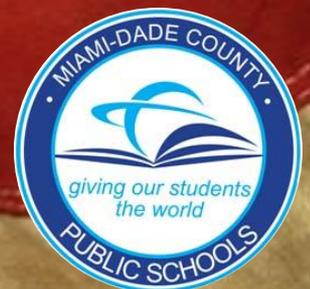
The background of the slide is a close-up, slightly blurred image of the American flag, showing the blue field with white stars and the red and white stripes. The flag is draped and folded, creating a sense of movement and texture.

How can understanding the Civics EOC Item Specification Document impact teaching and increase student achievement?



# Basic Information:

- The *Specifications* is a resource that defines the content and format of the test and test items for item writers and reviewers.
- The *Specifications* indicates the alignment of test items with the NGSSS. It also serves to provide all stakeholders with information about the scope and function of the end-of-course assessments

# Basic Information:

- Test items should not require the student to define terms but to understand terms used in context.
- The Civics EOC Assessment measures achievement of Florida students enrolled in any of six different Civics courses, specifically M/J Civics-year (2106010), M/J Civics (2106015), M/J Civics & Career Planning (2106016), M/J Civics, Advanced (2106020), M/J Civics, Advanced (2106025), M/J Civics, Advanced (2106026), M/J Civics and Digital Technologies (2106029), or an equivalent course, by assessing student progress on benchmarks from the NGSSS that are assigned to Civics course descriptions, which are located in Appendix E.

# Basic Information:

- the *Specifications* describes how the **Civics** benchmarks are assessed on the **Civics** EOC Assessment.
- Supplemental reference, when developing Test.
- The reading level of the test items should be **grade 7**, except for specifically assessed Civics terms or concepts.

# Utilizing Item Specifications to formulate Test Items

- Test items are written to measure primarily one benchmark; however, other benchmarks may also be reflected in the item context and therefore, also assessed benchmarks are included under the main tested benchmarks in the Item Specifications (**look at SS.7.C.2.2 page 34**).
- Test items assess the application of the concept rather than the memorization of Civics related dates, names, facts, laws, or theories unless otherwise noted in the individual benchmark specifications.

# Definitions of Benchmark Specifications

## •**Strand:**

Refers to a category of knowledge. The strands for Social Studies are American History, Geography, Economics, World History, Civics and Government, and Humanities.

## •**Reporting Category:**

There are four reporting categories for Civics: Origins and Purposes of Law and Government; Roles, Rights, and Responsibilities of Citizens; Government Policies and Political Processes; Organization and Function of Government

•**Standard:** refers to the standard statement presented in the NGSSS-SS.

**Continued...**

## **Definitions of Benchmark Specifications**

- **Benchmark:**

Provides specific statements of what students are expected to achieve. In some cases, the assessment of one benchmark encompasses the context of the other related benchmarks. The related benchmarks are noted in the benchmark statement and are stated in the “Also Assesses” section.

- **Also Assesses:**

Refers to the benchmarks that are closely related and assessed within the benchmark (see description above).

- **Benchmark Clarification:**

Explains how the achievement of the benchmark will be demonstrated by students. These clarification statements explain what students are expected to do when responding to the question and are written for the benchmark and the “Also Assesses” benchmark(s).

# Continued...

## Definitions of Benchmark Specifications

- **Content Limit:**

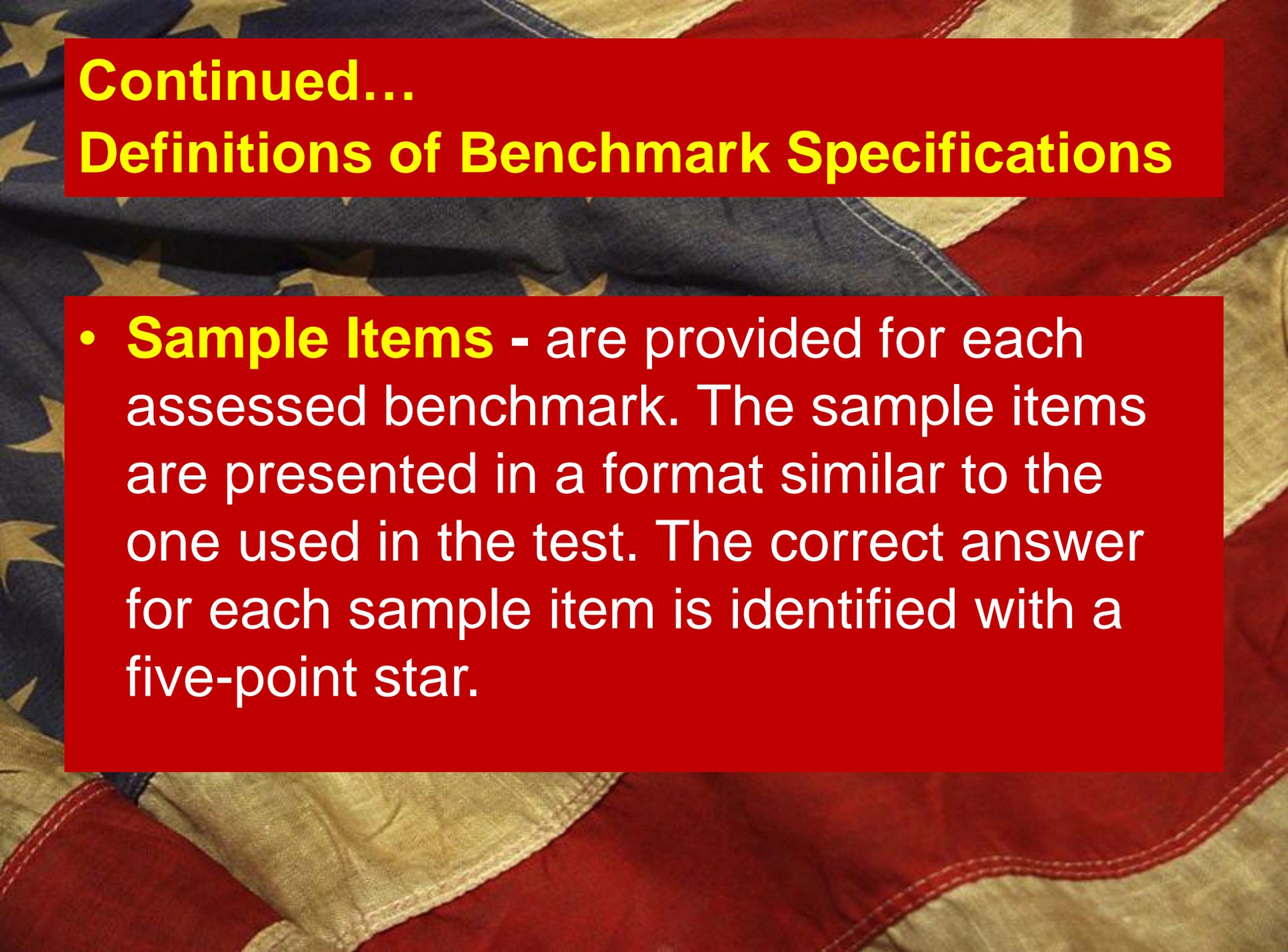
Defines the range of content knowledge and degree of difficulty that should be assessed in the test items for the benchmark. The content limit defined in the Individual Benchmark Specifications may be an expansion or further restriction of the Overall Considerations. **(Must be used to plan your lessons)**

- **Stimuli Attribute:**

Defines the types of stimulus materials that are used in the test items, including the appropriate use of scenarios, content, or graphic materials. **(Your instructional materials should match the stimuli attributes of the benchmark taught: i.e., political cartoon, timelines, graphs, etc.)**

- **Content Focus:**

Defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications. **(Must also be used to plan your lessons)**

The background of the slide is a close-up photograph of the American flag, showing the stars and stripes in detail. The colors are vibrant, with the blue field containing white stars and the red and white stripes. The flag is slightly wrinkled, giving it a textured appearance.

**Continued...**

## **Definitions of Benchmark Specifications**

- **Sample Items** - are provided for each assessed benchmark. The sample items are presented in a format similar to the one used in the test. The correct answer for each sample item is identified with a five-point star.

# BENCHMARK SS.7.C.1.2

**Strand: C-Civics and Government**

**Reporting Category: Origins and Purposes of Law and Government**

**Standard :Demonstrate an understanding of the origins and purposes of government, law, and the American political system.**

## **Benchmark**

- **SS.7.C.1.2** Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's Common Sense had on colonists' views of government.

continued...

# BENCHMARK SS.7.C.1.2

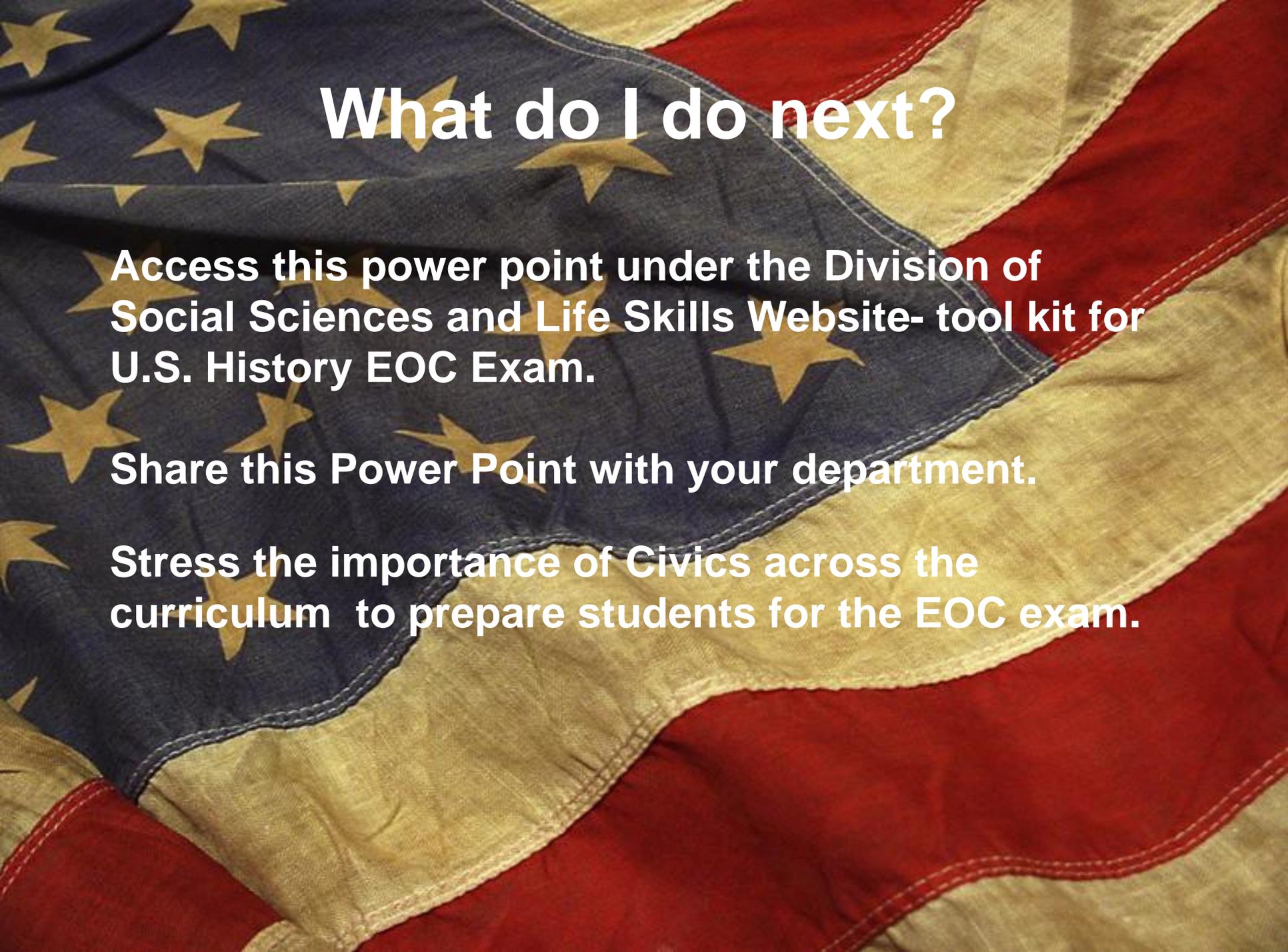
**Benchmark Clarifications: Could be used as an Objective and to create Essential Questions.**

- Students will identify the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense.
- Students will evaluate the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense had on the purposes of government

# BENCHMARK SS.7.C.1.2

- **Content Limit** : Items will not require students to address the origin of ideas in the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense. ( Help students get the broader prospective and not focus on specific dates)
- **Stimulus Attribute Items**: Items addressing the impacts of the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s Common Sense may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
- **Content Focus**: These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: limited monarchy and self-government (Use the Content Focus to develop Lesson Plans, create word walls, and locate primary sources)

- How did the U.S. Constitution solve a problem created by the Articles of Confederation?
  - A. It avoided the issue of states' rights.
  - B. It allowed the states to elect representatives.
  - C. It prevented the amendment of federal laws.
  - \*D. It enabled the federal government to collect taxes.

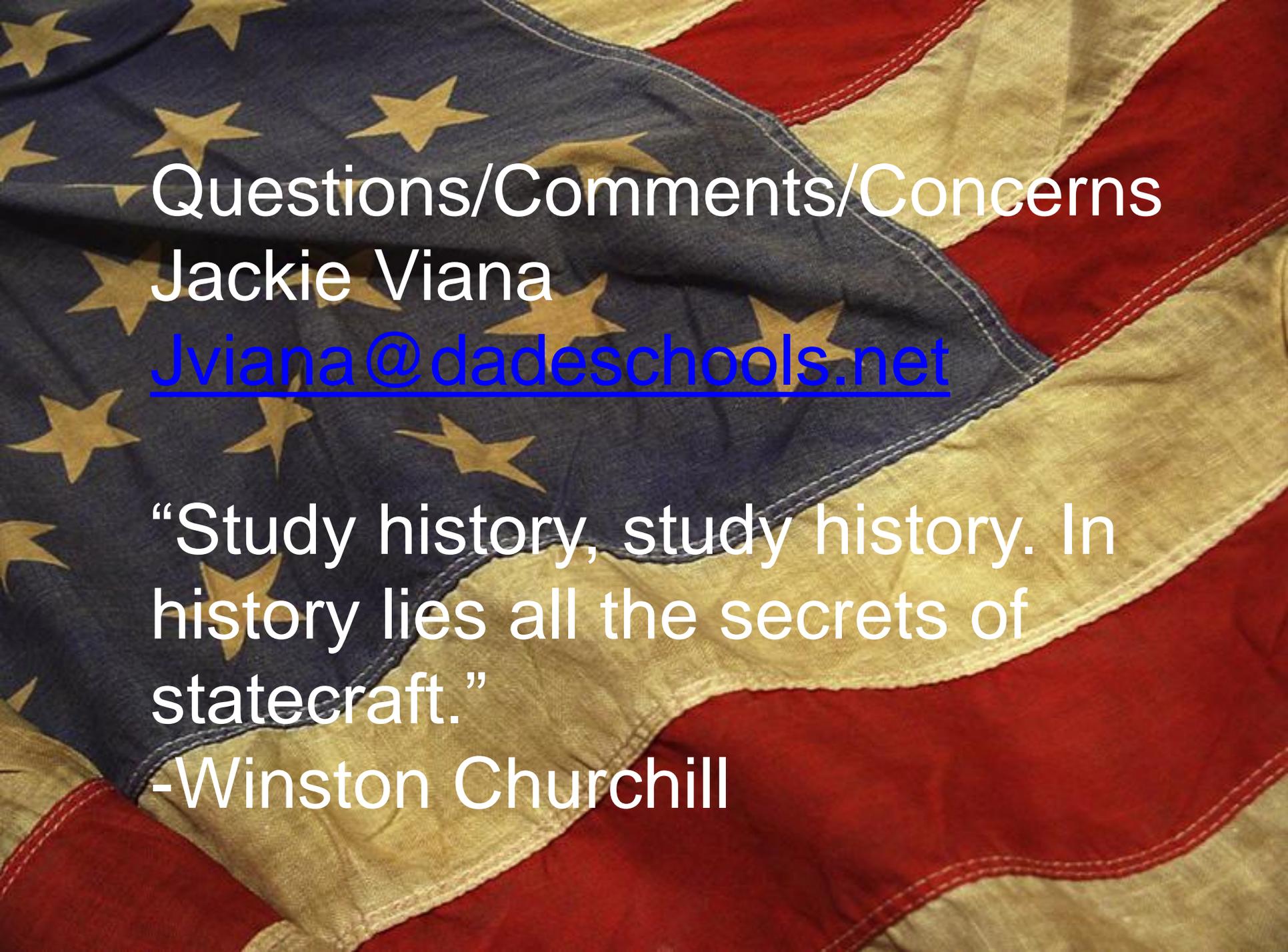
The background of the slide is a close-up, slightly blurred image of the American flag, showing the stars and stripes in shades of blue, red, and gold.

# What do I do next?

**Access this power point under the Division of Social Sciences and Life Skills Website- tool kit for U.S. History EOC Exam.**

**Share this Power Point with your department.**

**Stress the importance of Civics across the curriculum to prepare students for the EOC exam.**

The background of the slide is a close-up, slightly draped American flag. The blue field with white stars is prominent in the upper left, while the red and white stripes are visible in the lower right and bottom. The flag's texture and folds are clearly visible.

Questions/Comments/Concerns

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“Study history, study history. In history lies all the secrets of statecraft.”

-Winston Churchill