

EOCEP U.S. History and the Constitution 2015 Test Result Data

Areas of Strength

Based on statewide item analysis data, it appears that students

- were able to apply knowledge of American government to unfamiliar text
- have excellent knowledge of the colonial period
- are able to apply concepts of first political parties and judicial review to unfamiliar text.
- were strong in applying information from varied sources
- did a better job with questions on the Progressive movement than they did with questions on the earlier reforms movement (see next section)
- were strong in chronological eras of the end of the 19th century, the early 20th century, and World War II
- were clear about the differences between Dr. King and Malcolm X in their approach to attaining civil rights

Areas Needing Additional Attention

- Students need to practice using vocabulary words often associated with key concepts or the assessment of those concepts (for example, decentralization (of government); political alignment; significance of; discredited; subsidies; cheap money; disenfranchise)
- Instruction needs more focus on the positive legacies of the Articles of Confederation and the differences between the confederation and constitutional governments
- Instructors need to consider how topics of westward expansion and reforms are handled. Student performance indicates that students missed the connection between Jacksonian democracy and increased levels of voting. Texan independence continues to be confused with the Mexican War. Do students understand all reform movements and their early origins, or simply abolition?
- Student understanding should not be limited to simple association with the “Cross of Gold” speech. Other important concepts include the reason why farmers wanted inflation (“cheap money”) and why farmers preferred silver to the gold standard, especially in terms of their debt.
- Understanding the scope of America’s effort to become a world power should go far beyond Mahan’s advocacy of naval power.
- Students should be able to cite examples of behavioral trends of US policy (eg., US interference in China, Mexico, Cuba and Central America over time).
- The differences between the Johnson and Nixon administrations were not clear to students.
- General overall observations:

- “Much attention should be paid to the trends/patterns of behavior seen in the narrative of the story – each time a theme is revealed or reoccurs, it should be intentionally ascertained.”
- “There should be increased emphasis on economic concepts throughout the course.”
- “Remind students to carefully read the entire question and all distractors before answering.”
- “Teach students to look at all four quadrants of political cartoons.”
- “Make sure to view history from multiple standpoints/points of view, as people are affected in different ways by the same legislation, for example... grandfather clauses...”
- “Teach the process of history and make sure that the negative as well as the positive aspects are included.”
- “Teach the process of determining trends. Reading and interpreting quotes will help with this.”