



Public Review of Civics Instructional Materials and *Civics End-of-Course Assessment Test Item Specifications*

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Vince Verges
Assistant Deputy Commissioner
Accountability, Research, and Measurement

Michael DiPierro
Social Studies Education Specialist
Bureau of Standards and Instructional Support



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Topics

- Requirements of [CS/HB 807](#)
- Civics Instructional Materials (IM) Review
- *Civics End-of-Course (EOC) Assessment Test Item Specifications (Specifications) Review*
 - History of the Civics EOC Assessment legislation
 - Background of the assessment
 - Structure and content of the assessment
 - Structure and content of the *Specifications*
- Structure of *Specifications* public review

Civics Review: CS/HB 807

During the 2019 legislative session, the Legislature passed [CS/HB 807](#), which amends [s. 1003.4156, Florida Standards](#) (F.S.), to require, among other things, that the Commissioner work with specified organizations to review all Civics instructional materials and *Specifications* by **December 31, 2019**, and course standards by **December 31, 2020**:

“After consulting with such entities and individuals, the commissioner shall review the current state-approved civics education course instructional materials and the test specifications for the statewide, standardized EOC assessment in civics education and shall make recommendations for improvements to the materials and test specifications by December 31, 2019. By December 31, 2020, the department shall complete a review of the statewide civics education course standards.”

Civics Review: Stakeholders

Consultants may include, but are not limited to:

- Florida Joint Center for Citizenship
- Bill of Rights Institute
- Hillsdale College
- Gilder Lehrman Institute of American History
- iCivics
- Constitutional Sources Project
- Educators, school administrators, postsecondary education representatives, elected officials, business and industry leaders, parents, and the public



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Civics IM Review

Civics IM Review: Background

- Social studies state adoption completed in 2016–2017
- Reviewed based on alignment to course standards
- Completed by state experts, including university faculty, K-12 district content experts, K-12 educators, and stakeholders
- Reviewed by two expert reviewers
 - Third reviewer, if needed, acted as tie-breaker if first two reviewers were not in agreement

Civics IM Review: Background (cont.)

- Only materials that rated at least 90% of the subject-specific standards as Good Alignment or Very Good Alignment were recommended for adoption
- Per [section 1006.34\(2\)\(a\), F.S.](#), the Commissioner is responsible for selecting and adopting materials
- Five materials were selected for state adoption in M/J Civics education (course #2106010)

Civics IM Review: Process

- Review process will take place on the online review platform EdCredible at www.floridacivicsreview.org.
- Materials are reviewed in three areas:
 - **Content:** Content is comprehensive, accurate, and developmentally appropriate for the intended audience.
 - **Presentation:** Presentation evaluates how the materials are designed to be used in the classroom.
 - **Learning:** Learning evaluates the effectiveness of the materials in facilitating the learning process, such as motivational strategies, teaching the “big ideas,” guidance and Universal Design for Learning (UDL) principles.

Civics IM Review: Process (cont.)

- Materials are also reviewed on alignment to each standard for the course.
- Each set of materials submitted for adoption is evaluated based on a scale of 5-1 against the criteria:
 - 5: VERY GOOD ALIGNMENT
 - 4: GOOD ALIGNMENT
 - 3: FAIR ALIGNMENT
 - 2: POOR ALIGNMENT
 - 1: VERY POOR/NOT ALIGNED

Civics IM Review: Considerations

- The CS/HB 807 review of Civics instructional materials will follow the same 5-point scale
 - Opportunity to provide comments; comments are encouraged
- Ratings based on the materials' alignment to **current** standards as written
 - Opportunity to comment on the standard itself will be a separate process

Civics IM Review: Considerations (cont.)

- All materials being reviewed are current state-adopted civics education instructional materials
 - Currently under a five year contract
- Please be sure to suggest improvements for materials going forward in the next adoption in the comments section of your review

Civics IM Review: Timeline

- Review of state-adopted instructional materials open August 15 and are due by October 15.
- Commissioner to give recommendations for improvements by December 31, 2019.
- Review of Civics education standards to begin in 2020, and recommendations due December 31, 2020.
- State Board adoption of potential new standards in early 2021.
- Call for Social Studies instructional materials, including Civics, begins November 2021.



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Civics EOC Assessment Test Item Specifications Review

Civics Review: History of the Civics EOC Assessment

- “The Justice Sandra Day O’Connor Civics Education Act” (CS/HB 105) was unanimously passed during the 2010 Florida Legislative Session, and then modified in 2013
 - [Section 1003.4156, F.S.](#), requires “Three middle grades or higher courses in social studies. One of these courses must be at least a one-semester civics education course.”
 - Beginning with the 2013–2014 academic year, students enrolled in relevant courses must take the Civics EOC Assessment and results must comprise 30% of the final course grade.

Civics Review: Background

Students enrolled in the following courses are required to participate in the Civics EOC Assessment (course number follows course name):

- Civics M/J Civics – 2106010
- M/J Civics – 2106015
- M/J Civics & Career Planning – 2106016
- M/J Civics, Advanced – 2106020
- M/J Civics, Advanced – 2106025
- M/J Civics, Advanced & Career Planning – 2106026
- M/J Civics and Digital Technologies – 2106029
- M/J U.S. History & Civics – 2100045
- M/J IB Middle Years Program Civics Advanced – 2106027
- M/J IB Middle Years Program Civics Advanced & Career Planning – 2106028

Civics Review: History of the Civics EOC Assessment

- From 2010–2013, content of the EOC was developed based on Florida course descriptions and recommendations of Florida content experts including university faculty, K-12 district content experts, K-12 educators, and Florida stakeholders.
- 2012–2013: Civics EOC Assessment Field Test administered
- 2013–2014: “Baseline” Civics EOC Assessment administered
- In summer 2014, a Standard Setting panel was convened.
 - The panel, consisting of 26 Florida K-12 district content experts and K-12 educators, made recommendations regarding achievement standards for each Achievement Level (Levels 1-5, with Level 3 considered “passing,” per state statute).

Civics Review: History of the Civics EOC Assessment

- Immediately following the Standard Setting panel, an 18-member Reactor Panel was convened to review the recommendations.
 - This panel was comprised of Florida business leaders, representatives of parent groups, district superintendents, university and college leadership, and Florida expert stakeholder groups.
- Using the recommendations from the two panels, and after considering other public input gathered during the State Board Rule notice period, the Commissioner made final recommendations that were established in [Rule 6A-1.09422](#), Florida Administrative Code (F.A.C.), by the State Board of Education in January 2015.
- More detail on the entire process is available on the Department's [Standard Setting webpage](#).

Civics Review: CS/HB 807

- The intent of the *Specifications* review is to gather recommendations regarding changes that may be desired as to which standards/benchmarks are assessed, and how to assess them on the statewide Civics EOC Assessment.
- Using the final, approved recommendations, the *Specifications* would be updated accordingly, and a systematic review would then be conducted for all existing Civics EOC Assessment test items to determine whether each still meets the *Specifications*.
- Items that do not meet the new *Specifications* may be removed entirely from eligibility for use on future test forms; or they may be edited as appropriate, reviewed by experts, and then re-field-tested for future use.

Civics Review: CS/HB 807

- Moving forward, all new Civics EOC Assessment test item development would adhere to the new *Specifications*.
- Changes regarding the overall structure of the test, such as the broad reporting categories under which the benchmarks are currently placed, may also result from this public review.
- **In summary:** This process is intended to provide stakeholders with the most thorough, thoughtful, and systematic way to address the final, approved recommendations for any changes to Civics EOC Assessment test items and changes to the structure of the assessment.

Structure and Content of the Civics EOC Assessment

- Delivered via a computer-based test platform
- Paper-based versions (regular print, large print, braille and one-item-per-page) provided for students with an Individual Educational Plan (IEP) or Section 504 plan that calls for such an accommodation
- Administered in one 160-minute session with a 10-minute break after the first 80 minutes
- Any student not finished by the end of the 160-minute session may continue working for up to the length of a typical school day.
- Computer-based practice tests publicly available, and students are required to participate in a practice session at their school prior to testing
- Paper-based regular print practice tests are also publicly available.

Civics EOC Assessment Test Item Specifications



Civics

End-of-Course Assessment

Test Item Specifications

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Civics EOC Assessment Test Item Specifications



Item Development

- Item Development Plan
- Item Writer Training
- Delivery of Proposed Field Test Items
- Content and Editorial Reviews of Proposed Items
- FDOE BSIS Curriculum Review



Item Review

- Bias Committee
- Community Sensitivity Committee
- Content Expert and Item Review Committee
- Content and Editorial Post-Item Review Committee Review



Test Construction

- Data Review
- Selection of Test Items
- TDC/FDOE Forms Review
- Content Expert Forms Review



Civics End-of-Course (EOC) Assessment Administration

← THE ITEM and TEST DEVELOPMENT PROCESSES →

Definitions of Benchmark Specifications

- *Specifications*, p. 16.
- Strand
- Reporting Category
- Standard
- Benchmark
- Also Assesses
- Benchmark Clarification
- Content Limits
- Stimulus Attributes
- Content Focus
- Sample Items

Definitions of Benchmark Specifications

The *Specifications* identifies how Florida's NGSSS benchmarks are assessed on the Civics EOC Assessment. For each benchmark assessed in Civics, the following information is provided in each Individual Benchmark Specifications section:

Strand	refers to a category of knowledge. The strands for Social Studies are American History, Geography, Economics, World History, Civics & Government, and Humanities.
Reporting Category	refers to groupings of related benchmarks from the NGSSS that are used to summarize and report achievement for the Civics EOC Assessment. There are four reporting categories for Civics: Origins and Purposes of Law and Government; Roles, Rights, and Responsibilities of Citizens; Government Policies and Political Processes; Organization and Function of Government.
Standard	refers to the standard statement presented in the NGSSS.
Benchmark	refers to specific statements of expected student achievement. In some cases, two or more benchmarks are grouped together because of the relatedness of the concepts in those benchmarks. The assessment of one benchmark encompasses the context of the other related benchmarks. The related benchmarks are noted in the benchmark statement and are stated in the Also Assesses section.
Also Assesses	refers to the benchmarks that are closely related to the benchmark (see description above).
Benchmark Clarification	explains how the achievement of the benchmark will be demonstrated by students. Clarification statements are written for the benchmark and the Also Assesses benchmark(s). The clarification statements explain what students are expected to do when responding to the question.
Content Limits	define the range of content knowledge and degree of difficulty that should be assessed in the test items for the benchmark. Benchmark content limits are to be used in conjunction with the Overall Considerations section in the <i>Specifications</i> . The content limits defined in the Individual Benchmark Specifications may be an expansion or further restriction of the Overall Considerations.
Stimulus Attributes	define the types of stimulus materials that should be used in the test items, including the appropriate use of scenarios, content, or graphic materials.
Content Focus	defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications.
Sample Items	are provided for each assessed benchmark. The sample items are presented in a format similar to the one used in the test. The correct answer for each sample item is identified with a five-point star.

Benchmark Specifications

Civics End-of-Course Assessment		SS.7.C.1.2
		p. 20
	Strand	C Civics and Government
Why?	Reporting Category	Origins and Purposes of Law and Government
	Standard	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
What?	Benchmark	SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's <i>Common Sense</i> had on colonists' views of government.
	Benchmark Clarifications	Students will identify the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i> . Students will evaluate the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i> had on the purposes of government.
How?	Content Limit	Items will not require students to address the origin of ideas in the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i> .
	Stimulus Attribute	Items addressing the impacts of the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's <i>Common Sense</i> may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
	Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: limited monarchy and self-government.

Sample Questions

Each Individual Benchmark Specification includes a Sample Item.

Civics End-of-Course Assessment

SS.7.C.1.2

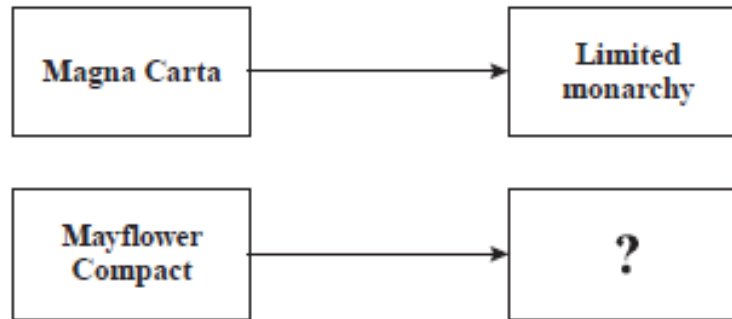
Sample Item 2

SS.7.C.1.2

Content Focus

Mayflower Compact

The diagram below shows that the colonists formed some of their political views from some historical documents.



Which phrase completes the diagram?

- A. Separation of powers
- B. Economic freedom
- ★ C. Self-government
- D. Individual rights

Specifications: Appendices

- A-1 Appendix A:** Directions for Item Review and Civics End-of-Course Assessment Item Rating Form
- B-1 Appendix B:** Content Assessed by Civics End-of-Course Assessment
- C-1 Appendix C:** Civics Item Writer Glossary
- D-1 Appendix D:** Civics End-of-Course Assessment Test Design Summary
- E-1 Appendix E:** Course Descriptions for Civics

Specifications: Appendices

Appendix A – Directions for Item Review

- Does the test item assess the knowledge required by the benchmark?
- Does the content of the test item adhere to the content limits described in the *Civics End-of-Course Assessment Test Item Specifications*?
- Is the assigned content focus appropriate for this item? If not, is there a better or more appropriate content focus?
- Is the context and language of the test item appropriate for middle school?
- What is the cognitive complexity of the test item for students who have mastered the benchmark?
- Are the options appropriate, plausible, and parallel (both grammatically and conceptually) to the correct response and appropriate for the question asked?
- Is the item clearly worded and dependent on the content (does the item flow cognitively)? If the item has art or a graphic, does it enhance the item? Is the art accurate and appropriate? Is the answer free of clang? (Is the answer clued in the context?)
- Is the content in the item accurate?
- Is there only one correct answer?



**Appendix D:
Test Design Summary**

Reporting Categories	Benchmark
Origins and Purposes of Law and Government (25%)	SS.7.C.1.1
	SS.7.C.1.2
	SS.7.C.1.3
	SS.7.C.1.4
	SS.7.C.1.5
	SS.7.C.1.6
	SS.7.C.1.7
	SS.7.C.1.8
	SS.7.C.1.9
	SS.7.C.3.10
Roles, Rights, and Responsibilities of Citizens (25%)	SS.7.C.2.1
	SS.7.C.2.2
	SS.7.C.2.4
	SS.7.C.2.5
	SS.7.C.3.6
	SS.7.C.3.7
	SS.7.C.3.12
Government Policies and Political Processes (25%)	SS.7.C.2.8
	SS.7.C.2.9
	SS.7.C.2.10
	SS.7.C.2.11
	SS.7.C.2.12
	SS.7.C.2.13
	SS.7.C.4.1
	SS.7.C.4.2
	SS.7.C.4.3
	Organization and Function of Government (25%)
SS.7.C.3.2	
SS.7.C.3.3	
SS.7.C.3.4	
SS.7.C.3.5	
SS.7.C.3.8	
SS.7.C.3.11	
SS.7.C.3.13	
SS.7.C.3.14	

Specifications Review Process

Key questions:

- Are the reporting categories accurately titled?
- Are the standards accurately aligned to the identified reporting category?
- Does this benchmark accurately support the assessment of the identified standard?
- Do the benchmark clarifications, content limits, stimulus attributes, and content focus statements provide accurate guidance for item writers and reviewers?
- For the above, what specific changes do you recommend, if any?
- Similarly, what changes, if any, do you suggest for the glossary?

Specifications Review Process (cont.)

- As with the IM review, stakeholders may provide feedback on the *Specifications* via EdCredible® platform, accessed via www.floridacivicsreview.org.
- The feedback window opened Thursday, August 15th, and will remain open through Tuesday, October 15th.
- As a reminder, feedback regarding Civics standards, benchmarks, course descriptions, and instructional materials is being gathered, or will be gathered through separate initiatives.
- Accordingly, for this specific aspect of the review, stakeholders will be asked to limit feedback to the *Civics EOC Assessment Test Item Specifications*.

Specifications Review Process (cont.)

For information on how to use the EdCredible® platform to participate in the Civics IM or *Specifications* review, please watch the video tutorials posted to www.floridacivicsreview.org.



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Specifications Review Process (cont.)

As with the IM review, after the public review period, comments will be compiled for the Commissioner's review in order for him to make any recommendations for improvements to the *Specifications* by December 31, 2019, as required in CS/HB 807.

Updates about the Civics IM and *Specifications* reviews will be posted at <http://www.fldoe.org/civicsreview>.

Questions?

Please use the webinar chat feature available during the live webinar, or email questions regarding the Instructional Materials review or the *Specifications* review to

CivicsReview@fldoe.org.