

# History, Government, and Social Studies State Assessment Pre-Conference Update

October 20, 2014



# HGSS Assessment

- The writing committee concluded that the standards were only as good as the assessment that measured them.
- That this new assessment would be a complete revision of the previous assessment
- We were required to meet the demands of large scale state wide assessment
- We wanted to concentrate less on what the student knows and more on the student's ability to use what they know to accomplish some authentic task.



# Kansas Assessment Program

- CETE has been working with KSDE to provide statewide assessments for over 30 years.
- New HGSS content standards adopted in 2013.
- New way of thinking about assessment.





Formative Assessment Tools

English Language Arts

Mathematics

Social Studies

What's Available

## History, Government, & Social Studies

HGSS Tools

### Understanding the Formative Tools for HGSS

Each tested grade, grade 6, grade 8, and grade 11 (US History), has several texts available. These texts, generally primary and secondary source documents, may be used in instruction.

Some of the texts have associated writing prompts for benchmarks 1, 2, and 3 from the HGSS standards. These are organized by big ideas that were identified by educators as important topics in HGSS. Teachers may use the prompts as part of a student research/writing project.

It is recommended that teachers present the "general prompt" to students, allow students time to read the documents, and provide opportunities for research and co-construction of knowledge prior to asking the students to write to one or more of the prompts.

Teachers may excerpt the documents, but it is recommended that teachers do not rewrite or restate the documents. Instead, teachers may take an opportunity to help students understand and analyze primary source documents, which may contain unfamiliar or archaic language.



[http://ksassessments.org/formative\\_ss](http://ksassessments.org/formative_ss)

# The HGSS Assessment is in Four Parts

- Part I
  - Historical vignettes
- Part II
  - Document Focus
- Part III
  - Reading Stimuli ( Generally Primary Document Excerpts)
- Part IV
  - Multidisciplinary Performance Task

MDPT

# Part I: Historical Vignettes

This part of the assessment would provide content by way of historical vignettes asking a single machine scoreable item based on a particular standard and benchmark. These questions will be designed to measure the student's ability to use content in particular ways. The items would be matrixed across the classroom to insure the assessment of all standards and benchmarks 1-3. This is required so that we can demonstrate all standards are being assessed. (8 – 10 items, at least one per unit)



## An example

### Unit 2 Regionalism and Expansion: Enslaved persons resistance (Standard 5.1)

Nat Turner was born October 2, 1800 on a plantation in Southampton County, Virginia. Turner was deeply committed to his Christian faith and believed he received messages from God through visions and signs in nature. When he was in his early 20s, these signs led him to return to his master after an escape attempt. Similarly, a solar eclipse and an unusual atmospheric event are believed to have inspired his insurrection, which began on August 21, 1831.

Nat Turner's rebellion was one of the bloodiest and most effective in American history. It ignited a culture of fear in Virginia that eventually spread to the rest of the South, and is said to have expedited the coming of the Civil War. In the immediate aftermath of the rebellion, however, many Southern states, including North Carolina, tightened restrictions on African Americans. Over the course of two days, dozens of whites were killed as Turner's band of insurrectionists, which eventually numbered over fifty, moved systematically from plantation to plantation in Southampton County. Most of the rebels were executed along with countless other African Americans who were suspected, often without cause, of participating in the conspiracy. Nat Turner, though, eluded capture for over two months. He hid in the Dismal Swamp area and was discovered accidentally by a hunter on October 30. He surrendered peacefully. On November 5, Nat Turner was tried in the Southampton County Court and sentenced to death. He was hanged on November 11.

In total, the state executed 55 people, banished many more, and acquitted a few. The state reimbursed the slaveholders for their slaves. But in the hysterical climate that followed the rebellion, close to 200 black people, many of whom had nothing to do with the rebellion, were murdered by white mobs. In addition, slaves as far away as North Carolina were accused of having a connection with the insurrection, and were subsequently tried and executed.

How was the "slave owner/slave" relationship in Virginia and neighboring slave holding states changed by Nat Turner's revolt?

- A. It increased the master's respect for slave rights
- B. It increased the slave's respect for their master's
- C. It led to increased suspicion of slave social activity
- D. It led to state legislation protecting the rights of slaves

# Part II: Document Focus

Students will be asked to demonstrate their knowledge and ability by answering questions about a document excerpt. (Teachers will have access to the list of documents associated with each unit, but not the particular excerpt.) The excerpt will have three multiple choice/mark enhanced or enabled machine scorable items. One to measure the student's knowledge of the source, purpose, or audience of the document, one to measure the student's knowledge of the context of the document, and one to measure the student's understanding of the content of the document.





# An example

## Source/Purpose/Audience

## Context

## Content

### Part 2: Document Focus

The original Constitution, as proposed in 1787 in Philadelphia and as ratified by the states, contained very few individual rights guarantees, as the framers were primarily focused on establishing the machinery for an effective federal government. In the ratification debate, Anti-Federalists opposed to the Constitution, complained that the new system threatened liberties, and suggested that if the delegates had truly cared about protecting individual rights, they would have included provisions that accomplished that. With ratification in serious doubt, Federalists announced a willingness to take up the matter of a series of amendments, to be called the Bill of Rights, soon after ratification and the First Congress comes into session. The concession was undoubtedly necessary to secure the Constitution's hard-fought ratification. Thomas Jefferson, who did not attend the Constitutional Convention, in a December 1787 letter to Madison called the omission of a Bill of Rights a major mistake: "A bill of rights is what the people are entitled to against every government on earth."

#### George Mason's Objections to the Constitution

October 1787

There is no declaration of rights; and, the laws of the general government being paramount to the laws and constitutions of the several states, the declarations of rights in the separate states are no security. Nor are the people secured even in the enjoyment of the benefit of the common law, which stands here upon no other foundation than its having been adopted by the respective acts forming the constitutions of the several states. . . . This government will commence in a moderate aristocracy: it is at present impossible to foresee whether it will, in its operation, produce a monarchy or a corrupt oppressive aristocracy; it will most probably vibrate some years between the two, and then terminate in the one or the other.

Who was the intended audience to Mr. Mason's "Objections to the Constitution?"

- A. The delegates to the Constitutional Convention
- B. The authors of the Federalist Papers
- C. The members of the state legislature
- D. The people of the United States

What was going on at the time of the publication of Mr. Mason's "Objections to the Constitution?"

- A. The founding fathers were writing the Constitution
- B. The states had been asked to ratify the new Constitution
- C. The new country faced war with France
- D. The Washington DC was being attacked

What phrase from the text best sums up Mr. Mason's main objection?

- A. "the laws of the general government being paramount"
- B. "Nor are the people secured even in the enjoyment of the benefit of the common law"
- C. "This government will commence in a moderate aristocracy"
- D. "it will, in its operation, produce a monarchy or a corrupt oppressive aristocracy"

# Part III: Reading Stimuli (Document Excerpts)

Students will be given two or three document excerpts from the document list and be asked to read and be able to respond to a specific prompt based on benchmark 4 of one of the 5 HGSS standards in Part IV of the assessment. The students will be able to take notes and perhaps have guiding question. How that will take place is still being discussed.



# Guiding Questions:

Why did the US government think the Emancipation Proclamation, the 13<sup>th</sup> and 14<sup>th</sup> amendments were necessary?

How would these actions be enforced?

How might people have responded to these documents in the 1860s?

These answers are not scored.



## Part 3: Essay Stimuli

The Emancipation Proclamation  
January 1, 1863

By the President of the United States of America: Abraham Lincoln

### A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States." . . .

### **13th Amendment: Ratified December 6, 1865**

#### Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

#### Section 2.

Congress shall have power to enforce this article by appropriate legislation.

### **14th Amendment to the U.S. Constitution: Ratified July 9, 1868**

#### Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. . .

# Part IV: Multidisciplinary Performance Task

Students will be given a single prompt addressing benchmark 4 of one of the five standards asking the student to construct a claim and use evidence and argument to defend that claim. They would be expected to use information from the document excerpts and any outside information they can recall.



## Part 4: Essay Prompt

Using your understanding of the standards, the readings above, and events following the Civil War how effective was government action in creating social change in the nation. Use evidence and argument to support your answer.



# Hand Scoring

Districts (Our hope is the classroom teacher's will have at least a supervisory role) will be asked to score their own student's essays with on-line training and a rubric provided to them by KSDE. We will also ask teachers to grade an additional percentage of MPTs so that we can assure reliability.

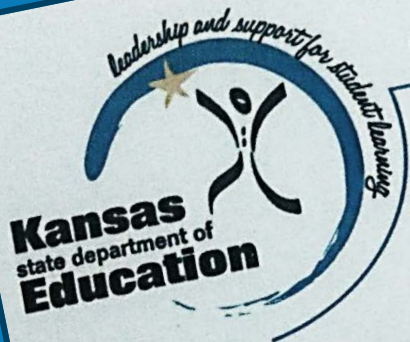
The rubric training will be provided by CETE out of KU.





# State of Kansas Multidisciplinary Performance Task - Grades 6-8 Argument

6-8 Argument	Student's Response...			
PL:	4	3	2	1
Focus/Argument	<input type="checkbox"/> States a clear argument related to the resources and prompt, and maintains it throughout the work	<input type="checkbox"/> States a clear argument related to resources and prompt and mostly maintains it throughout the work	<input type="checkbox"/> States a somewhat clear argument, which may lose focus sporadically throughout the work	<input type="checkbox"/> Does not state a clear argument, or stated argument is unrelated to resources or prompt
Evidence	<input type="checkbox"/> Uses relevant and accurate details/evidence from two or more resources to support argument	<input type="checkbox"/> Uses mostly relevant and accurate details/ evidence from two or more resources to support argument	<input type="checkbox"/> Uses some relevant and accurate details/evidence from one or more resources to support argument	<input type="checkbox"/> Does not use relevant and accurate details or evidence from resources to support argument
Argument	<input type="checkbox"/> Consistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to connect evidence to argument <input type="checkbox"/> Consistently and accurately uses domain-specific words to develop and support argument	<input type="checkbox"/> Adequately uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument <input type="checkbox"/> Adequately uses domain-specific words to develop and support argument	<input type="checkbox"/> Inconsistently uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument <input type="checkbox"/> Inconsistently uses domain-specific words to develop and support argument	<input type="checkbox"/> Shows little or no attempt to clarify relationships between and among ideas or connect evidence to argument <input type="checkbox"/> Uses few or no domain-specific words to develop and support argument
Conventions	<input type="checkbox"/> Is readable with most grade-level conventions used correctly and may use them creatively to enhance the message; minor mistakes do not impede the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable but some errors in grade-level conventions negatively impact the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is nearly unreadable due to pervasive errors in grade-level conventions



**Don Gifford**

Education Program Consultant - History/Government, Geography, Economics

(785) 296-3892

(785) 291-3791 - fax

dgifford@ksde.org

Career, Standards and Assessment Services  
Kansas State Department of Education  
Landon State Office Building  
900 SW Jackson Street, Suite 653  
Topeka, Kansas 66612-1212

[www.ksde.org](http://www.ksde.org)

