

**Assessing Content Mastery
LESC Presentation
November 16, 2017**

- **New Mexico State Standards for Social Studies have not changed!**

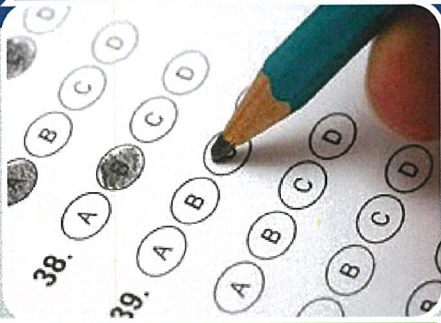
EOC Timeline

2012-13

2013-14

2016-17

2017-18



- NMPED developed implemented EOCs
- 6 content exams for purposes of ADC
- Paper & Pencil

- EOCs are used to provide feedback on how students grow in non-Common Core
- Additional content exams added
- Improve **EQUITABLE** access to all content standards

- NMPED developed customized online testing platform: **NMEPIC**
- 78 EOC exams available

- All EOC exams will be revised
- New Blueprints
- New cut scores for ADCs

Common across all years...

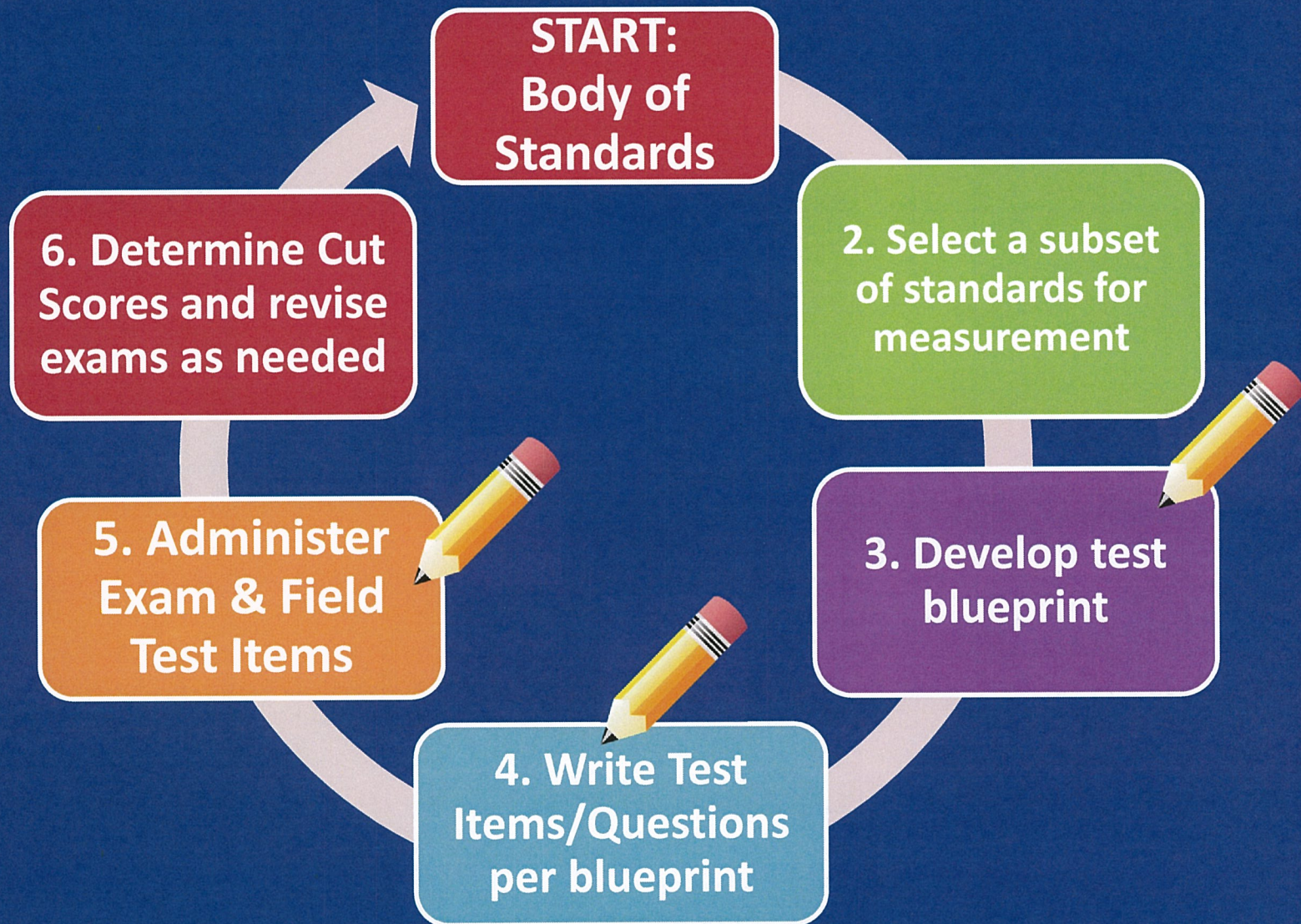


*“The EOC’s are exams
created by New Mexico
educators for New Mexico
Students!”*

NMPED brings teachers together to revise blueprints and write test questions.

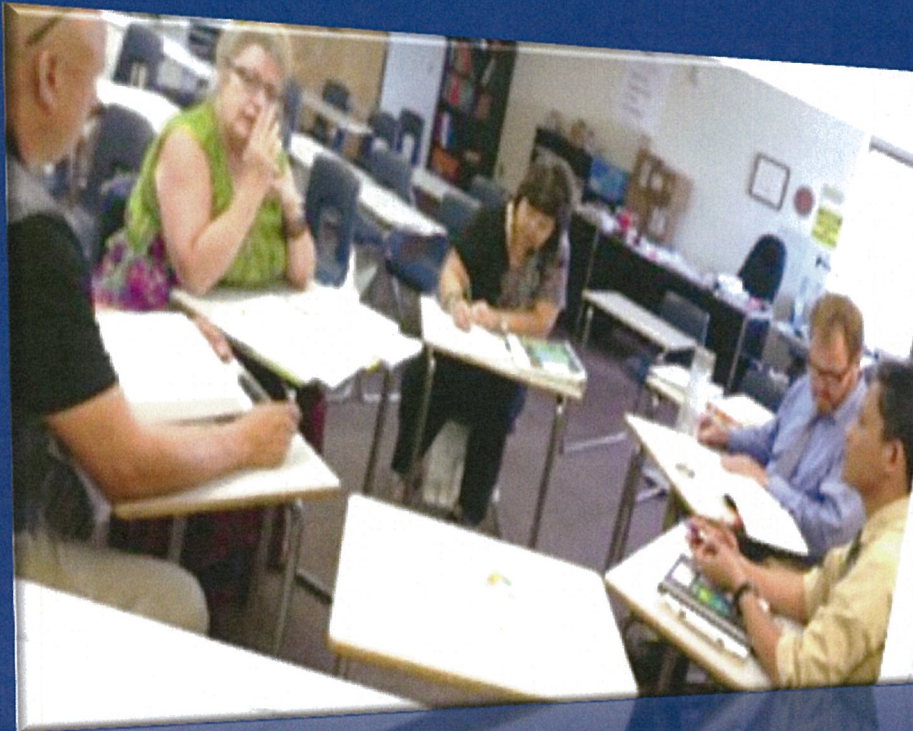


EOC Cycle in Brief



What drove the blueprint revision process?

1. More Clarity



“Some standards are so broad. Will everything be tested or can we limit the scope?”

2. More Transparency



“Are there practice exams so I can better prepare my students? What types of questions can my students expect?”

3. Less Ambiguity



“What class is this exam assessing and how can we prevent having 15 questions on the water cycle across multiple EOCs and multiple grades (6th-high school) every year?”

4. More Efficiency with Assessments

“I give tests and quizzes in my class during the year, some topics are better addressed during the year while others, I feel, are more valuable for summative or state exams.”



How were New Mexico Educators Engaged in this revision process?



How were teachers recruited and how many participated?

NMPED Recruitment Methods	Educator Participation Data
<ul style="list-style-type: none">• Item writers recruited at state conferences• Blueprint revision meetings announced via NMPED Educator Listserv• State-wide memorandums announcing revision of blueprints and recruitment for teacher participants	<ul style="list-style-type: none">• 305 Teachers Nominated as Item Writers• 174 Educators trained on NMPED online EOC Item Writing Module• 220 Participants at Physical Meetings• 42 Blueprint Leads• 182 Public Comments Received
TOTAL	923 Educators Engaged

What qualifications did participating teachers have to meet?

1. A minimum rating of “Effective.”
2. Certified in the content area of the EOC
3. Currently teaching in the content area of the EOC
4. Level 2 or 3 teacher

How are standards identified to be measured on the EOC?

- Concepts and skills that take up most of the instructional time
- Knowledge and skills important to subsequent learning

What changed this year with the blueprints?



- To address the request for **more transparency, less ambiguity and efficiency**, NMPED approached the revision, similar to the way **other states** develop blueprints, by **adding test specifications**.

Blueprints, Test Specifications and Resources Developed in Other States.

SS.5.1.2.4k

Standard: Civics-Government

4. ▲ (K) identifies important founding fathers and their contributions (e.g., ▲George Mason, ▲Thomas Jefferson, ▲James Madison, ▲George Washington, ▲Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (1) identifies, recognizes

Main Concept:

Contributions of Founding Fathers to the development of early U.S. Government

Embedded Concepts:

Constitution/Preamble
Declaration of Independence
Bill of Rights

Instructional Examples/Resources:

KWL-American Citizenship Test
Complete an SQ3R-using social studies test or the "Citizenship Test"
Complete an Opinion Proof T-Chart using Preamble

Item Specifications:

- Multiple choice, one correct answer
- Only the terms with deltas next to them are eligible for assessment.
- No information after 1800 is eligible for assessment. Therefore, the Louisiana Purchase and the War of 1812 are not eligible for assessment.
- The term 'founding fathers' is acceptable.
- Items should relate to roles as founding fathers, political leaders, or input in starting a government, rather than facts about each man beyond his political career.

Blueprints, Test Specifications and Resources Developed in Other States.

HISTORICAL SKILLS PATTERNS OF CHANGE

Content Standards

3. Interpret and represent chronological relationships and patterns of change and continuity over time.

C. HS Benchmark

1. Recognize and interpret continuity and/or change with respect to particular historical developments in the 20th century.

Eligible Content

Not assessed on statewide test, locally assessed.

Blueprints, Test Specifications and Resources Developed in Other States.

OAS Objective:

1. Summarize the political and economic consequences of the French and Indian War on the 13 colonies including the imperial policies of requiring the colonies to pay a share of the costs of defending the British Empire and the precedent of the Albany Plan of Union as an early attempt to unify the colonies.

Item Specifications:

Emphasis:

- Summarize the political and economic consequences of the French and Indian War on the 13 colonies.

Stimulus Attributes:

- Test items may include primary and secondary source documents, timelines, maps, graphs, charts, pictures, photographs, and political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- Albany Plan of Union
- British taxation policies in the colonies

NMPED

Standard	Standards and Specifications:
<p>.1-B.5a .1-B.5b .1-B.5c</p> <p>History</p> <p>Standard I: Students are identify important people in order to analyze patterns, relationships, ideas, beliefs, and turning New Mexico, United and world history in order stand the complexity of an experience.</p> <p>Benchmark 1-B. United analyze and evaluate the of major eras, events and als in United States history e civil war and</p>	<p>Standards and Specifications:</p> <p>5. Analyze the role of the United States in World War II, to include:</p> <p>a. reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor;</p> <p>b. events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force);</p> <p>c. major turning points in the war (e.g., the battle of Midway significance, D-Day invasion success, and the dropping of atomic bombs on Japan).</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Treat all e.g. items as i.e. items ● Strikeout indicates this portion of the standard will not be measured on this year's US History EOC. Questions related to atomic bombs will be administered on the New Mexico History EOC. ● Understand the reasoning for rationing <p>Item Types:</p> <p>MC with or without stimulus</p> <p>Sample Question: History.I.1-B.5c</p> <p>Why was the success of the D-Day invasion pivotal in the destruction of Germany's war machine?</p> <p>A. It gave the allies a foothold in Europe that they used to invade Germany.*</p> <p>B. It interrupted German-Italian plans to invade France.</p> <p>C. Germany could no longer coordinate its military activities with Italy and Japan.</p>

EoCs (Everyone One Counts)

