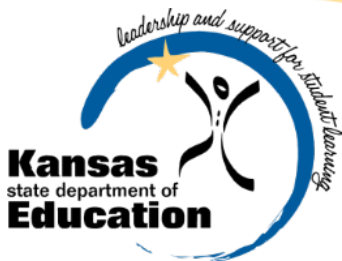
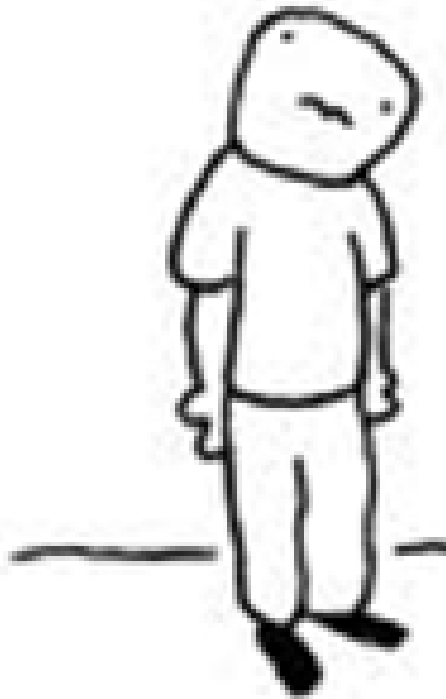


It's not about assessment
but since you're going to
ask anyway

Annual Conference



How do you feel about change?



When asked "Would you rather work for change, or just complain?" 81% of the respondents replied, "Do I have to pick? This is too hard."

How do you feel about KSDE telling



How familiar are you with the first 13 pages of the HGSS Standards document?

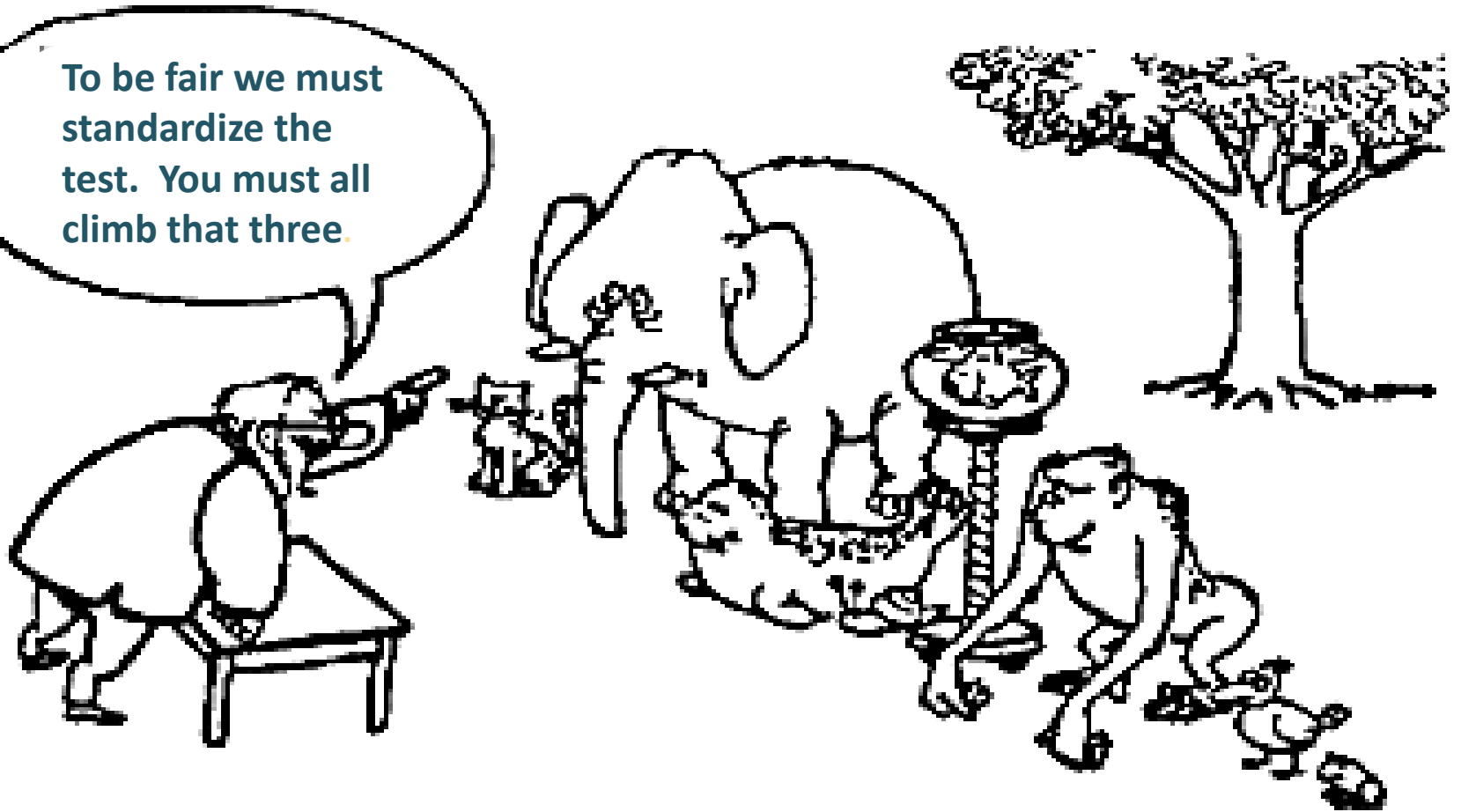
I know you think you understand what you thought I said, but I'm not sure you realize that what you heard is not what I meant.

How do you feel about new HGSS Standards?



How do you feel about accountability?

To be fair we must
standardize the
test. You must all
climb that three.





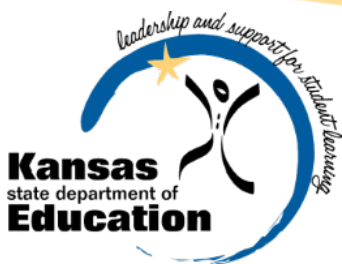
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History, Government, and Social Studies Standards (HGSS)

Will this stuff make a difference in our student's lives?

If it doesn't change the way they live what good have we done?



5 Standards Statements

1. Choices have consequences
2. Individuals have rights and responsibilities
3. Societies are shaped by beliefs, ideas, and diversity
4. Societies experience continuity and change over time
5. Relationships between people, place, ideas, and environments are dynamic

Duh! . . .
Seems too
simple.



Think of it like this

We are asking you to teach about these 10 things

- Choices
- Consequences
- Rights
- Responsibilities
- Beliefs
- Ideas
- Diversity
- Continuity
- Change
- Dynamic (Changing) Relationships

With these 4 points of view

- Historic
- Political
- Economic
- Geographic

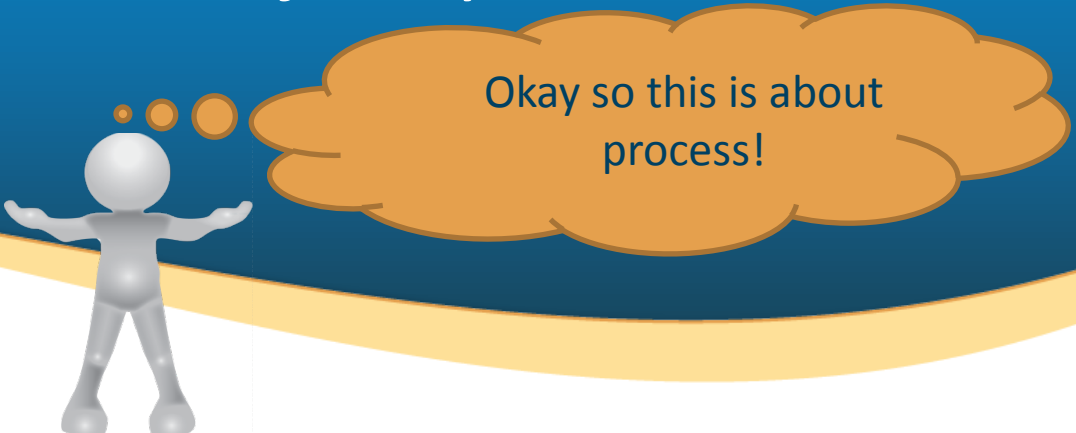
Wait – I need to do what?



Benchmarks

Each Standard has 4 Benchmarks asking students to engage in a process of

- Recognizing and evaluating
- Analyzing context and draw conclusions
- Investigate and connect
- Construct/create and justify/defend



Okay so this is about process!

We will be asking your students to

- Recognize critical (the ten things) . . . and provide a rationale/argument
- Evaluate the impact . . . using evidence
- Analyze the context . . . using evidence
- Demonstrate their depth of knowledge . . . using evidence
- Make a connection to a contemporary issue . . . using argument
- Use their understanding to create or construct a claim . . . support it with argument and evidence

Where is the stuff? What am I supposed to teach?



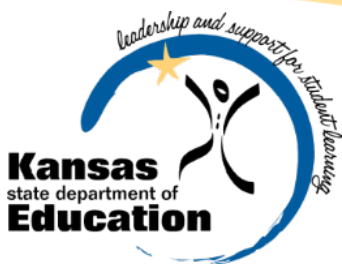
What is the difference between the old and the new?

Old (Mining)

The old standards were like mining. We were looking for that little nugget (Zoot Suit Riots) and when we found it we ripped it out of context and tried to learn everything we could about the nugget disregarding the environment we found it in.

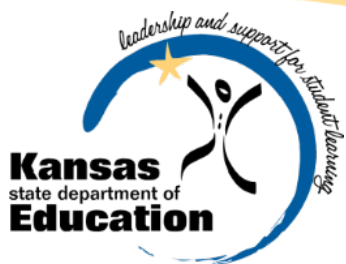
New (Archeology)

With the new standards we identify some big idea, but we may be unsure about what exactly we are looking for. When we find something we stop and analyze it and the surrounding context and determine the objects significance in relationship to the big idea.



So what is the difference between the old and the new?

Rather than focusing on content, we are asking students to go beyond simply knowing something, to using what they know for some authentic purpose.



What our kids know.

We've taught our kids to recognize this as gold.



But we haven't taught them to recognize this as gold.



ACTIVITY

Copy of the Gettysburg address

- 0 - Choices
- 1 - Consequences
- 2 - Rights
- 3 - Responsibilities
- 4 - Beliefs
- 5 - Ideas
- 6 - Diversity
- 7 - Continuity
- 8 - Change
- 9 - Dynamic (Changing) Relationships

My wife asked me what I was going to do tonight and I said "Nothing" She responded "You did that last night." I replied "I wasn't finished."

Benchmark 1: An example from the speech is _____

Is this a good/bad thing, popular/unpopular thing, profitable/unprofitable thing, wise/unwise thing, or moral/immoral thing, etc.?

_____ This evidence/argument supports this claim. _____

Benchmark 2: When this speech took place these things were going on _____

I believe that _____ caused this speech to be memorable.

This is the evidence and/or argument to support this claim _____

Benchmark 3: This is what I know about _____ (the thing selected here) _____

I can compare this to _____ today, and here is the evidence and argument to support this claim. _____

Benchmark 4: Using what I understand about _____ (my topic here) I believe that _____

_____ because _____

_____ (evidence and argument)

Who?

What?

When?

Where?

Why?

How?

Drawing Conclusions:

Will this stuff make a difference in our student's lives?

Yes it will

Evidence

- _____
 - Argument
- _____
 - Argument
- _____
 - Argument

No it won't

Evidence

- _____
 - Argument
- _____
 - Argument
- _____
 - Argument



How would we teach this stuff?

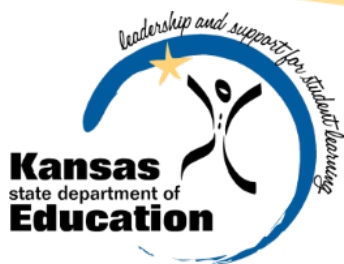


Best Practice and Literacy Expectations

Casts a Vision for Social Studies Education in Kansas classrooms

It integrates the Kansas College and Career Ready Standards for English Language Arts Literacy in History/Social Studies, Science and Technical Subjects

It introduces Best Practices which are 8 strategies for instruction promoting the kind of teaching and learning that will yield College Career and Citizenship Ready students



I didn't sign up to teach reading and writing!



Literacy Expectations

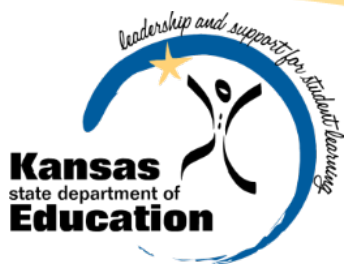
Students can read a variety of primary and secondary sources so that it is possible to :

- determine the meaning and main idea, identifying and analyzing evidence, relationships, and supporting details.



So we should do more of this. . . . Right?

- interpret words, discipline-specific phrases, analyze text structure, identify purpose, bias, and point of view.
- evaluate an argument or claim citing evidence in support of, or against, the argument or claim.
- analyze two or more texts on the same topic drawing conclusions about the similarities and differences.
- comprehend complex and difficult text within the discipline.
- identify and evaluate critical information communicated in multiple forms of media.



We teach this, but can our students do this?

Literacy Expectations

Students can write clearly and coherently

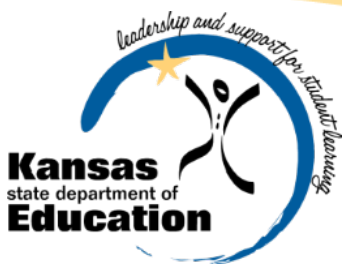
- to support a claim, or make an argument using evidence, logic, and reasoning.

... and more of this?



- to inform or explain an event, relationship, position, or opinion.
- to tell a story.
- so that each example is open to revision and rewriting.
- by applying the appropriate technologies for the purpose and audience.
- by gathering multiple sources of information and integrating them into short and long term projects.

This might require some planning. Can I grade all of this!



Literacy Expectations

Students can communicate effectively by

- preparing and collaborating with diverse partners in conversations about topics within the discipline.
- gathering and organizing information and evidence.



- evaluating information from various formats.
- presenting information and evaluation to others in a manner that is not totally written text.
- designing and delivering a presentation on a specific topic.
- using multiple modes of communication and adjusting presentations to meet the requirements of the task or audience



Do they need to present to the whole class?



Training Modules for Literacy Expectations

The link below is to modules that have been created to assist in the integration of the Kansas College and Career Ready Standards (Common Core) into your History, Government, and Social Studies instruction.

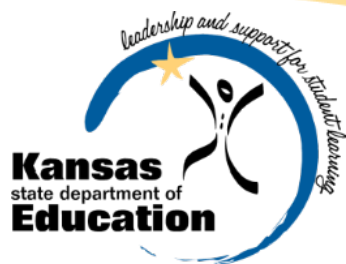
<http://tinyurl.com/ssccss>

Special Thanks to the Central Comprehensive Center, the American Institute for Research, and Beth Ratway for their work on this site.



Module Titles

#1	Review of Common Core	#6	Text Based Evidence
#2	Pedagogical Shifts	#7	Writing from Sources
#3	Informational Text	#8	Academic Vocabulary
#4	Disciplinary Literacy	#9	Primary Sources
#5	Challenging Text	#10	Tools and Resources



Best Practices

We must go beyond simple recitation of foundational information and instead encourage the application of that information in authentic and realistic situations. Inquiry in social studies involves using information from a variety of sources and analyzing that information with increasingly sophisticated disciplinary strategies and tools.



You're
killing me
here!



Multiple perspectives and disciplines

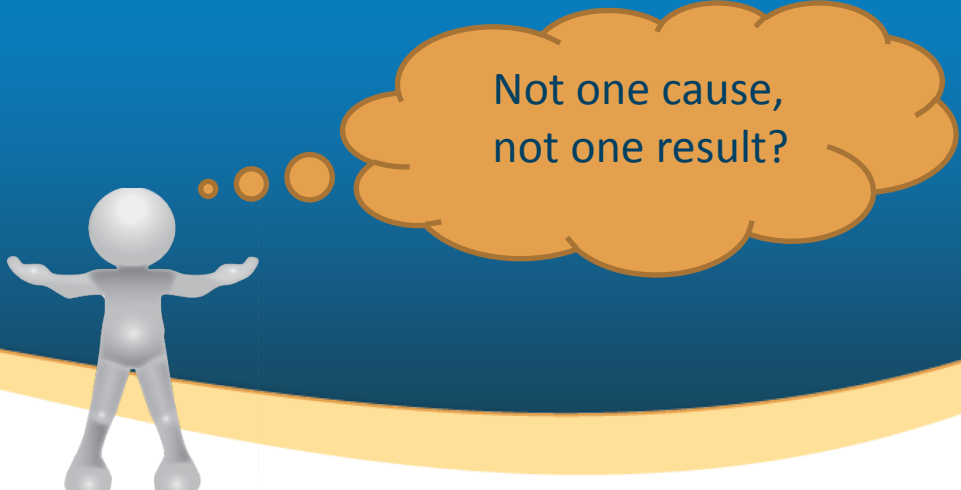
Can students use multiple perspectives, points of view, and the principles of history, economics, civics, geography, and the humanities, to empathize, to develop alternative solutions to problems, and to self-assess their own positions?

So when I teach about anything I need to discuss multiple perspectives?



Multiple causes and consequences

Can students identify and defend a variety of possible causes of events, and the resulting consequences, encourage appropriate decision-making and demonstrate an understanding of the complexity of the various disciplines?

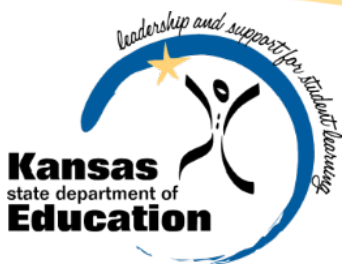


Not one cause,
not one result?

The use of primary sources

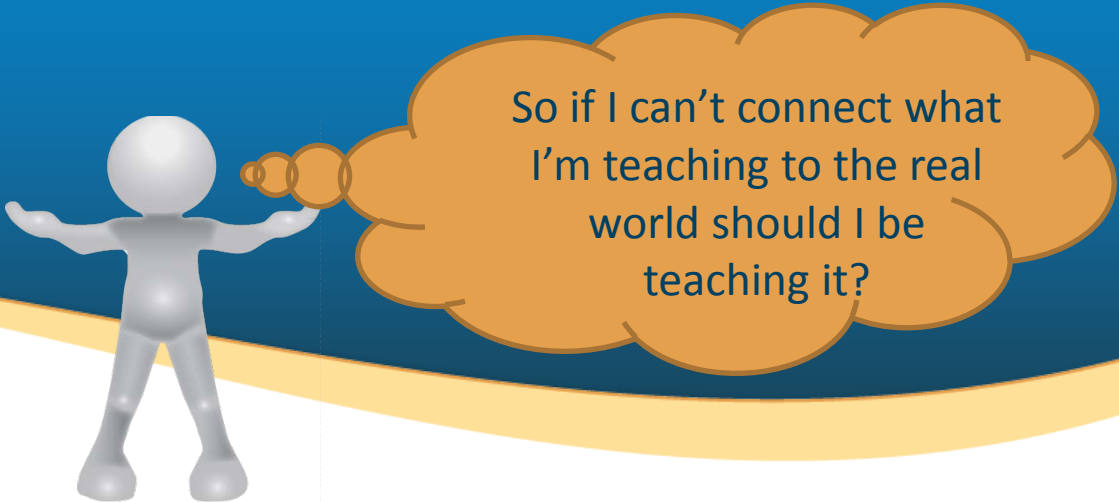
Can students analyze and interpret a variety of primary and secondary sources in traditional and digital formats using sourcing and contextualization and demonstrate their understanding of the discipline's subjective nature?

But most of them are too hard for kids to understand!



Authentic intellectual work

Can students apply learning to realistic situations that have value beyond the classroom, construct their own knowledge, pursue disciplined inquiry, and make connections to the real world?



So if I can't connect what I'm teaching to the real world should I be teaching it?

Higher order thinking

Can the students grapple with content knowledge beyond remembering and understanding, to applying, analyzing, evaluating, and creating?

This is what I have always wanted to do! Do I know how to do it?



Literacy within the Social Studies

Can students read, comprehend, analyze, and interpret complex texts and media from various social studies disciplines?

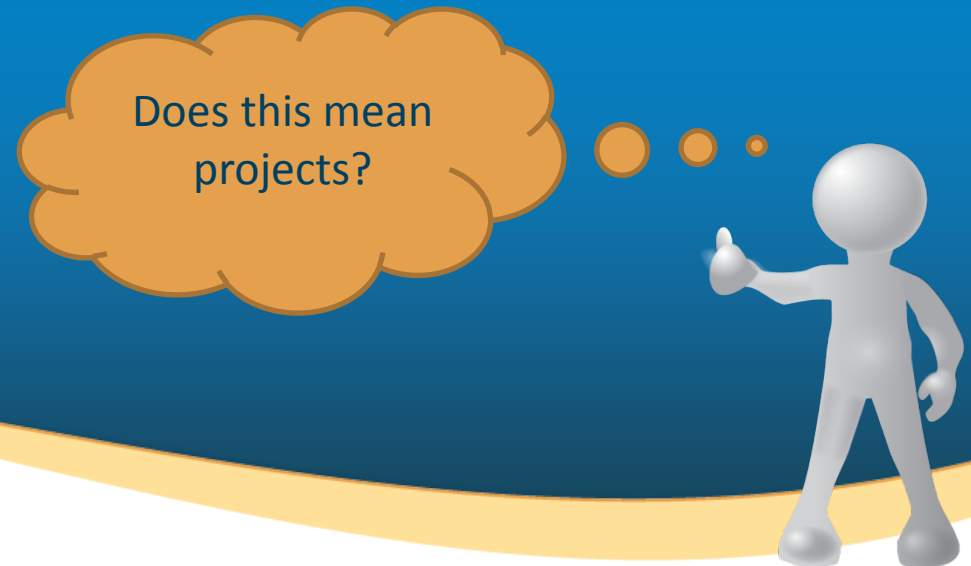


Can I just rely on my experience here, or do I need to talk to an ELA type person?



Multiple means of communication

Can students communicate relevant information through speaking, writing, and the creation of digital and print media?



Research and construction of knowledge

Can students collect and organize information in order to construct an understanding of relevant evidence as it applies to a particular topic using both traditional and digital formats and media types?

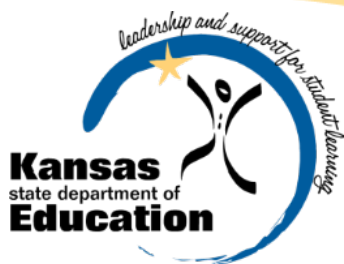


Ahh . . . A research paper?



Essential Questions

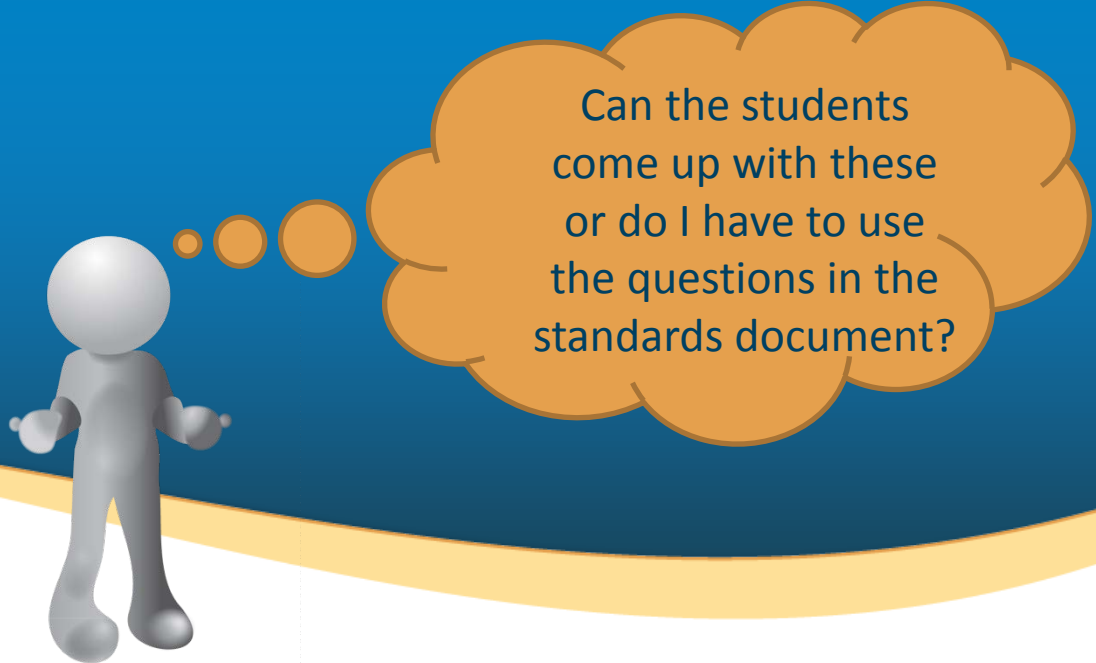
- Questions that probe for deeper meaning and questioning, foster the development of critical thinking skills and higher order capabilities.
- Good essential questions are open-ended, non-judgmental, meaningful and purposeful with emotive force and intellectual bite, and invite an exploration of ideas.
- They encourage collaboration amongst students, teachers, and the community.



Just 3 or 4 revisited throughout the year?

Compelling Questions

- A question that has a powerful and irresistible effect; requiring acute admiration or attention.



Can the students come up with these or do I have to use the questions in the standards document?

How do we move from where we are to where we want to be?

How will my teacher's respond to this?

What if our assessment scores go down?

What about resources?

What about A.P. classes?

Do we need new common assessments?

What about our lower performing kids?

What about our pacing guides?

**Life Is Easier
When You Plow
Around The Stump**



What do you need, and what can I do?





Lets talk about the nail!

Assessment?



Assessment Timeline

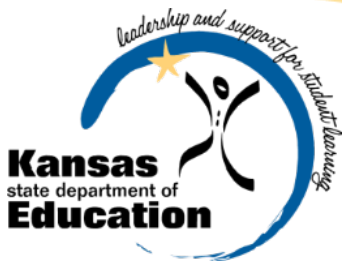
- 2013-2014 Piloted Items
(There will be no HGSS assessment in 2014)
- 2014-2015 Field Test
- 2015-2016 Full Blown Assessment
(Grades 6, 8. and HS either World or U.S. History)



You mean we don't have to give the HGSS assessment next spring?

Formative Assessment

- “Is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.” - *Formative Assessment for Students and Teachers (FAST), State Collaborative on Assessment and Student Standards (SCASS), Council of Chief State School Officers (CCSSO)*



On-line assessment



- Formative and Summative testing tool
- Year round access to the tool
- Teachers will be able to use documents, graphic organizers and rubrics for student work
- Teachers can create their own prompts and lessons



Document Libraries



- Each Course has from 5-8 units of study
- Each unit of study will have several associated audio, visual or text documents
- These documents will be test eligible
- Teachers will have year round access to these libraries



Every Standard Every Benchmark



- Students will be asked to respond to 8 -10 enhanced/enabled multiple choice questions over historical vignettes
- These questions are designed to measure the student's ability to accomplish a benchmark skill

Performance Task



- Students will be given a choice of one of 3 to 5 units of study
- Students will be given a choice of 1 of 3 standards
- They will then receive a general prompt and associated documents

Performance Task



- Each Document will have associated with it 3 enhanced/enabled multiple choice questions relating to the source, context, and content of the document
- The number of the documents is yet undetermined, but the number will probably be 2 or 3

Performance Task



- Upon completion of the documents task the student will be asked to complete a graphic organizer by dragging and dropping words and/or phrases into the appropriate category
- The student will then be asked to draw a conclusion based on the organizer

Graphic Organizer



History/Social/Moral/Religious

Environment/Geography

General Prompt

Economics/Cost Benefit

Politics/Civics/Government

Conclusions:

Performance Task



- Co-Construction of Knowledge
 - The opportunity for the students to prepare themselves for responding to specific prompts within the general prompt they have been introduced to in the previous section
 - Students may do research, or gather relevant information on the general topic in preparation for responding to specific prompts on the general topic



Performance Task



- Students will be asked to respond to 1 Of 3 specific prompts based on Benchmarks 1, 2, or 3
- Students will be required to respond to a prompt based on Benchmark 4
 - Both responses will have character limits in the area of 300 to 500 words

Scoring



- The work product will be banked not just a score
- In the Performance Task section all multiple choice questions and the graphic organizer will be machined scored
- The graphic organizer conclusions, and the two prompt responses will be hand scored.

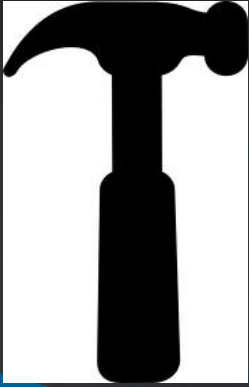
Scoring



- In order for teachers to get some type of individual student information from this assessment we are asking classroom teachers to score their own
- In order to establish inter-rater reliability we will be asking districts to grade their own plus 10%

About the nail

How will scores be reported?



How long is the test window?

Will there be cut scores?

How much class time will it take?

Should we teach directly to the general prompt?



