



**SOCIAL STUDIES STANDARDS  
IMPLEMENTATION  
PLANNING SESSION  
(SSIT)**

**August 7- 9, 2012**

# AGENDA

- Expectations
- SSIT Responsibilities
- Standards Review
- Support Document Overview
- Assessment Update/Implications
- Using The Support Document
- Social Studies Resources

# SSIT RESPONSIBILITIES

- Participate in all SSIT meetings
- Facilitate training in your district
- Share information with colleagues

# **South Carolina Social Studies Academic Standards**



## **Review**

# The State of State U.S. History Standards 2011

By Sheldon M. Stern and Jeremy A. Stern

Foreword by Chester E. Finn, Jr. and Kathleen Porter-Weaver

FEBRUARY 2011



# Charge to Writing Panel

- Fewer
- Clearer
- Higher

# Fewer Standards

## *Kindergarten - Second Grade*

### 2005 Standards

- Kindergarten had 6
- Grade 1 had 6
- Grade 2 had 5
- **Total: 17**

### 2011 Standards

- Kindergarten now has 4
- Grade 1 now has 4
- Grade 2 now has 4
- **Total: 12**

# Standards

## *Third - Fifth Grade*

### 2005 Standards

- Grade 3 had 5
- Grade 4 had 6
- Grade 5 had 6
- **Total: 17**

### 2011 Standards

- Grade 3 retained 5
- Grade 4 retained 6
- Grade 5 retained 6
- **Total: 17**

# Fewer Standards

## *Sixth Grade - Eighth Grade*

### 2005 Standards

- Grade 6 had 6
- Grade 7 had 7
- Grade 8 had 7
- **Total: 20**

### 2011 Standards

- Grade 6 retained 6
- Grade 7 now has 6
- Grade 8 retained 7
- **Total: 19**

# Fewer Standards *High School*

## 2005 Standards

- US History had 10
- Economics had 8
- US Gov't had 5
- **Total: 23**

## 2011 Standards

- US History now has 8
- Economics now has 5
- US Gov't now has 4
- **Total: 17**

# CLEARER

- Fewer lists of people, places, and events
- Extraneous information removed from standards and indicators

# HIGHER

- Focus on Conceptual Understanding
- Social Studies Literacy Skills for the 21<sup>st</sup> Century

# Revised Organization of the Standards

- Standards for nine grade levels (K-8)
- Standards for three required high school courses
- Standards for elective course in World Geography
- Standards for elective course World History
- Standards for Global Studies I & II - removed

# Revised Organization (continued)

- An *Enduring Understanding* to identify the main idea or central concept of each standard
- *Social Studies Literacy Skills for the 21<sup>st</sup> Century* provided for each standard

**Grade 7**  
**Contemporary Cultures: 1600 to the Present**

**Standard 7-2:** The student will demonstrate an understanding of the concept of limited and unlimited governments in the seventeenth and eighteenth centuries.



**Enduring Understanding**

The relationship between citizens and their government is a fundamental component of political rule. In order for students to understand the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good by government, students will be able to...

**Indicators**

- 7-2.1 Analyze the characteristics of limited and unlimited governments and absolutism that existed in Europe in the 1600s and 1700s.
- 7-2.2 Explain how the Scientific Revolution challenged authority and influenced the Enlightenment philosophers, including the importance of the use of reason, and challenges to the Catholic Church.
- 7-2.3 Analyze Enlightenment ideals of Locke, Rousseau, Montesquieu, and Voltaire that challenged absolutism.
- 7-2.4 Explain the effects of the English Civil War and the Glorious Revolution on the monarch's power in England and the growth of limited government.
- 7-2.5 Explain how the Enlightenment influenced the American and French Revolutions leading to the formation of limited forms of government.



**Social Studies Literacy Skills for the 21<sup>st</sup> Century**

- Explain change and continuity over time and across cultures.
- Understand responsible citizenship in relation to the state, national and international communities.
- Evaluate multiple points of view/biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

**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

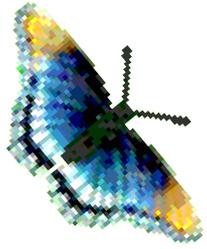
**\*Social Studies resources include the following:** texts, calendars, time lines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs,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

# Survey feedback led to the following changes in the standards...

- Focus of 3<sup>rd</sup> grade standards *returned* to SC history rather than the four social studies strands
- More geography included in K-8
- Standards written for an elective geography course in high school

# Survey feedback led to the following changes in the standards...

- Fewer standards in the US History and the Constitution course
- Study of the Holocaust enhanced in grade 7 and high school courses

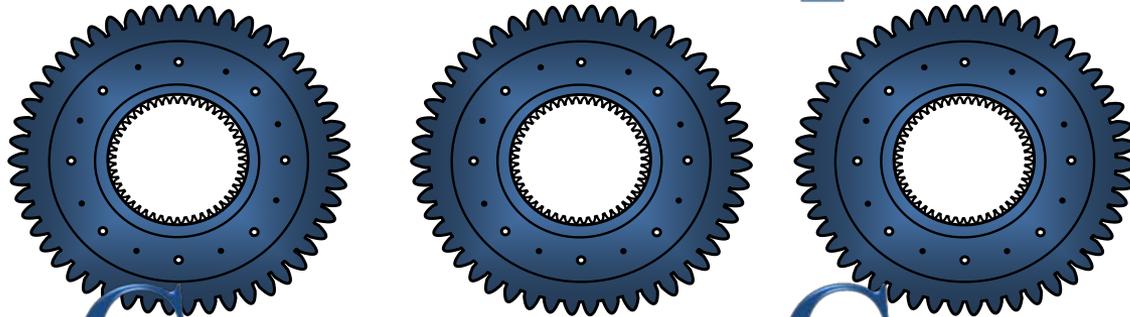


# **Social Studies Assessment Update**

**Summer 2012**



As we Gear Up for the



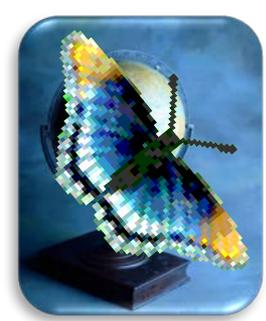
Common Core

# In ELA and Math



# Expect Change





## **For Common Core State Standards (CCSS), Assessment = Smarter Balanced (SBAC) for ELA and Math in SC**

- Consortium assessments fully implemented in 2014-15
- Ongoing development with plans for pilot and field testing in consortium states in years prior to implementation
- Test development progress traceable through regular website updates or monthly e-newsletter signup on website
- SCDE assistance through CCSS workshops and resource webpage

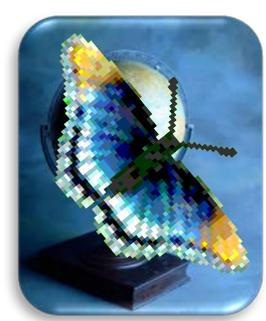


## Assessment and Teaching – Preparing for the Common Core in ELA and Math

- For PASS Testing in 2012-13, teachers should address ALL of the current standards (2007-Math, 2008-ELA).
- Teachers must look to CCSS to find skills that might be skipped in transition.
- In 2013-14, “overlap” assessments administered, but more than “overlap” should be taught.

Thus

- Long before CCSS impacts large-scale assessment, it must impact teaching.
- If ONLY Assessment drives instruction, students will miss learning many skills.
- Preparation (and change!) should have already begun!



## Which will lead to change – such as:

- Higher expectations/results
- Greater content collaboration
- Enhanced attention to cross- curricular learning applications
- More advanced assessments



**The more things change, however ...**

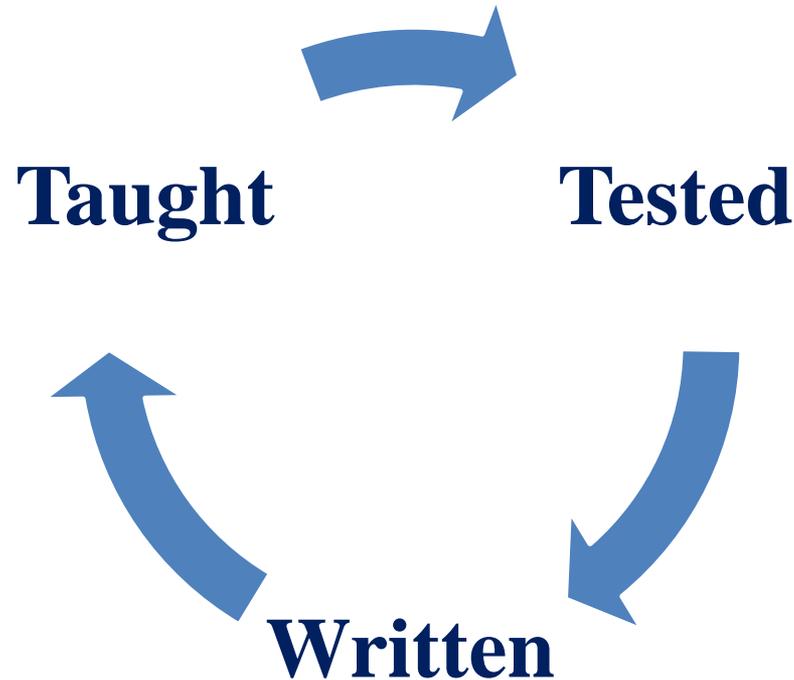


... the more they stay the same.





# Philosophy of Design



**with a focus on understanding**



# 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 Science / Social Studies Processes

## Social Studies

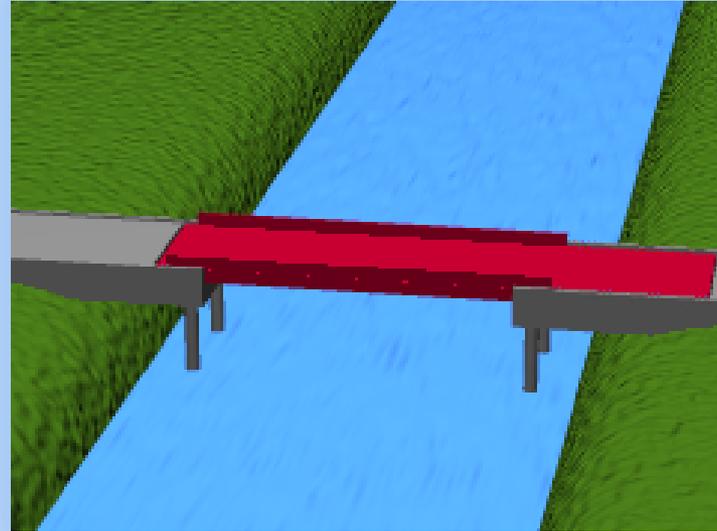
- Jan 2010-August 2011-Social Studies Academic Standards development
- 2011-2012 –New (2011) Social Studies standards in classrooms, bridge (in-common) assessments, Support Document developed
- 2012-2013-Social Studies Assessments based solely on 2011 Standards

## Science

- Spring 2012-Fall 2013-Science Academic Standards development
- 2014-2015- New (2013) Science standards in classrooms/bridge (in-common) assessments
- 2015-2016 –Science Assessments based solely on 2013 standards

A colorful butterfly sculpture, possibly made of glass or mosaic, is positioned on a globe. The butterfly has vibrant blue, yellow, and black wings. The globe is partially visible behind it, showing the Americas.

**In 2008 we worked to convince teachers that the Support Document would help bridge content and cognitive level in SC classrooms to SCDE expectations.**



**In 2012, since we already had “believers” who were clamoring for the document, we needed to continue to live up to everyone’s high expectations!**

# 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.



# Crosswalk



## Grade 3: South Carolina Studies

<p><b>New Standard: 3-1</b> The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.</p>	
<p><i>Old Standard (2005): 3-1</i> The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.</p>	
<p><b>Enduring Understanding:</b> People utilize, adapt to, and modify the physical environment to meet their needs. They also identify regions based on geographic and human characteristics to help them interpret Earth's complexity. To understand how people interact with the physical environment, the student will utilize the knowledge and skills set forth in the following indicators:</p>	
New Indicator	Old Indicator (2005)
<p><b>3-1.1</b> Categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources.</p>	<p><b>3-1.3</b> Categorize the six geographic regions of South Carolina—the Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their different physical and human characteristics. (G)</p>
<p><b>3-1.2</b> Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.</p>	<p><b>3-1.1</b> Identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions. (G)</p>
<p><b>3-1.3</b> Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on <b>population distribution</b>, patterns of migration, access to natural resources, and economic development.</p>	<p><b>3-1.4</b> Explain the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development. (G, E, H)</p>

# Crosswalk



## United States History and the Constitution

**New 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.

**Old Standard (2005): USHC-1** *The student will demonstrate an understanding of the settlement of North America.*

**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 experiences. To understand this evolution of **democracy** and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators:

New Indicator	Old Indicator (2005)
<p><b>USHC-1.1</b> Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.</p>	<p><b>USHC-1.1</b> Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences. (H, E, P, G)</p>
<p><b>USHC-1.2</b> Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the <b>rule of law</b> as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British <b>Parliament</b> over the right to tax that resulted in the American Revolutionary War.</p>	<p><b>USHC-2.1</b> Summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors. (P, H)</p> <p><b>USHC-2.5</b> Analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters. (P, H)</p>
<p><b>USHC-1.3</b> Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.</p>	<p><b>USHC-2.2</b> Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large. (H, P, E)</p>
<p><b>USHC-1.4</b> Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.</p>	<p><b>USHC-2.3</b> Explain the development and effectiveness of the Articles of Confederation. (H, P)</p> <p><b>USHC-2.4</b> Summarize the creation of a new national government, including the new state constitutions, the country's economic crisis, the Founding Fathers and their debates at the Constitutional Convention, the impact of the Federalist Papers, and the subsequent ratification of the Constitution. (H, P)</p>



...\_SouthCarolina.pdf - Adobe Reader  
New Document Tools Window Help  
1 / 3 102% Find

# SOUTH CAROLINA • U.S. HISTORY



GRADE	SCORES	TOTAL SCORE
<b>A</b>	Content and Rigor 7/7 Clarity and Specificity 3/3	<b>10/10</b>

## Overview

South Carolina has supplemented its already solid U.S. history standards with extraordinary, narrative "curriculum support" documents. The support texts not only outline what should be covered, but also explain the actual history in depth, maintaining a nuanced, sophisticated, and balanced approach throughout. The result sets a new bar for what states can accomplish: The combined standards and support texts earn the distinction of being the best U.S. history standards in the nation at this time.

## Goals and Organization

South Carolina has adopted a highly unusual two-part structure for its social studies standards.

The *Academic Standards* themselves provide grade-specific outlines for grades K–8, and for four high school courses: global studies, United States history and the Constitution, economics, and United States government. Each grade or course is provided with a numbered series of thematic/chronological "standards," each of which is followed by specific "indicators," or content expectations. Four "strands"—history, geography, political science/government, and economics—are invoked, but content is *not* broken up among them. Instead, relevant strands are noted parenthetically at the end of each indicator. Sample classroom exercises are also offered for selected indicators.

DOCUMENTS REVIEWED\*

**South Carolina Social Studies Academic Standards, U.S. history segments (2005)**  
*Accessed from:*  
<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/ss/documents/ginezsocialstudiesstandards.pdf>

**South Carolina Academic Standards Curriculum Support: Social Studies, K–12, U.S. history segments (2008)**  
*Accessed from:*  
[http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social\\_studies/social.html](http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/social.html)

Microsoft PowerPoint ...  
SOSS\_USHistory\_Sou...



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). They 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. Students should understand the complexities of motivations for settlement and how these 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, Virginia, 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 varied. In New England, 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 would 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 brought 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 the Dominion 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**



# What should we Assess?

What do we want students to learn?

What will students retain from their learning?

Fact Fact Fact Fact Fact Fact Fact Fact Fact Fact

Fact **Concept** Fact Fact **Understanding**

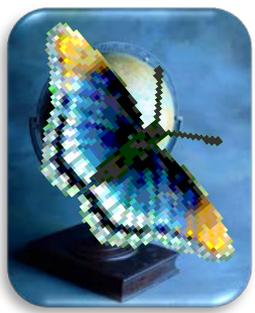
Fact **Understanding** Fact Fact **Concept** Fact

Fact Fact Fact **Understanding** Fact Fact Fact

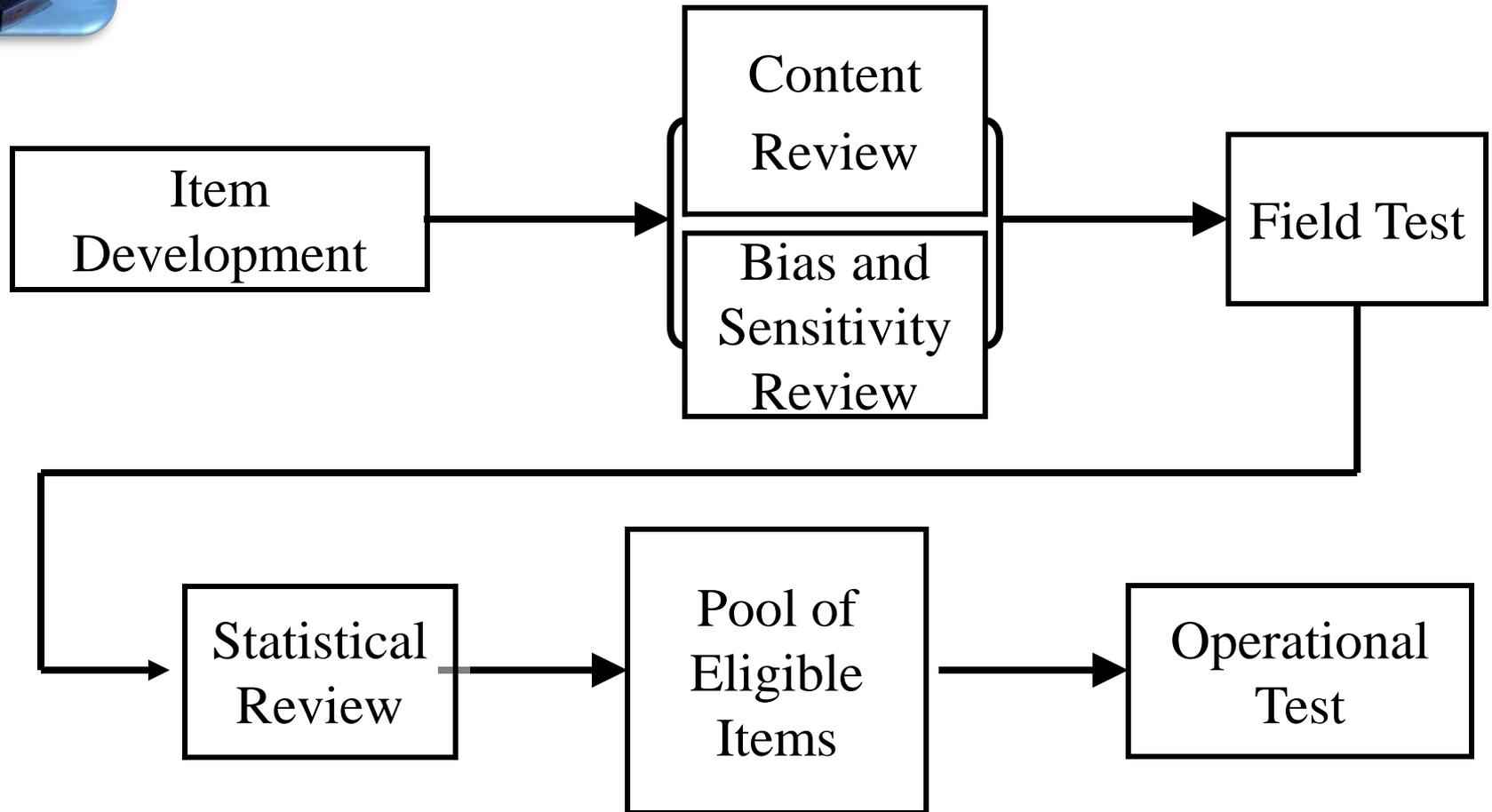
Fact Fact Fact **Concept** Fact Fact Fact

Fact Fact Fact Fact Fact Fact Fact

**Skills**



# 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

## 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

- 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?



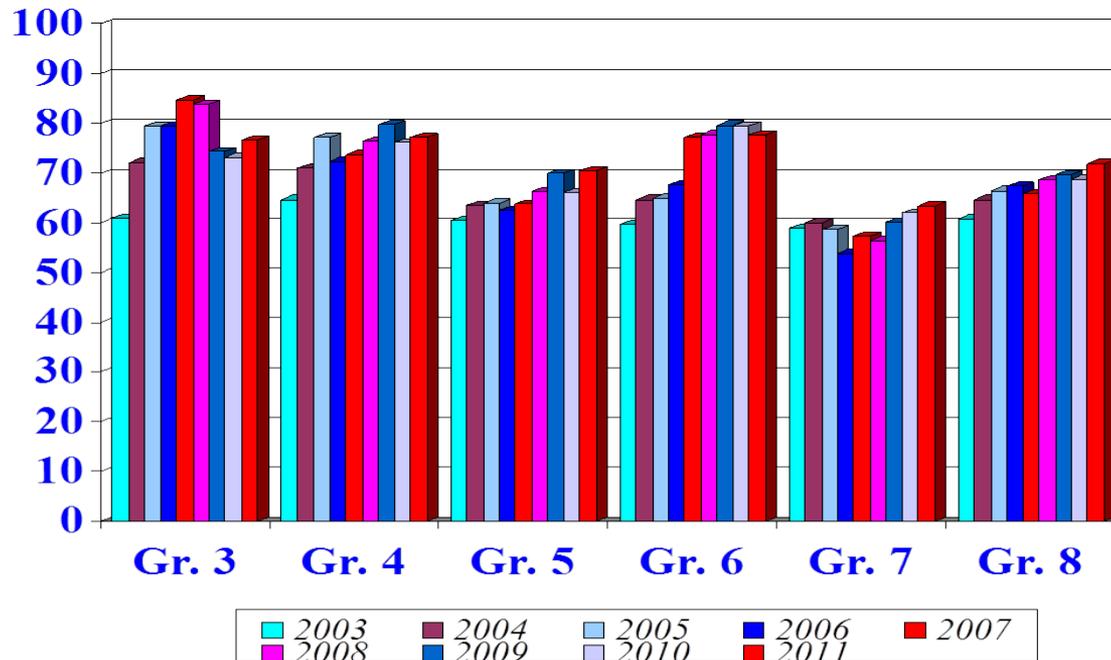
# Other assessment considerations...

- 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)



- **PASS** - reasons for migration or staying, mother countries and settlement patterns, cause and effect, etc., origins of religions, what court cases ruled, Charleston Tea Party
- **EOCEP** - application of terms, explanations (why?), other's point of view, unions, evolutionary change over time (civil rights), ability to predict

# PACT (2003-8)/PASS(2009-Present) Social Studies Percent Passing



# State Scores by Year Comparison - PASS

2009

Social Studies							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	27380	25.6	43.2	31.2	74.4	632.7	50.0
4	53240	20.2	52.1	27.7	79.8	640.4	49.9
5	26219	30.0	42.4	27.6	70.0	625.7	50.0
6	25971	20.4	55.7	23.9	79.6	639.8	50.0
7	51633	39.8	32.5	27.8	60.2	617.1	50.0
8	26027	30.4	40.3	29.3	69.6	626.8	50.0

2010

Social Studies							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	27347	26.8	41.6	31.6	73.2	633.4	51.5
4	54979	23.8	48.9	27.2	76.2	641.2	52.7
5	26727	33.9	41.7	24.4	66.1	624.2	49.7
6	26496	20.6	51.0	28.4	79.4	642.8	50.1
7	52148	38.0	33.3	28.7	62.0	620.5	50.5
8	25663	31.2	35.7	33.1	68.8	631.2	54.1

T  
o  
t  
a  
l  
s

# State Scores by Year Comparison - PASS

2011

Social Studies							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	26750	23.4	39.2	37.4	76.6	636.5	49.0
4	54995	22.9	48.4	28.6	77.1	643.0	52.8
5	27654	29.6	39.5	30.9	70.4	629.3	53.7
6	27071	22.4	46.7	30.9	77.6	644.7	53.8
7	53441	36.6	30.6	32.9	63.4	624.6	51.6
8	26070	28.1	34.6	37.3	71.9	635.2	55.7

T o t a l s



# In High School US History Courses

- Average year-end assessment scores are increasing.
- The number of students passing year-end assessments is increasing.
- Scores on US History Assessments are better than those in comparable Physical Science examinations.

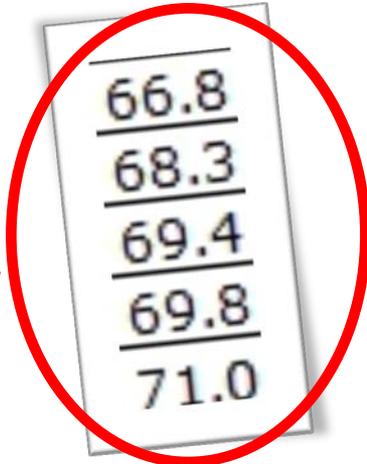


**EOCEP Results**  
**Percentages of Student Scores in Letter-Grade Equivalents**

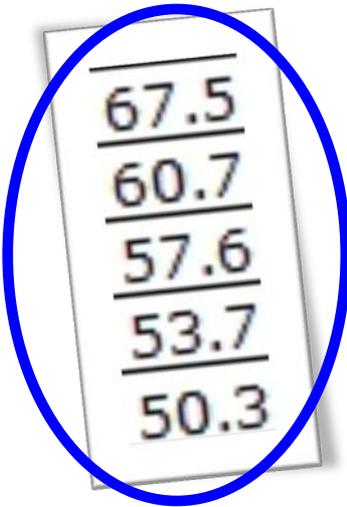
School Year	N	Mean Scale Score	A	B	C	D	F
<b>Algebra 1/Math Tech 2</b>							
2002-03, Implementation			Not Available				
2003-04, Operational	57,861	79.4	16.6	16.2	25.3	21.4	20.5
2004-05, Operational	58,019	79.9	15.8	18.8	26.5	18.7	20.3
2005-06, Operational	60,409	79.6	17.0	15.1	26.7	22.5	18.7
2006-07, 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
<b>English I</b>							
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	27.5
<b>Biology I/Applied Biology 2</b>							
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
2006-10, Operational	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2010-11, Operational	51,514	77.6	20.6	13.9	16.3	17.3	32.0
<b>Physical Science</b>							
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	8.6	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	10.7	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	14.4	10.3	17.9	16.6	40.9
2010-11, Operational	53,506	75.3	11.9	11.3	18.0	18.7	40.2
<b>U.S. History and the Constitution</b>							
2006-07, Implementation	41,747	66.8	1.0	3.4	9.9	18.1	67.5
2007-08, Implementation	45,896	68.3	2.1	5.4	12.4	19.5	60.7
2008-09, Operational	47,621	69.4	2.0	5.1	14.6	20.8	57.6
2009-10, Operational	48,017	69.8	2.1	5.4	16.6	22.2	53.7
2010-11, Operational	47,724	71.0	2.9	8.2	16.9	21.6	50.3

Implementation - scores not counted      Operational - scores count 20% of final grades

2010-11 Operational	41,554	71.0	3.0	8.5	10.0	17.0	20.3
2009-10 Operational	48,013	69.8	3.1	2.4	10.0	15.5	23.1
2008-09 Operational	41,051	68.4	3.0	2.1	14.0	10.8	21.0
2007-08 Implementation	42,880	68.3	3.1	2.4	15.4	18.2	60.3
2006-07 Implementation	41,343	66.8	1.0	3.4	9.9	18.1	67.5
<b>U.S. History and the Constitution</b>							
2010-11 Operational	23,200	73.0	11.0	11.3	18.0	18.1	40.3
2009-10 Operational	21,521	74	14.4	10.3	17.9	16.6	40.9
2008-09 Operational	23,889	72.5	10.5	10.1	16.6	18.2	44.5
2007-08 Operational	20,182	72.1	9.3	10.7	16.9	18.2	45.0



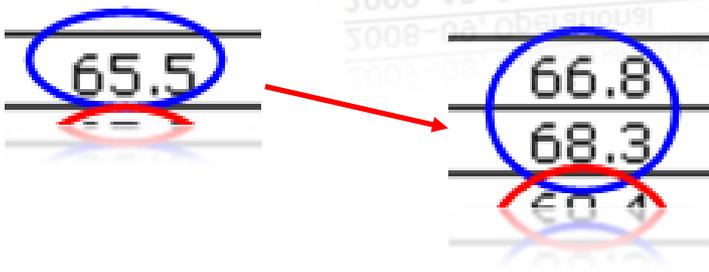
State average score increasing.



Fewer students scoring at the failing level.



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	8.6	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	14.4	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	18.1	67.5
2007-08, Implementation	45,896	68.3	2.1	5.4	12.4	19.5	60.7
2008-09, Operational	47,621	69.4	2.0	5.1	14.6	20.8	57.6
2009-10, Operational	48,017	69.8	2.1	5.4	16.6	22.2	53.7
2010-11, Operational	47,724	71.0	2.9	8.2	16.9	21.6	50.3
Implementation - scores not counted		Operational - scores count 20% of final grades					



Comparison of Physical Science to U.S. History Implementation



Comparison of Physical Science to U.S. History Operational



SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION

Facebook
Twitter
YouTube

I'm Looking For?
Agency
Programs & Services
Research Portal
Contact
Login
Help

**State of South Carolina**  
*Governor's Proclamation*

**Teacher Appreciation Week**

Tuesday, May 8, 2012

When I think back to all my days as a student, I can remember clearly the faces of the teachers who inspired me. The ones who pushed me to explore new interests, the ones who enabled me to succeed. Effective teachers are crucial to ensuring that today's students are prepared to become tomorrow's leaders.

*Mark E. Zais*  
Governor













**Students**



Ensuring every South Carolina student acquires an education that provides the knowledge, skills, and attitudes to succeed in careers or college as a contributing member of society.

**Parents**



Providing every parent the opportunity to choose a school with the environment and curriculum that best fits the needs, abilities, and aspirations of his or her child.

**Teachers**



Providing schools that are led by effective principals and effective teachers.

**Agency Staff Directory**  
Contact information for agency employees.

---

**News Archive**  
Archived news releases from 2001 - 2012.

---

**State Board of Education**  
View current and past agendas, minutes, and video broadcasts.

---

**Podcasts**  
Download South Carolina Department of Education podcasts for use on either your portable media player or on your computer.

---

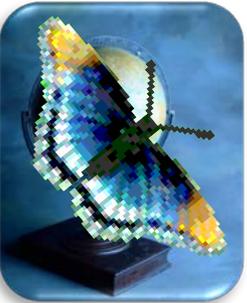
South Carolina Department of Education

 **Join us for a meeting of the South Carolina Dyslexia Task Force.** The meeting will be webstreamed live at 1 p.m. [sde.com/TCDF](http://sde.com/TCDF)

[Manage my social media](#)

 [Join the conversation](#)

54



**SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION**

Search ed.sc.gov  Go

[f](#) [t](#) [You Tube](#)

**I'm Looking For?** **Agency** **Programs & Services** **Research Portal** **Contact** [Login](#) [Help](#)

- 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

by 2, 2012

State Superintendent of Education Mick Z... following statement after the General Ass... the conference report accompanying H.32... strengthen public charter schools in South Carolina, on Tuesday, May 1.

**SCHOOL DIRECTORY**

**ESEA Flexibility Waiver**



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](mailto:ejones@ed.sc.gov)

### Sections

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



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

Search ed.sc.gov

[f](#) [t](#) [You Tube](#)

**I'm Looking For?** **Agency** **Programs & Services** **Research Portal** **Contact** [Login](#) [Help](#)

Home > Agency > Programs services > 45 > Palmetto Assessment of State Standards (PASS)

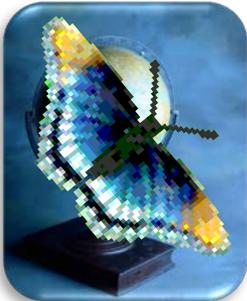
## Palmetto Assessment of State Standards (PASS) Grades 3-8

### PASS 2012 Key Dates

December 5 - January 13	Online Enrollment
December 15 - January 19	Precode
February 21 - 23	WebEx Pretest Training Sessions
March 6 - 15	Precode Update

**Contact Information**  
[Office of Assessment](#)  
Dr. Susan Creighton,  
Education Associate  
1429 Senate Street  
Suite 212-A  
Columbia, SC 29201  
Tel: 803-734-8535  
E-mail: [screight@ed.sc.gov](mailto:screight@ed.sc.gov)

**Sections**  
[Writing](#)  
[ELA \(Reading\)](#)  
[Mathematics](#)  
[Science](#)  
[Social Studies](#)



Home > Agency > Programs services > 45 > PASS Social Studies Tests

## PASS Social Studies Tests for Grades 3-8

The *2011 South Carolina Social Studies Academic Standards* were approved for use by the State Board of Education on August 18, 2011. Implementation of these new standards in classroom instruction will begin immediately (i.e., during the 2011-12 school year).

Like the standards development procedure, state assessment policy follows a gradual process that not only ensures teachers and students sufficient opportunity to work with the new standards prior to testing, but also provides adequate time for test development addressing newly created standards to occur. During the 2011-12 school year, state assessment measures of social studies in grades 3-8 (PASS) will only include items that align to both the 2005 (old) and 2011 (new) South Carolina Social Studies Academic Standards.

The Office of Assessment has created a number of resources to provide educators with guidance in aligning their old curriculum to the new curriculum and in understanding the content of the PASS tests. These items include a crosswalk document for each grade, test blueprints, and realigned released items. These resources can be found on this page of the SCDE Web site.

Please contact Dr. Leslie Skinner at 803-734-8532 or [lskinner@ed.sc.gov](mailto:lskinner@ed.sc.gov) with questions regarding social studies assessment or Lewis Huffman at 803-734-0322 or [lhuffman@ed.sc.gov](mailto:lhuffman@ed.sc.gov) with questions regarding social studies standards.

Crosswalk Document by Grade (added August 2011)

<a href="#">Grade 3</a>	<a href="#">Grade 4</a>	<a href="#">Grade 5</a>	<a href="#">Grade 6</a>	<a href="#">Grade 7</a>	<a href="#">Grade 8</a>
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

For all grade levels, the PASS social studies tests consist of multiple-choice items only. Click on the links below for the test blueprint and sample items.

[Social Studies Test Blueprint for Grades 3-8](#) (revised August 2011) (62 Kb PDF)

Social Studies Sample Items by Grade (updated August 2011)

<a href="#">Grade 3</a>	<a href="#">Grade 4</a>	<a href="#">Grade 5</a>	<a href="#">Grade 6</a>	<a href="#">Grade 7</a>	<a href="#">Grade 8</a>
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

All students in grades 4 and 7 take the social studies test. Students in grades 3, 5, 6, and 8 take either the social studies or science test. Approximately half of the students in each of those grades are tested in social studies, and the other half are tested in science.

**The items on the grades 3 PASS social studies test are NOT read aloud to students.**

### Contact Information

*Office of Assessment*  
Dr. Susan Creighton,  
Education Associate  
1429 Senate Street  
Suite 212-A  
Columbia, SC 29201  
Tel: 803-734-8535  
E-mail: [screight@ed.sc.gov](mailto:screight@ed.sc.gov)

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](mailto:ejones@ed.sc.gov)

### Sections

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



## U.S. History and the Constitution

- [2011-12 Assessment Information](#) (Added August 2011) (pdf 61 KB)
- [Academic Standards](#) (revised August 2011) (pdf 306 KB)
- [USHC Crosswalk Document](#) (Added August 2011) (pdf 88 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)

- [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)

### What is the EOCEP?

The Education Accountability Act of 1996 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.

Beginning with the 2010-11 school year, all students must have taken the Biology 1/Applied Biology 2 EOCEP test by the end of their second year after their initial enrollment in ninth grade.

### Who takes the EOCEP tests?

All public middle school, high school, alternative school, virtual school, adult education, and home school students who are enrolled in courses in which the academic standards corresponding to the EOCEP tests are taught, regardless of course name or number, must take the appropriate tests.

### When are the EOCEP tests administered?

Each examination will be administered to the students at the end of the semester in which they are scheduled to complete the course.

### Contact Information

[Office of Assessment](#)  
Mr. Lane Peeler,  
Education Associate  
1429 Senate Street  
Suite 212-C  
Columbia, SC 29201-3799  
Tel: 803-734-6262  
E-mail: [lpeeler@ed.sc.gov](mailto:lpeeler@ed.sc.gov)

### Sections

- [Spring 2012 TAM](#) (3.8 Mb PDF)
- [Spring 2012 DTC Supplement](#) (2 Mb PDF)
- [Spring 2012 TAM for Online Testing](#) (5.9 Mb PDF)

[EOCEP Test Scores](#)  
[EOCEP 2010 and 2011 District Data Comparison](#) (512 Kb PDF)  
[2010-11 Score Report User's Guide](#) (1.5 Mb PDF)  
[Student Performance Levels for EOCEP](#) (41 Kb PDF)

[Online Testing Orientation](#) (ppt 253 KB)

[EOCEP Alternative Testing Window Application](#) (pdf 573 KB)

**Using the 2011 Support Documents**

**As Your Paramount  
Resource**

**Begin by Reading....**

**Your Standard and Indicator**

**Think about and plan for the BIG  
Picture**

**What evidence will you accept that students understand the standard and related indicators?**

**and**

**How will students demonstrate to you that they understand the indicator?**

**Now, we will share some resources that  
will help with the PLANNING**

# Resources

3<sup>rd</sup> Grade Indicator

3-3.3

[Battle of Eutaw Springs](#)

[Chronicling America](#)

[The Anderson intelligencer., May 28, 1885,](#)

[Image 4:](#)

# Resources

4th Grade Indicator

4-5.4

[Our Documents](#)

[Northwest Ordinance of 1787](#)

[Indian Removal Act of 1830](#)

# Resources

5<sup>th</sup> Grade Indicator

5-3.2

[Plessy v. Ferguson](#)

[Segregation/Racial Politics](#)

[Jim Crow Teachers Guide](#)

# Resources

6<sup>th</sup> Grade Indicator

6-4.4

[Adena Native Americans](#)

[Images of Mississippian Civilization](#)

# Resources

7<sup>th</sup> Grade Indicator  
7-4.5

[Lend-Lease 1941](#)

[President Roosevelt and Churchill Documents](#)

[Joint Address to Congress 1941](#)

# Resources

## 8<sup>th</sup> Grade Indicator

### 8-7.2

[George A. Elmore](#)

[Friendship College \(Nine\)](#)

[South Carolina Civil Rights Cases](#)

[Roadtrip SC](#)

[Matthew Perry](#)

# Resources

## US History and Constitution Indicator-8.3

- [Gulf of Tonkin Resolution 1964](#)
- [President Lyndon B. Johnson](#)
- [President Johnson and the 1968 Civil Rights Bill](#)
- [President Johnson and the Vietnam War](#)
- [President Nixon](#)
- [President Nixon and the Vietnam War](#)

# SSIT Discussion and Planning Time

- Discuss as a SSIT your plans for implementation
- Discuss and complete your Reflections Form
- Select a spokesperson to share your team's implementation plans



# Contact Information



Lewis Huffman  
Education Associate  
Office of Teacher Effectiveness  
803-734-0322  
[lhuffman@ed.sc.gov](mailto:lhuffman@ed.sc.gov)

Leslie W. Skinner, PhD, NBCT  
Education Associate  
Office of Assessment  
803-734-8532  
[lskinner@ed.sc.gov](mailto:lskinner@ed.sc.gov)

Chanda Robinson  
Education Associate  
Office of Teacher Effectiveness  
803-734-8537  
[crobinso@ed.sc.gov](mailto:crobinso@ed.sc.gov)