



**Date:** November 16, 2017

**Prepared By:** Force

**Purpose:** Review recent changes to PED end-of-course examination (EOC) blueprints.

**Witness:** Lois Rudnick, Professor Emerita of American Studies, University of Massachusetts Boston; Matt Montano, Deputy Secretary for Teaching and Learning, Public Education Department (PED)

**Expected Outcome:** Understand the impact of the changes to end-of-course examinations.

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## Changes to End-of-Course Examinations for Social Studies, Government, History, Health, Economics, and Geography

Recent changes to the blueprints for end-of-course examinations have raised questions about the process by which PED decided which items should be included or excluded from the tests, as well as why particular items were redacted. Prior to 2012, when the EOCs were initially developed, final examinations for courses were classroom-determined, with no uniformity of rigor or tested concepts across school districts, and potentially even schools within the same district. In 2012, with the promulgation of the teacher and school leader evaluation system, PED began to develop standardized EOCs both to promote educational equity among New Mexico's school districts, and as an element in teacher evaluations. According to PED, EOCs are developed by New Mexico teachers through a deliberative process based on the standards those teachers feel are most essential to the courses. Since 2014, a passing score on EOCs has been the primary way in which students demonstrate competency in social studies and writing, while the EOCs in other subjects, as noted, can be used as an alternative demonstration of competency for students who fail to pass the Standards-Based Assessment (SBA) or Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.

Each EOC is based on a blueprint that establishes the specific elements of the New Mexico content standards and benchmarks on which students may be tested. Recently, PED made several changes to their EOC blueprints for social studies-related classes, such as history, economics, government, and health (see, e.g., **Attachment 1, Social Studies: New Mexico History Assessment Blueprint**). According to PED, the establishment and amendment of EOCs has been part of a deliberate, collaborative process with New Mexico teachers, with the most recent changes having been worked on for the last two years. It is important to note that the test specifications for these social studies EOCs tend to be rendered as "e.g. lists," rather than "i.e. lists," meaning that even items removed from a particular blueprint may still be included in the curriculum, as may items not even included in the exemplary lists in the blueprints; further, the content standards and benchmarks for these courses have not been changed since 2009, so all items removed from the blueprints still appear in content

While the actual blueprint changes raised initial questions, most individuals who are expressing concern question the openness and transparency of the process by which the changes to the EOC blueprints were debated and determined. Some are concerned that because teachers know the standards that will be taught, less emphasis will be placed on standards that are not tested during classroom instruction.

According to PED, EOC blueprints have been developed by New Mexico educators since 2012. Changes to EOCs are rendered in ~~strikeout~~/underline format, so that previous versions may be discerned from the recently amended versions. In 2012, PED allowed local school districts to develop their own EOCs based on a fixed protocol; only one district, Rio Rancho Public Schools, developed their own EOCs, for which PED approval must be granted every year. That policy has been frozen; PED is not permitting additional local school districts to develop their own EOCs, and will phase the policy out entirely over the next two years.

New Mexico statute only notes EOCs shall be aligned with placement tests administered by public institutions of higher education, and that PED shall cooperate with the commission on higher education in aligning them. The New Mexico Administrative Code includes EOCs as alternative demonstrations of competency for high school exit requirements and as a measure of student achievement for purposes of teachers' annual evaluations.

standards, meaning there is an expectation that students achieve mastery of the subject, even though they will be tested on the subject. This brief will review the changes to the EOC blueprints, in light of the process, New Mexico's content standards and benchmarks, and performance-level descriptors.

## Changes to End-of-Course Examination Blueprints

Members of the 2016 End-of-Course Advisory Committee:

- Criss Grubbs, formerly District Test Coordinator, Las Cruces Public Schools;
- Christian D. Northrup, Ph.D., Assistant Superintendent of Assessment, Accountability, and Technology, formerly of Roswell Independent School District;
- Arsenio Romero, Ph.D., Assistant Superintendent for Instruction, formerly of Roswell Independent School District;
- Mitzi Estes, Director of Instruction, Clovis Municipal Schools;
- Happy Miller, Executive Director, Research, Assessment, Data and Accountability, Rio Rancho Public Schools;
- Janet Hunter, Director of Secondary Curriculum, Farmington Municipal Schools;
- Pamela Miller, formerly Chief Academic Officer, Los Alamos Public Schools;
- Suchint Sarangam, Ph.D., Assistant Superintendent of Data Analysis, Hobbs Municipal Schools; and
- Eleanor Andrews, Ed.D., Director of Testing and School Data Support, Albuquerque Public Schools.

**End-of-Course Advisory Committee.** PED established the End-of-Course Advisory Committee with the stated purpose of strengthening EOCs through advocacy both for test item quality and for professional development for New Mexico teachers as test item writers. The committee was also to support the use of EOC results to inform instruction, increase student achievement, and leverage technology for assessing and scoring. Included in the group were educators, analysts, district leaders, and leaders in the field of assessment and instruction. The committee comprised nine members, with representation from the Las Cruces, Roswell, Clovis, Rio Rancho, Farmington, Los Alamos, Hobbs, and Albuquerque school districts.

PED staff then sought additional teachers to work on the blueprints themselves, requiring potential members to be rated effective or higher on their annual evaluation, and hold current certification in the particular content area they would review. The department contacted at least some teachers directly through mailing lists already assembled for other purposes, yet PED apparently did not notify the public more generally that EOCs were being revised; a review of archived public notices on the PED website finds no references to EOCs, their blueprints, or their development, begging the question of how and by whom this sort of information should be disseminated to the general public. PED then convened in-person meetings for particular content areas, with up to 60 attendees at one time, where they would review guidance documents from testing companies, as well as what other states were assessing in these content areas. In deciding which specific items were to be assessed, the group would examine each item for two criteria: (1) the instructional time spent by teachers on the tested item in its particular content area; and (2) the impact a particular element might have on future instruction in later years. Items not often

included on tests or not essential as a basis for further study and scholarship are less likely to be included in the revised blueprint. Teachers reworking these blueprints noted that they are often lengthy and vague, and would prefer more specificity, particularly since their evaluations depended in part on these test scores.

The group reviewed old blueprints, determining which elements had been tested in the past, and which were tested more frequently. For example, in the U.S. history blueprint, teachers evidently noted Martin Luther King, Jr., Russel Means, and Cesar Chavez appeared more frequently than Malcom X or Rosa Parks (who had just been on the assessment two years ago) and removed Malcom X and Rosa Parks from the testing blueprint for this year, although they may appear again in the EOCs in future

years. Moreover, there has only been one question on Rosa Parks on the EOCs in recent years, which according to PED criteria, already makes her appearance on revised EOCs less likely.

After revision, PED posted the blueprints on Google Docs for public comment, which according to PED staff, was usually substantial. If public comment indicated controversy about the inclusion or exclusion of particular elements, PED would schedule a follow-up meeting for further discussion of these problematic items. According to PED, while unable to implement every suggestion due to conflicting viewpoints, the blueprints reflect the “best collaborative effort among dedicated peers.” Moreover, while particular elements may be removed from a blueprint, those elements, which remain in the standards, might appear on in-class quizzes or other examinations or other tests or assignments.

The affected blueprints include a statement in their respective explanations noting, “Strikeouts indicate that this portion of the standard will not be measured this year in consideration of exam length and testing time. The topics will be rotated in subsequent exams. In some cases, the topic may be covered in another subject area EOC.” All blueprints contain a statement noting, “It is important to note that the standards in the blueprint are only a subset of standards to be measured with the understanding that teachers cover more standards during the course of instruction than what has been selected to be measured.”

Affected blueprints include those for:

- Economics;
- Health (ninth through 12<sup>th</sup> grade);
- New Mexico History;
- Social Studies (sixth through eighth grade);
- Social Studies: U.S. Government;
- Social Studies: U.S. History; and
- Social Studies: World History and Geography.

**Items Redacted from End-of-Course Blueprints.** PED staff have stated the items removed from the blueprints appear in other areas of the EOC blueprints, either for a different assessment, or in a different way for the same assessment; or they are only intended to cover tested concepts for a particular year, which may cycle back in to the blueprints in coming years. PED also indicated the changes were made to reduce testing time, but emphasized the items redacted from the EOC blueprints still appear in New Mexico’s content standards and benchmarks, and may appear in the performance-level descriptors for that subject.

***Economics, Ninth through 12<sup>th</sup> Grade.*** Changes to this blueprint include:

1. Reference to the “distribution and characteristics” of economic systems throughout the world as a component to be explicitly understood;
2. Reference to a comparison of the ways people satisfy basic needs through the production of goods and services; and
3. A requirement to analyze: the impact of the Cold War on business cycles and defense spending; the recession of the 1980s; and the technology boom and the consequent economic slowdown of 2000.

***Health, Ninth through 12<sup>th</sup> Grade.*** Changes to this blueprint include:

1. “Nutrition and alcohol” removed from the identification of alternatives to health risk behaviors, and “selection of healthy food choices” from the

examples of social and emotional well-being (it should be noted that questions related to nutrition and alcohol occur throughout the Health EOC);

2. “Nutrition” removed from the identification of ways to avoid risky health behaviors, and “discussion and analysis of the differences between healthy and unhealthy relationships” from the analysis of how behavior can impact health maintenance and disease prevention;
3. “Identification of emotional and physical changes that occur during puberty and identification of the impact of health screenings on personal health and wellness” from the impact of personal health behaviors on the functioning of body systems;
4. “Food” from the explanation of the benefits of healthy choices;
5. “Immunizations” from the list of prevention strategies; and
6. “Nutrition” from the list of strategies to avoid and reduce threatening situations.

***New Mexico History.*** Changes to this blueprint include:

1. References to nuclear weapons, the arms race, and scientific developments from analysis of the impact of arts, sciences, and technology on New Mexico since World War II; and
2. References to the impeachment process, the legislative process, executive officers and their powers, and the judicial election and retention process from a required comparison of the structure and powers of New Mexico government as enumerated in the Constitution of New Mexico with the U.S. Constitution.

***Social Studies, Sixth Grade.*** Changes to this blueprint include:

1. Removal of a reference to Charlemagne and Joan of Arc as causes, events, or effects of the Crusades, impact of the black plague, and contributions and roles of key figures, in a more general discussion of political and economic events of medieval European life and its lasting impact on later civilization; and
2. Removal of a requirement to draw complex maps from memory.

***Social Studies, Seventh Grade.*** Changes to this blueprint include:

1. Removal of a reference to the “highway system” from an element requiring explanation of how New Mexicans have adapted to their physical environments to meet their needs over time;
2. Removal of a reference to the “significance of waterways” from a required description of geographically based pathways of interregional interaction;
3. Removal of a requirement to analyze geographical information from “directly witnessed and surveilled photographic and digital data”; and
4. Removal of the Spanish Trail” from a requirement to explain the significance of regional trails and trade routes.

***Social Studies, Eighth Grade.*** Changes to this blueprint include:

1. Removal of James Monroe and John Jay from a requirement to describe the roles and contributions of major individuals involved in the writing and ratification of the U.S. Constitution;

2. Removal of “Alexander Hamilton’s financial plan” from nation-building actions to be described by students; and
3. Removal of Jefferson Davis, Robert E. Lee, and Ulysses S. Grant from the list of key Civil War figures to be explained in reference to the course and consequences of the Civil War.

***United States Government.*** This blueprint now excludes “Blackstone’s foundations principles of law” from a required analysis of philosophical foundations of the American political system in terms of inalienable rights and the purposes of government.

***United States History.*** Standards and specifications for U.S. History noted that: questions related to atomic bombs will be administered on the New Mexico History EOC; questions related to key Supreme Court cases, such as *Roe v. Wade*, will be assessed on the U.S. Government EOC. Changes to this blueprint include:

1. References to “trusts and trust busting,” “racial and ethnic conflicts,” “strike breakers,” “populists,” and William Jennings Bryan from required analysis of the transformation of the American economy and sociopolitical conditions in response to the Industrial Revolution;
2. “Causes for foreign policy change from isolationism to interventionism,” the Panama Canal, “the impact on military process,” “public opinion and policy regarding US entry into World War I,” “the League of Nations,” and Senator Henry Cabot Lodge, Sr. from required analysis of the United States’ expanding role in the world in late 19<sup>th</sup> and 20<sup>th</sup> centuries;
3. “Credit structure” as a cause of the Great Depression from required analysis of major political, economic, and social development occurring between World War I and World War II (WWII);
4. “Mobilization of war industry, and the dropping of atomic bombs on Hiroshima and Nagasaki” from required analysis of the role of the United States in WWII;
5. *Roe v. Wade*, and Malcom X and Rosa Parks from required analysis of the development of voting and civil rights for all groups in the United States, following reconstruction; and
6. “The House Un-American Activities Committee,” “nuclear weapons,” and “the arms race” from required analysis of the Red Scare as an element of the impact of WWII and the Cold War on U.S. foreign and domestic policy.

***World History and Geography.*** Redacted items include:

1. “The end of slavery” from required analysis of the evolution of business and the role of labor as an element of historical change evinced by the Industrial Revolution;
2. The Hungarian Revolt, Taiwan, and the Great Proletarian Cultural Revolution from required analysis of international developments following WWII, the Cold War, and the post-Cold-War era; and
3. Egypt, from a discussion of the Middle East Conflict in light of evaluating ideologies and outcomes of independence movements in the emerging third world.

***Appearance of Redacted Items in New Mexico Content Standards and Benchmarks and Performance-Level Descriptors.*** All of the items redacted from

the EOCs still appear in the state content standards and benchmarks for their particular course and level. State content standards and benchmarks are promulgated through administrative rule; all standards and benchmarks are found at 6.29 NMAC. Health standards are found at 6.29.6 NMAC, and social studies at 6.29.11 NMAC. Unlike changes to the EOCs, the content standards and benchmarks must be amended through a rulemaking process, with notice and opportunity for public comment; standards and benchmarks for both health and social studies were most recently established in 2009 and have not been amended since then.

Performance-level descriptors exist for all the social studies and related EOCs described in this brief, except for seventh or eighth grade social studies. The PLDs for economics, New Mexico history, and U.S. government were most recently established in 2015. PLDs for health, sixth grade history indicate no inception date. The descriptors are not established in rule, and do not require a rulemaking with public notice and opportunity for comment to be changed.

According to PED, performance level descriptors (PLDs) are produced during standard-setting meetings. Groups of educators with experience teaching a course review the pertinent standards and EOCs to determine the skills and knowledge required for a student to achieve the proficient performance level on the EOC. The PLDs indicate the essential information a student should know and be able to do at the completion of the course, but they are not available for all courses; no PLDs have been set for the EOCs for seventh and eighth grade social studies. Further, the PLDs are considerably briefer and more general than the EOCs and their corresponding content standards and benchmarks. Consequently, some of the very specific elements in the EOCs are not directly reflected in the PLDs, but nearly all of the elements redacted from the assessments can be related to one or more of the more general descriptors.

Unlike for EOCs, PED has only established blueprints for English language arts for the PARCC assessment, one for third through fifth grade, and one for sixth through 11<sup>th</sup> grade (see **Attachment 2, PARCC Assessment Blueprints for English Language Arts**). Those PARCC blueprints included on the PED website, unlike those for EOCs, are very brief, but more detailed information on the PARCC assessments, as well as numerous practice exams, exist for teacher and student reference (see, e.g., **Attachment 3, PARCC ELA Test Specifications Documents**). Attachment 3 includes not only links to assessment blueprints, as in Attachment 2, but also offers substantially more detail through links to PARCC reading evidence tables and writing evidence tables for kindergarten through 11<sup>th</sup> grade, literacy task models for third grade through fifth grade, sixth through eighth grade, and ninth through 11<sup>th</sup> grade, and PARCC ELA scoring rubrics for those same grade spans.

**NM** Public Education Department

# SOCIAL STUDIES: NEW MEXICO HISTORY

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 17-18

ASSESSMENT BLUEPRINT

# **Purpose Statement**

## **New Mexico History**

The New Mexico History End-of-Course (EOC) Exam is intended to measure student proficiency of the New Mexico Social Studies Standards. This course-level exam is provided to all students who have completed a course in Geography or related courses.

**This exam can be given for the following STARS course code:**

- 2717 - New Mexico History

Intended as a final exam for the course, this is a summative exam covering a range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, student graduation requirements, and NMTech summative reports.

***“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”***

During the 2016-17 school year, teachers were brought together in person and online to revise the blueprints. The NMPED extends our gratitude to those who contributed to this improvement process. Although we were unable to implement every suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers.

**NMPED wants to especially recognize the following persons who led the revision for this blueprint:**

- Ellen Virden, Content Lead & Lead Reviewer, Consultant, REC IX
- David Luera, Las Cruces Public Schools
- Jamie Patterson, Lac Cruces Public Schools



## Explanation of Blueprint & Test Specifications Table

Standard/Benchmark	Test Item Specifications:
<p>The standards identified in this portion of the blueprint are aligned to the New Mexico State Social Studies Standards <a href="http://www.ped.state.nm.us/standards/Social%20Studies/Social%20Studies%20-%2012.pdf">http://www.ped.state.nm.us/standards/Social%20Studies/Social%20Studies%20-%2012.pdf</a></p> <p>New Mexico Teachers identified the standards to be measured on the EOC exam using the following criteria: 1) a great deal of instructional time is spent on the standard as identified in the curriculum and/or; 2) the standard is important to subsequent learning.</p> <p>It is important to note that the standards in the blueprint are only a <b>subset</b> of standards to be measured with the understanding that teachers cover more standards during the course of instruction than what has been selected to be measured.</p>	<ul style="list-style-type: none"> <li>• This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam.</li> <li>• Although the standard may be broader, the item specifications may place constraint on portions of the standards in order to provide more transparency as to what specifically will be measured relative to the standard.</li> <li>• Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.</li> <li>• Strikeouts indicate that this portion of the standard will not be measured <u>this year</u> in consideration of exam length and testing time. The topics will be rotated in subsequent exams. In some cases, the topic may be covered in another subject area EOC.</li> </ul> <p><b>Item Types:</b></p> <p>The item types for this EOC exam are limited to:                      MC = Multiple Choice with or without stimulus (e.g., primary/secondary sources, diagrams, charts, maps)</p> <p><b>Sample Question(s):</b></p> <p>Sample questions have been provided to assist teachers to correlate the questions with the performance standards and the test item specification, when applicable.</p> <ul style="list-style-type: none"> <li>• An * denotes the correct answer</li> <li>• DOK = Depth of Knowledge</li> <li>• Some sample questions may be released items from prior EOC exams</li> </ul>

Blueprint & Specifications Table New Mexico History 9-12

Standard/Benchmark	Standards with Specifications:
<p><b>History.I.1-A.1</b></p> <p><b>STRAND: History</b></p> <p><b>Content Standard I:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p> <p><b>Benchmark 1-A:</b> New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:</p>	<p>1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures.</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>Understand reasoning and impact of Indian boarding schools</li> <li>Identify events associated with the passage of bills and laws that impacted Native Americans</li> </ul> <p><b>Item Types:</b> MC = multiple choice with or without stimulus</p> <p><b>Sample Question:</b></p> <p>What outcome of the Indian Reorganization Act is still noticeable today in New Mexico?</p> <p>A. Native peoples are still restricted from carrying on traditional customs and cultural practices.</p> <p>B. Reservations are still governed by the authority of the New Mexico State Legislature.</p> <p>C. Native peoples must attend schools, as the Federal government expects them to assimilate.</p> <p>D. Reservation areas are checkerboarded in various areas of the state, as Native land was not fully returned. *</p> <p>DOK 2</p>
<p><b>History.I.1-A.2a</b></p> <p><b>History.I.1-A.2b</b></p> <p><b>History.I.1-A.2d</b></p> <p><b>History.I.1-A.2e</b></p> <p><b>STRAND: History</b></p>	<p><b>Standards with Specifications:</b></p> <p>2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include:</p> <p>a. land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal and federal government levels;</p> <p>b. role of water issues as they relate to development of industry, population growth, historical issues and current acequia systems/water organizations;</p> <p>d. role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects);</p>

<p><b>Content Standard I:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p> <p><b>Benchmark 1-A.</b> New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:</p>	<p>e. unique role of New Mexico in the 21st century as a “minority majority” state.</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Strikeouts indicates this portion of the standard will not be measured</li> <li>● Replace all e.g. with i.e.</li> <li>● Understand how land grants were established, the Santa Fe Ring, problems with proving ownership of a land grant; Reies Lopez Tijerina, La Alianza Federal de Mercedes</li> <li>● Analyze the case of Mt. Taylor uranium mining in light of the Natural Historic Preservation Act of 1966</li> <li>● Identify the primary effect of the Indian Reorganization Act</li> </ul> <p><b>Item Types:</b>  <i>MC = multiple choice with or without stimulus</i></p> <p><b>Sample Question: History.1.1-A.2a</b></p> <p>What do the following three terms have in common?</p> <ul style="list-style-type: none"> <li>● Las Gorras Blancas</li> <li>● Colfax County War</li> <li>● Thomas B. Carton</li> </ul> <p>A. All three were connected to land grants.*          B. All three have national monuments in their honor.          C. All three were important people or events during WWI.          D. All three are mentioned in the Treaty of Guadalupe Hidalgo.</p> <p>DOK 2</p>
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<p><b>History.1.1-A.3</b></p> <p><b>STRAND: History</b></p> <p><b>Content Standard I:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to</p>	<p><b>Standards with Specifications:</b></p> <p>3. Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Navajo code talkers, New Mexico national guard, internment camps, Manhattan project, Bataan death march)</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Replace all e.g. with i.e.</li> </ul> <p><b>Item Types:</b>  <i>MC = multiple choice with or without stimulus</i></p> <p><b>Sample Question:</b></p>
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<p>understand the complexity of the human experience.</p> <p><b>Benchmark 1-A.</b> New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:</p>	<p>Why was Los Alamos chosen as the ideal location for the development of the atomic bomb?</p> <p>A. It was a leader in both technological and industrial growth at the time.                  B. It was a small and isolated Hispanic community with few roads. *                  C. It was a large urban area with many highly skilled workers.                  D. It was an area where there was a high volume of tourism.                  DOK 2</p>
<p><b>History.1.1-A.4</b></p> <p><b>STRAND: History</b></p> <p><b>Content Standard I:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p> <p><b>Benchmark 1-A. New Mexico:</b> analyze how people and events of New Mexico have influenced United States and world history since statehood:</p>	<p><b>Standards with Specifications:</b></p> <p>4. Analyze the impact of the arts, sciences and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high-tech industries, federal laboratories)</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Strikeouts indicate the portion of the standard that will not be measured</li> </ul> <p><b>Item Types:</b></p> <p><i>MC = multiple choice with or without stimulus</i></p> <p><b>Sample Question:</b></p> <p>Read the following and then answer the question below.</p>

- Sandia National Laboratories – Centrally located in Albuquerque, Sandia National Laboratories is a leading government R&D laboratory, focusing on nuclear weapons technology and security, energy, climate and infrastructure security, defense systems, and homeland security.
- Los Alamos National Laboratory – Los Alamos National Laboratory, located less than an hour's drive from Santa Fe, is a premier national security research institution focused on delivering scientific and engineering solutions for the most crucial and complex problems including the advancement of bioscience, chemistry, computer science, earth and environmental sciences, materials science, and physics.
- UNM – Nonprofit that handles University of New Mexico technologies and brings them to the marketplace through patent applications, license and options agreements, and start-up companies.
- New Mexico Consortium – Engages universities and industry in scientific research in the nation's interest and to increase the role of Los Alamos National Laboratory (LANL) in science, education and economic development.
- Microsystems & Engineering Science Application Center (MESA) – Located at Sandia Labs. It represents the essential facilities and equipment to design, develop, manufacture, integrate, and qualify trusted microsystems for national security needs.
- Pulse Power Center – Also locates in Sandia Labs. Houses some of the world's most advanced optics equipment. The center has technologies to create, diagnose, and model extreme radiation, high energy density environments, and inertial confinement fusion.

Source: <http://www.nmpartnership.com/industries/emerging-technology/>

Which comment is supported by the evidence in the text above?

- Non-profit business centers are extremely important in the state of NM.
- The defense industry, science and technology are essential parts of the NM economy. \*
- The state of NM is totally dependent upon funding from the federal government.
- The impact of science and technological research has been shrinking in recent years in the state of NM.

DOK 2

SOURCE: PED

**Geography.II.2-E.1**

**STRAND : Geography**

**Content Standard II:** Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

**Benchmark 2-E:** analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:

**Standards with Specifications:**

1. Analyze the factors influencing economic activities (e.g., mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico's population growth;

**Specifications:**

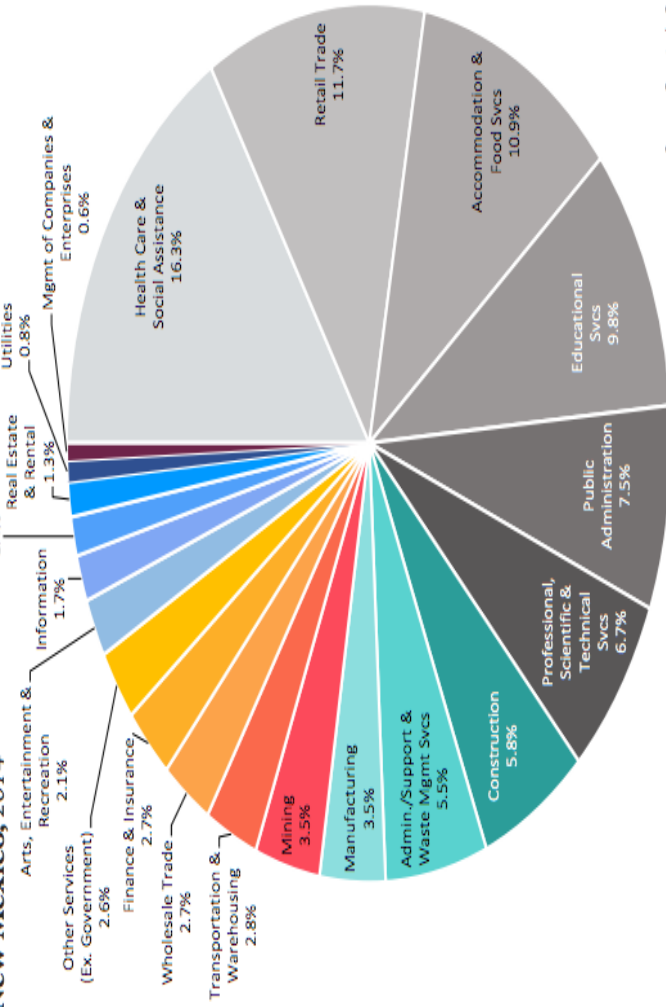
- Replace all e.g. with i.e.
- Identify economic and industrial activities in different geographic areas of the state
- Analyze information found on charts or graphs

**Item Types:**

MC = multiple choice with or without stimulus

**Sample Question:**

**Industry Distribution New Mexico, 2014**



Source: [https://www.dws.state.nm.us/Portals/0/DM/LMI/NM\\_2016\\_page\\_35](https://www.dws.state.nm.us/Portals/0/DM/LMI/NM_2016_page_35)

According to the chart, which New Mexico industry has the largest percentage of employees?

	<p>A. Accommodation and Food Service                  B. Public Administration                  C. Management of Companies and Enterprises                  D. Health Care and Social Assistance*                  DOK 1</p>
<p><b>Civics.III.3-A.6</b>  <b>Strand: Civics and Government</b>  <b>Content Standard III:</b> Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.  <b>Benchmark 3-A:</b> compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:</p>	<p><b>Standards with Specifications:</b>                  6. Compare and contrast the structure and powers of New Mexico’s government as expressed in the New Mexico constitution with that of the United States constitution, to include: direct democracy in the initiative, referendum and recall process; impeachment process; process of voter registration and voting; role of primary elections to nominate candidates; how a bill becomes a law; executive officers and their respective powers; New Mexico courts, appointment of judges, and election and retention processes for judges; organization of county and municipal governments;  <b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Strikeouts indicate this portion of the standard will not be measured</li> <li>● Identify basic structure, functions, and responsibilities of state legislative, executive, and judicial branches</li> <li>● Identify county and municipal governments and their basic organization and functions</li> <li>● Identify unique features of the N.M. Constitution (i.e., bilingual state, equality in education and religious practice)</li> </ul> <p><b>Item Types:</b>                  MC = multiple choice with or without stimulus</p> <p><b>Sample Question:</b>                  What authority does the Governor of New Mexico and the President of the United States both have?                  A. Both have almost unlimited power while they are in office since they are chief executives.                  B. Both can propose legislation, can veto laws, and call the legislative branch into session. *                  C. Both can sign bills, can veto laws, and replace legislators who disagree with their positions.                  D. Both have little in common since they preside over two very different geographic areas.                  DOK 2</p> <p><b>Standards with Specifications:</b>                  7. Describe and analyze the powers and responsibilities (including the concept of legitimate power) of local, state, tribal and national governments.</p>
<p><b>Civics.III.3-A.7</b>  <b>Strand: Civics and Government</b></p>	<p><b>Standards with Specifications:</b>                  7. Describe and analyze the powers and responsibilities (including the concept of legitimate power) of local, state, tribal and national governments.</p>

<p><b>Content Standard III:</b> Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</p> <p><b>Benchmark 3-A:</b> compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:</p>	<p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>Item Types:</b>  <i>MC = multiple choice with or without stimulus</i></p> <p><b>Sample Question:</b>                      Which of the following is an example of local government in action?</p> <p>A. a state senator discussing tax increases with the governor                      B. a company visiting with a U.S. Senate member to increase exports                      C. members of a school board voting to approve the construction of a new middle school*                      D. members of the New Mexico legislature meeting with members of the Arizona legislature.</p> <p>DOK 1</p>
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New Mexico History EoC Reporting Category Alignment Chart				
Standard	DOK (Count by DOK)			Total
	1	2	3	
History.I.1-A.2b	1	2	3	4
History.I.1-A.1	1	3		2
History.I.1-A.2a	2	2	1	5
History.I.1-A.2d	2			2
History.I.1-A.3	5	2		7
History.I.1-A.4	1	1		2
Geography.II.2-E.1	3	2	1	6
History.I.1-A.2e		3		3
Civics.III.3-A.6		1		1
Civics.III.3-A.7	2			2
<b>Total</b>	<b>16</b>	<b>16</b>	<b>2</b>	<b>34</b>

SOURCE: PED



**PARCC Assessment Blueprints for  
English Language Arts  
Grades 3-5 ELA/L High Level Blueprints**

**ATTACHMENT 2**

**Grade 4**

Unit	Task/Item Set	Number of Passages	Claims/Sub-Claims	Number of Points from EBSR/TECR Items	Number of Points from PCR Items
Unit 1	Literary Analysis Task	2	Reading Literary Text	8	4
			Reading Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Short passage set	1	Reading Literary Text or Reading Informational Text	6	N/A
			Reading Vocabulary	2	
Unit 2	Research Simulation Task	3	Reading Informational Text	12	4
			Reading Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
Unit 3	Narrative Writing Task	1	Reading Literary Text	8	0
			Reading Vocabulary	0	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Long passage or Paired passage set	1 or 2	Reading Informational Text or Reading Literary Text	10	N/A
			Reading Vocabulary	2	
Totals		8-9		56 Reading	8 Reading 42 Writing

\*An additional field test unit will sometimes be embedded in the assessment. PARCC states will determine the implementation of the embedded field test unit.

**PARCC Assessment Blueprints for  
English Language Arts  
Grades 3-5 ELA/L High Level Blueprints**

**ATTACHMENT 2**

**Grade 3**

	Task/Item Set	Number of Passages	Claims/Sub-Claims	Number of Points from EBSR/TECR Items	Number of Points from PCR Items
Unit 1	Literary Analysis Task	2	Reading Literary Text	8	3
			Reading Vocabulary	4	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Literary short passage set	1	Reading Literary Text	6	N/A
		Reading Vocabulary	2		
Unit 2	Research Simulation Task	2	Reading Informational Text	8	3
			Reading Vocabulary	4	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
Unit 3	Narrative Writing Task	1	Reading Literary Text	8	0
			Reading Vocabulary	0	0
			Writing Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Informational long passage set	1	Reading Informational Text	10	N/A
			Reading Vocabulary	2	
Totals		7		52 Reading	6 Reading 36 Writing

\*An additional field test unit will sometimes be embedded in the assessment. PARCC states will determine the implementation of the embedded field test unit.

**PARCC Assessment Blueprints for  
English Language Arts  
Grades 3-5 ELA/L High Level Blueprints**

**ATTACHMENT 2**

**Grade 5**

Unit	Task/Item Set	Number of Passages	Claims/Sub-Claims	Number of Points from EBSR/TECR Items	Number of Points from PCR Items
Unit 1	Literary Analysis Task	2	Reading Literary Text	8	4
			Reading Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Literary short passage set	1	Reading Literary Text	6	N/A
			Reading Vocabulary	2	
Unit 2	Research Simulation Task	3	Reading Informational Text	12	4
			Reading Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
Unit 3	Narrative Writing Task	1	Reading Literary Text	8	0
			Reading Vocabulary	0	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Informational long or paired passage set	1 or 2	Reading Informational Text	10	N/A
		Reading Vocabulary	2		
Totals		8-9		56 Reading	8 Reading 42 Writing

\*An additional field test unit will sometimes be embedded in the assessment. PARCC states will determine the implementation of the embedded field test unit.

**PARCC Assessment Blueprints for  
English Language Arts  
Grades 6-11 High Level Blueprint**

**ATTACHMENT 2**

**Grades 6-11**

Unit	Task/Item Set	Number of Passages	Claims/Sub-Claims	Number of Points from EBSR/TECR Items	Number of Points from PCR Items
Unit 1	Literary Analysis Task	2	Reading: Literary Text	8	4
			Reading: Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Long Passage Set	1	Reading: Informational Text or Reading: Literary Text	10	N/A
		Reading Vocabulary	2		
Unit 2	Research Simulation Task	3	Reading: Informational Text	12	4
			Reading: Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Short Passage Set	1	Reading: Informational Text or Reading: Literary Text	6	N/A
		Reading Vocabulary	2		
Unit 3	Narrative Writing Task	1	Reading: Literary Text	8	0
			Reading: Vocabulary	0	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Paired Passage Set	2	Reading: Major Claim	10	N/A
		Reading: Vocabulary	2		
Totals		10		68 Reading	8 Reading 45 Writing

\*An additional field test unit will sometimes be embedded in the assessment. PARCC states will determine the implementation of the embedded field test unit.



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# ELA Test Specifications Documents

## Understanding Summative Assessment Design

Test specification documents help educators and the general public better understand the design of the PARCC ELA/literacy assessments. These documents were updated no earlier than July 2015, based on the new assessment design.

High-level blueprints define the total number of tasks and/or items for any given grade/course assessment for both parts of the test.

## ELA/Literacy Form Specifications Documents

Forms specifications documents (high-level blueprints) define the total number of tasks and/or items for any given grade/course assessment.

**Spring 2017**

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SOURCE: PARCC Assessment

- [PARCC ELA\\_L Grade 6-11 Public Blueprint v7.00.pdf](#)
- [PARCC ELA\\_L Grade 3-5 Public Blueprint v7.00.pdf](#)

Evidence Statement Tables and Evidence Statements describe the knowledge and skills that an assessment item or a task elicits from students. These are aligned directly to the Common Core State Standards.

## Reading Evidence Tables

- [PARCC Grade K Reading Evidence Tables](#)
- [PARCC Grade 1 Reading Evidence Tables](#)
- [PARCC Grade 2 Reading Evidence Tables](#)
- [PARCC Grade 3 Reading Evidence Tables](#)
- [PARCC Grade 4 Reading Evidence Tables](#)
- [PARCC Grade 5 Reading Evidence Tables](#)
- [PARCC Grade 6 Reading Evidence Tables](#)
- [PARCC Grade 7 Reading Evidence Tables](#)
- [PARCC Grade 8 Reading Evidence Tables](#)
- [PARCC Grades 9-10 Reading Evidence Tables](#)
- [PARCC Grade 11 Reading Evidence Tables](#)

## Writing Evidence Tables

- [PARCC Grade K Writing Evidence Tables](#)
- [PARCC Grade 1 Writing Evidence Tables](#)
- [PARCC Grade 2 Writing Evidence Tables](#)
- [PARCC Grades 3-5 Writing Evidence Tables](#)
- [PARCC Grades 6-8 Writing Evidence Tables](#)
- [PARCC Grades 9-11 Writing Evidence Tables](#)

## ELA/Literacy Task Models

ELA/Literacy Task Models guide the development of performance-based tasks (collections of items) that

Year?

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Score Results

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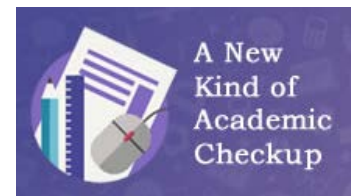
Data Privacy and Security

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Released Items

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## What's New

[PARCC Releases 2015-16 High School Test Items](#)

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[PARCC Releases 2015-16 Test Items for Grades 3-8](#)

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[PARCC Gets High Marks](#)  
SOURCE: PARCC Assessment



have a particular focus and elicit targeted evidences aligned to standards.

[For High Standards, Test Quality](#)

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[More News](#)

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- [PARCC Grades 3-5 ELA/Literacy Task Models](#)
- [PARCC Grades 6-8 ELA/Literacy Task Models](#)
- [PARCC Grades 9-11 ELA/Literacy Task Models](#)

## Text Analysis Worksheets

Text Analysis Worksheets help determine grade-level placement and the complexity level of passages for use on the PARCC Assessment.

- [PARCC Informational Text Analysis Worksheet](#)
- [Literacy Text Analysis Worksheet](#)

## ELA/Literacy Scoring Rubrics

ELA/Literacy scoring rubrics are tools for scoring students' written responses. In July 2015, PARCC states updated the scoring rubrics, combining the reading comprehension and written expression traits. PARCC state educators who called for this update did so because information from the PARCC state spring tests indicated that teachers and scorers would be better able to use the rubrics reliably with the revisions made.

As in the past, PARCC states' decisions were a direct result of applying both research results and educator input. Educators working on this update believe the updated rubrics will be more usable, while simultaneously honoring the focus of the CCSS through the integration of reading and writing. Students will continue to receive both a reading and a writing score for their written responses.

- [PARCC Grade 3 ELA/Literacy Scoring Rubrics](#)
- [PARCC Grades 4-5 ELA/Literacy Scoring Rubrics](#)
- [PARCC Grades 6-11 ELA/Literacy Scoring Rubrics](#)

## Other Materials

- [Passage Selection Guidelines](#)

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## PARCC

**The Partnership for Assessment of Readiness for College and Careers (PARCC)** believes that assessments should work as tools for enhancing teaching and learning. Assessments that are aligned with the new, more rigorous Common Core State Standards help to ensure that every child is on a path to college and career readiness.

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