

Sugar-Salem School District No. 322

INSTRUCTION

2700P2

Civics Test

Based on the Mission, Vision, and Values statement of Sugar-Salem School District, all students should have a working knowledge of civics and their role as citizens of the United States of America. The District's mission states, in part:

- “We emphasize demonstrable lifelong skills, knowledge and values that develop responsible and contributing members of society.”
- “Civic responsibility is essential to the success of our community, state, and nation.”

Starting with the 2016-2017 school year, all secondary pupils must show they have met the state civics and government standards for such instruction through the successful completion of the required civics test. Students in Sugar Salem School District will take the test when they take the required American Government class and their results will be documented on their school district transcript.

"Civics test" means the one hundred (100) questions given by officers of the United States citizenship to applicants for naturalization during the 2015/2016 school year. The test has three parts:

- Part 1 is American Government with subparts of
 - principles of American Democracy;
 - System of Government; and
 - Rights and Responsibilities.
- Part 2 is American History with subparts
 - Colonial period and independence;
 - 1800s; and
 - Recent American History and Other Important Historical Information.
- Part 3 is Integrated Civics with subparts
 - Geography;
 - symbols; and
 - holidays.

Regular Education Students

Eighty correct answers, out of 100, will be considered a passing score for regular education students. They may take the test as many times as they need to pass.

Limited English Proficient (LEP) Students:

Sugar-Salem School District's students identified as Limited English Proficient (LEP) will participate in the required Civics Test with designated supports or accommodations if needed. These supports or accommodations will be based on the LEP students' English Language Plan (ELP) or by the school's intervention team which must include the district's English as a Second

Language (ESL) teacher and/or LEP director. LEP-1 students who are enrolled for the first year in a U.S. school will not be required to participate in the required Civics Test. LEP students will be expected to achieve 75 correct answers out of 100 or higher to be considered proficient and receive a passing status. LEP students may take the test as many times as needed until proficiency is met.

- LEP student who score a 5 or 6 on the Access 2.0 language assessment will fully participate in the annual Civics Test and be expected to correctly answer 75% of the 100 questions to be considered proficient.
- LEP students who score a 3 or 4 on the Access 2.0 language assessment will be expected to partially participate by taking a 50-question Civics Test. These LEP students will be expected to correctly answer 75% of the 50-questions to be considered proficient.
- LEP students who score a 2 on the Access 2.0 language assessment will be expected to participate by taking a 20-question Civics Test. These LEP students will be expected to correctly answer 75% of the 20-questions to be considered proficient.
- LEP students who score a 1 on the Access 2.0 language assessment will be expected to participate by taking a 10-question Civics Test. These LEP students will be expected to correctly answer 50% of the 10-questions to be considered proficient. If the student is unable to pass the Civics Test after multiple attempts, a participation score may be given that would be considered as meeting the requirement of the Civics Test.

Note: The same targeted questions used for Special Education students below will be used for LEP students.

Special Education Students

The Sugar-Salem School District will offer a tiered level of assessments for those students with a active/current IEP to meet this graduation requirement. The student may take the test as many times as they need to pass.

- Level 1: Take the 100 multiple question test like peers using test accommodations listed in the student's IEP. Level one students shall get at least 80 problems correct in order to be considered passing.
- Level 2: The IEP may designate either 50 multiple questions from the test or authorize the SpEd teacher to choose the 50 questions for which the student would be accountable. Testing accommodations listed on the IEP may be used to complete the test. At least one question needs to come from each part and subsection of original assessment. These students shall get at least 40 answers correct to be considered passing.
- Level 3: The IEP may designate either 10 multiple questions from the test or authorize the SpEd teacher to choose the 10 questions for which the student would be accountable. Testing accommodations listed on the IEP may be used to complete the test. At least one question per subarea must be represented. The student shall get at least 8 answers correct in order to be considered passing.
- Level 4: The IEP may designate fewer than ten (10) multiple choice questions that the student would need to pass and may include other accommodations as needed. There is no requirement for a number correct.

Suggested question bank for levels 2, 3, and 4 noted above:

1, 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 15, 17, 18, 20, 21, 24, 25, 26, 28, 30, 32, 33, 34, 35, 37, 38, 41, 42, 43, 44,45, 49, 51, 52, 54, 56, 58, 59, 61, 62,66, 68, 69, 70, 73, 74, 75, 77, 78, 84, 85, 86, 87, 88, 89,90, 94, 95, 96, 97, 98, 99, 100

Civics (History and Government) Questions for the Naturalization Test

SSHS & VVHS Individualized Education Plan Verification form

Student's Name _____ Grade: _____

IEP Date _____ Test Version: Rev. 03/11

Test Level:	Date Test Past:	Grade:
____ 1: Regular test using accommodations listed in IEP noted above		
____ 2: 50 questions chosen by IEP team using accommodations listed in IEP noted above _____ _____ _____ _____ _____		
____ 3: 10 questions chosen by IEP using accommodations listed in IEP above _____		
____ 4: Questions chosen by IEP using accommodations listed in IEP above _____		

Policy History:

Adopted on: April 2016

Revised on: