



United States History End-of-Course Assessment (EOCA) Overview

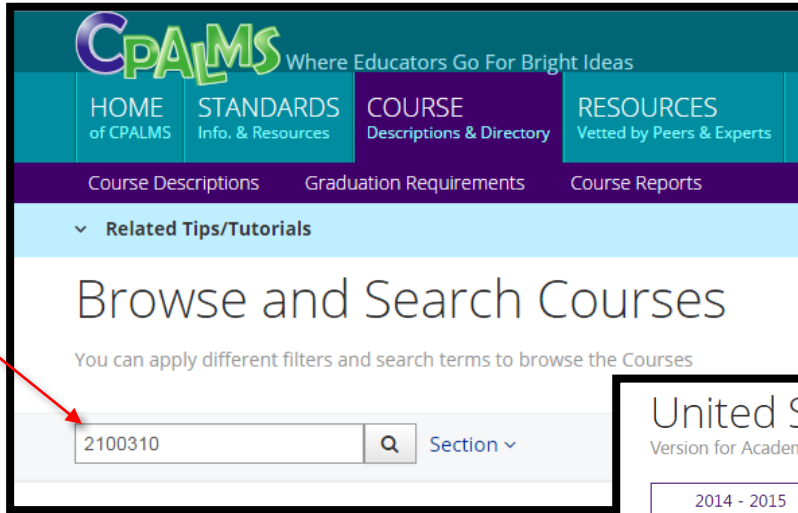
Dr. Stacy Skinner, Social Studies Coordinator,
Test Development Center

Michael DiPierro, Social Studies Education Specialist,
Bureau of Standards and Instructional Support

Desired Outcomes

- Locate information and resources related to the teaching and learning of grades 9-12 United States History EOCA courses.
- Understand and apply content-specific skills that may support student performance with curricula associated with these courses.

Course Descriptions and Standards



CPALMS Where Educators Go For Bright Ideas

HOME of CPALMS | STANDARDS Info. & Resources | COURSE Descriptions & Directory | RESOURCES Vetted by Peers & Experts

Course Descriptions | Graduation Requirements | Course Reports

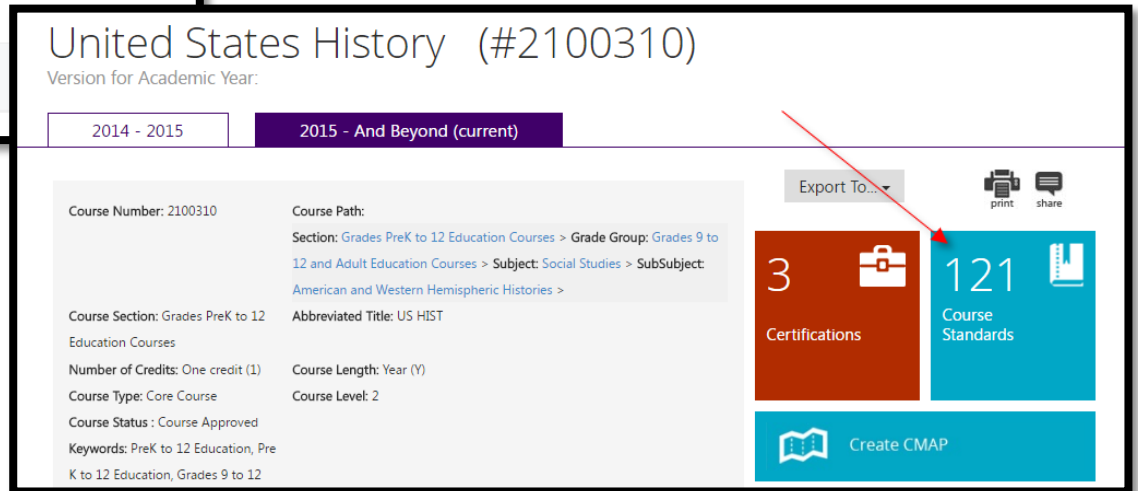
Related Tips/Tutorials

Browse and Search Courses

You can apply different filters and search terms to browse the Courses

2100310 Section ▾

www.cpalms.org



United States History (#2100310)

Version for Academic Year:

2014 - 2015 | **2015 - And Beyond (current)**

Export To...

3 Certifications	121 Course Standards
---------------------	-------------------------

Create CMAP

Course Number: 2100310 | Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >

Abbreviated Title: US HIST



Course Section: Grades PreK to 12 Education Courses | Number of Credits: One credit (1) | Course Type: Core Course | Course Status: Course Approved | Keywords: PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 | Course Length: Year (Y) | Course Level: 2

www.FLDOE.org

Course Standards and Coding Scheme

SS.912.A.3.11

Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

Export To...  

Subject Area: Social Studies Grade: 912

Strand: American History

Standard: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

Date Adopted or Revised: 02/14

Status: State Board Approved

Remarks/Examples

Examples may include, but aren't limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.

9 Related Courses

3 Access Points

Related Resources

3 Total Resources

- 1 Original Tutorials
- 1 Tutorials
- 1 Lesson Plans

2 Student Resources

<http://www.cpalms.org/Public/PreviewStandard/Preview/3356>

Subject Code	Grade	Strand	Standard	Benchmark
SS	K	A	1	1

http://www.cpalms.org/Standards/Standards_Coding_Schema.aspx

www.FLDOE.org

1003.4282 Requirements for a standard high school diploma. -

- (3)(d) *Three credits in social studies.*—A student must earn **one credit in United States History**; one credit in World History; one-half credit in economics, which must include financial literacy; and one-half credit in United States Government. **The United States History EOC assessment constitutes 30 percent of the student’s final course grade.**

<http://www.fldoe.org/academics/standards/subject-areas/social-studies.stml>

2016-2017 Course Directory

<http://www.fldoe.org/policy/articulation/ccd/2016-2017-course-directory.stml>

1008.22 Student assessment program for public schools. -

- (3)(b)End-of-course (EOC) assessments.—EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:
 - (3)(b)1. EOC assessments for Algebra I, Geometry, Algebra II, Biology I, United States History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory.

<http://www.fldoe.org/academics/standards/subject-areas/social-studies.shtml>

- The U.S. History EOCA was field tested in 2012.
- In 2013, the baseline U.S. History EOCA was administered.

Academic Advisement Flyers - What Students and Parents Need to Know

**Students Entering Grade Nine in the 2016-2017 School Year
Academic Advisement Flyer–What Students and Parents Need to Know**

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:

▪ Biology I	▪ U.S. History
▪ Geometry	▪ Algebra II (if enrolled)

*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> ▪ ELA I, II, III, IV ▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry. ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
3 Credits Social Studies
<ul style="list-style-type: none"> 1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy

<http://www.fldoe.org/academics/graduation-requirements/>

NGSSS EOC Assessments Fact Sheet

U.S. History	<p>United States History – 2100310</p> <p>United States History Honors – 2100320</p> <p>Visions and Countervisions: Europe, U.S. and the World from 1848 – 2100390</p> <p>Visions and Countervisions: Europe, U.S. and the World from 1848 Honors – 2100480</p>
---------------------	---

Test Administration Schedule

For a full schedule of all statewide assessments, see the [2015-16 Statewide Assessment Schedule](#). The spring and summer 2016 NGSSS EOC assessments will be administered as follows:

- Spring Administration (Algebra 1): March 28–April 8, 2016
 - Accommodated paper-based tests completed by April 1
- Spring Administration (Biology 1, Civics, and U.S. History): April 18–May 20, 2016
 - Accommodated paper-based tests completed by May 13
- Summer Administration (All subjects): July 11–22, 2016
 - Accommodated paper-based tests completed by July 15

Test Administration Information

- The NGSSS EOC assessments are delivered via a computer-based test (CBT), browser-based platform called TestNav8.
- Paper-based versions (regular print, large print, braille, and one-item-per-page) are provided for students with disabilities who require allowable accommodations, as specified in their individual educational plans (IEPs) or Section 504 plans.
- The assessment is given in one 160-minute session with a 10-minute break after the first 80 minutes. Students are not allowed to talk during the break. Individual breaks may be allowed as needed. Students may not be dismissed during the first 80 minutes; however, if they complete the test in the first 80 minutes, they may be dismissed at the beginning of the 10-minute break. After the 10-minute break, students may be dismissed as they complete the test.
- Although the assessment is scheduled for a 160-minute session, any student not finished by the end of the 160 minutes may continue working. Testing must be completed within the same school day.

There are multiple forms of each NGSSS EOC assessment. The number and type of items are as described below:

- For Biology 1, there are 60-66 multiple-choice items.
- For U.S. History, there are 50-60 multiple-choice items.
- For Civics, there are 52-56 multiple-choice items.
- For Algebra 1, there are 35-40 multiple-choice items and 20-25 fill-in response items.
- Six to 10 of these items on each assessment are field-test items and are NOT used to calculate student scores.

Students are provided with the following resources during testing:

- Biology 1 EOC – Four-function calculator, Periodic Table of the Elements, and CBT Work Folder
- Civics EOC and U.S. History EOC – CBT Worksheet
- Algebra 1 EOC Retake – Four-function calculator, NGSSS EOC Reference Sheet, and CBT Work Folder

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>

State EOC Assessment Results

RESULTS

2011

2012

2013

2014

2015

2016

Results

Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) and Florida End-of-Course (EOC) Assessments results from 2010-11 to 2013-14 may be accessed through the pages in the left navigation panel. These pages provide state-, district- and school-level reports in spreadsheet and PDF formats. They also provide resources for understanding the data, packets with graphs and explanations of the results, retrofitted data for implementation years, and links to historical results and materials for the assessment program.

Additional Results

- [Results Prior to 2010-11](#)
- [Interactive Reporting](#)
- [ACT, SAT and AP Data](#)
- [Retrofitted Statewide Assessment Scores](#)

- U.S. History EOCA
- Results Packets

U.S. History End-of-Course Assessment

School Year	Number of Students	Mean Scale Score	Percentage of Students By Achievement Level*					Percentage Passing (Level 3 and Above)*
			1	2	3	4	5	
2012-13	135,624	399	21%	22%	29%	17%	11%	56%
2013-14	163,532	406	16%	19%	27%	20%	18%	66%
2014-15	169,221	407	15%	19%	27%	20%	19%	66%
2015-16	175,733	406	15%	19%	27%	20%	19%	66%

*Percentages may not add to 100 due to rounding.

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/>

www.FLDOE.org

Content Focus Reports

Spring 2016 United States History End-of-Course (EOC) Assessment Next Generation Sunshine State Standards (NGSSS) Form 1		
NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Late Nineteenth and Early Twentieth Centuries (1860–1910)		
SS.912.A.2.1	Abraham Lincoln	1
SS.912.A.2.2	Thaddeus Stevens	1
SS.912.A.2.3	Civil Rights Act of 1866; Radical Republicans	2
SS.912.A.2.4	Fifteenth Amendment	1
SS.912.A.2.5	Jim Crow laws	1
SS.912.A.2.6	Black codes	1
SS.912.A.2.7	Boarding school policy	1
SS.912.A.3.1	Cross of Gold; Monopolies	2
SS.912.A.3.4	Innovation; Transcontinental railroad	2
SS.912.A.3.6	Business monopolies; Interstate Commerce Act	2
SS.912.A.3.9	American Federation of Labor	1
SS.912.A.3.10	Social Darwinism	1
SS.912.A.3.11	Political machines	1
Reporting Category Point Total		17

"Content focus" is a term that defines the specific content measured by each test item. These are generated after reporting is completed for each assessment administration. Content Focus Reports should not be used to make decisions about instruction at the individual student level. Some reporting categories have too few test items to report reliable or meaningful scores at the student level.

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/content-focus-reports.shtml>

Achievement Level Descriptions



U.S. History End-of-Course Assessment Achievement Level Descriptions

Achievement Level Descriptions (ALDs) outline the specific student expectations for each of the five Achievement Levels for each EOC assessment. The content of each statewide assessment is organized by reporting categories that are used for test design, scoring, and reporting purposes, and the ALDs express what students at each Achievement Level know and can do for each reporting category.

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/achievement-level-descriptions.shtml>



EOCA – Item Specs



U.S. History

End-of-Course Assessment

Test Item Specifications

TABLE OF CONTENTS

p. i

- 1 **Introduction**
Origin and Purpose of the *Specifications*
Scope of this Document
Overall Considerations

- 3 **Criteria for U.S. History End-of-Course Assessment Test Items**
Use of Graphics
Item Style and Format
Scope of Test Items
Guidelines for Item Writers

- 7 **Item Difficulty and Cognitive Complexity of U.S. History End-of-Course Assessment Test Items**
Item Difficulty
Cognitive Complexity
Universal Design

- 14 **Review Procedures for U.S. History End-of-Course Assessment Test Items**
Review for Potential Bias and Community Sensitivity
Review of Test Items

- 15 **Guide to the Individual Benchmark Specifications**
Benchmark Classification System
Definitions of Benchmark Specifications

- 18 **Individual Benchmark Specifications for U.S. History End-of-Course Assessment**

- A-1 **Appendix A: Directions for Item Review and U.S. History End-of-Course Assessment Item Rating Form**

- B-1 **Appendix B: U.S. History Content Assessed by U.S. History End-of-Course Assessment**

- C-1 **Appendix C: U.S. History Item Writer Glossary**

- D-1 **Appendix D: U.S. History End-of-Course Assessment Test Design Summary**

- E-1 **Appendix E: U.S. History Course Descriptions**

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>

www.FLDOE.org

EOCA – Scope of Test Items

- Appendix B outlines the U.S. History content assessed by the U.S. History EOCA.
- The benchmarks serve as the objectives to which the test items are written.
- Test Item Specifications, p. 5.

Scope of Test Items

The scope of U.S. History EOC Assessment items is presented in Appendix B. The benchmarks serve as the objectives to which the test items are written. There may be additional guidelines or restrictions located in the individual benchmark specifications.

This document also contains remarks and examples under various benchmarks giving specific content that should be taught and potentially could be assessed. The remarks can also be used to focus test items on specific subjects covered by the benchmark, in addition to, but not exclusive of, the list of Content Focus topics found in the Individual Benchmark Specifications section. The remarks and additional examples can be found by searching for specific benchmark numbers on the NGSSS website at:

<http://www.floridastandards.org/Standards/FLStandardSearch.aspx>

Test items may require students to apply prior knowledge described in the standards and benchmarks from Grade 7 (Middle School/Junior High Civics) and Grade 8 (Middle School/Junior High U.S. History). The Grades 7 and 8 benchmarks can also found on the same NGSSS website at: <http://www.floridastandards.org/Courses/PublicPreviewCourse560.aspx> (for M/J Civics) and <http://www.floridastandards.org/Courses/PublicPreviewCourse538.aspx> (for M/J U.S. History).

U.S. History EOCA – Reporting Categories

Reporting Category 1 (33%)

- Late Nineteenth and Early Number of Points Possible Twentieth Centuries (1860–1910)

Reporting Category 2 (34%)

- Global Military, Political, and Economic Challenges Number of Points Possible (1890–1940)

Reporting Category 3 (33%)

- The United States and the Defense of the International Peace (1940–2010)
- Test Item Specifications, Appendix D – Test Design Summary

EOCA – Cognitive Complexity

- Cognitive complexity is based upon Dr. Norman L. Webb’s Depth of Knowledge (DOK) levels and refers to the cognitive demand associated with an item.
- When classifying an item’s demands on thinking it is assumed that the student is familiar with the basic concepts of the task.
- Test Item Specifications, pp. 7-12.

**Percentage of Points by Cognitive Complexity Level
for U.S. History EOC**

Grade	Low	Moderate	High
U.S. History EOC	20%–30%	45%–65%	15%–25%

EOCA - Cognitive Complexity

The following table is provided for ease of reference; however, caution must be used in referring to this table of descriptors for each cognitive complexity level. The ultimate determination of an item's cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student.

Examples of U.S. History Activities across Cognitive Complexity Levels		
Low Complexity	Moderate Complexity	High Complexity
<ul style="list-style-type: none"> Identify or recall common historical events, actions, personalities, or concepts. 	<ul style="list-style-type: none"> Apply or infer cause and effect relationships. 	<ul style="list-style-type: none"> Solve or predict the outcome of a problem.
<ul style="list-style-type: none"> Use a chart, table, diagram, graph, or image to recall or recognize information. 	<ul style="list-style-type: none"> Identify outcomes of particular cause and effect relationships. 	<ul style="list-style-type: none"> Generalize or draw conclusions when presented with historical information.
<ul style="list-style-type: none"> Identify characteristics of a particular group, place, or event. 	<ul style="list-style-type: none"> Identify the significance of historical events, actions, personalities, or concepts. 	<ul style="list-style-type: none"> Provide justification for events, actions, or issues in history.
	<ul style="list-style-type: none"> Categorize historical people, places, events, or concepts. 	<ul style="list-style-type: none"> Predict a long-term result, outcome, or change within society.

EOCA – Definitions of Benchmark Specifications

- Strand
- Reporting Category
- Standard
- Benchmark
- Also Assesses
- Benchmark Clarification
- Content Limits
- Stimulus Attributes
- Content Focus
- Sample Items
- Test Item Specifications, pp. 16-17.

Definitions of Benchmark Specifications

The *Specifications* identifies how Florida's NGSSS benchmarks are assessed on the U.S. History EOC Assessment. For each benchmark assessed in U.S. History, the following information is provided in the Individual Benchmark Specifications section.

Strand	refers to a category of knowledge. The strands for Social Studies are American History, Geography, Economics, World History, Civics & Government, and Humanities.
Reporting Category	refers to groupings of related benchmarks from the NGSSS that are used to summarize and report achievement for the U.S. History EOC Assessment. There are three reporting categories for U.S. History: Late Nineteenth and Early Twentieth Century; Global Military, Political, and Economic Challenges; and The United States and the Defense of the International Peace.
Standard	refers to the standard statement presented in the NGSSS.
Benchmark	refers to specific statements of expected student achievement. In some cases, two or more benchmarks are grouped together because of the relatedness of the concepts in those benchmarks. 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 to the benchmark (see description above).
Benchmark Clarification	explains how the achievement of the benchmark will be demonstrated by students. Clarification statements are written for the benchmark and the Also Assesses benchmark(s). The clarification statements explain what students are expected to do when responding to the question.
Content Limits	define the range of content knowledge and degree of difficulty that should be assessed in the test items for the benchmark. Benchmark content limits are to be used in conjunction with the Overall Considerations in the <i>Specifications</i> . The content limits defined in the Individual Benchmark Specifications may be an expansion or further restriction of the Overall Considerations.
Stimulus Attributes	define the types of stimulus materials that should be used in the test items, including the appropriate use of scenarios, content, or graphic materials.
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.
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.

EOCA – Benchmark Specifications

Why? →

What? →

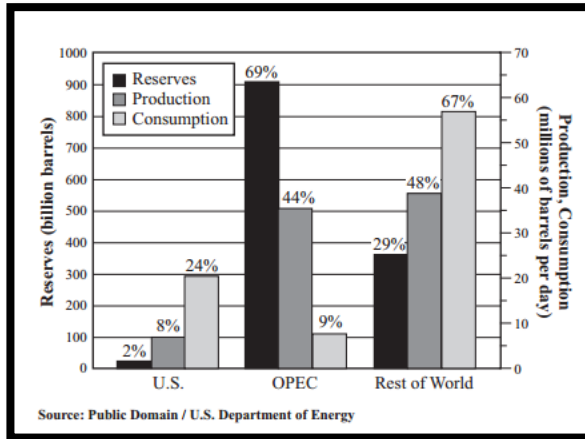
How? →

Benchmark Clarifications,
Content Limit, Stimulus
Attribute, Content Focus
and Sample Items.

U.S. History End-of-Course Assessment		SS.912.A.2.1
	BENCHMARK SS.912.A.2.1	
Strand	A American History	
Reporting Category	Late Nineteenth and Early Twentieth Century	
Standard	2 Civil War and Reconstruction Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.	
Benchmark	SS.912.A.2.1 Review causes and consequences of the Civil War.	
Also Assesses	SS.912.A.2.2 Assess the influence of significant people or groups on Reconstruction. SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era. SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States. SS.912.A.2.7 Review the Native American experience.	
Benchmark Clarifications	Students will identify and/or evaluate the causes and consequences of the Civil War. Students will identify the economic, political, and/or social causes of the Civil War. Students will identify varying points of view regarding the main causes of the Civil War.	

p. 20

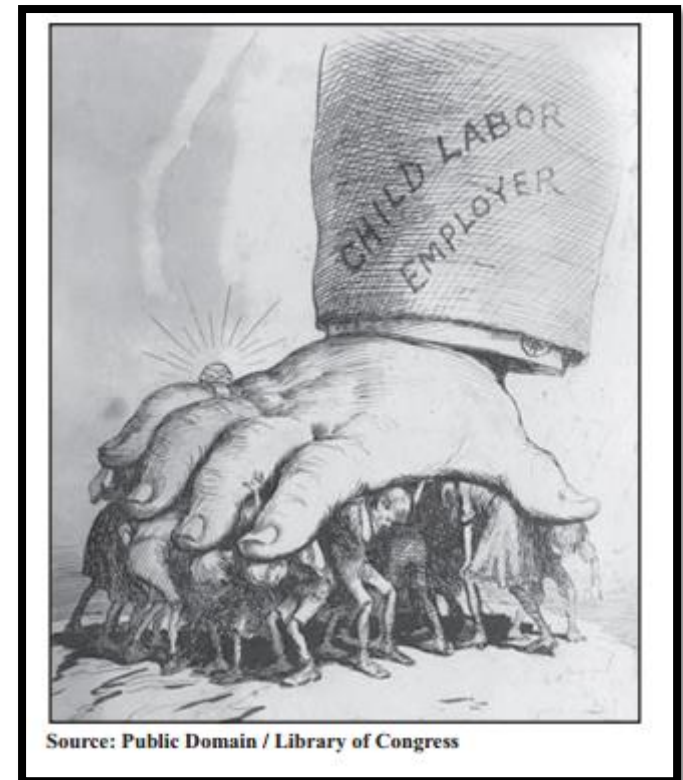
Stimulus Attribute Examples



POPULATION OF AFRICAN AMERICANS IN SELECT CITIES, 1880–1930

Year	Chicago	Detroit	New York	Pittsburgh
1880	6,480	2,821	27,763	4,077
1890	14,852	3,454	36,609	7,957
1900	30,150	4,111	60,666	17,040
1910	44,103	5,741	91,709	25,623
1920	109,458	40,383	152,467	37,725
1930	233,908	120,066	327,607	54,983

Source: Public Domain / U.S. Census Bureau



http://www.fldoe.org/core/fileparse.php/5662/urlt/0095807-fl540384_eoc_ush_tb_wt_r2g.pdf

www.FLDOE.org

Sample Questions for NGSSS EOCA

SAMPLE

U.S. History End-of-Course Assessment Sample Questions

- 3 The table below provides information about the African-American population in several cities after the Civil War.

POPULATION OF AFRICAN AMERICANS IN SELECT CITIES, 1880–1930

Year	Chicago	Detroit	New York	Pittsburgh
1880	6,480	2,821	27,763	4,077
1890	14,852	3,454	36,609	7,957
1900	30,150	4,111	60,666	17,040
1910	44,103	5,741	91,709	25,623
1920	109,458	40,383	152,467	37,725
1930	233,908	120,066	327,607	54,983

Source: Public Domain / U.S. Census Bureau

Which condition in society was primarily responsible for the change in urban population?

- Ⓐ absence of agricultural employment in Southern communities
- Ⓑ lack of political representation in Southern communities
- Ⓒ availability of job opportunities in Northern cities
- Ⓓ prevalence of racial equality in Northern cities

Consider

1. What NGSSS are being assessed?
2. What is the complexity of the question?
3. What content knowledge and skills are required of students?
4. What instructional strategies support the teaching and learning of the content knowledge and skills required of students to answer this question?

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>



U.S. History Item Rating Form

U.S. History End-of-Course Assessment

Appendix A

U.S. HISTORY EOC ITEM RATING FORM

Signature _____ Date _____

Students in my (classroom, school, district) [circle one] are given the opportunity to learn the U.S. History material that these items test, except as noted in my comments.

Page Number	FDOEID	Measures Benchmark (Yes/No)	Adheres to Content Limits	Is Grade Appropriate	Appropriate Cognitive Complexity Level (L, M, H)	Is Clear and Free of Clang	Appropriate Content Focus	Only One Correct Answer	Appropriate MC Options	Is Historically Accurate	Overall Rating A/AM/AR/RR/R	Evaluation of Assigned Difficulty	Additional Comments

Test Item Specifications, Appendix A

Social Studies Skills

Standard 1		Social Studies Skills	
Use research and inquiry skills to analyze U.S. History using primary and secondary sources.			
The student will:			
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.	Assessed by SS.912.A.2.1, SS.912.A.3.1, SS.912.A.4.1, SS.912.A.5.1, SS.912.A.6.1, and SS.912.A.7.1.	
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.	Assessed by SS.912.A.2.1, SS.912.A.3.1, SS.912.A.4.1, SS.912.A.5.1, SS.912.A.6.1, and SS.912.A.7.1.	
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.	Assessed by SS.912.A.2.1, SS.912.A.3.1, SS.912.A.4.1, SS.912.A.5.1, SS.912.A.6.1, and SS.912.A.7.1.	
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.	Assessed by SS.912.A.2.1, SS.912.A.3.1, SS.912.A.4.1, SS.912.A.5.1, SS.912.A.6.1, and SS.912.A.7.1.	
SS.912.A.1.7	Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications.	Assessed by SS.912.A.2.1, SS.912.A.3.1, SS.912.A.4.1, SS.912.A.5.1, SS.912.A.6.1, and SS.912.A.7.1.	

Test Item Specifications, Appendix B

Resources for Locating Sources and Stimulus

DocsTeach, National Archives

<https://www.docsteach.org/>

Document Analysis Worksheets

<https://www.archives.gov/education/lessons/worksheets/>

Google Image Search – “Labeled for Reuse”

<https://images.google.com/>

Library of Congress

<https://www.loc.gov/>

TeachingHistory.org

<http://teachinghistory.org/>

Political Cartoon Analysis

WAVES Strategy

Words

Actions

Visuals

Emotions

Significance



Source: Public Domain / Library of Congress

WAVES Source:

Sandra Davis

Broward County Public Schools



WAVES Strategy

Words

Actions

Visuals

Emotions

Significance



Source: Public Domain / Library of Congress

WAVES Source:

Sandra Davis

Broward County Public Schools

Document Analysis

SOAPSTone

S- Who is the Speaker?

O- What is the Occasion?

A- Who is the Audience?

P- What is the Purpose?

S- What is the Subject?

Tone - What is the Tone?

APPARTS

A- Author

P- Place and time

P- Prior knowledge

A- Audience

R- Reason

T- The main idea

S- Significance

Source: The College Board



Postum Cereal Co., Ltd.

Guarantee on Their Products.

We warrant and guarantee that all packages of Postum Cereal, Grape-Nuts and Elijah's Manna hereafter sold by any jobber or retailer, comply with the provisions of the National Pure Food Law,* and are not and shall not be adulterated or mis-branded within the meaning of said Act of Congress approved June 30, 1906, and entitled, "An act for preventing the manufacture, sale and transportation of adulterated or mis-branded or poisonous or deleterious foods, drugs, medicines, liquors, and for regulating traffic therein for other purposes."

POSTUM CEREAL Co., LTD.,
C. W. Post, Chairman,
Battle Creek, Mich.

APPARTS

A- Author

P- Place and time

P- Prior knowledge

A- Audience

R- Reason

T- The main idea

S- Significance

Source: The University of the State of New York Regents High School Exam (2015)

Categorization

PERSIA

Political

Economic

Religious

Social

Intellectual

Artistic

SPRITE

Social

Political

Religious

Intellectual

Technological

Economic

Some versions of PERSIA and SPRITE may be different.





Categorization Practice

Dawes Act	debt peonage	Dred Scott decision	Emancipation Proclamation
Fifteenth Amendment	Fourteenth Amendment	Freeport Doctrine	Gettysburg
Gettysburg Address	Jim Crow laws	Kansas-Nebraska Act	Ku Klux Klan
Ostend Manifesto	Radical Republicans	reservation system	sharecropping
states' rights	Thirteenth Amendment	Vicksburg	westward expansion

FDOE Resource – Florida Students

Let's get started!

Choose a subject area and then a course.


 English Language Arts 254 Resources	 Mathematics 1432 Resources	 Science 573 Resources	 Social Studies 189 Resources
---	--	---	--

GRADES 6 - 8 collapse ^

M/J Civics 127 Resources

GRADES 9 - 12 collapse ^

United States History 62 Resources



<http://www.floridastudents.org/>

www.FLDOE.org

FDOE Resource - Toolkits

Back to School for Success in Student Achievement Kit


United States History

1. **Teacher Resources –Essential tools for planning, teaching, and assessment– What resources should be at the teacher’s fingertips?**
 - a. **United States History Course Descriptions and Instructional Resources (CPALMS.org)**
 - i. Course Descriptions
 1. United States History*
<http://www.cpalms.org/Public/PreviewCourse/Preview/13379>
 2. United States History Honors*
<http://www.cpalms.org/Public/PreviewCourse/Preview/13328>
 3. Visions and Countervisions: Europe, the U.S. and the World from 1848*

http://www.fldoe.org/core/fileparse.php/12083/urlt/US_History_toolkit.pdf

FDOE Resource - ePATs

Computer-Based Practice Tests (ePATs) for NGSSS EOC Assessments



The screenshot shows the FDOE ePAT website. At the top left, there is a breadcrumb trail: "Home > ePAT". Below this is the "ePAT" title. A large banner features a photo of a teacher and student at a computer, with the text "Electronic Practice Assessment Tools". To the right of the banner is a text box explaining that these tests provide direct exposure to the format and structure of items for Florida's FCAT 2.0 and NGSSS EOC assessments, and that answer keys and practice test scripts are available under the Resources tab. Below the banner are two tabs: "Practice Assessment Tools" (selected) and "Resources". Under the "Practice Assessment Tools" tab, there is a section titled "End-of-Course Non-Accommodated ePATs" with a list of links: "Algebra 1 Retake EOC ePAT", "Biology 1 EOC ePAT", "Civics EOC ePAT", and "U.S. History EOC ePAT". A red arrow points to the "U.S. History EOC ePAT" link.

Home > ePAT
ePAT

Electronic Practice Assessment Tools

These practice tests are intended to provide direct exposure to the format and structure of the items in preparation for Florida's FCAT 2.0 and NGSSS EOC assessments. Access answer keys and practice test scripts under the Resources tab. For more information about Florida standards, course descriptions, and standards resources, please visit [CPALMS](#).

Practice Assessment Tools Resources

Practice Assessment Tools

End-of-Course Non-Accommodated ePATs

- [Algebra 1 Retake EOC ePAT](#)
- [Biology 1 EOC ePAT](#)
- [Civics EOC ePAT](#)
- [U.S. History EOC ePAT](#)

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>

Reflection

- Which instructional resources can I utilize to support standards-based instruction?
- How do I implement instructional resources to plan, teach, and assess my course's standards-based curriculum?

For more information, contact

Michael DiPierro
Social Studies Education Specialist
Michael.DiPierro@fldoe.org



www.FLDOE.org



www.FLDOE.org