

U.S. History End-of-Course Assessment

E7.1 Definition

The *U.S. History End-of-Course Assessment* is an assessment for determining the strengths and weaknesses in student U.S. History performance in order to improve the overall instructional program and to make inferences about student achievement in U.S. History. It is a criterion-referenced assessment that reports a student's performance by various achievement levels.

E7.2 Administration

The *U.S. History End-of-Course Assessment* will be administered to all students enrolled in U.S. History and AP U.S. History. The *U.S. History End-of-Course Assessment* is designed to be administered in two 45-minute timed sections or 90 minute block depending each school's class period schedule. The entire assessment is administered via CTB-McGraw-Hill's iknow™ web-based test delivery system.

The administration of the *U.S. History End-of-Course Assessment* will follow the publisher's instructions as provided in the *Assessment Coordinator's Manual* published by CTB/McGraw-Hill. Only certified educators who have been trained in the administration of the *U.S. History End-of-Course Assessment* will administer the assessment. These *U.S. History End-of-Course Assessment Coordinators* will have access to a separate secure website where they are to ensure that all student demographic, accommodations, special education status, home schooling and enrollment information is correct prior to testing. It is also through this website where Coordinators will download and print test tickets for students to use to log into the iknow™ software (both for the practice test items and operational assessment). Student test tickets contain a student's username and password they will use to access and log into the iknow™ system; each student receives one test ticket.

DoD sponsors may choose to exempt their children from the *U.S. History End-of-Course Assessment* on the basis of any perceived conflict with their family values or religious beliefs. Sponsors may review the *U.S. History End-of-Course Assessment* brochure to make this determination. *U.S. History End-of-Course Assessment* booklets from the current year may not be made available for review by sponsors.

E7.3 Assessment Security

Assessment materials security is the responsibility of all involved in the assessment program. For test results to be meaningful, it is essential that students have no prior knowledge of any portion of the test being taken. The following measures should be included in any test security plan.

E7.3.1 Before *U.S. History End-of-Course Assessment* administration:

E7.3.1.1 The assessment coordinator will inventory and store all *U.S. History End-of-Course Assessment* materials in a secure location (e.g., locked cabinet, drawer, or storage room).

E7.3.1.2 The use of released items from previous tests may be used for practice.

E7.3.1.3 Copying, printing, or downloading any portion of *U.S. History End-of-Course Assessment* is prohibited without the prior consent of the publisher.

E7.3.1.4 *U.S. History End-of-Course Assessment* materials may be distributed to certified staff only. Students may not have access to any new or completed assessment materials prior to testing; only while they are actually taking the assessment will students have online access to the assessment (practice items and the operational assessment).

E7.3.1.5 *Assessment Coordinator's Manual* published by CTB/McGraw-Hill for the *U.S. History End-of-Course Assessment* may be reviewed by certified educators at any time.

E7.3.1.6 Students are to receive only one test ticket. Assessment Coordinators are to ensure no students trade or switch test tickets, or allow any student to log in as someone other than themselves.

E7.3.2 During the *U.S. History End-of-Course Assessment* administration:

E7.3.2.1 *U.S. History End-of-Course Assessment* administrators (those administering the assessment) may administer the assessment in their own room utilizing mobile computers with internet access.

E7.3.2.2 *U.S. History End-of-Course Assessment* must be administered according to the *Assessment Coordinator's Manual*, published by CTB/McGraw-Hill.

E7.3.2.3 *U.S. History End-of-Course Assessment* materials may not be taken home by the teacher.

E7.3.3 After the *U.S. History End-of-Course Assessment* administration:

E7.3.3.1 Following each assessment session, the Assessment Coordinator shall make certain each student has completed the assessment online. In the event that students were not able to complete the assessment either for academic or technology reasons, these students' names and reasons need to be documented and sent to DoDEA HQ immediately.

E7.3.3.2 Each school principal is responsible for ensuring that assessment materials security has been maintained in accordance with DoDEA and the publisher's policies at all times while on the school premises.

E7.4 Assessment Preparation Practices

Assessment preparation practices should be in accordance with the generally accepted ethical standards of the education profession. Accordingly any practice that increases students' scores should simultaneously represent an increase in students' mastery (i.e., increasing students' abilities to perform skills or demonstrate knowledge in real world situations) of the content domains tested. The following illustrates appropriate/ethical and inappropriate/unethical practices in the preparation of students for the *U.S. History End-of-Course Assessment*.

E7.4.1 Appropriate/Ethical Practices

E7.4.1.1 Training students in “test-taking” skills such as clicking answer bubbles, making optimal guesses, or general strategies for subject area and item formats.

E7.4.1.2 Providing students with a wide array of item formats (e.g., multiple-choice, short answer, extended response, performance tasks) during instruction which may mirror those used by *U.S. History End-of-Course Assessment*.

E7.4.1.3 Increasing student motivation to perform on the assessment through appeals to parents for students to get a good night's rest and eat breakfast, and for students to attend school on assessment days.

E7.4.1.4 Reviewing general test directions and procedures prior to the assessment.

E7.4.1.5 Following the specific guidance listed in the publisher's directions for administration.

E7.4.1.6 Observing timing guidelines.

E7.4.1.7 Assisting students with mechanical acts such as finding the correct place.

E7.4.1.8 Teaching, practicing, and assessing the entire domain of DoDEA curricular standards, which includes the assessment objectives, during regular classroom instruction, and using the videotape “Using Social Studies Best Practices in an Integrated Curriculum”.

E7.4.1.9 Ensuring that assessment materials are secure at the end of each session. Students should not have access to any of the assessment materials before or after the administration sessions. The access allowed is for use of the practice items available through the iknow™ system.

E7.4.1.10 Reporting any irregularities to the school Assessment Coordinator.

E7.4.1.12 Using preparation materials that are part of the program materials adoption purchased by DoDEA or that have undergone a review by DoDEA.

E7.4.2 Inappropriate/Unethical Practices:

E7.4.2.1 Developing a curriculum based on the specific content of the assessment (inappropriate as this narrows the curriculum).

E7.4.2.2 Developing, teaching, and/or practicing curriculum objectives based solely on the content objectives of the assessment (criterion-referenced tests are intended to represent only a part of the content domain).

E7.4.2.3 Using assessment preparation materials beyond the materials that are part of a program materials adoption purchased by DoDEA or those that have undergone a review by DoDEA.

E7.4.2.4 Halting all regular instruction weeks or days prior to the test and teaching just those concepts and content objectives on the assessment (inappropriate as it puts undue emphasis on the test itself and can confuse students).

E7.4.2.5 Using identical or virtually identical questions or items from current assessments in preparing students for taking the assessment (copyright infringement).

E7.4.2.6 Teaching to specific questions or tasks on the assessment (copyright infringement).

E7.4.2.7 Limiting instruction to a particular type of question format (inappropriate as it narrows students' abilities to take various types of assessments).

E7.4.2.8 Printing, downloading, or photocopying published assessments as a whole or in part for any purpose (copyright infringement).

E7.4.2.9 Prompting students to find the correct answer to any question except sample items (inappropriate and unethical).

E7.4.2.10 Providing assistance that will inadvertently indicate an answer (inappropriate and unethical).

E7.4.2.11 Indicating the correct response to any item except sample items (inappropriate and unethical).

E7.4.2.12 Overemphasizing the importance of student performance on *U.S. History End-of-Course Assessment* (inappropriate as it takes the focus off learning and creates too much pressure on students to do well on the assessments).

E7.4.2.13 Limiting instruction to the objectives of the *U.S. History End-of-Course Assessment* (inappropriate as it narrows the curriculum).

E7.4.2.14 Allowing student online access to and reviewing current *U.S. History End-of-Course Assessment* items with students before the assessment (unethical and generally illegal).

E7.4.2.15 Allowing students to use another student's username and password to gain entry into the iknow[™] test delivery system.