Review of the US History & the Constitution Field Test

Division of Accountability

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December 2006

Analysis of the South Carolina U.S. History and the Constitution
End of Course Field Test
November 20, 2006

Executive Summary

This report presents the findings from studies of the alignment with standards and the technical qualities of the U.S. History and the Constitution end of course field test. The studies were conducted as authorized by Section 59-18-320 (A) of the Education Accountability Act, which requires that state assessments and end of course tests be evaluated for their alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement.

The U.S. History and the Constitution end of course test is one of the tests composing the End of Course Examination Program (EOCEP) for benchmark high school courses. The U.S. History and the Constitution end of course test is based on the South Carolina U.S. History and the Constitution Academic Achievement Course Standards. Following a year of benchmark testing after approval, the EOCEP test results count for 20% of students' final grades for the benchmark courses and are used in the calculation of school and district report card ratings.

Two studies of the U.S. History and the Constitution field test were conducted for this report:

1. A committee composed of seventeen South Carolina educators evaluated the alignment of the test items with the achievement standards at a meeting on October 21, 2006. The committee was composed of high school U.S. History and the Constitution teachers, Advanced Placement U.S. History teachers, and school district social studies supervisors. The committee members were selected to provide representation from rural, urban, and suburban districts in all geographic regions of the state (the members are listed in Appendix B). The agenda and working documents for this meeting are listed in Appendix C.
2. A professor of educational research and measurement from the University of South Carolina College of Education investigated the technical aspects of the field test and reported her findings to the Education Oversight Committee Division of Accountability (her report is in Appendix D).

The U.S. History and the Constitution end of course field test appears to be well aligned with the academic standards, to make appropriate cognitive demands of students, to be of generally adequate technical quality, and to reflect very high expectations for performance. However, the extremely high difficulty of the test along with some concerns about technical quality of some of the field test items is of concern, especially since the test will count 20% of the students' grades for the U.S. History and the Constitution course required for high school graduation. The following recommendations for improvement are based on the findings of this review:

Recommendations

1. Continue the field test of the U.S. History and the Constitution end of course test during 2006-2007 by administering the currently prepared draft operational forms to students enrolled in the course. Monitor the performance of students on the

U.S. History and the Constitution tests administered in the 2006-2007 school year and evaluate the technical characteristics of the items and the performance standards in Summer 2007 for possible revision.

2. In cooperation with the State Department of Education, survey U.S. History and the Constitution teachers in Spring 2007 to describe their understanding and use of the U.S. History and the Constitution standards and relate the results to student performance.

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Background Information and Descriptions of Studies

This report summarizes the results from studies of the U.S. History and the Constitution End of Course field test administered in spring 2006. The studies were conducted under the auspices of the Education Oversight Committee (EOC) as part of its responsibilities listed in the Education Accountability Act of 1998 (EAA):

> Section 59-18-320. (A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

The U.S. History and the Constitution assessment is one of the assessments included in the End of Course Examination Program (EOCEP) for grades nine through twelve. The EOCEP was established in Section 59-18-310(B) of the Education Accountability Act, which states, "The statewide assessment program in the four academic areas shall include grades three through eight, an exit examination which is to be first administered in grade ten, and end of course tests for gateway courses in English/language arts, mathematics, science, and social studies for grades nine through twelve." Section 59-18-320 (C) states that, "After review and approval by the Education Oversight Committee, the end of course assessments of benchmark courses will be administered to all public school students as they complete each benchmark course." Algebra I and Math for the Technologies II were the first benchmark courses identified for test development; their assessment was reviewed and approved in 2002. End of course tests in English I, Physical Science, and Biology I/Applied Biology 2 were reviewed and approved in 2003.

The U.S. History and the Constitution end of course test is based on the U.S. History and the Constitution high school course standards in the SC Academic Achievement Standards (see Appendix A). The U.S. History and the Constitution standards are taught in a single academic year (or its equivalent on a block schedule) in the U.S. History and the Constitution or Advanced Placement U.S. History course. The U.S. History and the Constitution course is typically taught to students in the tenth or eleventh grades.

The EOCEP tests are administered to students at the end of the benchmark course. Under State Board of Education Regulation 43-262.4, End of Course Tests, students' test results are to be included in the calculation of their grades for the course. If approved, beginning with the 2007-2008 school year, EOCEP U.S. History and the Constitution test results will be weighted 20% in the determination of students' final course grades and the test results will be included in the calculation of high school and school district report card ratings.

Two studies of the U.S. History and the Constitution field test were conducted to evaluate the alignment and technical qualities of the test:

1. A committee composed of seventeen South Carolina educators evaluated the alignment of the test items with the achievement standards at a meeting on October 21, 2006. The committee was composed of high school U.S. History and the Constitution teachers, Advanced Placement U.S. History teachers, and school district social studies supervisors. The committee members were selected to provide representation from rural, urban, and suburban districts in all geographic regions of the state (the members are listed in Appendix B). The agenda and working documents for this meeting are listed in Appendix C.
2. A professor of educational research and measurement from the University of South Carolina College of Education investigated the technical aspects of the field test and reported her findings to the Education Oversight Committee Division of Accountability (her report is in Appendix D).

At their meeting the alignment evaluation committee members were provided:

- copies of the standards;
- eight draft test forms containing 55 operational items each chosen by the SDE and its contractors from the items field tested in Spring 2006 (operational items are test questions which have successfully passed the various review processes and will be used on the actual assessments administered to students in future test administrations);
- descriptors for the various levels of cognitive demands made on students as they attempt to answer the test questions (from the revised Bloom's Taxonomy of Educational Objectives listed in Appendix A); and
- the list of Social Studies literacy elements, or process skills, students need to successfully master social studies standards (also listed in Appendix A).

The reviewers examined each test item to determine the standard(s) assessed, the cognitive demands made, and, if possible, the social studies literacy element(s) needed to answer the question. The technical reviewer was provided files listing item technical data provided by the SDE, along with documents summarizing the design of the field tests and the standard-setting process.

Results

The U.S. History and the Constitution End of Course test is designed to contain 55 multiple choice selected response items (see the test Blueprint in Appendix E). The use of only multiple choice items on the U.S. History and the Constitution test makes it possible to promptly score and report student scores for use in calculating course grades.

The U.S. History and the Constitution field test was administered in spring 2006 to 20,216 students enrolled in the course in a statewide sample of high schools. Between 1,206 and 1,273 students answered each test item provided to the EOC for analysis (see the technical analysis report in Appendix D for details on the numbers of students tested and the sampling plan for the selection of students for field testing). The items developed or selected for field-testing were based on the U.S. History and the Constitution standards. The field tests were not timed, and students were permitted to use as much time as they needed to complete the test.

The field test in Spring 2006 was designed to include 645 U.S. History and the Constitution test items arranged on 16 forms containing approximately 60 items on each form. Forty-five of these field test items (termed "anchor items") were placed on multiple test forms to provide statistical links among all the items and forms. The statistical linkages among the test forms allows all of the test items to be scaled or calibrated on the same scale of difficulty using latent trait psychometric procedures. Placing all the items on the same scale allows the formation of an "item pool," or a large set of items of known difficulty from which items can later be selected to create new test forms having similar overall levels of difficulty. It is important that new tests or alternate forms of a test be based on items placed on the same scale to ensure that performance standards, such as the score of 70 indicating a minimally passing grade on the end of course tests, remain at the same level of difficulty across forms and over time.

Not all of the 645 field-tested items were of sufficient quality to be placed in the item pool and retained for use in the operational tests; some of the field-tested items may also have been eliminated for other reasons, such as too many items assessing a single standard. A total of 409 items were retained for use in the operational tests, and these items were placed on eight forms of 55 items each. These eight forms were draft versions of the tests intended to be administered in the U.S. History and the Constitution end of course testing program. The field test statistics from the 409 items on the eight test forms were provided by the SDE for use in the technical studies, and the eight test forms were provided for the alignment studies.

Alignment Study

The 55 items on each of the eight U.S. History and the Constitution field test forms were examined by a pair of standards alignment evaluation committee members (one form was examined by three committee members). A total of 409 items were reviewed. Each member of the committee read and answered each test item, determined the standard(s) it assessed, and made a judgment about the level of cognitive demands made by the item based on the revised Bloom's "Taxonomy of Educational Objectives" (see Appendix A for a description of the Taxonomy). This Taxonomy was used during the item development process to specify the kinds of content knowledge and cognitive processes to be assessed. Each committee member also attempted to identify the social science literacy elements which the item was assessing (see Appendix A for a description of the literacy elements).

The purpose of the alignment determination was to document the extent to which the items on the field test addressed the U.S. History and the Constitution standards. The committee's documentation provides information on the comprehensiveness of the test's coverage of the standards. The alignment committee's findings can be compared to the intended coverage of the standards listed in the test Blueprint (Appendix E). The test

Blueprint specifies the design for the test and lists the number of items intended to assess each of the standards. The comparison of the alignment committee's findings to the U.S. History and the Constitution Blueprint is presented in Table 1.

Table 1
Test Items Found to be Aligned with Standards & Match to Test Blueprint
EOC Standards Alignment Committee
US History & the Constitution End of Course Field Test Review, October 21, 2006

Standard	Percent of Items on Test (From Blueprint)	Percent of Items Identified by EOC Alignment Committee
USHC-1	3.6	3.6
USHC-2	14.5	14.3
USHC-3	7.3	7.2
USHC-4	9.1	9.6
USHC-5	12.7	12.3
USHC-6	9.1	9.5
USHC-7	14.5	13.9
USHC-8	9.1	8.7
USHC-9	16.4	15.6
USHC-10	3.6	3.9
No Standard Identified	--	1.4

In general, Table 1 indicates that the percentages of items found by the alignment committee to address the standards were very close to the percentages specified in the Blueprint. A standard was not identified by at least one committee member for 6 of the 409 items reviewed. All of the standards were assessed and the items were judged overall to be well aligned with the standards.

Alignment committee members also judged each item for the level of thinking or cognitive demand it would pose to students. The committee members used the revised Bloom's Taxonomy of Educational Objectives employed by the item developers for the State Department of Education. This taxonomy is based on two dimensions: the kind of knowledge needed to understand a concept and the cognitive processes a student needs to successfully develop that understanding. The kinds of content knowledge are classified into four dimensions of increasing complexity: factual knowledge; conceptual knowledge; procedural knowledge; and metacognitive knowledge (see Appendix A for a more thorough description of these dimensions). The judgments of the committee members are summarized in Table 2.

Table 2
Percentages of Items by Knowledge Dimension
Knowledge Dimension Based on Revised
Bloom's Taxonomy of Educational Objectives
EOC Standards Alignment Committee
US History & the Constitution End of Course Field Test Review, October 21, 2006

Knowledge Dimension	Percentage of Items
Factual Knowledge	31.6
Conceptual Knowledge	63.0
Procedural Knowledge	4.6
Metacognitive Knowledge	0.3
Not Identified by Committee	0.5
Total	100

The committee members were able to identify the knowledge dimension assessed for nearly all of the items. The majority of the items assessed conceptual knowledge, followed by factual knowledge and procedural knowledge. Very few items were judged to assess metacognitive knowledge. As stated in the U.S. History and the Constitution standards document (Appendix A, page 3), the majority of the content standards address conceptual knowledge, and the test items reflect that emphasis well.

The committee members were also asked to identify the cognitive processes needed to successfully answer the test items. There are six cognitive processes described in the Taxonomy (see Appendix A) also classified in a hierarchy from less to more complex. The committee's judgments are listed in Table 3.

Table 3
Percentages of Items by Cognitive Process Dimension
Cognitive Process Dimension Based on
Revised Bloom's Taxonomy of Educational Objectives
EOC Standards Alignment Committee
US History & the Constitution End of Course Field Test Review, October 21, 2006

Cognitive Process Dimension	Percentage of Items
Remember	24.5
Understand	53.8
Apply	4.1
Analyze	14.4
Evaluate	2.5
Create	0.2
Process Not Identified by Committee	0.5
Total	100

The majority of the items were classified as requiring the cognitive process of "Understanding." This cognitive process includes the skills of interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining. Almost one-fourth of the items involved the cognitive process of "Remembering," which includes the skills of recognizing or recalling information. About one-seventh of the items involved a higher

level process, “Analyzing,” which includes skills in differentiating, organizing, or attributing information. Again, the test items reflect the academic standards document, which states that the majority of the standards involve cognitive processing at the “Understanding” level rather than the lower levels of “Remembering.”

Finally, the alignment committee attempted to identify the social studies literacy elements which may have been assessed by the items. The academic standards document indicates that not all of the literacy elements can be tested with a multiple choice standardized test and that most assessment of these skills will occur in a classroom setting. However, the document also states that, “These elements will also be incorporated into statewide assessments in grades three through eight as appropriate” (Appendix A, page 4). The grade levels at which these elements are to be introduced or demonstrated are listed in the standards document. Although the elements are not to be assessed at the high school level, the committee was asked to identify the assessed literacy elements in the test items to describe the kinds of specific skills assessed and to evaluate the proportion of literacy elements assessed which are to be demonstrated at the high school level. The committee’s judgments are summarized in Table 4.

Table 4
Percentages of Items by Cognitive Process Dimension
EOC Standards Alignment Committee
US History & the Constitution End of Course Field Test Review, October 21, 2006

Literacy Element	**Percentage of Items**
A. Distinguish between past, present, and future time	1.7
B. Establish chronological order in constructing one's own historical narratives	1.5
C. Measure and calculate calendar time	0
D. Create and interpret data on time lines	2.2
E. Explain change and continuity over time	18.1
F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?	2.6
G. Make and record observations about the physical and human characteristics of places	2.0
H. Construct maps, graphs, tables, and diagrams to display social studies information	0.1
I. Use maps to observe and interpret geographic information and relationships	0.2
J. Demonstrate responsible citizenship within the school community and the local and national communities	0.3
K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships	5.5
L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts	7.5
M. Use tables and graphs to observe and interpret geographic trends and relationships	0.4
N. Challenge ad hominem and other illogical arguments (e.g., name calling, personal attacks, insinuation and innuendo, circular arguments)	0.3
O. Consider multiple perspectives of documents and stories	5.7
P. Locate, gather, and process information from a variety of primary and secondary sources including maps	4.8
Q. Interpret information obtained from maps, aerial photographs, satellite-produced images, and geographic information systems	0.6
R. Use statistics and other quantitative techniques to interpret and evaluate social studies information	0.3
S. Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents, and interviews	14.1
T. Plan and organize a geographic research project (e.g., specify a problem, pose a research question or hypothesis, identify data sources)	0
U. Select and design appropriate forms of graphs, diagrams, tables, and charts to organize social studies information	0

Literacy Element	Percentage of Items
V. Use a variety of media to develop and organize integrated summaries of social studies information	0.2
W. Apply geographic models, generalizations, and theories to the analysis, interpretation, and presentation of geographic information	1.2
Literacy Element not identified	30.6

Totals may not add to 100% due to rounding.

The committee was able to identify at least one literacy element for most of the items. In many cases they identified two or three elements for a single item; the percentages in Table 4 are based on the highest literacy element identified for items. All of the literacy elements in Table 4 are to be demonstrated by the high school level. Elements S through W are introduced at the middle school level; the remaining elements are demonstrated by middle school. A total of 15.3% of the items addressed literacy elements S through W, which are specifically associated with high school-level learning. The literacy elements identified were broadly distributed, with the largest percentage for element E, explain change and continuity over time, which seems particularly relevant for a history test.

Technical Study

The technical analysis of the U.S. History and the Constitution field test data conducted by Dr. Christine DiStefano (Appendix D) indicates that the technical quality of field test is generally adequate, but with some reservations. There were some strengths identified in the field test items: the majority of test forms have overall technical indices in acceptable ranges, and the majority of the 409 test items studied had acceptable technical characteristics. There were two primary issues identified in the technical analysis which lead to some concern about the tests, however.

The first issue is related to the technical quality of the anchor items used to calibrate the item pool. According to the field test design, there were 45 anchor items field tested; 32 of these items were kept in the pool of items used to create the draft operational test forms reviewed. Approximately 41% of the 32 anchor items for which data were available were flagged in the field test as having extreme statistical values which may indicate problems with their quality. Flagged items were those that had extreme levels of difficulty (very easy or very difficult), those that had extreme discrimination values (high scoring students tended to get an easier question wrong and low scoring students tended to get a difficult question right), or those that had incorrect answer options ("distracters") chosen substantially more often than the correct answer, indicating that the question or its response options could be ambiguous. The technical "flag" is an indicator that the item should be reviewed for possible problems and revised, if needed, but it is not an absolute indicator that the item should be revised or deleted. However, flagged items should be used on operational test forms only after the review has indicated they are technically sound.

The anchor items provide the basis for calibrating all the items on a common scale, and it is important that these items have high levels of quality. Information on 13 of the original 45 anchor items was not available for this review, but as stated on page 9 of the

technical report when referring to the 32 anchor items for which information was available, “Since anchor items play an important role in the linking process, these flagged anchor items should be investigated to determine if they will impact linking estimates in future administrations” (Appendix D).

The second issue raised in the technical review is related to the overall difficulty of the test items. The test items as a group were very difficult for the students participating in the field test: on average, students answered only 41% of the items correctly. Further, the average ability of the students on the field test items was in the range of a low “D” grade when their performance was projected onto the operational forms of the tests.

Discussion

Based on the findings of the alignment studies, the U.S. History and the Constitution field test is well aligned with the academic standards, provides cognitive challenges at the levels specified in the standards document, and addresses at least some of the social science literacy elements assessed earlier in the PACT testing program as well as those associated specifically with high school level learning activities. The field test results indicate that the test is quite rigorous and sets a high expectation for performance. However, the technical analysis raised some issues with regard to the quality of at least some of the anchor items and with the appropriateness of the overall difficulty level of the items which will be used on the operational forms of the test.

It cannot be determined from the available data if the anchor items flagged for possible technical problems adversely affected the calibration of the items for the item pool and the scaling of the test results. When the operational test forms are administered in the future the stability of the calibrated item statistics can be evaluated.

It is reasonable to assume that student performance on the field test, which is not reported to the students and does not have an impact on student grades, is lower than performance expected on future administrations of the test that will more directly affect students. It is also likely that in the future teachers will become more aware of ways to teach the U.S. History and the Constitution standards more effectively and students will become more motivated to learn when the test begins to "count" for students’ course grades.

However, the high level of difficulty of the U.S. History and the Constitution field test items is a matter of concern because of the importance of the U.S. History and the Constitution course to all high school students. Students must pass the course as a requirement for attaining a state high school diploma. It is not necessary to pass the U.S. History and the Constitution end of course test to pass the course because it counts for only 20 percent of the overall course grade, but an overly difficult test may cause students to fail who would not otherwise do so and thus set up a roadblock to high school graduation. The U.S. History and the Constitution end of course test must be challenging enough to raise standards while at the same time providing an attainable target for all students.

The EOC review of the Physical Science end of course test in 2003 raised similar concerns about the high level of difficulty of this test. One of the recommendations from that study was that the performance of students on the Physical Science test administered in the 2003-2004 school year be monitored for possible review and revision

of the standards set on the field test data. In 2005-2006, which was the third year the test was administered to all students in the course and the second year in which the test counted in students' course grades, 53.4% of students failed the test (scored in the "F" grade range). This was in contrast to the other end of course tests administered for the third year in 2005-2006, where 41.2% failed the Biology I/Applied biology 2 test and 30.5% failed the English 1 test. One of the goals of the review of the science standards in 2005 was to clarify the Physical Science course standards with the aim of making the course more "teachable" and the standards more amenable to assessment. It remains to be seen if the standards revision and subsequent test revision will be associated with higher performance on the Physical Science end of course test: the first assessment involving the new standards will take place at the end of the Fall 2006 semester.

The U.S. History and the Constitution field test appears to have a level of difficulty near that of the Physical Science end of course field test. The Physical Science test is primarily administered to ninth grade students, while the U.S. History and the Constitution field test was administered primarily to eleventh graders. One might expect higher performance from eleventh graders than from high school freshmen, although that may not have been the case with the U.S. History and the Constitution field test. If the operational forms of the U.S. History and the Constitution end of course test are similar in difficulty to the field test, it is possible that results could be similar to those in Physical Science. The Social Studies academic standards are not scheduled for review until the 2011-2012 school year, which is when the U.S. History and the Constitution end of course test would also be reviewed and possibly revised. If the test is approved for use in the State testing program, this would leave a five-year period during which the present form of the U.S. History and the Constitution end of course test would be in use.

The low performance on the U.S. History and the Constitution field test can be attributed at least in part to two factors: low student motivation when taking the field test, and inadequate instruction for students on the course standards. The poor levels of student performance on the Physical Science end of course test even when the test scores count in students' grades suggest that a lack of motivation on the part of students to perform well is not a major factor affecting their performance. The U.S. History and the Constitution course standards were adopted in 2005 and it is not known to what extent teachers are familiar with the standards and to what extent the standards are being taught in the U.S. History and the Constitution course.

Given the high level of difficulty of the U.S. History and the Constitution field test, the importance of the test results to students, and the possibility that some technical refinements may be needed, it would seem prudent to delay operational use of the test during the 2006-2007 school year so that the operational test forms can be administered on a field test basis to all students in the U.S. History and the Constitution courses. The results from the administration of the proposed operational forms of the test in Fall 2006 and Spring 2007 can be evaluated for their technical characteristics and performance standards in Summer 2007 with the aim of identifying and making needed changes. In Spring 2007 U.S. History and the Constitution teachers can be surveyed regarding their teaching of the course standards so this information can be related to student performance.

Recommendations

The U.S. History and the Constitution end of course field test appears to be well aligned with the academic standards, to make appropriate cognitive demands of students, to be of generally adequate technical quality, and to reflect very high expectations for performance. However, the extremely high difficulty of the test along with some concerns about technical quality of some of the field test items is of concern, especially since the test will count 20% of the grade of the U.S. History and the Constitution course required for high school graduation. The following recommendations for improvement are based on the findings of this review:

1. Continue the field test of the U.S. History and the Constitution end of course test during 2006-2007 by administering the currently prepared draft operational forms to students enrolled in the course. Monitor the performance of students on the U.S. History and the Constitution tests administered in the 2006-2007 school year and evaluate the technical characteristics of the items and the performance standards in Summer 2007 for possible revision.
2. In cooperation with the State Department of Education, survey U.S. History and the Constitution teachers in Spring 2007 to describe their understanding and use of the U.S. History and the Constitution standards and relate the results to student performance.

APPENDICES

APPENDIX A

SOUTH CAROLINA
SOCIAL STUDIES ACADEMIC STANDARDS

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January 2005

Acknowledgements

South Carolina owes a debt of gratitude to the following organizations and individuals for their assistance in the development of the new South Carolina social studies academic standards:.

State Social Studies Panel
The members of the State Social Studies Panel reviewed and recommended revisions to the 2000 standards document, *South Carolina Social Studies Curriculum Standards.* The panel's report and a listing of the State Panel members are online at http://www.myscschools.com/offices/cso/social_studies/SSStandardsTimeline.htm.

South Carolina Education Oversight Committee
Dr. Jo Anne Anderson, executive director of the South Carolina Education Oversight Committee (EOC), and Dr. Paul Horne, the EOC's director of curriculum and program overview, facilitated the work of three social studies review teams: a team of social studies educators from across the nation, a team of South Carolina parents and business and community leaders, and a team of South Carolina special education teachers. The EOC report on the review of the 2000 standards is online at http://www.myscschools.com/offices/cso/social_studies/SSStandardsTimeline.htm.

Mid-Continent Research for Education and Learning
John Kendall, senior director of research at Mid-Continent Research for Education and Learning, led a team of content analysts who provided rigorous, high-quality grade-level indicators for the South Carolina standards based on national and state standards documents.

Dr. Lorin W. Anderson
Dr. Anderson, of the College of Education at the University of South Carolina, offered advice in the use and interpretation of the revised taxonomy for learning. He is coeditor, with David R. Krathwohl, of *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Allyn and Bacon, 2001).

State Department of Education
The social studies standards in this document were developed under the direction of Dr. Sandra R. Lindsay, deputy superintendent of the Division of Curriculum Services and Assessment, and Cindy Saylor, director of the Office of Curriculum and Standards.

The State Department of Education (SDE) extends a special thanks to James Bryan, social studies coordinator in the Standards Design Unit, for his dedication, perseverance, and fortitude in producing this document.

The following SDE staff members assisted in the design and development of this document:

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Introduction

South Carolina Social Studies Academic Standards contains the revised academic standards in social studies for South Carolina students from kindergarten through twelfth grade. A field review of the first draft of these standards was conducted from April through June 2004, and feedback from that review has been incorporated into this document. Because a working knowledge of government, geography, economics, and history is essential for effective citizenship in a democracy, the theme for these standards is civic education. The final draft was presented to the State Board of Education on January 12, 2005.

The State Department of Education (SDE) in partnership with Mid-Continent Research for Education and Learning (McREL) developed these standards and the indicators utilizing the following sources:

- *South Carolina Social Studies Curriculum Standards,* published by the SDE in 2000.
- The national standards documents for social studies, geography, political science, history, and economics:

  Expectations of Excellence: Curriculum Standards for Social Studies. Washington, DC: National Council for the Social Studies, 1994.

  Geography for Life: National Geography Standards. Washington, DC: National Geographic Research and Exploration, 1994.

  National Standards for Civics and Government. Calabasas, CA: Center for Civic Education, 1994.

  National Standards for History. Los Angeles, CA: National Center for History in the Schools, 1996.

  Voluntary National Content Standards in Economics. New York: National Council on Economic Education, 1997.

- The published social studies standards of other states, including Alabama and New York.
- The 2003 recommendations of the SDE State Panel and the Education Oversight Committee (EOC) panels on social studies. (Information about these recommendations is online at http://www.myscschools.com/offices/cso/social_studies/ SSStandardsTimeline.htm.)

Operating procedures for the review of South Carolina standards (accessible online at http://www.myscschools.com/offices/cso/social_studies/SSStandardsTimeline.htm) were agreed upon by the SDE and the EOC during the summer of 2003. These procedures were used in the review of the new social studies standards and will be used in the future as the standards for the other subject areas are revised.

Academic Standards

Beginning with this 2004 social studies standards document, the state-approved expectations for students will be called *academic standards* instead of *curriculum standards.* In accordance with the South Carolina Educational Accountability Act of 1998, the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessment. Consensually determined academic standards describe for each grade or high school core area the specific areas of student learning that are considered the most important for proficiency in the discipline at the particular level.

The academic standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instructional strategies, approaches, or practices. *South Carolina Social Studies Academic Standards* is not a curriculum.

Revised Organization of the Social Studies Standards Document

The organization of the South Carolina social studies standards document has been modified in several ways:

A. An overview describing specific subject matter and themes is now provided on a cover page for each grade or high school core area.

B. The number of standards has been significantly reduced. To meet teachers' needs for specificity, indicators for each standard are specified.

C. The standards are no longer organized by strand (history, economics, geography, and political science). Instead, they are history-driven and are, for the most part, presented in a chronological sequence. The core information and ideas from each strand have been incorporated into the standards and indicators, and the contributing strands are identified in parentheses at the end of each indicator. This new format, which should be easier for teachers to follow, reduces the number of standards and clarifies relationships among the disciplines.

D. Standards are provided for nine grade levels (kindergarten through grade eight) and four high school core areas: Global Studies, United States History and the Constitution, Economics, and United States Government. The SDE recommends that Global Studies be taught as a one-year course in grade nine or ten or as a two-year course, either Global Studies 1 and 2 or World Geography and World History, in grades nine and ten.

E. Standards are provided for nine grade levels (kindergarten through grade eight) and four high school core areas: Global Studies, United States History and the Constitution, Economics, and United States Government.

F. Samples of classroom activities are included for each standard.

G. The strategies, perspectives, approaches, and tools specific to social studies (referred to as *process skills* in the 2000 social studies document) are now described as elements of social studies literacy. The chart in appendix C contains a list of these elements.

Social Studies Curriculum Support Document

The SDE will develop a curriculum support document after SBE adoption of these standards. Local districts, schools, and teachers can use the document to construct a standards-based curriculum, adding or expanding topics they feel are important and organizing the content to fit their students' needs and materials. The support document will include materials and resources such as

- sample units/lessons incorporating literacy elements and technology (including Internet links);
- resources (e.g., archives, museums, community organizations/groups);
- recommended modifications of instruction to meet the needs of diverse groups (e.g., special education, gifted and talented);
- connections to other disciplines (e.g., English language arts, science);
- lists of fiction and nonfiction literature related to the topic and the grade level to encourage student reading in the content area; and
- perspectives and contributions of African Americans.

Definitions of Key Terms

- **Academic standards.** Statements of the most important, consensually determined expectations for student learning in a particular discipline.

  In South Carolina, standards are provided for each grade from kindergarten through grade eight and for high school core areas. The verb phrase "demonstrate an understanding of" in each standard is used in its general, everyday meaning and is *not* intended to describe a cognitive category of learning.

- **Indicators.** Specific statements of the content (knowledge and skills) and cognitive processes needed to meet a grade-level or high school core area standard.

  The verbs in the indicators identify specific aspects of a cognitive process as described in the new taxonomy shown in appendix A. Use of the revised Bloom's taxonomy will allow teachers to identify the kind of content (knowledge) addressed in the indicators (as factual, conceptual, procedural, or metacognitive) and will help teachers to align lessons with both the content and the cognitive process identified in the indicators. The majority of the indicators in social studies address conceptual knowledge and fall under the second category of cognitive processing (understanding), which fosters transfer and meaningful learning rather than rote learning and memorization.

- **Sample classroom activities.** Samples of activities for teaching the content and skills enunciated in a standard.

  The activities provide examples of how students can learn or demonstrate their acquisition of the knowledge and skills required in one or more indicators. Some samples demonstrate the use of social studies literacy elements in conjunction with the content and skills in the indicator, and some samples may address multiple indicators. One or more sample activities are provided for each standard.

- **Social studies literacy elements.** The creation and/or use of tools and strategies and the understanding of several over-arching perspectives and principles essential for literacy in the various disciplines of social studies—defined literally as the ability to read, write, and understand this subject.

  The creation and/or use of time lines and maps are examples of such tools. The understanding of the need for multiple perspectives and primary-source documents and the understanding of the relationship between people and the land are examples of such perspectives and principles in history and geography. The chart (see appendix C) of the grade levels at which students should first be expected to demonstrate the social studies literacy elements in the classroom shows how the need for these elements continues across the remaining grade levels—underscoring their function as the foundations for social studies literacy. Though these elements may be directly referenced in only a few standards and indicators, they are primary concerns throughout classroom instruction and assessment in social studies and, therefore, are also reflected in many of the sample activities shown for the individual indicators. These elements will also be incorporated into statewide assessments in grades three through eight as appropriate.

- **Statewide assessment.** The social studies standards in grades three through eight will be the basis for development of the social studies test questions for the Palmetto Achievement Challenge Tests (PACT).

  The PACT will be based on the standards (e.g., 3-1) at each grade level and will sample from the indicators (3-1.1, 3-1.2, 3-1.3, and so on). While the PACT will measure the broad standard, the questions will not go beyond the scope and intent of the indicators associated with that standard. With the new history-driven academic standards, the strands of political science, geography, and economics are incorporated into the standards and indicators. The PACT development will be based on the standards, not on the strands.

Format of Standards for
All Grade Levels and the High School Core Areas

Grade 4

United States Studies to 1865

Social studies in grades four and five addresses the history of the United States. The first part of this story, which dates from the exploration of the New World to the end of the Civil War, is the focus for grade four. Students study the contributions of Native Americans, the exploration and settlement by the Europeans, the beginnings of the United States as a nation, the westward expansion and its implications, and the problems that tore the nation apart, creating a civil war. Students also explore the documents, people, and events that have made the United States what it is today.

Instruction should emphasize the elements of social studies literacy: the tools, strategies, and perspectives necessary for understanding the four disciplines addressed in this subject area. The chart in appendix C describes the literacy elements specific to social studies, indicating the grades at which these elements should be introduced and the grades at which a student should be expected to demonstrate the elements. The elements are also apparent in some of the sample activities provided for the indicators.

This is the introductory page. The text gives an overview of the subject matter and themes for the particular grade level.

This is academic standard 4-1, the first standard for grade 4. The standards for high school core areas use these abbreviations: GS (Global Studies), USHC (United States History and Constitution), ECON (Economics), and USG (United States Government).

Standard 4-1: ----------

Indicators

4-1.1 ---------- (E, G, H, P)

4-1.2 ---------- (H, E, G)

The letters in parentheses are abbreviations indicating the strands that are reflected in the particular indicator.*

Sample Classroom Activities for Standard 4-1

4-1.1 ----------

4-1.2 ----------

At least one sample classroom activity is shown for each standard, and certain sample activities address more than one indicator. These samples, many of which include elements of social studies literacy, illustrate how students might be asked to demonstrate the learning identified in the indicators.

* The strands, or disciplines, reflected in a specific indicator are identified at the end of each indicator by the following single-letter abbreviations in parentheses:

H = history

G = geography

P = political science/government

E = economics

The attribution of strands for each indicator is determined by the content of the standard with all of the strands relevant for an indicator listed in the order of emphasis. For example, an indicator with E listed first has an *economics* emphasis.

High School Core Area Standards

United States History and the Constitution

The focus of United States History and the Constitution is the story of the American people from the period of the Mesoamerica civilizations to the present day—a span that includes the early Native Americans, the establishment of various European colonies, the creation of the United States as a new nation during the American Revolution, the territorial expansion to the West, the American Civil War and Reconstruction, the industrialization and immigration of the late nineteenth century, and the nation's developing role in world affairs in the twentieth and twenty-first centuries.

Instruction should emphasize the elements of social studies literacy: the tools, strategies, and perspectives necessary for understanding the four disciplines addressed in this subject area. The chart in appendix C describes the literacy elements specific to social studies, indicating the grades at which these elements should be introduced and the grades at which a student should be expected to demonstrate the elements. The elements are also apparent in some of the sample activities provided for the indicators.

This course is generally taught in grade eleven.

United States History and the Constitution

Standard USHC-1: The student will demonstrate an understanding of the settlement of North America.

Indicator

USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences. (H, E, P, G)

Sample Classroom Activities for Standard USHC-1

USHC-1.1 Create a multimedia presentation that examines two or more sponsors of European overseas exploration. Summarize their backgrounds, compare their motives, and include the aspects of national and religious rivalries.

USHC-1.1 Create a graphic organizer that displays the distinct characteristics of each colonial region in America.

United States History and the Constitution

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

Indicators

USHC-2.1 Summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors. (P, H)

USHC-2.2 Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large. (H, P, E)

USHC-2.3 Explain the development and effectiveness of the Articles of Confederation. (H, P)

USHC-2.4 Summarize the creation of a new national government, including the new state constitutions, the country's economic crisis, the Founding Fathers and their debates at the Constitutional Convention, the impact of the Federalist Papers, and the subsequent ratification of the Constitution. (H, P)

USHC-2.5 Analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters. (P, H)

USHC-2.6 Compare differing economic and political views in the conflict between Thomas Jefferson and Alexander Hamilton that led to the emergence of the American two-party political system. (P, H, E)

USHC-2.7 Summarize the origins and the evolution of the United States Supreme Court and the power it has today, including John Marshall's precedent-setting decisions such as that in *Marbury v. Madison*. (H, P)

Sample Classroom Activities for Standard USHC-2

USHC-2.1 Create a chart that illustrates the political rights of citizens of the American colonies. Include how gender, property ownership, religion, and legal status affect political rights. Hypothesize what it would be like to live the United States if one of these restrictions were still in place today.

USHC-2.2 Write an essay on how the decision to declare American independence from Great Britain was reached. Who was involved, what events led up to the decision, how did they decide what to include in the Declaration of Independence, and how did the colonists inform Great Britain of this declaration?

United States History and the Constitution

Standard USHC-3: The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.

Indicators

USHC-3.1 Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character. (H, G, E)

USHC-3.2 Explain how the Monroe Doctrine and the concept of manifest destiny affected United States' relationships with foreign powers, including the role of the Texas Revolution and the Mexican War. (H, E, P, G)

USHC-3.3 Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West. (E, H, G)

Sample Classroom Activities for Standard USHC-3

USHC-3.1 Create a time line that follows one Native American nation from the year of the Louisiana Purchase (1803) through the end of the nineteenth century. Include federal and state policies toward the Native American nation, the reservation system, and Native American responses to mining and railroad construction.

USHC-3.3 Describe the Homestead Act of 1862. Explain the purpose and results of the Act and describe the challenges faced by the homesteaders.

United States History and the Constitution

Standard USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

Indicators

USHC-4.1 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights. (H, P, G)

USHC-4.2 Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America. (H, P)

USHC-4.3 Outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy. (H, G, E, P)

USHC-4.4 Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era. (H, P)

USHC-4.5 Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti–African American factions and legislation. (H, E, G, P)

HIGH SCHOOL CORE AREA

Sample Classroom Activity for Standard USHC-4

USHC-4.5 Use a Venn diagram to compare the lives of African Americans before and after the American Civil War.

United States History and the Constitution

Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

Indicators

USHC-5.1 Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living. (E, H)

USHC-5.2 Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization. (E, G, H, P)

USHC-5.3 Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement. (H, E, P)

USHC-5.4 Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest. (H, E)

USHC-5.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest. (H, G, E, P)

USHC-5.6 Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines. (H, G, P, E)

USHC-5.7 Compare the accomplishments and limitations of the progressive movement in effecting social and political reforms in America, including the roles of Theodore Roosevelt, Jane Addams, W. E. B. DuBois, and Booker T. Washington. (H, P, E)

Sample Classroom Activities for Standard USHC-5

USHC-5.4 Summarize the labor movement from the point of view of the industry owners, including the short- and long-term effect the labor movement had on many businesses.

United States History and the Constitution

Standard USHC-6: The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.

Indicators

USHC-6.1 Analyze the development of American expansionism, including the change from isolationism to intervention, the rationales for imperialism based on Social Darwinism and expanding capitalism, and domestic tensions. (H, G, E)

USHC-6.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro- and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States. (H, G, E)

USHC-6.3 Compare United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy." (H, G, E)

USHC-6.4 Outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson's leadership in the Treaty of Versailles and the League of Nations. (H, P)

Sample Classroom Activities for Standard USHC-6

USHC-6.1 Write a position statement in response to the theory of Social Darwinism. Make sure that your response demonstrates an understanding of the theory and that you describe your position in detail.

USHC-6.2 Discuss the role of motion pictures in the Spanish-American War.

USHC-6.3 Compare the diplomatic speeches of Theodore Roosevelt, William Taft, and Woodrow Wilson. How did each man view the United States as a growing world power?

United States History and the Constitution

Standard USHC-7: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

Indicators

USHC-7.1 Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life. (H, E)

USHC-7.2 Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies. (H, E)

USHC-7.3 Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the "Red Scare" and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial. (H, P)

USHC-7.4 Explain the causes and effects of the stock market crash of 1929 and the Great Depression, including the disparity in incomes, limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and the effects of the Depression on human beings and the environment. (H, E, G, P)

USHC-7.5 Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement. (H, P, E)

Sample Classroom Activities for Standard USHC-7

USHC-7.1 Describe the effects of mass production techniques on business in the United States. Include the effect of mass production on the job market, employee wages, and company profit.

USHC-7.2 Choose one poem written during what is known as the Harlem Renaissance. Give a short oral presentation about the poem that includes a summary of the life of the author and a description of this time in history as you infer it from the poetry that was written then.

USHC-7.4 Use a graphic organizer to illustrate the impact of the Great Depression on different economic sectors or geographic regions within the United States.

United States History and the Constitution

Standard USHC-8: The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.

Indicators

USHC-8.1 Analyze the United States' decision to enter World War II, including the rise and aggression of totalitarian regimes in Italy under Benito Mussolini, in Germany under Adolf Hitler, and in Japan under Hideki Tojo; the United States' movement from a policy of isolationism to international involvement; and the Japanese attack on Pearl Harbor. (H, P)

USHC-8.2 Summarize and illustrate on a time line the major events and leaders of World War II, including the Battle of the Bulge and the major battles at Midway, Normandy, Iwo Jima, and Okinawa; the turning points of the war for the Allies; the dropping of atomic bombs on Hiroshima and Nagasaki; and the roles of Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Charles de Gaulle. (H)

USHC-8.3 Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans. (H, E)

USHC-8.4 Summarize the responses of the United States and the Allies to war crimes, including the Holocaust and war crimes trials. (H)

USHC-8.5 Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns. (H, G, E)

Sample Classroom Activity for Standard USHC-8

USHC-8.4 Choose a passage from a work of historical nonfiction concerning the Holocaust—such as *The Diary of Anne Frank* or a book by Elie Wiesel—that you feel speaks for the causes of civil rights, humanity, and justice. Explain why you chose this particular passage and how the ideas that the author expresses in the passage might be applied in today's world.

United States History and the Constitution

Standard USHC-9: The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.

Indicators

USHC-9.1 Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society. (H, E)

USHC-9.2 Summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and Cuban missile crisis; the nuclear arms race; the effects of the "Red Scare" and McCarthyism; and the role of military alliances. (H, G, P)

USHC-9.3 Summarize the key events and effects of the Vietnam War, including the Gulf of Tonkin Resolution and the Tet offensive; the protests and opposition to the war; and the policies of presidents John Kennedy, Lyndon Johnson, and Richard Nixon. (H, P, G)

USHC-9.4 Compare the domestic and foreign policies of the period—including Kennedy's New Frontier, Johnson's Great Society, and Nixon's establishment of environmental protection and rapprochement with China—as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter. (H, G, P)

USHC-9.5 Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity. (H, P)

Sample Classroom Activities for Standard USHC-9

USHC-9.2 Distinguish between the charges that were made and the evidence that was brought forth to support those charges during the era of the "Red Scare" and McCarthyism.

USHC-9.4 Compare the domestic policy speeches of Truman and Eisenhower, Kennedy and Johnson, or Nixon and Carter.

USHC-9.5 Compare the approaches employed by Martin Luther King Jr. and Malcolm X during the civil rights movement.

Standard USHC-10: The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992.

Indicators

USHC-10.1 Summarize key events in United States foreign policy from the end of the Reagan administration to the present, including changes to Middle East policy, the impact of United States involvement in the Persian Gulf, and the rise of global terrorism. (P, H, G)

USHC-10.2 Summarize key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity. (E, H, P)

Sample Classroom Activities for Standard USHC-10

USHC-10.1 Interpret the significance of the United States' involvement in the Persian Gulf, including the long-term effects and the motivation for the involvement.

USHC-10.2 Hold a debate with your classmates, either as individuals or in teams, on the value of affirmative action in American society.

APPENDIX A

Revised Bloom's Taxonomy

In 1956, Benjamin Bloom and his colleagues published the *Taxonomy of Educational Objectives: The Classification of Educational Goals*, a groundbreaking book that classified educational goals according to the cognitive processes that learners must use in order to attain those goals. The work, which was enthusiastically received, was utilized by teachers to analyze learning in the classroom for nearly fifty years.

However, research during that time span generated new ideas and information about how learners learn and how teachers teach. Education practice is very different today. Even the measurement of achievement has changed: teachers now live in a standards-based world defined by state accountability systems.

In order to reflect the new data and insights about teaching and learning that the past forty-five years of research have yielded—and to refocus educators' attention on the value of the original Bloom's taxonomy—Lorin Anderson and David Krathwohl led a team of colleagues in revising and enhancing that system to make it more usable for aligning standards, instruction, and assessment in today's schools. Their results of their work were published in 2001 as *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Allyn and Bacon)—a book that is important to educators because it provides the common understanding of expectations that is critical for improving student achievement in all subjects.

The revised taxonomy is two-dimensional, identifying both the kind of knowledge to be learned (knowledge dimension) and the kind of learning expected from students (cognitive processes) to help teachers and administrators improve alignment and rigor in the classroom. This taxonomy will assist educators to improve instruction, to ensure that their lessons and assessments are aligned with one another and with the state standards, that their lessons are cognitively rich, and that instructional opportunities are not missed.

Social studies goes well beyond simple recognition and recall and the memorization of facts that many people mistake for the core of history. The verbs in the indicators of the 2004 social studies academic standards are subcategories of the six cognitive processes described in the revised Bloom's taxonomy. The verbs are intentionally selected to be appropriate when teaching the particular content in each indicator. For example, one might *compare* two civilizations or *summarize* the achievements of one civilization. Both of these are included in the cognitive process dimension *understand*, which has five other processes*: interpreting, exemplifying, classifying, inferring,* and *explaining*. All seven subcategories are important aspects of *understanding* and should be part of the learning process for that indicator when they are appropriate for the content. In addition, cognitive process categories lower on the taxonomy may need to be addressed in order to reach the next level. For example, students need to *recognize* and *recall* some details about each of two civilizations in order to *compare* them. State assessments such as the PACT might address any of the subcategories in a particular cognitive category or categories lower on the taxonomy as appropriate to the content.

Beginning with these revised social studies standards, descriptions of the kinds of learning required in South Carolina standards will be drawn directly from the revised Bloom's taxonomy.

Tables 1 and 2 below are reproduced from Anderson and Krathwohl's *Taxonomy for Learning, Teaching, and Assessing,* pages 46 and 67, respectively. Table 3, "A Taxonomy for Teaching, Learning, and Assessing," describes both dimensions of the taxonomy: the categories and subcategories of knowledge described in table 1 and the cognitive processes described in table 2. This matrix is provided as a template for teachers to use in analyzing their instruction as they seek to align standards, units/lessons/activities, and assessments. Examples and more information about specific uses of the matrix can be found in the *Taxonomy for Learning.*

Table 1: The Knowledge Dimension

MAJOR TYPES AND SUBTYPES		EXAMPLES
A. FACTUAL KNOWLEDGE—The basic elements students must know to be acquainted with a discipline or solve problems in it		
AA.	Knowledge of terminology	Technical vocabulary, musical symbols
AB.	Knowledge of specific details and elements	Major natural resources, reliable sources of information
B. CONCEPTUAL KNOWLEDGE—The interrelationships among the basic elements within a larger structure that enable them to function together		
BA.	Knowledge of classifications and categories	Periods of geological time, forms of business ownership
BB.	Knowledge of principles and generalizations	Pythagorean theorem, law of supply and demand
BC.	Knowledge of theories, models, and structures	Theory of evolution, structure of Congress
C. PROCEDURAL KNOWLEDGE—How to do something, methods and inquiry, and criteria for using skills, algorithms, techniques, and methods		
CA.	Knowledge of subject-specific skills and algorithms	Skills used in painting with watercolors, whole-number division algorithm
CB.	Knowledge of subject-specific techniques and methods	Interviewing techniques, scientific method
CC.	Knowledge of criteria for determining when to use appropriate procedures	Criteria used to determine when to apply a procedure involving Newton's second law, criteria used to judge the feasibility of using a particular method to estimate business costs

D. METACOGNITIVE KNOWLEDGE—Knowledge of cognition in general as well as awareness and knowledge of one's own cognition		
DA.	Strategic knowledge	Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the use of heuristics
DB.	Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks
DC.	Self-knowledge	Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one's own knowledge level

From Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Educational Objectives,* © 2001. Published by Allyn and Bacon, Boston, MA. © 2001 by Pearson Education. Reprinted by permission of the publisher.

Table 2: The Cognitive Process Dimension

Categories & Cognitive Processes	Alternative Names	Definitions and Examples
1. REMEMBER—Retrieve relevant knowledge from long-term memory		
1.1 Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in United States history)
1.2 Recalling	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in United States history)
2. UNDERSTAND—Construct meaning from instructional messages, including oral, written, and graphic communication		
2.1 Interpreting	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
2.2 Exemplifying	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
2.3 Classify Ing	Categorizing, subsuming	Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders)
2.4 Summarizing	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g., Write a short summary of events portrayed on a videotape)
2.5 Inferring	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 Comparing	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
2.7 Explaining	Constructing models	Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18th Century events in France)
3. APPLY—Carry out or use a procedure in a given situation		
3.1 Executing	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 Implementing	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate)

From Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Educational Objectives,* © 2001. Published by Allyn and Bacon, Boston, MA. © 2001 by Pearson Education. Reprinted by permission of the publisher.

Table 2: The Cognitive Process Dimension		
CATEGORIES & COGNITIVE PROCESSES	**ALTERNATIVE NAMES**	**DEFINITIONS AND EXAMPLES**
4. ANALYZE—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 DIFFERENTIATING	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 ORGANIZING	Finding coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 ATTRIBUTING	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5. EVALUATE—Make judgments based on criteria and standards		
5.1 CHECKING	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data)
5.2 CRITIQUING	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)
6. CREATE—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure		
6.1 GENERATING	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)
6.2 PLANNING	Designing	Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)
6.3 PRODUCING	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

Table 3: A Taxonomy for Teaching, Learning, and Assessing						
	THE COGNITIVE PROCESS DIMENSION					
THE KNOWLEDGE DIMENSION	**1. Remember**—Retrieve relevant knowledge from long-term memory 1.1 Recognizing 1.2 Recalling	**2. Understand**—Construct meaning from instructional messages, including oral, written, and graphic communication 2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining	**3. Apply**—Carry out or use a procedure in a given situation 3.1 Executing 3.2 Implementing	**4. Analyze**—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose 4.1 Differentiating 4.2 Organizing 4.3 Attributing	**5. Evaluate**—Make judgments based on criteria and standards 5.1 Checking 5.2 Critiquing	**6. Create**—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure 6.1 Generating 6.2 Planning 6.3 Producing
A. Factual Knowledge—The basic elements that students must know to be acquainted with a discipline or solve problems in it AA. Knowledge of terminology AB. Knowledge of specific details and elements						
B. Conceptual Knowledge—The interrelationships among the basic elements within a larger structure that enable them to function together BA. Knowledge of classifications and categories BB. Knowledge of principles and generalizations BC. Knowledge of theories, models, and structures						
C. Procedural Knowledge—How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods CA. Knowledge of subject-specific skills and algorithms CB. Knowledge of subject-specific techniques and methods CC. Knowledge of criteria for determining when to use appropriate procedures						
D. Metacognitive Knowledge—Knowledge of cognition in general as well as awareness of one's own cognition DA. Strategic knowledge DB. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge DC. Self-knowledge						

APPENDIX B

Social Studies Standards Glossary

The definitions in this glossary are drawn from the national standards documents for social studies, geography, political science, history, and economics.

Many social studies concepts appear in standards across all grades. During instruction, teachers should use the definition most appropriate for the immediate context (grade level, subject area, and students). For example, the definition of the term *justice* may be "fair treatment" in grade one, while "equity," "morality," and "law" may be part of the definition in later grades.

Glossary	
balance of payments	The total flow of money into a country minus the total flow of money out of a country.
balance of trade	The level of merchandise exported minus the level of merchandise imported.
barter	The direct trade of goods or services.
Bill of Rights	The first ten amendments to the United States Constitution.
capital	Wealth in the form of money or property owned, used, or accumulated in business by an individual, partnership, or corporation; any form of material wealth used in the production of more wealth.
citizen	A member of a political society who has obligations to and is entitled to protection by and from the government.
citizenship	The status of being a member of a state; the quality of the individual's response the state as one who owes allegiance to it and is entitled to its protection and to the political rights it upholds.
community	A group of people living in the same locality under the same government.
comparative advantage	The principle that a country benefits from specializing in the production of the commodity that it is most efficient at producing.
confederal system	An alliance of independent states manifesting a degree of national unity through a central government of united powers (e.g., the United States under the Articles of Confederation, the Commonwealth of Independent States).
consumer price index	A number used to calculate changes in the average level of prices for a number of items typically bought by urban families.

Glossary	
corporation	An organization created by legal charter to conduct some type of business.
culture	Learned behavior of people, which includes their languages, belief systems, social relationships, institutions, and organizations as well as their material goods.
demand	The quantities of a good that consumers are willing and able to purchase at various prices during a given period of time.
democracy	A form of government in which political control is exercised by all the people, either directly or indirectly through their elected representatives.
depression	A prolonged and severe decline in the level of economic activity.
developing nation	An area of the world that is changing from uneven growth to more constant economic conditions and that is generally characterized by low rates of urbanization and relatively high rates of infant mortality and illiteracy.
diffusion	The spread of people, ideas, technology, and products throughout a number of places.
distribution	The arrangement of items over a specified area.
diversity	The variety of experiences and perspectives that arise from differences in race, culture, religion, mental or physical abilities, heritage, age, gender, and other characteristics.
due process of law	The right of every citizen to be protected against arbitrary action by government.
economics	The social science that deals with the way society allocates its scarce resources among its unlimited wants and needs.
entrepreneur	An individual who assumes the risk in producing a product for a profit.
entrepreneurship	The managerial ability and risk-taking that contribute to a productive society.
environment	Everything surrounding one (e.g., the Earth's environment includes everything in and on the Earth's surface and its atmosphere within which organisms, communities, and objects exist).
federal system (federalism)	The form of political organization in which power is divided among a central government and territorial subdivisions—in the United States, among the national, state, and local governments.
foreign policy	Guidelines of a government directed to matters beyond its

Glossary	
	borders, especially regarding relations with other nation-states.
government	Institutions and procedures through which a territory is administered.
gross domestic product	The total dollar value of all goods and services produced by resources located in the United States during one year's time.
industrialization	The growth of machine production and the factory system; the process of introducing manufacturing into countries or regions where most of the people are engaged in primary economic activities.
inflation	A rise in the average level of prices.
institution (political)	A custom, practice (e.g., the institution of slavery), organization (e.g., Congress), relationship, or behavioral pattern of importance in the life of a community or the larger society.
interdependence	The condition in which people rely on each other for ideas, goods, and services.
interest	The price one pays for the use of someone else's money.
justice	The upholding of what is just—especially, fair treatment and due reward in accordance with honor, standards of equity and morality, or the law.
law of demand	The quantity demanded of a good will be greater at a lower price than the quantity demanded of the same good at a higher price.
law of supply	The quantity of a good supplied will be greater at a higher price than it will at a lower price.
map	A graphic representation of a portion of the Earth that is usually drawn to scale on a flat surface.
market	Exchange activities between buyers and sellers of goods and services.
market economy	A system of commercial enterprise in which decisions are made on the basis of current trade factors.
migration	The act or process of people's moving from one place to another with the intent of staying at the destination permanently or for a relatively long period of time.
monarchy	The form of government in which political power is exercised by a single ruler under the claim of divine or hereditary right.
nation-state	A political unit that claims sovereignty over a defined territory and jurisdiction over everyone in it.

Glossary	
opportunity cost	The value of any alternative that one must give up when one makes a choice.
places	Locations having distinctive characteristics that give them meaning and character and distinguish them from other locations.
population density	The calculation of the number of individuals occupying an area derived from dividing the number of people by the area they occupy.
price index	A number that compares prices in one year with those of some earlier base year.
quota	A predetermined limited quantity; in economics, a limit on the amount of imports or exports.
region	An area with one or more common characteristics or features that give it a measure of homogeneity and make it different from surrounding areas.
representative government	The form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.
resources	An aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value.
rule of law	The principle that every member of a society, even a ruler, must follow the law.
sovereignty	Ultimate, supreme power in a state; in the United States, sovereignty rests with the people.
technology	The application of knowledge to meet the goals and to supply the goods and services needed and desired by people.
totalitarianism	A form of authoritarianism in which the government attempts to control every aspect of the lives of individuals and prohibits independent associations.
unitary government	A system of government in which all authority is vested in a central government from which regional and local governments derive their powers.
urbanization	A process through which a geographical area is transformed from a rural to an urban environment as the result of an increase in the numbers of people who live and work there.

APPENDIX C

Social Studies Literacy Elements Chart

This chart indicates where a social studies literacy element should be introduced and mastered:

I—*Introduce*: the grade level at which the student explores this social studies literacy element. This exploration may occur multiple times based on the content standards and grade appropriateness. Continuous classroom assessment of a student's progress is necessary at all identified grade levels.

D—*Demonstrate*: the grade level at which the student is expected to demonstrate this social studies literacy element. These elements will also be incorporated into statewide assessments in grades three through eight as appropriate. This demonstration is expected at all subsequent grades.

Social Studies Literacy Elements										
Literacy Element	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**HS**
X. Distinguish between past, present, and future time	I	I	D	D	D	D	D	D	D	D
Y. Establish chronological order in constructing one's own historical narratives	I	I	I	I	D	D	D	D	D	D
Z. Measure and calculate calendar time	I	I	D	D	D	D	D	D	D	D
AA. Create and interpret data on time lines	I	D	D	D	D	D	D	D	D	D
BB. Explain change and continuity over time	I	I	I	D	D	D	D	D	D	D
CC. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?	I	I	D	D	D	D	D	D	D	D
DD. Make and record observations about the physical and human characteristics of places	I	I	D	D	D	D	D	D	D	D
EE. Construct maps, graphs, tables, and diagrams to display social studies information	I	I	I	D	D	D	D	D	D	D
FF. Use maps to observe and interpret geographic information and relationships	I	I	I	D	D	D	D	D	D	D
GG. Demonstrate responsible citizenship within the school community and the local and national communities	I	D	D	D	D	D	D	D	D	D
HH. Use texts, photographs, and documents to observe and interpret social studies trends and relationships		I	I	D	D	D	D	D	D	D

Social Studies Literacy Elements										
Literacy Element	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**HS**
II. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts		I	I	D	D	D	D	D	D	D
JJ. Use tables and graphs to observe and interpret geographic trends and relationships		I	I	D	D	D	D	D	D	D
KK. Challenge ad hominem and other illogical arguments (e.g., name calling, personal attacks, insinuation and innuendo, circular arguments)		I	I	I	D	D	D	D	D	D
LL. Consider multiple perspectives of documents and stories				I	I	I	D	D	D	D
MM. Locate, gather, and process information from a variety of primary and secondary sources including maps					I	I	D	D	D	D
NN. Interpret information obtained from maps, aerial photographs, satellite-produced images, and geographic information systems							I	D	D	D
OO. Use statistics and other quantitative techniques to interpret and evaluate social studies information							I	D	D	D
PP. Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents, and interviews							I	D	D	D
QQ. Plan and organize a geographic research project (e.g., specify a problem, pose a research question or hypothesis, identify data sources)								I	I	D
RR. Select and design appropriate forms of graphs, diagrams, tables, and charts to organize social studies information								I	I	D
SS. Use a variety of media to develop and organize integrated summaries of social studies information								I	I	D
TT. Apply geographic models, generalizations, and theories to the analysis, interpretation, and presentation of geographic information								I	I	D

APPENDIX B

APPENDIX B

US History and the Constitution End o f Course Test Review Panel

Ms. Sherri Beam
Blacksburg High School

Mr. Charles Black
Marlboro County High

Ms. Leslie Carter
Myrtle Beach High School

Mr. Steve Childers
Hanahan High School

Ms. Elizabeth Crenshaw
Richland Northeast High

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Ms. Eva Seawright
Lower Richland High School

Ms. Trish Shealy
Airport High School

Ms. DeAna Smoland
Aiken High School

Ms. Anna Stoner
Saluda High School

Ms. Mi Young Gross
Wando High School

Observers:

Dr. Jim Casteel,SDE

Dr. Leslie Skinner, SDE

APPENDIX C

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AGENDA

Review of SC History and the Constitution End of Course Test

Saturday, October 21, 2006
10:00 – 4:00PM
Environmental Center, Saluda Shoals Park

I.	Welcome and Introductions	David Potter, EOC
II.	Overview of Day	David Potter
III.	SC History and the Constitution Course Standards	Leslie Skinner, SDE Jim Casteel, SDE
IV.	SC Test Security	Leslie Skinner Jim Casteel
V.	Description of Tasks to be Accomplished	David Potter
VI.	Committee Work	
VII.	Adjournment	

DIRECTIONS
Review of U.S. History and the Constitution End of Course Field Test
October 21, 2006

TASK 1: To determine the degree of alignment between the U.S. History and the Constitution items and the South Carolina High School U.S. History and the Constitution Course Standards.

The purpose of this activity is to determine the degree to which U.S. History and the Constitution assessment items match the curriculum standards. Each analyst should work on this task individually. The task will be accomplished in several steps:

Step 1 - Read and answer the test question. As you are doing so, reflect on the kinds of knowledge and skills needed to correctly answer the question and on the level of cognitive challenge the question presents to students.

Step 2 - Review the standards document to identify the standard(s) you believe the item best addresses. The standard(s) you identify may or may not match those previously identified.

Step 3 - Record the standard(s) you believe the item is addressing in the space provided. Use the numbering system in the standards document (e. g., 1.1, 10.2, etc.) to identify the standard(s). If you identify more than one standard, CIRCLE the standard you believe is the primary one addressed.

TASK 2: To identify the level of cognitive demands made by the item which must be met to correctly answer it.

The purpose of this task is to make a judgment regarding the knowledge dimension and cognitive process for each test question. Refer to the document, "A Taxonomy for Teaching, Learning, and Assessing."

The knowledge dimensions are:

A. Factual knowledge
B. Conceptual knowledge
C. Procedural knowledge
D. Metacognitive knowledge

The cognitive processes are:

1. Remember
2. Understand
3. Apply
4. Analyze
5. Evaluate
6. Create

Based on your reading of the question, identify the knowledge dimension assessed by the item and the cognitive process needed to correctly answer it and record it in the space provided. Record the knowledge dimension first, followed by the cognitive process (e.g., B3, C1, etc.).

TASK 3: To identify the social studies literacy element(s) required to correctly answer the item.

Identify the social studies literacy element(s) which students must have mastered to correctly answer the item. The literacy elements are listed in the table, “Social Studies Literacy Chart.” Record the literacy element(s) in the space provided (e.g., A, C, W, etc.).

APPENDIX D

South Carolina U.S. History and Constitution End of Year Examination

Evaluation of 2006 Field Test Data:

A Report to the Education Oversight Committee

Christine DiStefano, Ph.D.

University of South Carolina

November 2006

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South Carolina U.S. History and Constitution End of Year Examination
Evaluation of 2006 Field Test Data

Background Information and Descriptions of Studies

This report summarizes the results from studies of the United States History and Constitution (USHC) End of Course field test administered in spring 2006. The Education Oversight Committee (EOC) supported the current study as part of its responsibilities listed in the Education Accountability Act of 1988:

> Section 59-18-320. (A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for the needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

The USHC assessment is one of the assessments included in the End of Course Examination Program (EOCEP) for grades nine through twelve. The EOCEP was established in Section 59-18-310(B) of the Education Accountability Act, which states, "The statewide assessment program in the four academic areas shall include grades three through eight, an exit examination which is to be first administered in grade ten, and end of course tests for gateway courses in English/language arts, mathematics, science, and social studies for grades nine through twelve." Section 59-18-320(C) states that, "After review and approval by the Education Oversight Committee, the end of course assessments of benchmark courses will be administered to all public school students as they complete each benchmark course."

As defined by South Carolina's State Board Regulation 43-234, EOCEP mandates that end-of-course evaluative tests be given for selected "gateway" or "benchmark" courses. The purpose and uses of the EOCEP program are stated on the South Carolina State Department of Education website (www.ed.sc.gov). As restated from the website, the purposes and uses of the end-of-course examinations are as follows:

A. The tests shall promote instruction in the specific academic standards for the courses, encourage student achievement, and document the level of students' mastery of the curriculum standards.

B. The tests shall serve as indicators of program, school, and school district effectiveness in the manner prescribed by the Education Oversight Committee in accordance with the provisions of the Education Accountability Act of 1998 (EAA).

C. The tests shall be weighted 20 percent in the determination of students' final grades in the gateway courses.

The EOCEP examinations currently include the following benchmark courses: Algebra 1/Math for the Technologies 2, English 1, Physical Science, and United States History and Constitution (USHC). The USHC was field tested in 2005-2006, and is undergoing analysis of field test data. The USHC scores will not count as 20 percent of students' final grade until the test has been administered thee times (scheduled implementation: 2007-2008.)

The content of the USHC test is aligned with the Social Studies curriculum standards approved by the State Board of Education (www.ed.sc.gov). The standards for the USHC are taught in the courses U.S. History and the Constitution and Advanced Placement U.S. History, and are typically taken by students in grade 11.

Test Blueprint

The test blueprint shows the format of the test. All information regarding the test blueprint was taken directly from the Department of Education website (www.ed.sc.gov).

The test consists of 55 multiple-choice items.

1. The items will cover a range of difficulty levels.
2. Each item will be linked to the South Carolina Academic Standards for United States History and the Constitution.
   - There are 10 standards, each with up to 7 indicators.
   - The end-of-course examination will consist of approximately 2 to 9 assessment items per standard. Every indicator will usually, but not necessarily, be assessed on each examination form.

Description of Field Testing Procedures

Sixteen field test forms were administered during the spring of 2006. The State Department of Education and the American Institute for Research (AIR) created a pre-calibrated item pool, with a sufficient number of items to create eight operational forms. As stated by AIR (AIR, 2005), 645 items were field tested. Each field test form consisted of 60 multiple choice items, including either 15 or 30 anchor items. Anchor items were used to place items from different field test forms on a common metric, allowing for comparison of students' test scores and ability estimates. The set of anchor items were used to calibrate the current field test dataset. Information from the sixteen UHSC field-tests was organized into the eight operational forms, where each form contains 55 items. From the field test data, AIR/SDE eliminated 236 items following the field test. This study reviewed item and form data from the eight operational forms that consisted of 409 items field tested in spring 2006.

Sampling Strategy and Sample Sizes

AIR targeted an average of 1,500 students per each USHC field test form (AIR, 2005). Special schools and adult education schools were excluded from the sampling strategy. To obtain the targeted sample size, all high schools with student enrollment in history courses (grades 10 –11) were required to administer a history field test. High schools from across the state were randomly selected. If the number of students within a given school was less than 165, all students were

given the USHC test. In the event where there were more than 165 students, a random sample of students was selected from the high school to reach a sample size of 165.

It is noted that the field-test sample consists of high school students who may have known that the USHC test scores would not directly contribute to their final grade. Therefore, some students may not have elected to take the testing situation seriously. The result is that item parameter estimates from the field test may be different from the values obtained when the USHC examination is put into practice. Thus, item statistics should be interpreted with this caution in mind.

Actual sample size estimates were close to the targeted goal of 1,500 students. Table 1 below provides mean, median, minimum, and maximum sample sizes across the set of eight forms. While sample sizes for all forms were not at the 1,500 levels, values were above 1,200 for each. Average sample size values were thought to be sufficient to calculate stable item parameters.

Table 1. Sample sizes, by Form

Operational Form	Number of Items	Minimum	Mean	Median	Maximum
Form 1	55	1,206.00	1,265.12	1,270.00	1,299.00
Form 2	55	1,206.00	1,265.74	1,270.00	1,299.00
Form 3	55	1,206.00	1,262.95	1,270.00	1,299.00
Form 4	55	1,206.00	1,269.89	1,273.00	1,299.00
Form 5	55	1,206.00	1,260.69	1,270.00	1,299.00
Form 6	55	1,206.00	1,262.68	1,270.00	1,299.00
Form 7	55	1,206.00	1,259.31	1,267.62	1,299.00
Form 8	55	1,206.00	1,265.80	1,261.62	1,299.00
Total Item Pool	409	1,206.00	1,263.81	1,273.00	1,299.00

Note: 31 items were placed on more than one exam

Data Analysis Procedures

Parameter estimates for the set of 409 items were calculated by the SDE/AIR and delivered to the EOC for evaluation. EOC staff provided the SDE data sets to this author. Data sets contained statistical information for each operational form and a record layout. The item statistics were calculated using Item Response Theory (IRT) techniques and following the Rasch model (i.e., one parameter model.) For the technical report, summaries of item statistics (difficulty, average point biserial values) and psychometric characteristics (e.g., Differential Item Functioning, Rasch ability estimates) were created for each of the eight operational forms and the item pool. It is noted that this technical report consists of evaluation and interpretation of the dataset indices provided to the EOC. Besides calculation of summary statistics (e.g., mean values, standard deviations), no additional estimation procedures (e.g., equating, ability estimates) were conducted.

To place scores on a common metric, information from the 16 field test forms were linked through anchor items. The same anchor item would appear on eight of the 16 field test forms. Items that were evaluated by SDE/AIR after field testing were used with the eight operational forms. There were 409 unique items on the 8 operational forms, with 30 of those items used on 2

forms and 1 item used on three field test forms. To create summaries for each operational form, item information was first aggregated for the anchor items before summarizing across the items by form. This was done to ensure that the correct denominator (n = 55 items) was used in creating average calculations and standard deviation estimates.

The technical report is arranged into three sections: a) summary of classical test theory indices, b) summary of IRT indices, and c) investigation of impact. Within sections (a) and (b), information is first summarized by operational form and then across forms, for items in the overall calibration pool. Discussions of identified flags and problematic items are presented.

Section A: Summary of Classical Test Theory Indices

Two Classical Test Theory (CTT) indices were included on the dataset: item difficulty and adjusted point-biserial. The item difficulty (p) may be defined as the proportion of students out of the total number of examinees answering an item correctly. Higher p values indicate easier items (i.e., a greater number of students selected the correct answer) and low p-values indicate more difficult items. Items which are too difficult or, conversely, too easy, do not differentiate between low performing and high performing students. A difficulty value of p = .5 provides the highest level of differentiation between students (Crocker & Algina, 1986).

The adjusted point biserial r is a measure of association indicating how well an item discriminates between high performing and low performing students. The value is calculated as the correlation between item scores (correct/incorrect) and the total score, with the item in question removed from the total score. The normal range of point biserial scores for items is –1 to +1, with higher values indicating that the item discriminates well between high and low performing students (Crocker & Algina, 1986). Values of the point biserial may be positive, meaning that the item is discriminating appropriately, or negative, indicating that the item is not discriminating as intended. Values that are close to zero or negative may indicate a flawed item. A value of zero means that there is no discrimination between high and low ability test takers; negative values indicate the tendency for high ability students to answer incorrectly and low ability students to answer correctly. A high point-biserial coefficient means that students selecting the correct response are students with higher total scores, and students selecting incorrect responses to an item have lower total scores, meaning the item can discriminate between low-performing examinees and high-performing examinees. **CTT Difficulty**

Table 2 provides summary statistics for the difficulty values. Mean values across the forms were roughly at p= .41, meaning that, on average, students answered 41% of the items correctly. The standard deviation information showed variability in responses of approximately .10. Minimum and maximum p-values showed a range of item difficulty values, ranging from p = .25 to p=. 70. Operational Form 1 had the maximum item difficulty value, and, consequently, the largest standard deviation. Operational forms 4 and 6 had the hardest items on their forms, as indicated by the smallest difficulty p-value. Across the set of forms, Operational Form 3 was slightly more difficult than the other forms. Difficulty values are slightly lower than expected for an operational test; however, all values appear to be adequate for a field test. It is recommended that the item difficulty values are reinvestigated after subsequent administrations of the USHC test. Figure 1 provides a graph of the mean difficulty values across the eight operational forms.

Table 2. Difficulty Values, by Form

Operational Form	Number of Items	Minimum Difficulty	Maximum Difficulty	Mean Difficulty	Median Difficulty	Standard Deviation
Form 1	55	.2639	.7927	.4105	.3922	.1126
Form 2	55	.2686	.6411	.4127	.4156	.0898
Form 3	55	.2591	.6610	.4011	.3994	.0870
Form 4	55	.2487	.6293	.4116	.3929	.0873
Form 5	55	.2864	.6787	.4133	.3934	.0844
Form 6	55	.2487	.6496	.4122	.3979	.1022
Form 7	55	.2579	.7423	.4127	.4011	.1070
Form 8	55	.2748	.6628	.4118	.3826	.1044
Item Pool	409	.2487	.7927	.4170	.4015	.0986

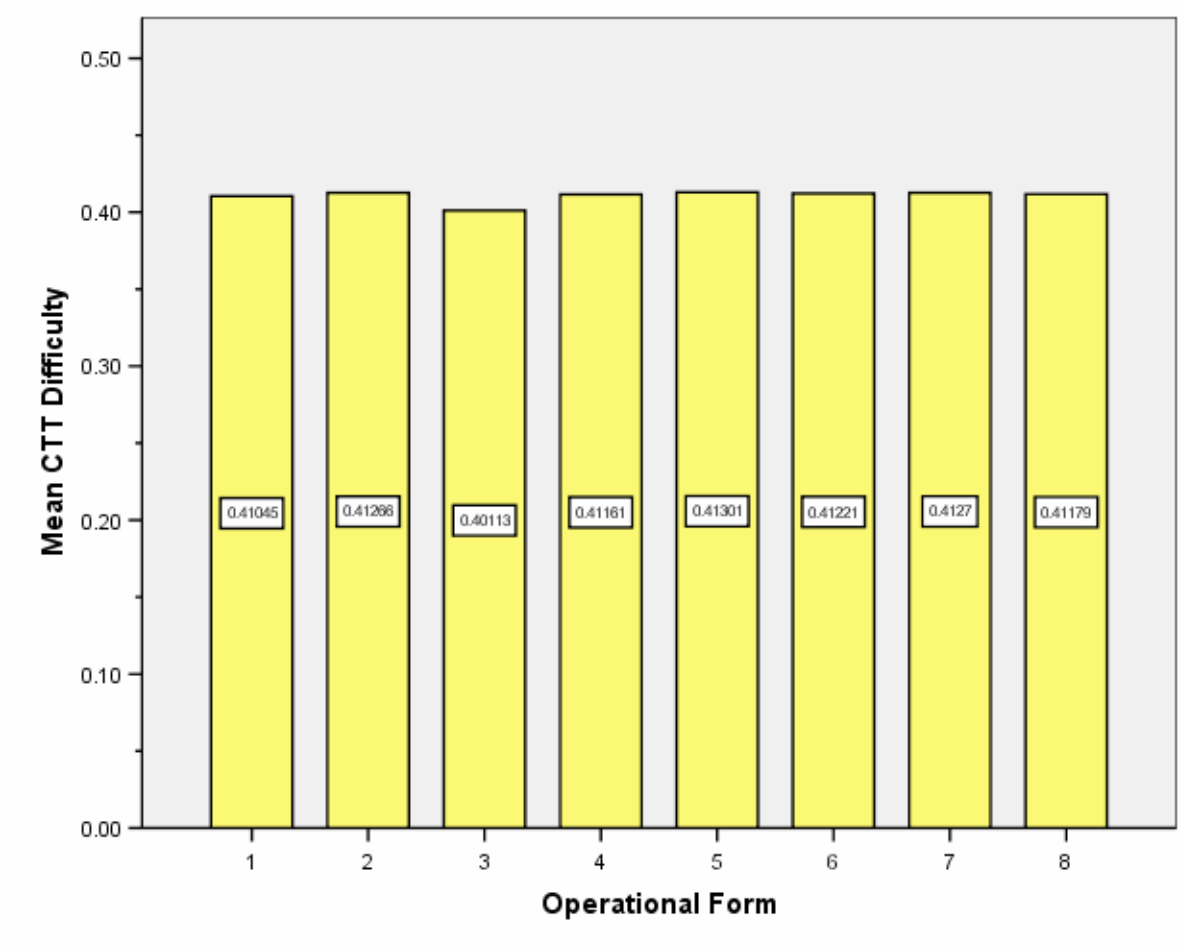

Figure 1. Graphical Representation of Average Difficulty, by Form

CTT Discrimination

Table 3 provides summary statistics for the adjusted point biserial values. Mean values across the forms were roughly at $r_{pb} = 0.28$, meaning that, generally students with lower total test scores

chose correct responses and higher ability students chose incorrect responses. Overall, the items do not appear to be maximally differentiating between students of high and low ability. This may be appropriate given that the focus of the EOCEP is to measure mastery of knowledge or competency in Social Studies. Minimum and maximum r_{pb} values showed that point biserial values for the item indices generally ranged from r_{pb} = .10 to .46. Operational Form 8 reported the item with the lowest discrimination and Forms 4 and 6 reported the item with the highest discrimination. Problems, such as students not taking the field test situation seriously, item distracter options, and item difficulty levels, may impact the point biserial values. Again, it is recommended that the discrimination indices be re-evaluated after a few administrations of the USHC examination.

Table 3. Adjusted Point Biserial Values, by Form

Operational Form	Number of Items	Minimum r_{pb}	Maximum r_{pb}	Mean r_{pb}	Median r_{pb}	Standard Deviation
Form 1	55	.1081	.4409	.2797	.2936	.0893
Form 2	55	.1132	.4209	.2758	.2871	.0894
Form 3	55	.1417	.4597	.2842	.2751	.0754
Form 4	55	.1124	.4839	.2966	.3085	.0905
Form 5	55	.1178	.4683	.2854	.2863	.0844
Form 6	55	.1219	.4555	.2818	.2735	.0981
Form 7	55	.1245	.4839	.3050	.3082	.0882
Form 8	55	.0982	.4623	.2788	.2850	.0987
Item Pool	409	.0982	.4839	.2866	.2933	.0889

Item Flags

Items were flagged by the SDE if the difficulty value was less than .30, indicating a very hard item or if the item was too easy ($p > .95$). Point biserial flags were also given if the biserial correlation was low ($r_{pb} < .20$) meaning that the item was not discriminating between students of high and low ability levels. Items could also be flagged for difficulty and discrimination indices outside of desired bounds. Because anchor items could be flagged on multiple forms, the number of times that a flag appeared was tallied. Anchor items appeared on eight field test forms (i.e., 8 instances of the item), and in some cases, the anchor item was flagged more than once due to its performance on different forms. Anchor items are starred (*) in the table below and the number of times an anchor item appeared is shown in parenthesis. As Table 4, the majority of flags were given for low point biserial values, meaning that these selected items are not discriminating effectively between high and low ability students. As indicated by the asterisks, 13 of the set of 32 anchor items (40.6%) received a flag for discrimination and/or difficulty. Since anchor items play an important role in the linking process, these flagged anchor items should be investigated to determine if they will impact linking estimates in future administrations. Items flagged for both difficulty and discrimination, especially anchor items, may also warrant further investigation.

With any multiple choice item, there is the correct answer and distracter options, which are plausible alternatives for students to choose from. Distracter options were flagged if an incorrect item option was chosen more frequently than the correct answer. Table 5 details the number of occurrences of distracter item flags. The number of occurrences of the distracter flags was reported in combination with flags for CTT indices of difficulty and/or discrimination. Again,

anchor items were starred (*) and the number of items that an anchor item appears is shown in parentheses. Three of the set of 32 anchor items (9.3%) have been flagged for problems with distracter options. It is recommended that items flagged for attractive distracters are investigated in future administrations of the USHC. In the re-evaluation, special attention may be paid to the flagged anchor items and those items flagged in with distracter flags and additional problems of difficulty and/or discrimination.

Table 4. Flags for CTT indices of Difficulty and Discrimination

	Difficulty Flags ($p < .30$)		**Point Biserial Flags ($r_{pb} < .02$)**		**Difficulty & Point Biserial Flags**	
Form	No. of occurrences	Item Numbers	No. of occurrences	Item numbers	No. of occurrences	Item Numbers
Form 1	8	56, 653, 656, 708, 755, 583*(1), 1073, 1173	17	458, 528, 583*(5), 621, 685, 839, 1374, 565, 653, 722, 1073, 1173, 56	6	583*(1), 653, 188, 1173, 56, 1073
Form 2	19	325, 373*(7), 1258, 1090, 529, 856, 1388, 318*(6)	20	252, 469, 612, 620, 694, 886, 1029, 1220, 1272, 1364, 582, 1326, 318*(6), 529, 1399	6	318*(4), 529, 1388
Form 3	5	97, 143, 163, 401, 1409	10	889, 1020*(2), 1211(6), 143	1	143
Form 4	4	890, 1223, 1270, 922	9	582, 291, 295, 686, 763, 1181, 1186, 1413, 1290	0	NA
Form 5	15	1388, 330*(2), 659, 858, 1196, 1214*(5), 718*(4)	17	1326, 1161, 440, 787, 1162, 544, 766, 493, 718*(7), 1388, 1214*(1)	6	718*(4), 1214*(1), 1388
Form 6	13	1015, 1244, 1288, 1175, 1239, 1258, 922, 259, 387*(2), 521, 575, 697	24	1374, 265, 284, 387*(7), 415, 946, 968, 1014, 1273*(5), 1394, 521, 575, 697, 1015	6	387*(2), 575, 1015, 521, 694
Form 7	18	408, 318*(6), 86*(5), 320, 585, 698, 894, 991, 1418	12	318*(6), 423, 454, 700, 759, 1308, 320	5	318*(4), 320
Form 8	11	56, 1090, 1175, 1239, 323, 606*(2), 767*(1) , 775 1164, 1362	19	565, 1260, 180, 255, 500, 606*(5), 704, 741, 767*(2), 1321, 56, 323, 775, 1362	6	56, 606*(2), 323, 775, 1362

Table 5. Flags for Distractors (DF) and DF in Combination with CTT Difficulty and Discrimination

	DF		**Difficulty Flags & DF**		**Difficulty, Point Biserial Flags & DF**	
Form	No. of occurrences	Item Numbers	No. of occurrences	Item Numbers	No. of occurrences	Item Numbers
Form 1	8	138*(6), 416, 1073	0	NA	1	1073
Form 2	7	318*(5), 856, 924	3	856, 318*(2)	3	318*(3)
Form 3	1	1334	1	401	0	NA
Form 4	1	924	0	NA	0	NA
Form 5	1	72	0	NA	0	NA
Form 6	4	521, 697, 1244, 1239	2	1244, 1239	2	521, 697
Form 7	7	54, 416, 318*(5)	2	318*(2)	3	318*(3)
Form 8	5	1239, 323, 775, 1362, 606*(2)	1	1239	3	323, 606*(1), 775, 1362

Item Pool Analyses, CTT Indices

Figure 2 provides the frequency of items in the pool at various levels of difficulty. As shown below, values are mainly between .30 and .60 difficulty. There are a few relatively easy items (.70 and above). The majority of the items appear to be relatively hard, with fewer than 50% of students selecting the correct answer.

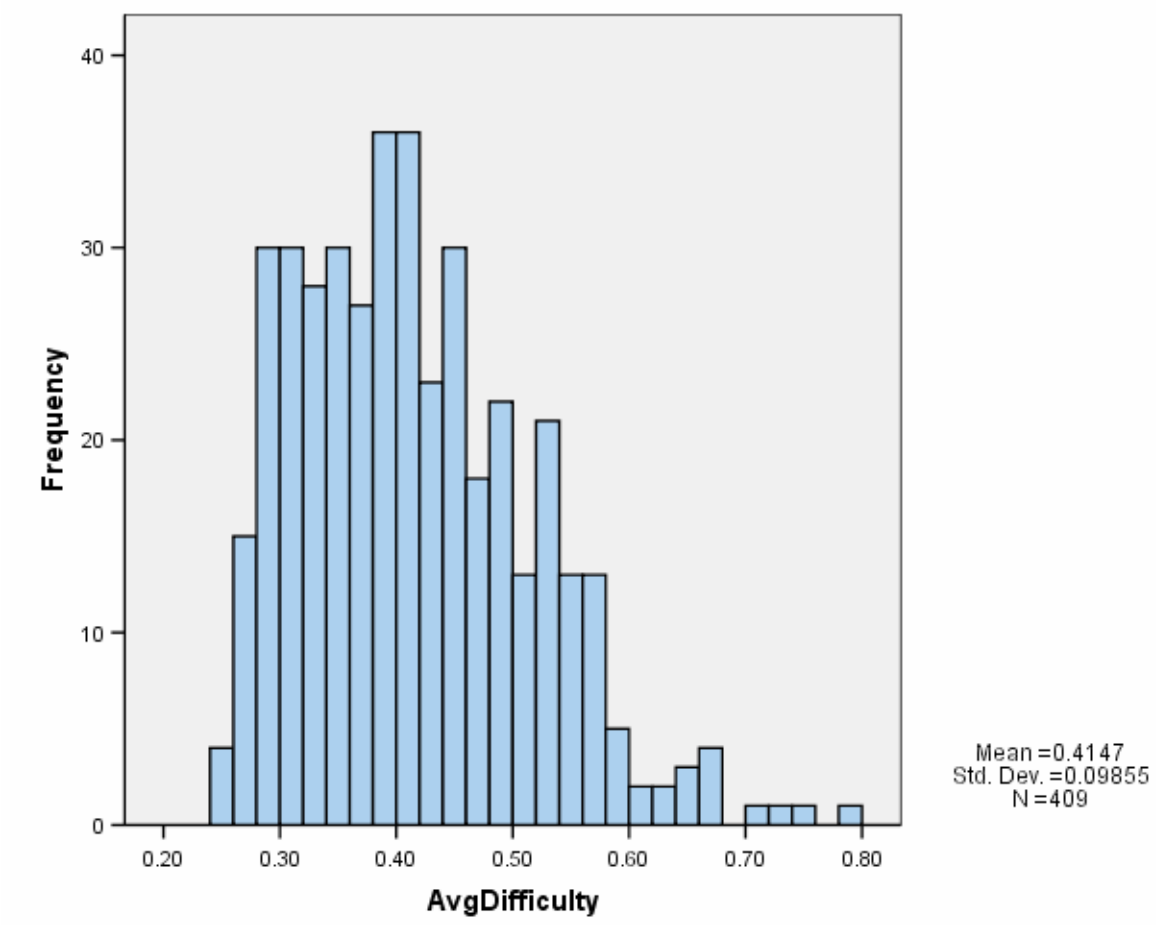

Figure 2. Frequency of Items by CTT Difficulty Level

Figure 3 provides average difficulty information by standard. All values are between a minimum value of 0.38 (Standards 4 and 5) and a maximum difficulty value of 0.48 (Standard 1). While some variation is seen, no standard seems to be significantly more difficult or significantly easier than others on the USHC test. From the figure, Standards 4, 5, and 6 appear to be the most difficult standards; Standard 1 is the least difficult. Over the set of standards, the average values show that the items are relatively hard, with difficulty values lower than the midpoint (p=.5) difficulty level.

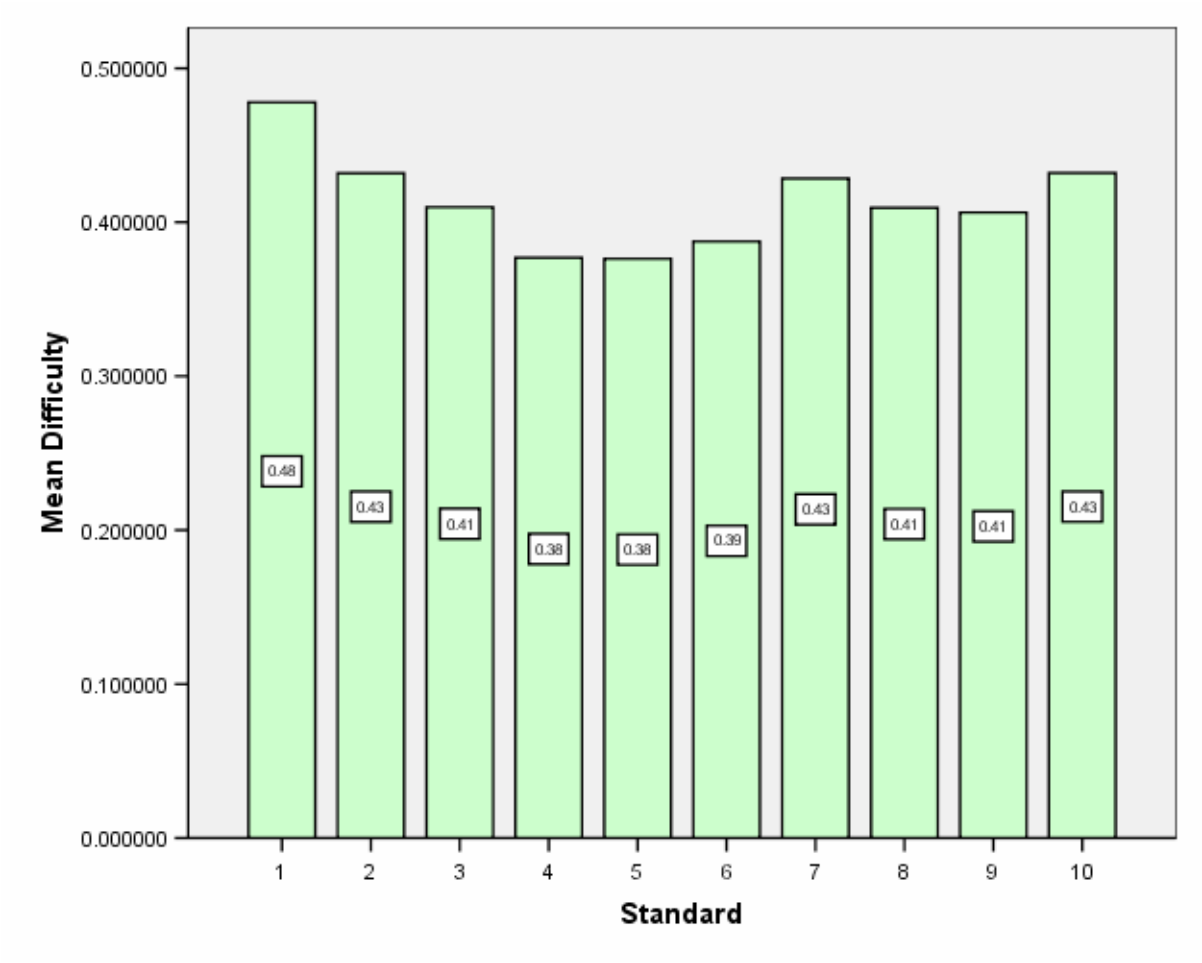

Figure 3. Average CTT Difficulty by Standard

Section B: Summary of Item Response Theory (IRT) Indices

IRT models are functions which relate person and item parameters to the probability of choosing a correct item response. IRT uses a model based approach to estimate item parameters, to determine how well the data fit the model, and to investigate the psychometric properties of items and tests (Baker, 2001). A one-parameter IRT model, the Rasch model, was applied to the USHC field test data to obtain item parameters and fit information. Three IRT indices were included on the dataset: Infit and Outfit fit statistics, and Rasch item difficulty. Items were flagged if they exhibited differential performance for one subgroup compared to another. Items exhibiting differential item functioning (DIF) may be easier or more difficult for one demographic group compared to another, and should be examined to rule out the possibility that they may bias the test results.

A characteristic of the Rasch model is that all items are thought to have the same item discrimination, but varying levels of item difficulty. The difficulty parameter is defined as the point on the ability scale at which the probability of correct response to the item is .5, where the slope of the Rasch curve is at a maximum. Typical values are within the range –3 < = *difficulty*

< = +3. (Baker, 2001). Item difficulty parameters can be interpreted relative to ability level. As stated in Baker (2001, p. 34-35) " an item whose difficulty is –1 functions among lower ability examinees while an item with a difficulty value of +1 does best to distinguish between examinees functioning at higher ability levels."

Both Infit and Outfit are fit statistics, which indicate in the Rasch context how accurately the data fit to the Rasch model. As stated by Bond & Fox (2001):

> Outfit statistics have more emphasis on unexpected responses far from a person's or item's measure. Infit statistics place more emphasis on unexpected responses near a person's or item's measure.

Stated another way by the Winsteps user's manual (Linacre, 2006, http://www.winsteps.com/winman/diagnosingmisfit.htm**)**

> Outfit measures are more sensitive to unexpected observations by persons on items that are relatively very easy or very hard for them (and vice-versa). Infit measures are more sensitive to unexpected patterns of observations by persons on items that are roughly targeted on them (and vice-versa).

Infit and outfit values can be reported as unstandardized values, standardized values, or mean square values. To be consistent with the infit/outfit item flag information, mean square values will be discussed. Mean square values are computed as the Rasch model chi-square statistic divided by its degrees of freedom (http://www.winsteps.com/winman/diagnosingmisfit.htm). Expected values for the mean squares should approximate 1.0. Values greater than 1 (underfit) indicate unmodelled noise or other source of variance in the data and may degrade measurement. Values less than 1 (overfit) indicate that the model predicts the data too well, and may cause summary statistics to report inflated values.

IRT Difficulty Indices

Most difficulty values of the USHC operational items are functioning around a mean ability level of 0. As with the CTT difficulty estimates, Operational Form 3 appears to be the most difficult because it is related to the highest overall ability level. Form 4 is functioning at the lowest ability level. Mean values are smaller than the median values, reflecting some negative skewness in the distribution of IRT difficulty scores. Difficulty values indicate that the set of items generally functions better for students in the average to slightly below average ability. This may be appropriate given the purpose of the test. All difficulty values appear to be in adequate ranges. Table 6 provides summary statistics across forms and Figure 4 shows the mean difficulty values across the eight operational forms.

Table 6. Average IRT based Difficulty Indices, by Form

Operational Form	Number of Items	Minimum Difficulty	Maximum Difficulty	Mean Difficulty	Median Difficulty	Standard Deviation
Form 1	55	-1.895	.6580	-.0656	.0380	.5277
Form 2	55	-1.110	.6460	-.0723	-.1110	.4266
Form 3	55	-1.167	.6580	-.0144	-.0150	.4009
Form 4	55	-1.022	.7130	-.0763	.0070	.4081
Form 5	55	-1.321	.5280	-.0670	.0100	.4588
Form 6	55	-1.126	.7130	-.0631	-.0230	.4779
Form 7	55	-1.637	.7050	-.0677	-.0330	.5011
Form 8	55	-1.185	.6360	-.0576	.0080	.4909
Item Pool	409	-1.895	.7050	-.0795	-.0350	.4603

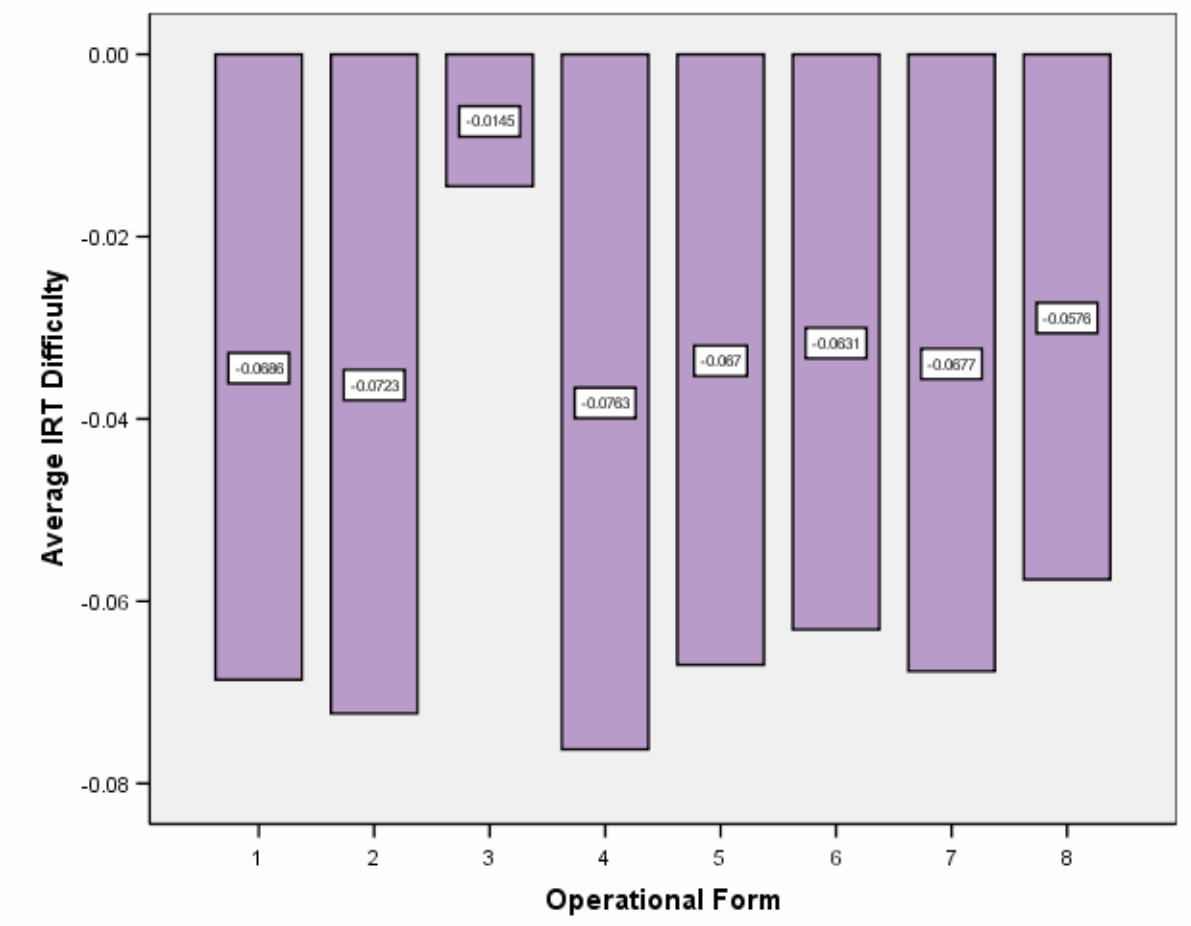

Figure 4. Graphical Representation of IRT Item Difficulty, by Form

Infit and Outfit Measures

Tables 7 and 8 below provide the mean square values for infit and outfit. For both infit and outfit mean square values, mean values suggest adequate fit. All items appear to have average levels of infit/outfit close to the expected value of 1. This indicates that the Rasch model provides an acceptable fit to the field test data.

Table 7. Average Standardized Infit Values, by Form

Operational Form	Number of Items	Minimum Infit	Maximum Infit	Mean Infit	Median Infit	Standard Deviation
Form 1	55	.8800	1.1200	.9885	.9800	.0633
Form 2	55	.8900	1.1300	.9940	.9900	.0638
Form 3	55	.8400	1.1000	.9881	.9900	.0553
Form 4	55	.8500	1.1300	.9785	.9800	.0624
Form 5	55	.8600	1.1100	.9873	.9900	.0623
Form 6	55	.8600	1.1000	.9884	1.000	.0687
Form 7	55	.8500	1.1200	.9735	.9700	.0629
Form 8	55	.8700	1.1400	.9931	.9900	.0703
Item Pool	409	.8400	1.1400	.9862	.9900	.0633

Table 8. Average Standardized Outfit values, by Form

Operational Form	Number of Items	Minimum Outfit	Maximum Outfit	Mean Outfit	Median Outfit	Standard Deviation
Form 1	55	.8100	1.1500	.9878	.9900	.0876
Form 2	55	.8600	1.1500	.9944	.9800	.0800
Form 3	55	.7700	1.1500	.9936	1.010	.0734
Form 4	55	.8300	1.2000	.9805	.9700	.0801
Form 5	55	.7900	1.1300	.9876	.9900	.0805
Form 6	55	.8300	1.1500	.9927	1.100	.0882
Form 7	55	.7700	1.1600	.9742	.9700	.0834
Form 8	55	.8400	1.2700	1.0020	.9900	.1002
Item Pool	409	.7700	1.2700	.9982	1.270	.0840

Item Pool Analyses, IRT Indices

Figure 5 reports the frequency of items at various IRT difficulty levels. Across the set of 409 items, most of the Rasch difficulty estimates are concentrated between 0.5 and –0.5, showing that the USHC items function well for students of average ability (Baker, 2001). This is acceptable for the USHC end of course examination. The picture also reflects the negative skewness suggested by item descriptive values (Table 5).

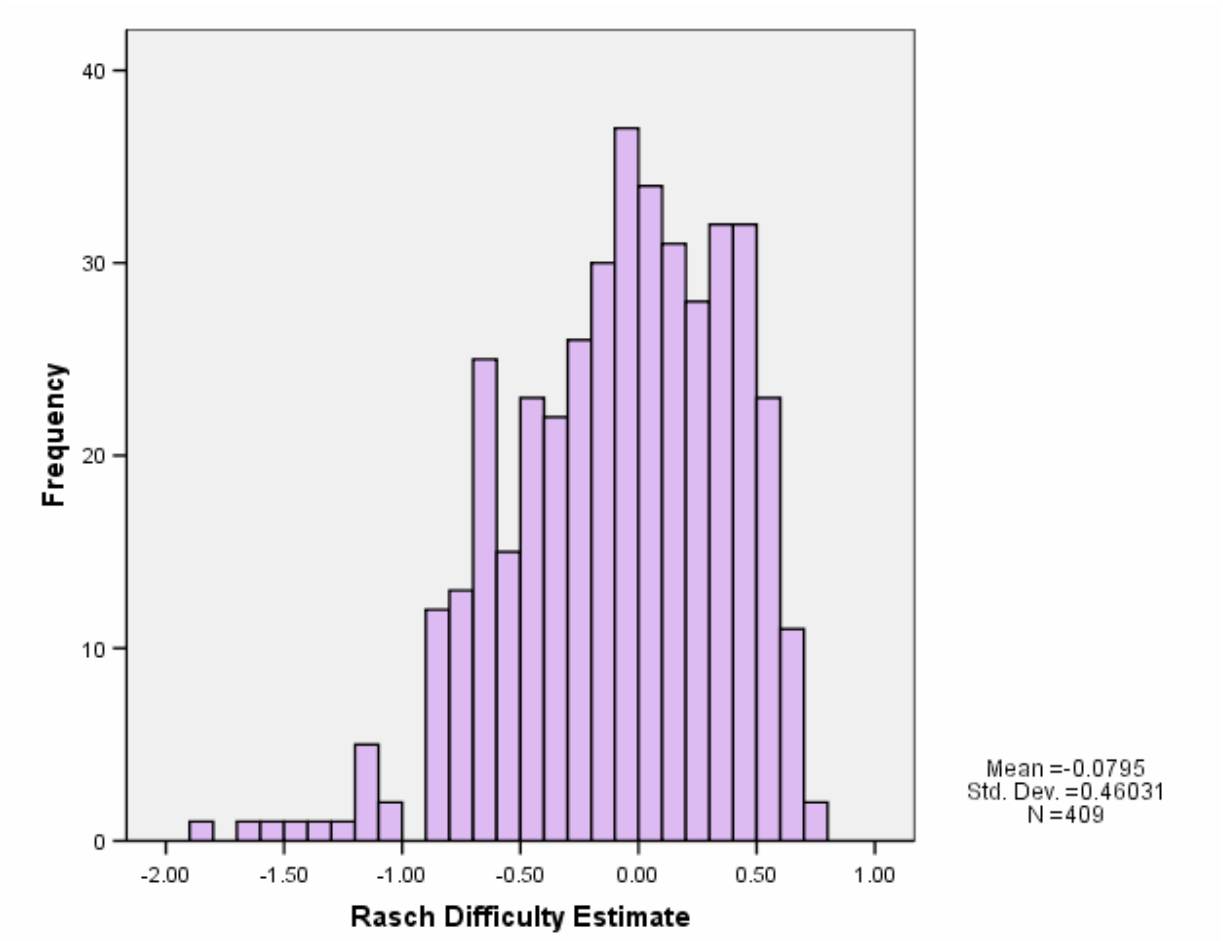

Figure 5. Frequency of Rasch Difficulty Estimates, Across Item Calibration Pool

For the entire item pool, infit and outfit statistics hover around the expected value of 1.0. As seen in Figure 6, the greatest frequencies of infit values are reported around .95, 1, and 1.05. Figure 7 shows that outfit values have a greater standard deviation and have a peak around .96 and a mean that is close the expected value of 1.0.

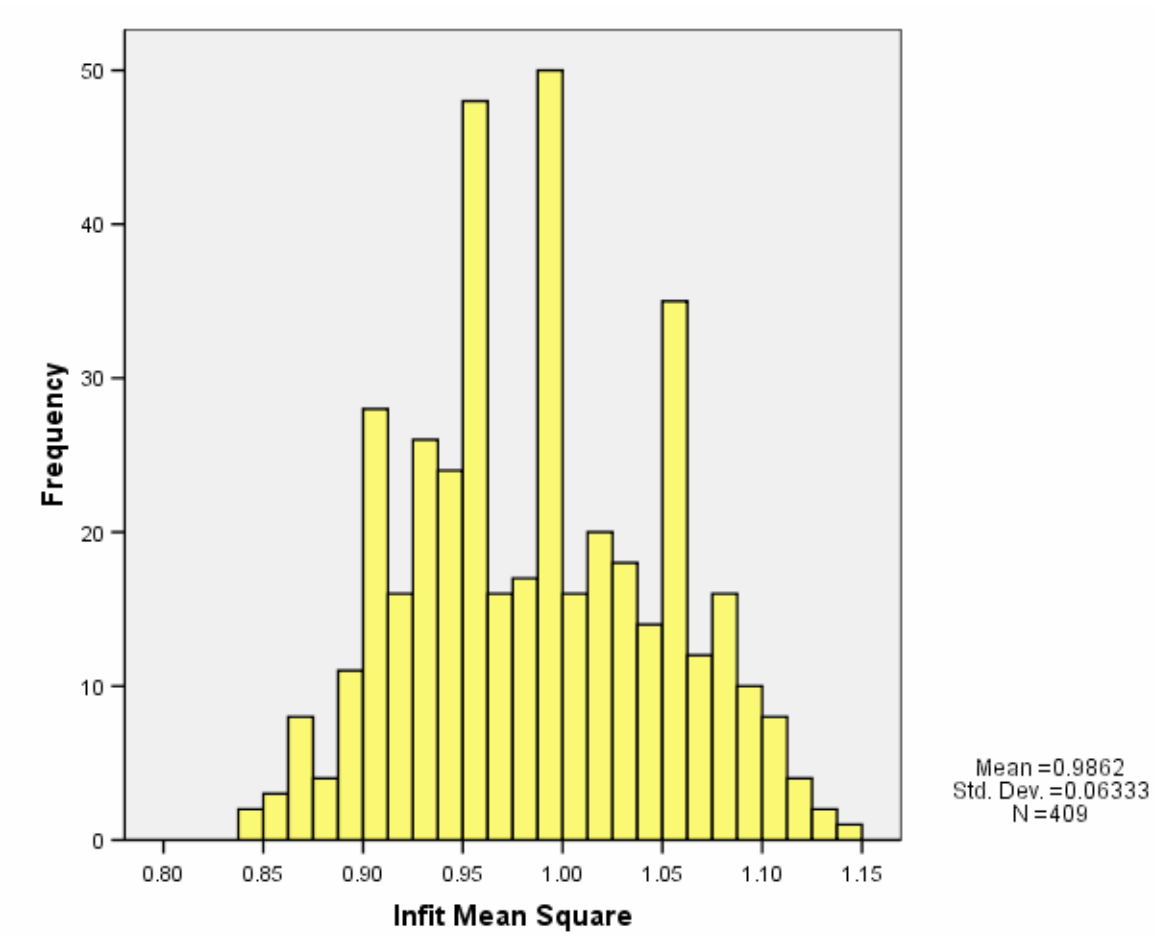

Figure 6. Frequency of Infit Mean Square values

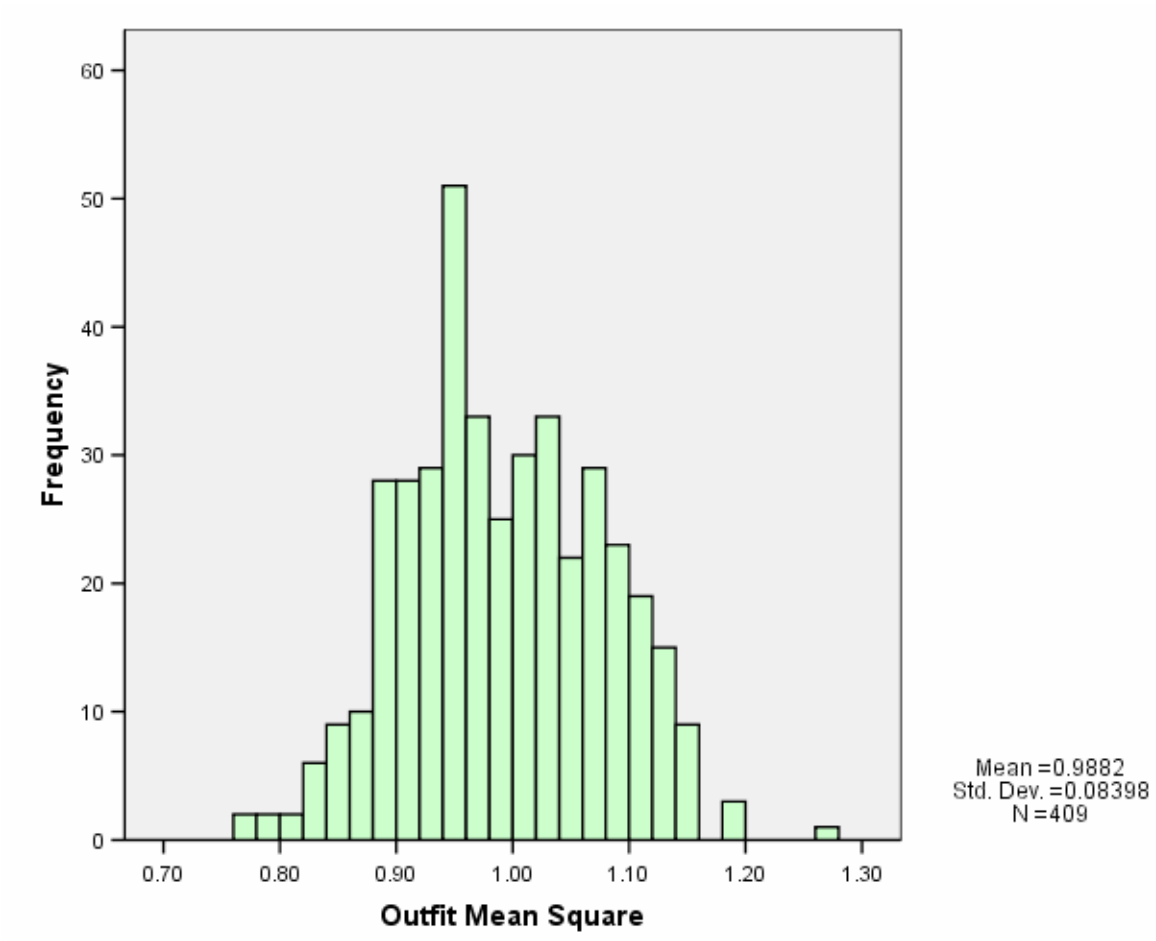

Figure 7. Frequency of Outfit Mean Square Values

Figure 8 illustrates the average difficulty estimates by each of the 10 standards measured by the UHSC. As shown in the figure, there is variation in the difficulty level depending upon the standard measured. Due to the high values reported with standards 4, 5, and 6, items on these standards seem to be more difficult than items on remaining standards assessed on the USHC. From the IRT estimates of difficulty, standard 1 appears to be functioning at the lowest ability level. The information reported based on IRT estimates of difficulty by standard matches the CTT estimates of difficulty by standard reported in Figure 3.

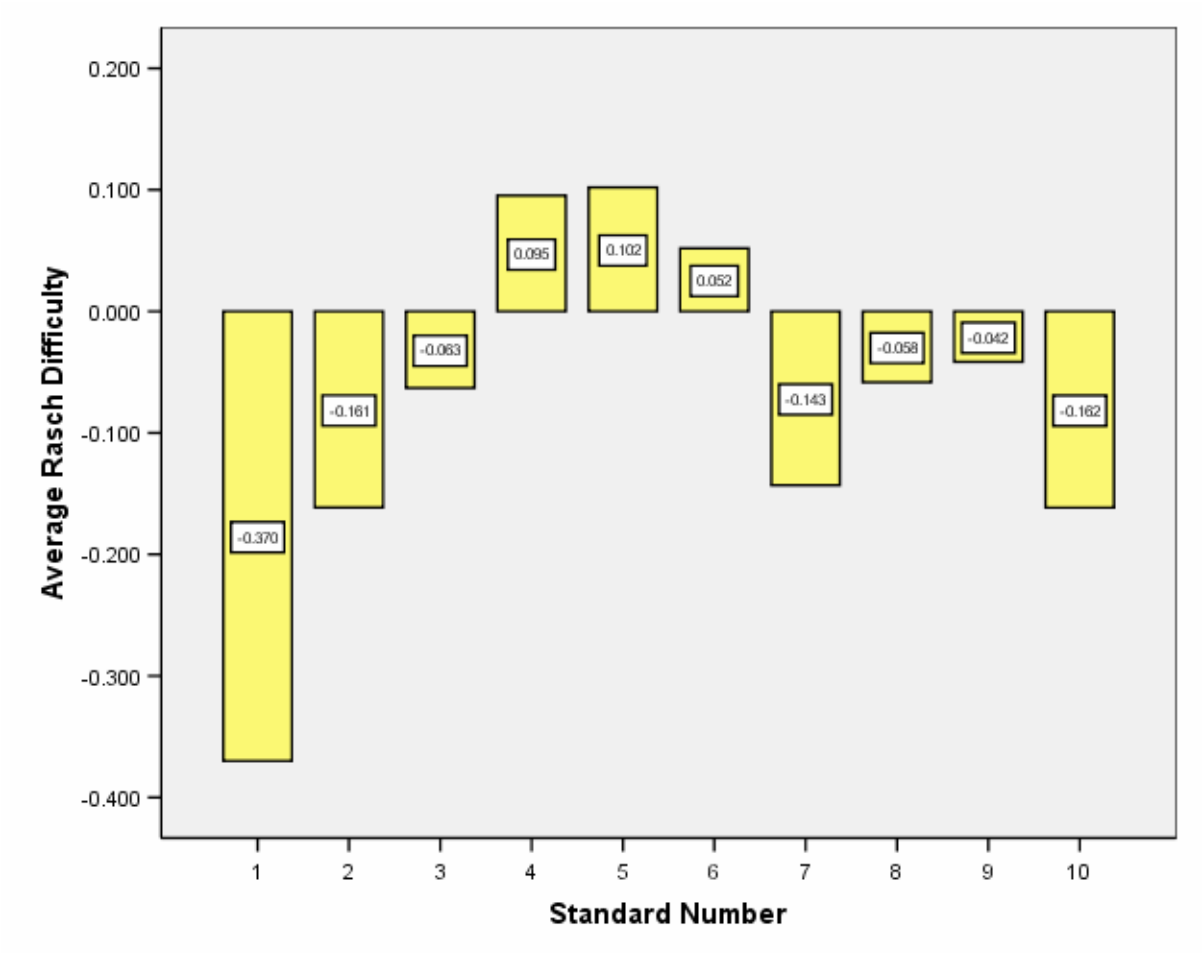

Figure 8. IRT Difficulty Levels by Standard

Differential Item Functioning

Two items reported differential item functioning at severe levels. These items showed a difference between Black and White subgroups. The two items identified (item number 100 on field test 9, operational form 8; item number 866 on field test 5, operational form 7) were both anchor items. This fact that anchor items exhibited DIF may impact the equating procedures and creation of a common metric. These items should be examined closely in future administrations of the USHC examination to determine if recalibration of anchoring items is necessary.

Section C: Estimates of Impact

As stated by Section 59-5-68 in the Code Laws of South Carolina, a uniform grading scale policy was established so that all school districts use a uniform grading scale. The grading scale used in practice is: 93-100 = A, 85-92 = B, 77-84 = C, 70-76 = D, Below 70 = F.

Concerning the USHC end of course examination, it is of interest to estimate the impact of the examination by determining the ability within the grade ranges. It is also of interest to determine what ability levels are related to a passing score on the exam (i.e., minimum grade of 70, letter grade D).

Table 9 shows the range of ability estimates (θ) for each grade range. As expected, the higher the grade, the higher the students' ability. Students earning a low passing score (D range) reported approximately average ability levels (i.e., θ = 0). Ability estimates were lower than average only for the lowest passing score of 70. Overall, the test appears to be within adequate ranges; however, it is a bit atypical that students at an average ability level would not score within the C range. It is recommended that the ability estimates be reexamined with future administrations of the USHC to see if the ability levels associated with certain grades shift due to a "real" testing situation.

Table 9. Estimates of Impact by Grade Range

Grade	Range of Grade	Low θ	High θ
A	100	2.348	--*
	93	1.773	1.854
B	92	1.691	1.772
	85	1.117	1.198
C	84	1.034	1.116
	77	0.460	0.541
D	76	0.378	0.459
	70	-0.115	-0.034

Note: * Highest ability level is infinity

Summary and Recommendations

This report summarized the results from studies of the United States History and Constitution (USHC) End of Course field test administered in spring 2006. The Education Oversight Committee (EOC) supported the current study as part of its responsibilities listed in the Education Accountability Act of 1988. This study reviewed item and form data from the eight operational forms field tested in spring 2006. The SDE/AIR eliminated 235 items, limiting the pool of acceptable items to 409. Indices of Classical Test Theory (CTT) and Item Response Theory (IRT) were interpreted by form and across the 409 items in the calibration pool. Based on the results, some recommendations are provided.

Overall, the test appears to be functioning adequately for a field test. It was noted that the field-test sample consists of high school students who may have known that the USHC test scores would not directly contribute to their final grade. Therefore, some students may not have elected to take the testing situation seriously. This may have impacted the estimated parameters from the field test analyzed in the current report. There were some strengths seen with the field test data. The majority of forms have indices in acceptable ranges, and the majority of items from the 409 item pool were not flagged for problems. There are, however, some recommendations that can help to improve the USHC examination.

Difficulty values are lower than expected for an operational test; however, all values appear to be adequate for a field test. Both CTT and IRT estimates of difficulty reported that the test was more difficult than expected for an operational test. For a given form, approximately 41% of items were answered correctly. Also, the USHC examination reported relatively low levels of discrimination, indicating that it was not able to easily distinguish between high and low ability students. Further, the lowest passing score was related to students of higher ability, rather than students having average or lower ability estimates.

Considering performance by standards, both CTT based estimates and IRT based estimates reported that standards 4, 5, and 6 were the most difficult for the set of field test data and standard 1 was the least difficult. Values by standard should be monitored to ensure that the discrepancy in difficulty values for the set of standards does not increase. Perhaps performance across the set of standards will become more uniform in future administrations of the USHC examination.

In terms of item performance, two items showed significant DIF between Black and White students. These items should be investigated further to ensure that items do not function differently for subgroups of students. Also, there were many items flagged for problems due to difficulty of the item, attractive distracter options, or low discrimination. It is recommended that these items be reviewed in future administrations of the USHC examination. If the items are still problematic, the items may be reviewed to see if wording problems are apparent or if increasing item clarity may improve item performance.

Of the set of 32 anchor items, many were flagged as problematic. Thirteen of the 32 anchor items (40.6%) were identified with discrimination or difficulty, two anchor items were flagged for problems with DIF, and 9.3% of the set of anchor items were flagged for attractive distracters.

Because anchor items play an important role in the linking process, it is suggested that these items be examined ensure that they don't adversely impact the equating process.

In summary, it is recommended that the test parameters be re-investigated after two to three administrations of the USHC examination. As stated earlier, test values may improve as students take the situation more seriously. After a few administrations, if the test is still too difficult or anchor items are flagged for problematic performance, then items may need to be revised. If, after a few administrations, the item parameters do not improve, another suggestion is to examine Social Studies instruction to determine how classroom instruction is matching the standards included on the USHC test. Instruction may improve as a response to low scores on the examination, as greater focus and attention is dedicated to meeting the content area objectives.

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APPENDIX E

Blueprint for South Carolina End-of-Course Examination Program (EOCEP)

United States History and the Constitution

Administration

Although not timed, the tests are designed for a 90-minute period. This includes the time it takes to administer and complete the test. It also includes the time it takes for students to complete a short background questionnaire.

Construction of the Test

1. The test consists of 55 multiple-choice items.

2. The items will cover a range of difficulty levels.

3. Each item will be linked to the South Carolina Academic Standards for United States History and the Constitution.
   - There are 10 standards, each with up to 7 indicators.
   - The end-of-course examination will consist of approximately 2 to 9 assessment items per standard. Every indicator will usually, but not necessarily, be assessed on each examination form.

Standard	Number of Indicators	Approximate Number of Items
1	1	2
2	7	8
3	3	4
4	5	5
5	7	7
6	4	5
7	5	8
8	5	5
9	5	9
10	2	2

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