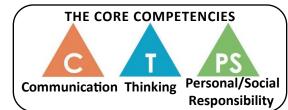
## A FRAMEWORK FOR ASSESSMENT IN RESPONSE TO THE REDESIGNED SOCIAL STUDIES 8-12 CURRICULUM

Teacher as

Storyteller

the



**SETS** 

#### More About...

#### Curricular **Exploring Big Ideas** Content

(association) geographic expressing i

Teacher: working at relevance and gradual release of responsibility Student: working at establishing voice and exercising choice or group/community historical and g o concepts and demonstrate I s to understand content and to pet

Ideas

Big

Responding Curricular **Competencies** to Big Ideas

Glen Thielmann • June 2017

EDUCATIONAL CONSORTIUM

**PACIFIC** 

SLOPE

Use



# **KNOW**

+++

#### DO **UNDERSTAND**



### Lessons, Activities, Assignments

Examples: annotated map, simulation game, lecture notes, group poster, response guide, question/ answer (aka bookwork), graphic organizer







### Labs, Activities, Exercises

Examples: annotated timeline thematic map, active citizenship activity, graphing exercise, GIS computer tutorial. letter to the editor. socratic circle, debate







## Labs, Activities, Exercises

Examples: current events response template, analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs







## **Projects, Activities, Assignments**

Examples: research essay, portfolio presentation, creative writing or artwork, embodied performance, class demonstration, use of driving questions and inquiry cycle, poster display and lecturette, response to an essential question

## Curriculum **Foundations**

ability to organize and express subject/course related knowledge and understanding

1 | 2 | 3

## Skills & **Applications**

ability to use a variety of subject-related practices or skills, and activate concepts & knowledge in real-time

1 | 2 | 3

# Sourcework & **Critical Thinking**

ability to work with evidence and apply concepts of historical and geographic thinking

1 | 2 | 3

# Research & Inquiry

ability to develop & respond to meaningful questions, and express though different methods

1 | 2 | 3

#### **Emphasis Assessment**



I know about themes and examples from history, geography, and society.

I have a sense of the world in which I live and my story within it.



I can apply what I have learned to theoretical and real-world problems.

I have picked up skills and found the relevance in Social Studies.



I can interpret, form opinions, and gain understanding from data and evidence.

I have a sense of how human nature has played out on the world.



I can follow different kinds of inquiry steps and express my learning effectively.

*I have made authentic* connections to the stories of others.

### Why do we need a new way to assess progress in Social Studies?

- 1. Students (and teachers) often don't actually know what a grade means. Does a C+ signify an average job on some learning outcomes or failure at some and mastery of others? Do accumulated scores of 8/10, 10/10, 1/10. and 9/10 indicate a C+? Simply adding up scores does not always tell the story of what a student has learned or how they have progressed. Teachers are often confident that It should be straightforward for students to see the connection between what they do, how they are assessed, how they are graded, and what to do when they don't succeed. Many schemes allow or even encourage students to do the bare minimum in order to get to the next level -- setting 50% as a pass is often a poor indication of competency. Students should be meeting expectations in all areas that are key indicators of success -- if it is important, it is an expectation.
- 2. The idea of separating work habits from assessment of learning has obscured the fact that habits & study skills, social conditions for learning, and personal achievement are hopelessly intertwined. Students need a way to move beyond the cards they are dealt. This requires an assessment practice that respects personal **NUTSHELL** stories and allows students to "contract" for advancement. Students work from basic

through satisfactory towards

mastery in four areas that are

essential sets of outcomes in Social

tools, but they provide evidence of

progress rather than a direct tally

to produce a grade. Competency

choice are required

at key stages of

assessment

Studies. Traditional tests and

Assessment should be more like swimming lessons: areas of progress that students can track, with feedback that is useful for their next attempt. Assessment should focus on performance and aim for objectivity, but we can't be oblivious to the projects are still used as assessment differentiated abilities and backgrounds of students nor the need for elegance, nuance, and equity. It is not enough to simply assess content (whether

factual recall or deeper understanding), nor is it any work and assessment are better to focus solely on the new (and partially embedded through-out. developed) competencies. Similarly, schemes based on Student reflection and abstract or subjective standards make collection of meaningful data difficult. Something holistic and yet specific and clear is needed. We should be assessing both "competence"

(ability to perform certain tasks) and "capacity" (ability to manage and complete many tasks).

# AN EXAMPLE OF HOW TO USE THE 1-2-3 SYSTEM

Teacher records assessment data and observations for each of the four Sets

Students track their own progress by recording evidence for each of the four Sets

Updates for students/parents include 1 | 2 | 3 status and feedback for getting to the next level 1 | 2 | 3 Placements -- FORMATIVE 1 2 3 Status Does not Meet or Not Minimally Meets/Meets Fully Meets / Exceeds Progress re Expectations Yet Meeting Accomplishment Basic or Developing; Satisfactory results; room Exemplary results; ready to What it means action needed\* / not to improve / ready to advance / room for ready to advance advance or refine\*\* challenge or reflection

may include an alternate assignment, challenge exercise, S-T conferences, school-based intervention

\*\* students wanting to progress from a 1 to 2 or 3 have opportunities to "contract" missed outcomes

### 1 | 2 | 3 Placements -- SUMMATIVE

three or four 1s	one or two 1s	two or three 2s, no 1s	three or four 3s
Failing Grade /	Failing Grade / Complete	Passing Grade / assessment	Passing Grade / assessment
Repeat Course or	Modules or Summer	scores & Final Exam	scores used to finalize
attempt by DL	School to receive a pass	required to finalize mark	mark; no exam required



Skills

Labs

**Tools** 

Tests &

In-class

Challenges



