EOCEP
United States History and the Constitution

2024 Test Data Review Report

Introduction

Data Recognition Corporation and the South Carolina Department of Education (SCDE) Office of Assessment and Standards (OAS) convened a panel of content experts to review item data from the South Carolina End-of-Course Examination Program (EOCEP) assessment of the *2019 South Carolina Social Studies College- and Career-Ready Standards*. The panel of educators discussed and analyzed items from the 2024 assessment, including information about how students performed on each item. The panel recognizes the hard work of South Carolina educators and offers these relevant and useful suggestions for improving instruction as an addendum to those from previous years.

General Instructional Strategies

- For **using Historical Thinking Skills with Primary and Secondary Sources,**

  - consider using a collection of sources organized around a topic, theme, concept, or idea that are meaningfully connected; provide students with one or more skills-based tasks that use the standard-aligned historical thinking skill to formulate conclusions:

    - Identify or explain a similarity or difference in the identified historical developments, events, geographic settings, economic situations, groups or individual's actions/beliefs.

    - Identify or explain a cause/effect of, or causality between, historical developments or events.

    - Identify a source or sources that demonstrate a correct cause/effect relationship.

    - Identify or explain how historical events are related chronologically.

    - Draw conclusions about historical developments or characteristics of a time period.

    - Establish connections between relative historical events/themes or make connections between sources.

    - Draw conclusions about the time and place in which a source(s) was created.

    - Analyze patterns of continuity or change.

    - Analyze the significance of an event, action, idea, or development as part of a change or part of a continuity in history.

    - Analyze point of view, purpose, bias, artistic technique, and/or the intended audience of a source(s).

    - Identify a plausible claim that logically flows from a source, or sources presented.

    - Evaluate and classify best use of one or more sources.

    - Identify support for a given claim using evidence and/or prior knowledge.

- o model connecting the content/skill/thinking during instruction; allow students the opportunity to practice connecting the content/skill/thinking in small groups and independently.

- o help students practice making claims using multiple excerpts or sources; encourage students to annotate the text, image, data, etc. to record active student thinking.

- o use sources to understand the larger historical picture rather than focus on events in isolation; have students generate synthesis statements to help them think more broadly about the main concepts and trends across U.S. history.

- For **emphasizing some course Themes,**

  - o American Culture and Identity:

    - ▪ Emphasize similarities/changes in American culture and values between time periods throughout American history; ask students to draw conclusions about the impacts on national politics, foreign policies, and societal development.

  - o Capitalism and Technological Innovation:

    - ▪ Revisit the role of capitalism after it is introduced in Standard 1 and emphasize its relationship/connection to the Industrial Revolution, Cold War, modern-day political parties, etc.

  - o Founding Principles and Political Institutions:

    - ▪ Review the founding concepts and principles of the Constitution regularly with students throughout the course; while this content is introduced in Standard 1, Standards 2-5 also contain relevant content (e.g., constitutional debates, constitutional amendments, Supreme Court decisions, etc.) that allow students to explore continuities and changes over time.

  - o Migration and Mobility:

    - ▪ Ensure that students have a basic understanding of the physical geography of the United States to help make connections with migration and settlement patterns.

    - ▪ Show students maps of population density during different periods of time as a visual to deepen their understanding of demographic changes.

  - o Natural Rights and Social Development:

    - ▪ Ask students to think critically about big concepts (e.g., individual rights); help students make connections about how American social values have been shaped over time (e.g., reform movements and resulting legislation, or government actions during times of crisis with Espionage and Seditions Acts, PATRIOT Act, etc.).

Standard-Specific Strategies and Information

- For **Standard 1: Foundations of American Republicanism 1607–1815,**

  - have students classify the differences between social, political, and economic characteristics of the northern and southern colonies; sorting this information in a graphic organizer could help students visualize how these differences contributed to sectionalism.

  - emphasize how policies, such as mercantilism or salutary neglect, impacted the colonial economies or governments in similar or different ways.

  - discuss how the failures of the Articles of Confederation impacted the development of the U.S. government.

  - help students with contextualization; ask students to look for connections to the Atlantic world (e.g., "How did Great Britain's government positively or negatively influence the development of American democracy?," "How and why did capitalism develop in the U.S.?," etc.).

  - help students understand that capitalism developed concurrently with ideals of Republicanism during the Enlightenment.

  - ensure that students are familiar with features of the U.S. government that were inspired by the Enlightenment (e.g., separation of powers, natural rights, etc.).

  - make sure students can discern the difference between separation of powers and federalism; help students understand that federalism developed from the lessons learned from the Articles of Confederation.

  - have students explore the articles within the Constitution; students should understand its logical progression and how the debates over representation impacted the formation of the legislative branch.

  - practice using academic vocabulary in multiple sources and contexts (e.g., "sovereignty"); have students consider the meaning when it is used in terms such as "popular sovereignty" in reference to principles of the Constitution or the Kansas-Nebraska Act and "tribal sovereignty," "American sovereignty," or "sovereign nations" during later periods of expansionism or imperialism.

  - ensure that students are familiar with the development of early political parties and the differing perspectives on federalism.

  - help students understand the continuities and changes in relationships with Native Americans and Europeans surrounding the War of 1812; it may be helpful to make comparisons to the American Revolution.

- For **Standard 2: Expansion and Union 1803–1877,**

    o have students use secondary sources, such as maps of railroads or charts of regional characteristics during the antebellum era, to make comparisons and draw conclusions about major trends (e.g., understand economic differences between regions or to determine where most immigrants settled during the mid-1800s and explain why).

    o help students make the connection between rural to urban demographic changes and the women's rights movement (e.g., Lowell factories and the changing roles of women in society).

    o practice having students ask questions to contextualize historical sources, such as the Emancipation Proclamation or the 14th Amendment of the Constitution (e.g., "When and where was the source written?," "Who was the intended audience?," "What significant events occurred when the source was created?," "What social, political, or economic factors might have influenced the creation of the source?," etc.).

    o emphasize government concepts such as the supremacy clause, necessary and proper clause, federalism, etc. when discussing the Reconstruction Amendments (e.g., 14th Amendment reinforcing federal supremacy over Black Codes in states).

    o help students analyze the continuities between the Reconstruction era and antebellum era (e.g., the cost of labor and why Black Codes were imposed, ongoing tensions between the legislative and executive branches, etc.).

    o help students better understand the impeachment process in the context of Reconstruction (e.g., President Andrew Johnson); students demonstrated the misconception that the process is carried out by the judicial branch rather than an example of checks and balances between the executive and legislative branches.

- For **Standard 3: Capitalism and Reform 1862–1924,**

    o ensure students can apply their understanding of terms such as "Captains of Industry," "Robber Barons," or "philanthropists" to different perspectives using evidence to support their conclusions; have students analyze primary source excerpts to show that businessmen of the time (e.g., Carnegie, Rockefeller, Vanderbilt) could be understood from multiple perspectives, depending on the context.

    o expose students to political cartoons demonstrating the relationship between labor, business, and the U.S. government and have students evaluate the cartoonist's perspective.

    o use a graphic organizer to compare how the government responded to the needs of businesses and workers and have students summarize effects of the response (e.g., Sherman Anti-Trust Act).

- o use cause/effect diagrams or have students create their own visuals to represent causal relationships between historical events and developments (e.g., Farmers Alliance, the development of labor unions, famous strikes, etc.).

- o help students understand short- and long-term effects of Constitutional reforms during the Progressive era (e.g., 19th Amendment and the immediate impact versus the impact overtime).

- o emphasize the economic transformation during the late 19th and early 20th century and the role of Progressive era legislation (e.g., Federal Reserve Act of 1913).

- o ensure that students can explain how economic development influenced demographic changes (e.g., Chinese Exclusion Act, assimilation, Great Migration, etc.).

- o have students create an annotated timeline of the U.S. government's policy towards Native American tribes and nations during westward expansion and summarize how these policies impacted the relationship between the U.S. and Native Americans during the late 1800s (e.g., forced relocation, reservations, allotment and assimilation).

- For **Standard 4: Modernism and Interventionism 1893–1945,**

  - o emphasize economic trends across time (e.g., economic motives for involvement in the Spanish-America War, World War I, and World War II) through the use of timelines or graphic organizers to help students "chunk" time periods and make connections.

  - o use primary source documents to determine commonalities in perspectives for or against U.S. intervention in different foreign conflicts (e.g., isolationist/interventionist speeches or political cartoons from different eras).

  - o emphasize terms commonly used to teach the causes and impacts of the boom and bust cycles of the 1920s and 1930s (e.g., consumerism, consumer debt, credit, laissez-faire polices, deficit spending, etc.); help students differentiate if the term contributed to or was the result of the boom/bust cycle.

  - o use graphic organizers to help students visualize the factors that contributed to the start of the Great Depression and how the role of the federal government in the economy changed as a result.

  - o provide students with a "cold read" of primary source images or cartoons of the home front during World War I and World War II to examine the role of the government in the economy.

  - o examine how the First Red Scare provides context for understanding nativism and immigration policies in the 1920s; differentiate between the First and Second Red Scare.

  - o have students create an annotated timeline to explain chronological turning points during each decade (e.g., 1920s, 1930s, 1940s).

- explore the reasons for and outcomes of the Great Migration and its connection to the Harlem Renaissance; address misconceptions that African Americans were free from discrimination in the north.

- use sorting or classification activities to help demonstrate commonalities between federal government actions across different eras (e.g., Espionage and Sedition Acts, Executive Order 9066, etc.).

- use hexagonal review strategies to help students make multiple connections between different historical events that span across different time periods (e.g., American home front during war, American intervention in foreign affairs, characteristics of different decades, government policies, etc.).

- For **Standard 5: Legacy of the Cold War 1945–present,**

  - have students make comparisons between how technological developments (e.g., Arms Race, Space Race, medical advancements, etc.) changed American society during the Cold War era.

  - help students make comparisons between the governmental policies developed as a result of the competition with the Soviet Union (e.g., investment in education, increased defense spending, etc.).

  - use excerpts from primary sources to help demonstrate the short- and long-term causes and effects of involvement in the Vietnam War (e.g., Domino Theory, Gulf of Tonkin Resolution, War Powers Act, etc.).

  - use excerpts from prominent political speeches from different decades and/or eras to show how party platforms have changed over time (e.g., New Left/New Right); have students evaluate any changes in fiscal and political governance or economic and social policies.

  - emphasize economic conditions during the 1970s (e.g., regulation, inflation, stagflation, employment/unemployment, etc.) in connection to global events and trends (e.g., dependence on foreign oil).

  - have students create a graphic organizer to demonstrate commonalities and differences between the Civil Rights Movement and other subsequent movements for equal rights (e.g., methods, outcomes, etc.).

  - help students understand the changes to de jure segregation as a result of federal government actions (e.g., *Brown v. Board of Education*, the Civil Rights Act of 1964, etc.) and why de facto segregation continued in many areas of society; help students analyze the outcomes and impacts of these government actions (e.g., cultural and historic housing patterns, government use of busing to achieve integration, etc.).

USHC EOCEP Frequently Asked Questions (FAQs)

- **How can teachers become more involved in the EOCEP USHC test development process?**

  The Office of Assessment and Standards convenes several meetings each year to review test items, stimulus sets, and item data. In addition, there are committees assembled to review stimuli sets and test items for potential bias, fairness, and sensitivity concerns. South Carolina educators are involved in each step of the development process. Educators who are interested in serving on a committee can apply by completing the Application for Assessment Committees.

- **What resources are available from the SCDE to support teachers with the EOCEP USHC test?**

  The Office of Assessment and Standards provides the following resources:

  - EOCEP USHC Test Blueprint provides teachers with information about the test construction, the Reporting Categories, the number of indicators assessed within each Reporting Category, the range of items within each category, the total number of operational items, and the range of items by DOK level.

  - EOCEP USHC Data Review Reports from previous years provide additional instructional insights for teachers.

  - Sample Release Items provide teachers with examples of the types of items that are used on the EOCEP USHC assessment as well as a range of DOK complexity.

  - Online Tools Training (OTT) provides students with the opportunity to become familiar with the online testing format, practice using the available online tools, preview different item types, and review sample questions aligned to the South Carolina content standards. Although the OTT items are not scored, the answer keys will be displayed after the last question.

  - USHC Alignment Guide is a resource to assist educators in aligning inquiry and skills-based instruction with the *2019 South Carolina Social Studies College- and Career-Ready Standards*.

  - EOCEP USHC Performance Level Descriptors (PLD) User Guide contains descriptions that provide the knowledge, skills, and abilities expected of students in each performance level as defined by the standards.

- **How can I determine trends using the EOCEP scores of my class(es) if the test is different every year?**

  Each test is built to the Test Blueprint specifications and statistically equivalent for each administration. Teachers can view overall class performance on state summative assessments to determine changes in trends over time. Teachers can also track trends in student-level performance, using the total test score, to monitor if the percentage of students in the "meets expectations" performance level changes over time.

- **Why are teachers not provided with more specific information about student scores on the EOCEP USHC assessment to enhance instruction?**

    Teachers receive the scale score to use as their students' final exam grade. This score ranges from 0-100, in correspondence with the South Carolina Uniform Grading Scale. *The scale score is not the percentage of test questions answered correctly.* Scale scores are built using the PLDs and the Rasch model. Once districts receive the final data file for that semester of testing, teachers also have access, dependent on district permissions, to their students' "Performance by Reporting Category." The five Reporting Categories for USHC are:

    - Standard 1: Foundations of American Republicanism
    - Standard 2: Expansion and Union
    - Standard 3: Capitalism and Reform
    - Standard 4: Modernism and Interventionism
    - Standard 5: Legacy of the Cold War

    Students also receive an Individual Student Report (ISR) that provides the scores and performance by Reporting Category for each EOCEP assessment taken during that school year. A [Sample ISR](#) is located on the SCDE website. Contact your School Testing Coordinator (STC) for more information about how to access students' performance by reporting category.

- **Why does the state offer assessment resources in multiple languages, but only offer the EOCEP USHC test in English?**

    Section 59-18-310 of [The Education Accountability Act](#) requires that statewide assessments must be "developed… and administered in English…"