

Exemplar: Translating Instruction into an EOCEP-Aligned Assessment Item

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This exemplar illustrates how a classroom learning experience can be translated into an EOCEP-aligned assessment item while maintaining the same Historical Thinking Skill, DOK, and intended evidence of student learning.

Apply Phase Learning Task (Exceeds Expectations)

Indicator: USHC.1.CX - Contextualize significant republican developments within North America's connection to the Atlantic World

Historical Thinking Skill: Contextualization

Learning Objective: Analyze how Enlightenment ideas influenced the development of American political identity by using evidence from primary sources to contextualize historical developments.

Classroom Task Prompt:

Use excerpts from Enlightenment thinkers and the Declaration of Independence to explain how Enlightenment ideas shaped the political identity of the American colonies, supporting your conclusions with specific historical evidence.

Maintaining Alignment

Historical Thinking: Contextualization

DOK: 3

Instructional Evidence: Students analyze primary sources and justify conclusions.

Assessment Evidence: Students analyze historical claims and supporting evidence to demonstrate contextualization.

Notice that the content, Historical Thinking Skill, DOK, and intended evidence remain the same. Only the assessment format changes.

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EOCEP-Aligned Assessment Item: Evidence-Based Selected Response (EBSR)

Part A:

Which claim best explains how Enlightenment ideas shaped the American argument for independence in 1776?

- A. Colonists wanted to preserve British constitutional protections
- B. Enlightenment ideas emphasized liberty and social contract theory**
- C. Americans believed government should remain loyal to the king
- D. Enlightenment thinkers supported direct democracy

Part B:

Which excerpt from the Declaration of Independence best supports the answer in Part A?

- A. "We have Petitioned for Redress in the most humble terms."
- B. "He has dissolved Representative Houses repeatedly."
- C. "All men are created equal...endowed by their Creator with certain unalienable Rights."**
- D. "For cutting off our Trade with all parts of the world."

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Alignment Summary

Element	Alignment
Standard	USHC.1.CX
Historical Thinking Skill	Contextualization
Instructional Evidence	Analysis of primary source evidence
Item Type	EBSR
DOK Level	3 (Analyze and justify with evidence)
PLD Alignment	Exceeds Expectations: “Can contextualize multiple significant republican developments...by analyzing evidence and using multistep thinking to draw conclusions or express justification.”

This example demonstrates how a coherent learning experience can translate directly into an EOCEP-aligned assessment without changing the intended Historical Thinking Skill or level of rigor. By maintaining alignment among instruction, assessment, DOK, and PLD expectations, teachers create opportunities for students to demonstrate meaningful historical thinking through evidence-based reasoning.