

NM Public Education Department

DRIVERS EDUCATION

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 17-18

ASSESSMENT BLUEPRINT

Purpose Statement

Driver's Education

The Driver's Education EoC Exam is intended to measure student proficiency of the New Mexico Transportation Traffic Safety Division Standards. This course-level exam is provided to all students who have completed a Driver's Education course.

This exam can be given for the following STARS course codes:

- **0817 – Driver's Education-Class Only**
- **0818 – Driver's Education-Class and Lab**

Intended as a final exam for the course, this is a summative exam covering a wide range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, and NMTeach summative reports.

“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”

During the 2016-17 school year, teachers were brought together in person and online to revise the blueprints. The NMPED extends our gratitude to those who contributed to this improvement process. Although we were unable to implement *every* suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers.

NMPED wants to especially recognize the following persons who led the revision for this blueprint:

Brenda Carr, Hatch Valley High School

David Amodo Bentley, Central Consolidated School District

Monica Simer, Artesia School District

Explanation of Blueprint Layout

Unit/Chapter	Objectives:
<p>The standards identified in this portion of the blueprint are aligned to the 2014 New Mexico Department of Transportation's (NMDOT) Driver Education Curriculum: http://transportation.unm.edu/transportation/assets/DRED_Curriculum_April_2014.pdf</p> <p>NMAC Regulations for Driver's Education: http://164.64.110.239/nmac/parts/title18/18.020.0003.htm</p> <p>18.20.3.14 Correspondence Course Requirements: C. provide a minimum of fifty-six (56) hours of coursework, based on an average person completion time, including a minimum of six (6) hours of coursework devoted to DWI prevention and education and information on organ donation D. have a final exam with a minimum of fifty (50) questions; a student must correctly answer at least seventy percent (70%) of the questions to pass the final exam</p> <p>New Mexico Teachers identified the standards to be measured on the EOC exam. Typically, the standard was identified to be measured because: 1) a great deal of curricular instructional time is spent on this standard and/or; 2) the standard is important to subsequent learning.</p>	<p>The learning objectives have been identified from the 2014 New Mexico Department of Transportation's (NMDOT) Driver Education Curriculum</p> <p>Item Types:</p> <p>The item types for this EOC exam are limited to: MC = Multiple Choice with or without stimulus (e.g., pictures, signs, charts)</p> <p>Sample Question(s):</p> <p>Sample questions have been provided to assist teachers to correlate the questions with the objectives.</p> <ul style="list-style-type: none"> • An asterisk (*) denotes the correct answer. • DOK = Depth of Knowledge

Blueprint Table Driver Education, Grades 9-12

Unit Chapter	Objectives
<p>Unit 1: The Driving Task</p> <p>Chapter 1: The Basics: Equipment and Car Control</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Section One: Students will be familiar with and able to name dashboard instruments, steering wheel/column, stick shift/gear lever, adjusting mirrors, air bags, safety belts and know to use them. Students also will become familiar with new technology in their vehicles. • Section Two: Students will review and understand the different styles and requirements of driving power and non-power steering, regular brakes and anti-lock brakes, two-wheel and four-wheel drive. Students will understand the car’s basic safety features: air bags, where to place child passengers, and daytime running lights.
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Questions:</p> <p>What does the temperature light indicate?</p> <ul style="list-style-type: none"> A. air inside the car B. engine coolant * C. engine oil D. air outside the car <p>DOK 1</p>
<p>Unit 1: The Driving Task</p> <p>Chapter 2: Defensive Driving Techniques</p>	<p>Objective:</p> <ul style="list-style-type: none"> • Students should know how to evaluate road conditions (including reading and understanding signs), what actions to take to avoid collisions, to anticipate other drivers’ actions, and to monitor their own driving behavior.
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question:</p>

	<p>What is the three second rule?</p> <ul style="list-style-type: none"> A. The safe following distance between your vehicle and the one ahead.* B. The time for a stoplight to turn from yellow to red. C. The time a driver has to wait before crossing an intersection. D. The amount of time it takes to warm up a vehicle. <p>DOK 1</p>
<p>Unit 1: The Driving Task</p> <p>Chapter 3: Crashes and Other Roadside Emergencies</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • The student understands the major causes of crashes. • The student will be familiar with emergency road side procedures. • The student will know what is required of a driver when involved in a traffic crash.
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question:</p> <p>What type of collision causes the most serious injuries?</p> <ul style="list-style-type: none"> A. side-impact collision B. head-on collision * C. rear-end collision D. off-road collision <p>DOK 1</p>

Unit 1: The Driving Task Chapter 4: Sharing the Road	Objectives: <ul style="list-style-type: none"> • Students should understand that public roads are open to all licensed vehicles and to bicycles. <ul style="list-style-type: none"> ○ Bicycles have all the rights and responsibilities of other vehicle traffic but are sometimes invisible to drivers. • Students should understand that excessive speed is hostile to bicycle and pedestrian safety. • Students should understand that the essence of road safety is for drivers to develop an attitude that motorcycles, bicycles, pedestrians have a right to be on roads. Drivers who recognize this right will be more likely to treat them with respect and be more careful around them. • Students also need to understand that drivers must share the road with large vehicles such as buses and tractor trailers. Trucks today can be up to 120 feet long and can weigh upwards of 60 tons. <ul style="list-style-type: none"> ○ Drivers often feel intimidated by them on the highway but it's not difficult to learn to share the road with them if you understand how they are different from other motor vehicles. • Students should respect railroad train right-of-way and understand that the consequences of disregarding safety and common sense in regard to level crossings can be deadly. • Students should also understand that they share the road with highway workmen and they need to be alert and drive carefully to reduce the fatalities and injurious crashes in work zones. • Students should also be aware of emergency vehicles and first responders on the highway and be prepared to follow their instructions and use caution.
	Item Types: MC with or without stimulus
	Sample Question: What is the Move Over Law? A. Vehicles carrying oversized loads stay in the left lane. B. Drivers passing a crash scene must slow down and change lanes.*

	<p>C. Slow moving vehicle should yield way to faster moving vehicle.</p> <p>D. A driver should yield to a driver that is honking their horn.</p> <p>DOK 1</p>
<p>Unit 2: The Driver</p> <p>Chapter 5: Characteristics of Good Drivers</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students should understand that driving is a complex set of mental, social, emotional, psychological and physical skills and processes. <ul style="list-style-type: none"> ○ They need to be able to recognize and evaluate their own driving patterns and evaluate problem driving behaviors and attitudes. ○ Responsible drivers must make sound judgments and decisions regarding the traffic situation, taking into account that the roadway is shared with other drivers and pedestrians, while maintaining an objective attitude.
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question:</p> <p>Which statement below most accurately describes the responsibility of a safe driver?</p> <ul style="list-style-type: none"> A. himself or herself only B. passenger only C. other roadway users only D. passenger, self and other roadway users* <p>DOK 1</p>
<p>Unit 2: The Driver</p> <p>Chapter 6: Challenges to Safe Driving</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will recognize symptoms of stress and can explain ways to counter stress. • Students will recognize symptoms of fatigue and state ways to limit driving when fatigued. • Students will be to describe the physical limitations of older drivers. • Students will describe examples of distracted driving. • Students will describe symptoms of road rage and explain best practices for avoiding confrontation.
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question:</p>

	<p>What type of distraction is adjusting the radio?</p> <ul style="list-style-type: none"> A. auditory B. biomechanical* C. cognitive D. visual <p>DOK 1</p>
<p>Unit 2: The Driver</p> <p>Chapter 7: Driving Under the Influence</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students should understand, both emotionally and intellectually, that driving under the influence of alcohol or other drugs is dangerous and illegal, expensive and humiliating and that there are alternatives. • Students will review the effects of alcohol on the body and notice the signs of alcoholism and its relationship to DWI offenses. Students should be able to explain why people drink and drive. <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>What is the minimum Blood Alcohol Concentration (BAC) of a 21 year- old driver before he/she can be arrested?</p> <ul style="list-style-type: none"> A. 0.02 or more B. 0.04 or more C. 0.06 or more D. 0.08 or more * <p>DOK 1</p>
<p>Unit 2: The Driver</p> <p>Chapter 8: Licensing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students should understand and be able to explain that a driver’s license is a privilege and that certain responsibilities go along with the privilege. • Students should be able to understand describe the steps to getting a license under New Mexico’s graduated drivers’ licensing law (GDL) and the actions that will trigger license suspension and revocation. • Students should review the statistics on youth fatalities to become more familiar with and aware of the dangers of youth and inexperience related to driving, which

	<p>are the reasons for the graduated system.</p> <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>In the State of New Mexico, what is the <i>primary purpose</i> of the Graduated Driver Licensing?</p> <ul style="list-style-type: none"> A. It requires all students to obtain a driving permit before graduation. B. It requires experienced drivers to progress through a series of licensing stages before driving a car. C. It helps to establish citizenship for state residents. D. It helps young drivers adjust to the driving task.* <p>DOK 1</p>
<p>Unit 3: The Driving Environment</p> <p>Chapter 9: Adverse Driving Conditions</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • The student will recognize and describe potential and actual adverse driving conditions. • The student will explain how to safely navigate in adverse driving conditions. <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>What should Adam do if his vehicle starts to skid?</p> <ul style="list-style-type: none"> A. steer in the direction that he wants the front of the vehicle to go* B. brake and steer in the opposite direction of the skid C. press the accelerator and steer in the direction he wants to go D. allow the car to naturally slow down on its own <p>DOK 1</p>
<p>Unit 3: The Driving Environment</p> <p>Chapter 10: Highway and Traffic</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will review design features of street environments in order to understand some of the principles of traffic safety highway engineering. <ul style="list-style-type: none"> ○ Knowing what design problems make roads dangerous can help drivers avoid risky situations and driving.

Engineering

Item Types:
MC with or without stimulus

Sample Question:

What does the sign below mean?



- A. railroad crossing ahead
- B. narrow road ahead
- C. merging road ahead
- D. split road ahead*

DOK 1

Driver Education EoC Reporting Category Alignment Framework					
Reporting Category	Standard	(Count by DOK)			Grand Total
		1	2	3	
The Driving Task	Unit 1 CH 1	1	3	1	5
	Unit 1 CH 2	3	4		7
	Unit 1 CH 3		2		2
	Unit 1 CH 4	3	1		4
The Driving Unit	Unit 1 Ch 2		1		1
	Unit 2 CH 5	1	7		8
	Unit 2 CH 6		1		1
The Driving Environment	Unit 1 CH 1		1		1
	Unit 1 CH 2		1		1
	Unit 2 Ch 5		1		1
	Unit 2 CH 7	2	2	1	5
	Unit 3 CH 8	1			1
	Unit 3 CH 9		6		6
	Unit 3 CH 10	5	2		7
Total		16	32	2	50