. Understanding requires an interaction between the stimulus and the body of information and skills of the student being assessed.
- Read the entire question, carefully. Test is untimed.
- “In all test items, it was necessary to read the question rather than make inferences.”
- Practice skills.
 - Excerpt readings/political cartoons with attributes, definitions/inferences (entanglements), vocabulary building (“levying” or “imposing” taxes)

EOCEP Areas of Concern

- application of terms,
- explanations (why?),
- other's point of view,
- time periods/eras and placement of events,
- evolutionary change over time (civil rights),
- unions,
- the transcontinental railroad

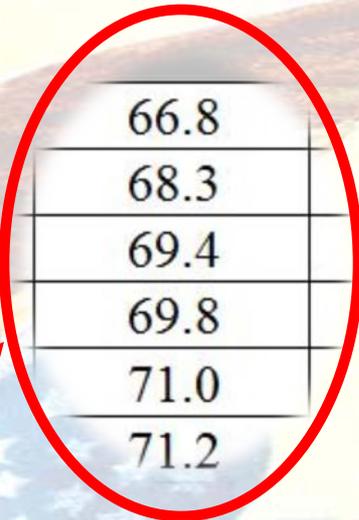
An eagle with wings spread, holding an American flag in its talons, flying over a landscape. The eagle is brown with a white head and neck. The flag is red, white, and blue with stars. The background is a soft, yellowish sky.

EOCEP USHC Assessment Results

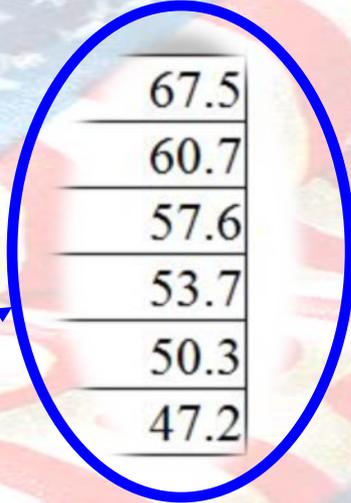
EOCEP Results
Percentages of Student Scores in Letter-Grade Equivalents

School Year	N	Mean Scale Score	A	B	C	D	F
Algebra I/Math Tech 2							
2002-03, Implementation			Not Available				
2003-04, Operational	57,861	79.4	16.6	16.2	25.3	21.4	20.5
2004-05, Operational	58,019	79.9	15.8	18.8	26.5	18.7	20.3
2005-06, Operational	60,409	79.6	17.0	15.1	26.7	22.5	18.7
2006-07, Operational	59,732	79.6	14.5	16.1	29.0	23.2	17.2
2007-08, Operational	60,015	79.1	14.5	16.8	22.9	24.1	21.7
2008-09, Operational	59,226	79.1	16.1	15.7	23.5	21.9	22.8
2009-10, Operational	57,992	80	15.3	19.3	26.7	18.8	19.8
2010-11, Operational	56,492	80.9	20.4	18.3	22.3	21.2	17.9
2011-12, Operational	57,618	81.0	20.0	19.5	22.5	19.7	18.3
English I							
2003-04, Implementation	55,902	72.3	6.6	12.8	18.6	20.4	41.6
2004-05, Operational	55,526	72.8	4.8	9.3	18.8	28.9	38.3
2005-06, Operational	59,000	76.1	10.9	15.1	23.6	19.9	30.5
2006-07, Operational	58,036	74.4	7.4	13.9	21.6	21.9	35.2
2007-08, Operational	58,302	76.3	11.9	15.6	23.6	17.3	31.6
2008-09, Operational	56,345	75.5	10.2	15.0	23.7	19.5	31.6
2009-10, Operational	55,112	76.9	8.4	17.8	27.2	20.3	26.3
2010-11, Operational	54,830	77.1	12.9	17.3	24.0	18.2	27.7
2011-12, Operational	55,930	78.2	13.4	20.8	20.6	19.3	25.0
Biology I/Applied Biology 2							
2003-04, Implementation	37,156	70.2	2.7	7.3	18.6	22.4	49.0
2004-05, Operational	38,491	72.8	4.8	9.3	18.8	28.9	38.3
2005-06, Operational	37,279	72.3	3.8	9.8	18.2	26.9	41.2
2010-11, Operational	51,514	77.6	20.6	13.9	16.3	17.3	32.0
2011-12, Operational	55,918	80.8	27.4	14.6	17.5	16.3	23.7
Physical Science							
2003-04, Implementation	45,721	65.5	2.2	4.9	10.1	16.9	65.9
2004-05, Operational	49,313	67.3	3.7	6.7	11.3	19.0	59.4
2005-06, Operational	52,784	69.2	6.6	8.2	13.4	17.9	53.4
2006-07, Operational	49,457	70.7	9.3	7.7	16.0	16.7	50.3
2007-08, Operational	50,182	72.1	9.3	10.6	16.9	18.2	45.0
2008-09, Operational	53,989	72.5	10.5	10.1	16.6	18.2	44.5
2009-10, Operational	55,957	74	14	10.3	17.9	16.6	40.9
2010-11, Operational	53,506	73.9	11.9	11.3	18.0	18.7	40.2
U.S. History and the Constitution							
2006-07, Implementation	41,747	66.8	1.0	3.4	9.9	15.1	67.5
2007-08, Implementation*	45,896	68.3	2.1	5.4	12.4	15.3	60.7
2008-09, Operational	47,62	69.4	2.0	5.1	14.6	20.8	57.6
2009-10, Operational	48,013	69.8	2.1	5.4	16.6	21.2	53.7
2010-11, Operational	47,724	71.0	2.9	8.2	16.9	21.6	50.3
2011-12, Operational	47,653	71.2	3.0	8.5	17.5	23.8	47.2

* The data included Fall 2007 and Spring 2008 only.



State average score increasing.



Fewer students scoring at the failing level.

- Superintendent
- Divisions / Offices ▶
- Executive Offices ▶
- State Board
- Staff Directory

- Accountability ▶
- Operations and Support ▶
- School Effectiveness ▶
- Adult Education
- Assessment
- Career and Technology Education
- Exceptional Children
- Federal and State Accountability
- Data Management and Analysis
- Student Intervention Services



March 21, 2013
Columbia, SC – Today South Carolina State Department of Education Mick Zais praised congressi... repeals a perpetual penalty related to the South Carolina's funding for the Individuals with Disabilities and Education Act (IDEA).



Home > Agency > Accountability > Assessment

Assessment

The mission of the Office of Assessment is to select or develop and administer high quality assessments of educational attainment that provide reliable information that can be used as the basis for drawing valid conclusions about examinees and that meet the highest standards of the educational measurement profession.

Programs & Services

- [Adoption List of Formative Assessments](#)
- [End-of-Course Examination Program](#)
- [English Language Development Assessment](#)
- [High School Assessment Program](#)
- [National Assessment of Educational Progress](#)
- [Palmetto Assessment of State Standards](#)
- [Precode](#)
- [Project Star](#)
- [South Carolina Alternate Assessment](#)
- [Testing Students with Disabilities](#)

Contact Information

Ms. Elizabeth Jones,
Director
1429 Senate Street
Suite 209-B
Columbia, SC 29201
Tel: 803-734-8295
E-mail: ejones@ed.sc.gov

Sections

[Psychometrics](#)
[Test Accommodations](#)
[Test Admin](#)
[Test Development](#)

U.S. History and the Constitution

[2012-13 Assessment Information](#) (revised August 2012) (pdf 64 KB)

[Academic Standards](#) (revised August 2011) (pdf 306 KB)

[Test Blueprint](#) (revised August 2011) (pdf 24 KB)

[Teacher's Guide With Sample Items](#) (revised August 2011) (pdf 251 KB)

[Release Items](#) (revised August 2011) (pptx 1.2 MB)

[Web-based Resources and Support Documents](#)

[Building Bridges Between Curriculum, Instruction and Assessment](#) (ppt 5.6 MB)

[From Knowledge to Understanding](#) (ppt 2.9 MB)

[Social Studies, Every Student, Every Day](#) (ppt 2.5 MB)

End-of-Course Examination Program (EOCEP)

EOCEP State Testing Window

Fall/Winter 2012-13 - December 3, 2012 - January 29, 2013

Spring 2013 - May 8 - June 10, 2013

Summer 2013 - June 24 - July 26, 2013

What is the EOCEP?

The Education Accountability Act of 1998 requires the development of end-of-course examinations in gateway or benchmark courses. The program is called End-of-Course-Examination Program (EOCEP).

The examinations, which count 20 percent of the students' final grade in each gateway or benchmark course, currently include Algebra 1/Math for the Technologies 2, English 1, U.S. History and the Constitution, and Biology 1/Applied Biology 2.

The final administration of the physical science end-of-course test was spring 2011.

All students must pass a high school credit course in science for which there is a state end-of-course assessment during their high school career. Currently that test is the Biology 1/Applied Biology 2 EOCEP test.

Who takes the EOCEP tests?

Contact Information

Algebra 1/Math for the Technologies 2
Harriet Pritchard 803-737-4276
HPritcha@ed.sc.gov

Biology 1/Applied Biology 2
Kathy Ortund 803-734-8529
KOrtlund@ed.sc.gov

English 1
Jenny Howard 803-734-0121
JYHoward@ed.sc.gov

U.S. History and the Constitution
Dr. Leslie Skinner 803-734-8532
LSkinner@ed.sc.gov

Education Associate

Office of Assessment
Dr. Susan Creighton,
1429 Senate Street
Suite 212-A
Columbia, SC 29201
Tel: 803-734-8535
E-mail: screight@ed.sc.gov

For Additional Information Contact:



Leslie Skinner, PhD, NBCT

Education Associate
Office of Assessment
803-734-8532

lskinner@ed.sc.gov