

NGSSS

Civics EOC Assessment

Helpful Info, Strategies, and Tips
to Better Prepare Students for the
Civics EOC Test!

Justice Sandra Day O'Connor Civics Education Act

- Civics Education:

provides requirement that reading portion of language arts curriculum include civics education content for all grade levels; provides requirements for civics education course that student must successfully complete for middle grades promotion; requires administration of end-of-course assessment in civics education as field test at middle school level; provides requirements for course grade & course credit; requires inclusion of civics education end-of-course assessment data in determining school grades.

General Information

<http://www.fldoe.org/core/fileparse.php/5662/urlt/0077548-fl12spiscivicswtr2g.pdf>

- Statewide assessment schedule: April 18th – May 20th
- Computer Based Test (*Paper-based versions are provided for students, as specified in their IEPs or 504 plans.*)
- The assessment is given in one 160-minute session. (*Although the assessment is scheduled for a 160-minute session, any student not finished by the end of the 160 minutes may continue working, but it must be completed within the same school day.)*
- All of the questions on your EOC will be multiple choice. There will be 52-56 questions total.
- Exam is worth 30% of the student's overall Civics grade.
(*Think: If you have a student who has a 60% final grade in your Civics class he/she will need to get at least 55% of the items correct on their EOC exam in order to pass their Civics class.*)
- Students who fail will need to take the Civics course in 8th grade or take it in virtual school.

Blueprint Categories

25% of the items will come from each category

- Origins and Purposes of Law and Government
- Roles, Rights, and Responsibilities
- Government Policies and political Processes
- Organization of Function of Government

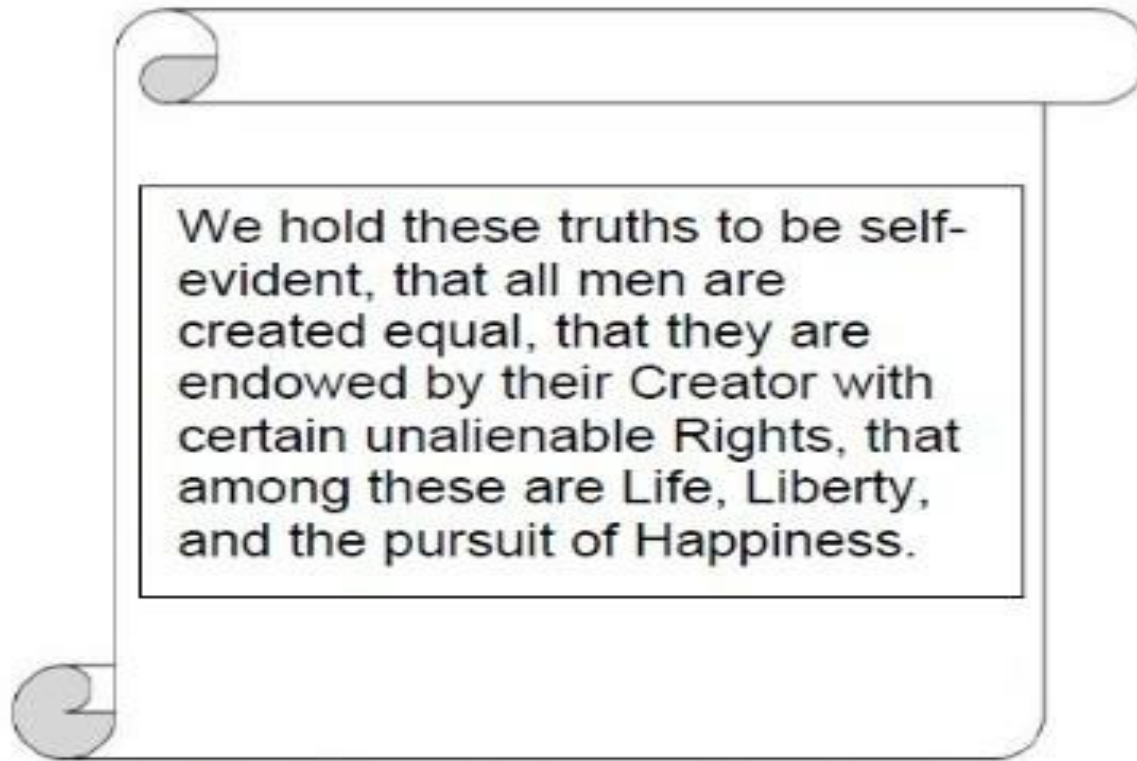
Levels of Questions

• Low
fact recall
15%-25%

• Moderate
analyze or
explain
45%-65%

• High
apply what you
know
15%-25%

| Examples of Civics Activities across Cognitive Complexity Levels | | |
|---|--|---|
| Low Complexity | Moderate Complexity | High Complexity |
| <ul style="list-style-type: none"> Identify or recall common historical or contemporary events, actions, personalities, or concepts. | <ul style="list-style-type: none"> Apply or infer cause-and-effect relationships. | <ul style="list-style-type: none"> Solve or predict the outcome of a problem. |
| <ul style="list-style-type: none"> Use a chart, table, diagram, graph, or image to recall or recognize information. | <ul style="list-style-type: none"> Identify outcomes of particular cause-and-effect relationships. | <ul style="list-style-type: none"> Generalize or draw conclusions when presented with historical or contemporary information. |
| <ul style="list-style-type: none"> Identify characteristics of a particular group, place, or event. | <ul style="list-style-type: none"> Identify the significance of historical or contemporary events, actions, personalities, or concepts. | <ul style="list-style-type: none"> Provide justification for events, actions, or issues in the past and current American experience. |
| | <ul style="list-style-type: none"> Categorize historical or contemporary people, places, events, or concepts. | <ul style="list-style-type: none"> Predict a long-term result, outcome, or change within society. |
| | <ul style="list-style-type: none"> Determine the relationship between historical or contemporary events, actions, personalities, or concepts. | <ul style="list-style-type: none"> Analyze how changes have influenced people or institutions. |
| | <ul style="list-style-type: none"> Explain historical or contemporary problems, patterns, or issues. | <ul style="list-style-type: none"> Recognize and explain historical or contemporary misconceptions. |
| | <ul style="list-style-type: none"> Identify similarities and differences. | <ul style="list-style-type: none"> Analyze similarities and differences. |



Source: U.S. National Archives and Records Administration

LOW COMPLEXITY

The passage below is from a historical document.

Which document contains this passage?

- A. Declaration of Independence
- B. Articles of Confederation
- C. English Bill of Rights
- D. U.S. Constitution

The passage below was written by Thomas Paine in his 1776 book, **Common Sense**.

The powers of governing . . . in the hands of the king . . . himself such an . . . enemy to liberty . . . is he . . . a proper person to say to these colonies, "YOU SHALL MAKE NO LAWS BUT WHAT I PLEASE."

Source: Public Domain / Project Gutenberg

MODERATE COMPLEXITY

Based on this passage, with which complaint against the king from the Declaration of Independence would Thomas Paine agree?

- A. persecuting immigrant groups
- B. taking away religious rights
- C. taking away political rights
- D. persecuting racial groups

HIGH COMPLEXITY

What is one way that the ideas stated in the Declaration of Independence are evident today?

- A. equal employment opportunities
 - B. voting rights amendments
 - C. selective service
 - D. term limits
-
-



HIGH COMPLEXITY

What conclusion can be drawn from the headline?

- A. Citizens can be involved in policy making through their representatives.
- B. Citizens can be directly involved in policy making.
- C. Only elected officials may change constitutions.
- D. Only elected officials make policy.

Scale Score

- Level 5 (428-475) Students at this level demonstrate mastery of the most challenging content
- Level 4 (413-427) Students at this level demonstrate an above satisfactory level of success with the challenging content
- Level 3(394-412)=*PASSING* Students at this level demonstrate a satisfactory level of success with the challenging content
- Level 2 (376-393) Students at this level demonstrate a below satisfactory level of success with the challenging content
- Level 1(325-375) Students at this level demonstrate an inadequate level of success with the challenging content

Multiple Choice Questions

How can I choose the best answer?

- There will be four answer options for you to choose from.
 - Read the question carefully.
 - Read through each of the answer choices; mark through any that you know are definitely **NOT** the correct answer.
- Watch out for words like “always” or “never” – those usually are a clue that can be distracting...

Sample Question

Speaker 1 “Everyone is entitled to equal justice under the law.”

Speaker 2 “The United States is a government of laws not one person.”

Speaker 3 “A person’s fate should not rest in the hands of a king.”

Speaker 4 “No person is above the law.”

Which constitutional principle is being discussed?

- A. individual rights
- B. minority rule
- C. due process
- D. rule of law

Multiple Choice Test Strategies

- Read the question carefully and try to answer the question before looking at your answer choices.
- Most multiple choice answers should be familiar. If it's an answer choice you have never seen chances are it is not the correct answer.
- Eliminate each clearly wrong answer.
- Use hints from questions you know to answer questions you don't.
- Make sure you pay attention to these common tricky multiple choice questions.
 - "Which is NOT..."
 - Questions with more than one possible answer("choose the best")
 - "All of the above" as an answer
 - "None of the above" as an answer
 - "All of the following EXCEPT..."

Primary Sources

What is a primary source?

- Materials that have been written or made by people who were at historical events, either as observers or participants. Primary sources include journals, diaries, letters, speeches, newspaper articles, autobiographies, laws, wills, and financial records.
- Most primary sources will be in “quotes” on the EOC.
 - Be sure to read each quotation carefully and entirely.
 - Re-read any section that might be unclear and search for context clues to find meaning.
 - Use your multiple choice skills to help you choose the best answer.

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“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government . . .”

1 —from the Declaration of Independence

5

From the context, you conclude that “unalienable” means “natural”.

- 3
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1. Which phrase reveals the Founding Fathers’ beliefs about the source of government power?
 - A. “We hold these truths to be self-evident”
 - B. “endowed by their Creator with certain unalienable Rights”
 - C. “to secure these rights, Governments are instituted among Men”
 - D. “deriving their powers from the consent of the governed”
 2. Which idea is *best* expressed in this excerpt?
 - A. Montesquieu’s theory of separation of power
 - B. John Locke’s theory of natural rights
 - C. the idea of liberty expressed in the English Bill of Rights
 - D. the idea of limited government expressed in Magna Carta

Charts

What types of charts will I see on my EOC?

- Your EOC will consist of several graphics – some examples are: tables, flow charts and Venn diagrams.
 - Be sure to read all of the information on the graphic to collect the details necessary to answer the question.
 - Try to draw conclusions or make connections based on what you **KNOW** and what you are **SEEING** in the chart/graphic.
 - Use your multiple choice skills to help you choose the best answer.

1 This chart is about the number and types of presidential vetoes between 1981 and 2008.

Notice that the number and types of vetoes differ for each president.

2

| President | Regular Vetoes | Pocket Vetoes | Total Vetoes |
|-------------------|----------------|---------------|--------------|
| Ronald Reagan | 39 | 39 | 78 |
| George H. W. Bush | 29 | 15 | 44 |
| William Clinton | 36 | 1 | 37 |
| George W. Bush | 12 | 0 | 12 |

3 This chart organizes the presidents chronologically. In some charts, information is organized alphabetically or by the value of the numbers displayed.

4

5 Think about the trends in vetoes of congressional bills since 1981.

Source: U.S. Senate

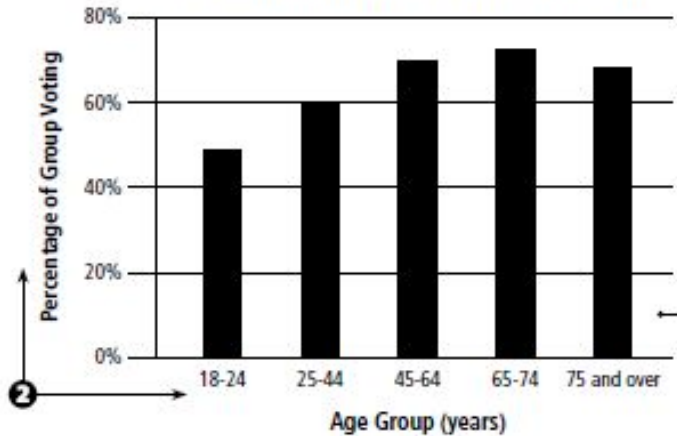
1. According to the chart, who had the most vetoes during his presidential term?
- A. Ronald Reagan
B. George H. W. Bush
C. William Clinton
D. George W. Bush
2. Which of the following best describes the trend in the number of total vetoes by each president since 1981?
- A. increased
B. decreased
C. dropped to zero
D. stayed the same

Graphs

What kind of graphs will I see on my EOC?

- You may see line graphs or bar graphs on your EOC.
- Graphs help you make distinctions, or comparisons, about a set of data.
 - Read the labels on the graphs to make sure you know what you're looking at!
 - Draw conclusions and make connections based on what you **KNOW** and what are you are **SEEING** in the graph.
 - Use your multiple choice skills to help you choose the best answer.

1 Voter Turnout by Age Group, 2008



Source: U.S. Census Bureau

3 Statistics from government sources, such as the U.S. Census Bureau, tend to be reliable.

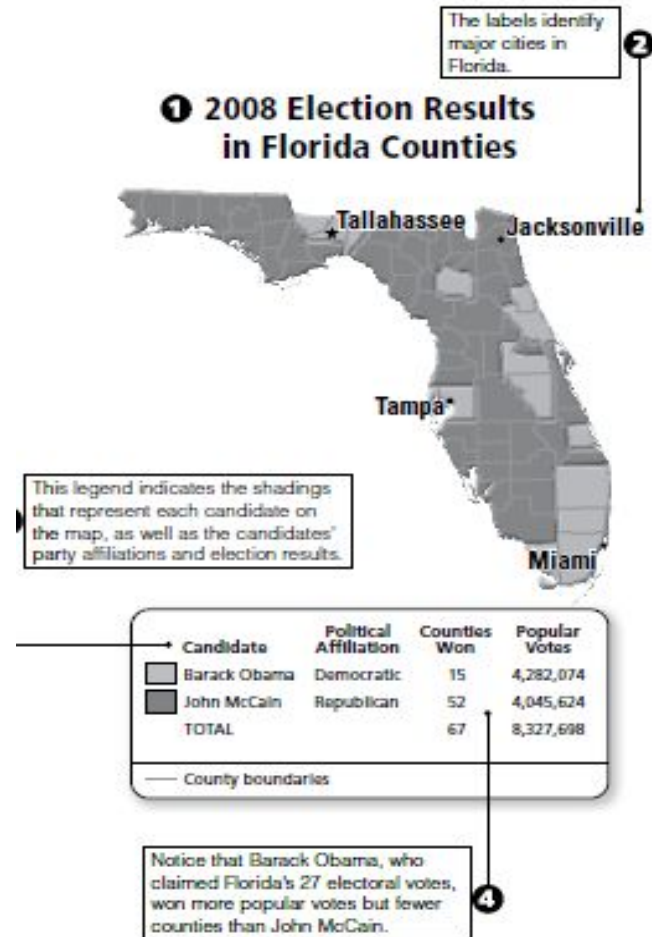
4 One conclusion you might draw is that older citizens were more likely than younger ones to vote in 2008.

- 5
1. According to the graph, which age group had the highest voter turnout?
 - A. 18 to 24 years
 - B. 25 to 44 years
 - C. 45 to 64 years
 - D. 65 to 74 years
 2. What percentage of Americans aged 25 to 44 voted in 2008?
 - A. 48.5 percent
 - B. 60.0 percent
 - C. 69.2 percent
 - D. 72.4 percent

Maps

Will I have to read maps on my EOC?

- There is a possibility that you can see a map or two on your EOC.
- There are three kinds of maps: political, physical, and thematic.
 - Be sure to read the title of the map.
 - Read the map key so you know what the symbols mean.
 - Draw conclusions and make connections based on what you **KNOW** and what you are **SEEING** on the map.



1. According to the map, Barack Obama won a block of four counties surrounding which city?
- A. Jacksonville
 - B. Miami
 - C. Tallahassee
 - D. Tampa