

Civics End Of Course (EOC) Exam

Test : **Thursday, May 18th 2023**

52-56 Multiple Choice Questions

1 day- 2 consecutive 80 min sessions+

Table 5 provides an approximate range for the number of items on each test. All items on the Statewide Science Assessment and NGSSS EOC assessments are multiple-choice items.

Table 5: Number of Items

Grade/Course	Science	Social Studies
5	60–66	
8	60–66	
Biology 1	60–66	
U.S. History		50–60
Civics		52–56

Civics End of Course (EOC) Exam:

- The Civics EOC Assessment is a computer based test.
- All students enrolled in 7th grade Civics must take the EOC. Student performance results are used to calculate 30% of a student's course grade. 7th grade Civics is a required credit for promotion to high school.
- The Civics EOC assesses 35 Civics benchmarks and 5 other benchmarks.
- The Civics EOC Exam and course addresses major topics, trends, and analysis of individual rights, responsibilities, and functions of local, state, and federal government

Civics End of Course (EOC) Exam:

- Common Core State Standards assist students on HOW to master complex Civics content.
- For a description of tested benchmarks and sample test items, please see the Civics Item Specifications at:

socialsciences.dadeschools.net/files/Civics%20EOC%20Item%20Specifications.pdf

(Source: Florida Department of Education.)

Testing Window

- May 1-May 26
- *Florida Next Generation Sunshine State Standards End-of-Course Assessments Civics CBT**
- Federal and State Mandate
- <http://oada.dadeschools.net/TestingCalendar/TestingCalendar.asp>

Test Reporting Categories

1. Origins and Purposes of Law and Government (25% of test items)
2. Roles, Rights, and Responsibilities of Citizens (25% of test items)
3. Government Policies and Political Processes (25% of test items)
4. Organization and Function of Government (25% of test items)

Percentage of questions by Cognitive Complexity Level

Content Level	Low	Moderate	High
Civics	15-25%	45-65%	15-25%

On the next three slides there will be an example of a low , moderate and high level complexity question. Note that the same information is given in each graphic list ,but the question and application is different for each type of question.

Civics Achievement Levels and Scale Scores

Table 2. Achievement Levels

Level 1	Level 2	Level 3	Level 4	Level 5
Inadequate: Highly likely to need substantial support for the next grade	Below Satisfactory: Likely to need substantial support for the next grade	Satisfactory: May need additional support for the next grade	Proficient: Likely to excel in the next grade	Mastery: Highly likely to excel in the next grade

Table 3. EOC Scale Scores for Each Achievement Level

Assessment		Level 1	Level 2	Level 3	Level 4	Level 5
FSA EOC Assessment Scale Scores (425–575) for Each Achievement Level	Algebra 1	425–486	487–496	497–517	518–531	532–575
	Geometry	425–485	486–498	499–520	521–532	533–575
NGSSS EOC Assessment Scale Scores (325–475) for Each Achievement Level	Biology 1	325–368	369–394	395–420	421–430	431–475
	Civics	325–375	376–393	394–412	413–427	428–475
	U.S. History	325–377	378–396	397–416	417–431	432–475

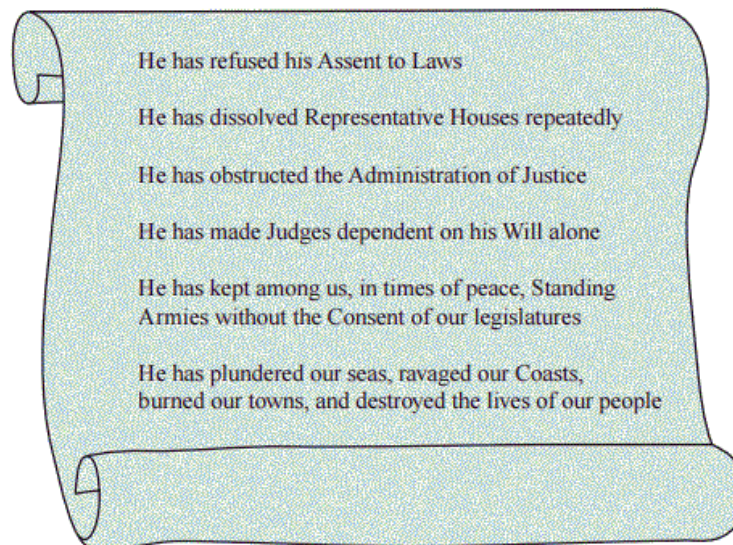
Low Complexity Sample Question (15-25% of test)

Low Complexity

Civics low-complexity test items rely heavily on the recall and recognition of previously learned concepts and principles. Low-complexity test items involve the recognition or recall of information such as a fact, definition, term, or simple procedure. These items can involve recognizing information and identifying characteristics.

Below is an example of a low-complexity test item that is based on Benchmark SS.7.C.1.4. For more information about this item, see page 24.

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

In which document are these statements found?

- A. Magna Carta
- B. Mayflower Compact
- C. Articles of Confederation
- ★ D. Declaration of Independence

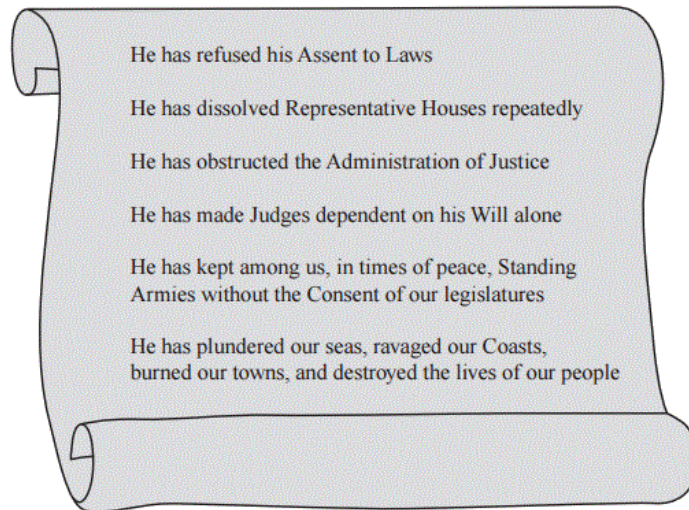
Moderate Complexity Sample Question (45-65% of test)

Moderate Complexity

Civics moderate-complexity test items involve more flexible thinking than low-complexity test items require. Moderate-complexity test items involve the engagement of some mental processing beyond recalling or reproducing a response. They also involve examining relationships, determining cause and effect, and determining significance.

Below is an example of a moderate-complexity test item that is based on Benchmark SS.7.C.1.4. For more information about this item, see page 24.

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

How did the opinions expressed in these statements help influence the American political system in the United States?

- A. Citizens believed legislators should be elected.
- ★ B. Citizens believed government should be limited.
- C. Voters believed laws should be publicly debated.
- D. Voters believed equality should be legally assured.

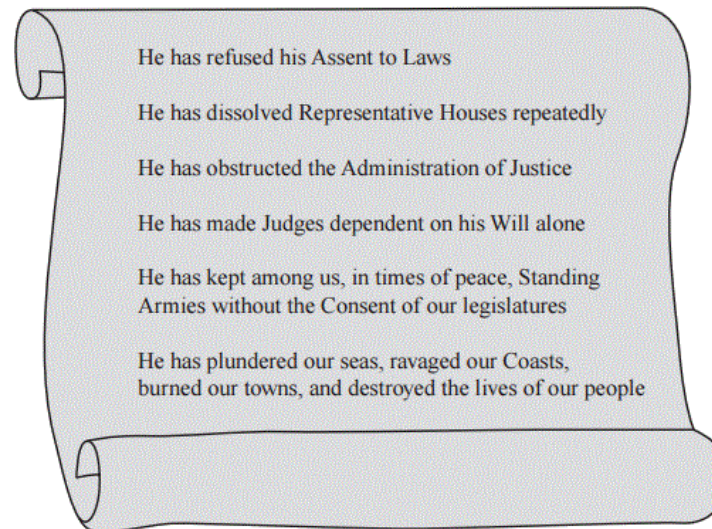
High Complexity Sample Question (15-25% of test)

High Complexity

Civics high-complexity test items make heavy demands on student thinking. Students must engage in more abstract reasoning, planning, analysis, judgment, and creative thought. These test items require that the student think in an abstract and sophisticated way, often involving multiple steps.

Below is an example of a high-complexity test item that is based on Benchmark SS.7.C.1.4. For more information about this item, see page 24.

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

How does the modern political system in the United States uphold the principles expressed in these statements?

- A. by requiring voter registration laws for local elections
- ★ B. by causing elected officials to be responsible to citizen needs
- C. by allowing federal judges to be appointed by elected officials
- D. by making local governments responsible for monitoring elections



Civics Skills Students Need to Master

- Analyze primary and secondary sources of information.
- Interpret historical trends that span across multiple time periods; analyzing governmental responses to society's changing needs.
- Evaluate social science content from political, economic, and social perspectives.
- Understanding the importance of geography on human interaction with one's environment.
- Understand, evaluate, and interpret graphic information (e.g., from charts).

Civics Skills Students Need to Master (Continued)

- Understand and be able to explain the meaning of political cartoons.
- Draw conclusions from multiple pieces of complex information.
- Research and write about important social science trends and topics.
- **THINK LIKE A SOCIAL SCIENTIST! LOOK AT AND ANALYZE SOCIETAL ISSUES FROM MULTIPLE PERSPECTIVES!**



Assessments Calendar:

<http://oada.dadeschools.net/TestingCalendar/TestingCalendar.asp>

Civics EOC Brochure:

<http://socialsciences.dadeschools.net/files/Social%20Studies%20Parent%20Information/CIVICS%20EOC%20BROCHURE-%20Final.pdf>

Civics EOC Brochure Espanol:

<http://socialsciences.dadeschools.net/files/Social%20Studies%20Parent%20Information/Civics%20EOC%20Brochure-%20Espanol.pdf>

Teacher Website:

www.eduk8.org