

EOCEP U.S. History and the Constitution 2019 Data Review Report

On October 24, 2019, the South Carolina Department of Education Office of Assessment convened a panel of experts to review item data from the South Carolina EOCEP United States History and the Constitution assessment. The panel of teachers analyzed and discussed operational items from the 2019 test, but focused on items with a low percentage and high percentage of students responding correctly.

The panel recognizes the hard work of SC educators and offers suggestions for ways to improve student success on the EOCEP Examination in United States History and the Constitution. The panel yielded feedback and suggestions in the following areas: strengths, content concerns, general recommendations, and suggested instructional strategies.

Teachers on this year's panel felt that previous years' suggestions were still extremely relevant, and that teachers should be reminded to look at the [2017 Data Review Report](#) and the [2018 Data Review Report](#).

Areas of Strength:

As a result of the item data analysis and discussion, teachers identified specific areas of the exam that students excelled in.

- Students performed the best on **Standards 2-3** according to the assessment data results.
 - **Standard 2:** *Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803–1877.*
 - Students performed particularly well on items associated with the Reconstruction time period of American history.
 - **Standard 3:** *Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862–1924.*

Content Concerns:

As a result of the item data analysis and discussion, teachers identified specific content area concerns.

- Students appeared to struggle with the language and vocabulary on several items.
- Student scores were the lowest on **Standards 1 and 8**. This could be due to the two standards being the first and last units teachers taught in the course. Teachers need to allot time to adequately cover standards 7 and 8 and go back and review standards 1-2 before the exam if possible.
 - **Standard 8** was identified as the lowest according to the data results.
 - *The student will demonstrate an understanding of social, economic and political issues in contemporary America.*

- **Standard 1** was identified as the second lowest according to the data results.
- *The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.*
- Students did not perform as well on items that included earlier documents associated with the Colonial American and Constitution eras of United States history.

General Recommendations:

As a result of the item data analysis and discussion, teachers proposed a list of general recommendations on ways to improve instruction.

- Expose students to more maps, charts, graphs, short excerpts, and political cartoons to better prepare them for items on the exam.
- Develop strategies to adjust the pacing of the course to provide time to adequately cover Standards 7 and 8 and to review earlier standards.
- Incorporate more primary and secondary source documents into instruction.
- Encourage students to read through all multiple choice answer options carefully before making answer selections.
- Encourage students to analyze all aspects of visuals, maps, graphs, political cartoons before making answer selections.
- Emphasize the importance of early civil rights leaders (Booker T. Washington, W.E.B Dubois, and Ida Wells) and make connections to later civil rights leaders.

Suggested Instructional Strategies:

As a result of the item data analysis and discussion, teachers proposed a list of instructional strategies to improve instruction for teachers.

- Collaborate more with ELA teachers to create common strategies for analyzing charts, graphs, political cartoons, and photos.
- Continue to focus on key vocabulary from each standard. Even though the new standards emphasize skill development, it is still important for students to understand the content to apply the skills more successfully.
- Continue to work on test-taking strategies with students.
 - Encourage students to read the entire question and answer choices.
 - Encourage students to read answer choices from D up to A, instead of A down to D.
- Continue to make thematic connections throughout the course to earlier units of study so students learn material in a more holistic manner.
- Emphasize both skills and content in teaching, not just content.
- Incorporate primary source analysis on formative assessments and in lessons.