

Colloquia IV: *Assessing Like a Social Scientist*



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Agenda

11/12/2019

1. Welcome
2. Change and Response
3. Developing creative AND practical assessment resources
4. **Lunch: on your own, please be back by 1:00**
5. **Guest Speaker: Dr. Thomas R. Baker, Ph.D., Education Manager
Environmental Research Institute (Esri)**
An Introduction to Web Mapping in Social Studies Classrooms
6. Announcements, reminders, questions and adjournment

Monks and books

What makes this funny to us?

- <https://www.youtube.com/watch?v=0Cd7Bsp3dDo>



Change and our responses to it

- Say hello and introduce yourself to someone at your table.
- Make a team of two and designate one as the observer and one as the actor.
- Stand up and face each other silently for 15 seconds.
- Observer: turn your back on your partner and close your eyes.
- Actor: open the blue Actor Card and follow the directions.
- Now turn and face each other again with eyes open.
- Observer identify the five changes your actor made in her/his appearance.
- Repeat, but now 10 changes in 30 seconds...repeat

Table Talk:

Be ready to share with the large group in
5 minutes



1. What does this experiment suggest about changes and our responses to them?
2. Why do some of us claim to embrace change while others admit reluctance?
3. Is that designation--embrace or reluctant--consistent or does context matter when encountering change?
4. What kind of supports are necessary to maintain positive changes?

Developing high quality assessments

Five characteristics of high quality assessments:

- Content Validity
- Reliability
- Fairness
- Student Engagement and Motivation
- Consequential Relevance

CONTENT VALIDITY

- How closely does the assessment measure the intended content?
- What knowledge or skills does the student need to perform successfully on the assessment?
- If the student performs successfully on the exam, what does that mean?

Completecollege.org



- 60% of college students start college in remediation classes
- 10% of “remediated” students ever graduate

College and University Retention and Graduation Rates

- Nation: 72% of students enroll for year 2
- Missouri: 66% of students enroll for year 2
- MU: 87% of students enroll for year 2

- Nation: 33% of students pursuing an undergraduate degree graduate in 4 years.
57% graduate within 6 years.
- Missouri: 68% within 6 years
- Truman State: 56% within 4 years
- College of the Ozarks: 53% within 4 years
- Westminster: 49% within 4 years
- University of Kansas: 47% within 4 years
- Stephens College 46% within 4 years
- MU: 46% within 4 years

THE OPPORTUNITY MYTH: *What Students Can Show Us About How School Is Letting Them Down And How To Fix It.*

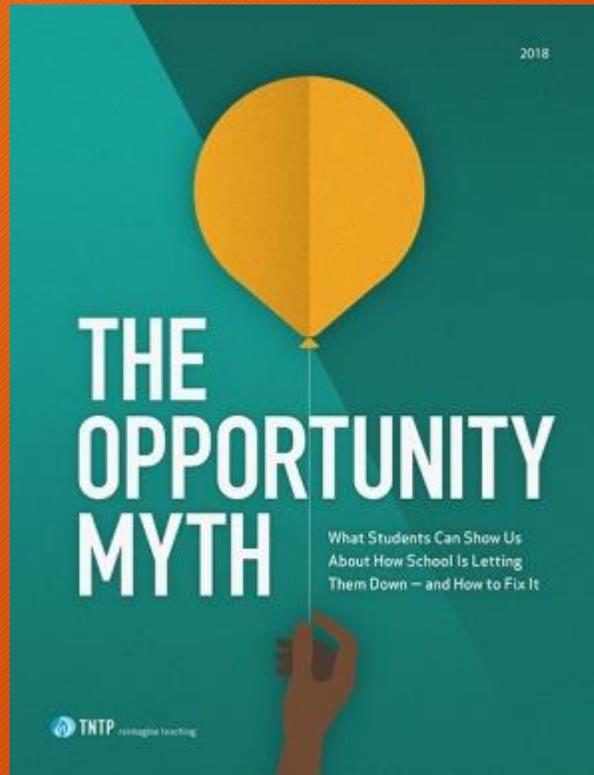
We've been telling students that doing well in school creates opportunities—that showing up, doing the work, and meeting teachers' expectations will prepare them for their futures. Unfortunately, that's a myth.

Far too many students graduate from high school still unprepared for the lives they want to lead. They enroll in college and land in remedial courses, or start jobs and discover they're missing skills they need. We wanted to understand why.



<https://tntp.org/publications/view/student-experiences/the-opportunity-myth>

Opening lines.....



- To do this, we followed nearly 4,000 students in five diverse school systems to learn more about their experiences. What we found was unnerving: classroom after classroom filled with A and B students whose big goals for their lives are slipping further away each day, unbeknownst to them and their families—not because they can't master challenging material, but because they're rarely given a real chance to try.

Findings:

- Most students do what they are asked in schools, but still are unprepared to meet their goals after graduation because so few of their assignments actually gave students a chance to complete grade-level work.
- 71% of high school students succeeded on their assignments.
- 17% of those assignments were at grade level.

Findings:

Students spent 500 hours a school year on assignments that were not appropriate for their grade or did not receive instruction which asked enough of them.

- **Translates to 6 months of wasted class time in each core subject: Social Studies, Science, ELA and Math.**
- **Students who started the school year substantially behind and then received consistent high quality assignments advanced seven months more in the year than their peers in other classrooms.**

Conclusion and prescription....

Most students—and especially students of color, those from low-income families, those with mild to moderate disabilities, and English language learners—spent the vast majority of their school days missing out on four crucial resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.

How might these conclusions from TOM relate to our assessment work?

1. Consistent opportunities to work on GRADE-APPROPRIATE ASSIGNMENTS
2. DEEP ENGAGEMENT in what they're learning
3. STRONG INSTRUCTION where students do most of the thinking in a lesson
4. Teachers who hold HIGH EXPECTATIONS for students and believe they can meet grade-level standards

“The Pilgrims at Plymouth”

1. Initial read through: Individual reading/annotation time

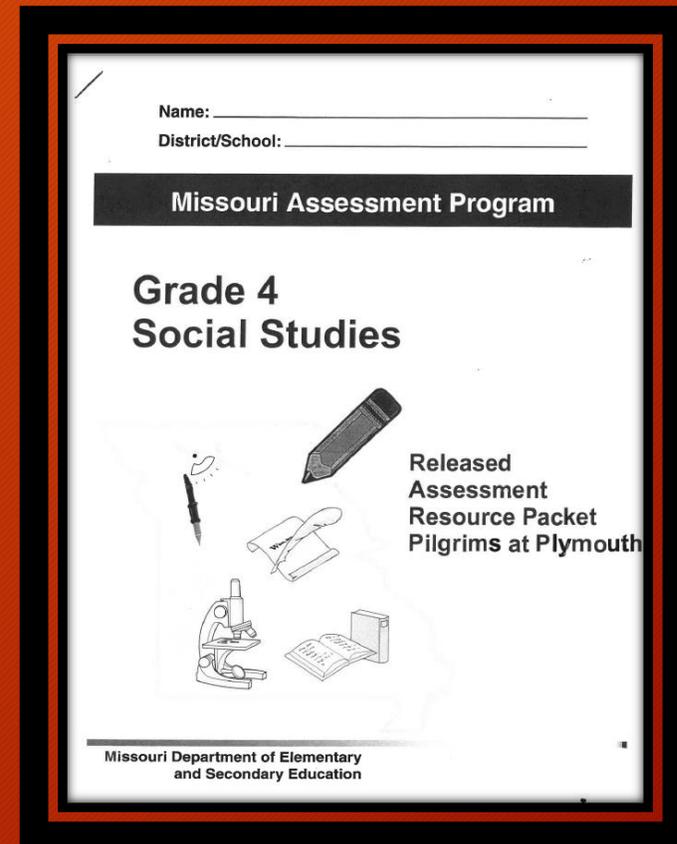
- * a student you know well
- * your own “educational realm”

2. To what degree does this ARP address each TOM recommendation?

- Consistent opportunities to work on GRADE-APPROPRIATE ASSIGNMENTS
- DEEP ENGAGEMENT in what they’re learning
- STRONG INSTRUCTION where students do most of the thinking in a lesson
- Teachers who hold HIGH EXPECTATIONS for students and believe they can meet grade-level standards

How might you use this resource beyond a traditional summative assessment?

Think of at least two other ways you might use this type of resource in “your” classroom.



What kind of thinking can we bring to our own assessment development work in order to produce high-quality assessments?

Five characteristics of high quality assessments:

- Content Validity
- Reliability
- Fairness
- Student Engagement and Motivation
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TOM Conclusions

- Consistent opportunities to work on **GRADE-APPROPRIATE ASSIGNMENTS**
- **DEEP ENGAGEMENT** in what they're learning
- **STRONG INSTRUCTION** where students do most of the thinking in a lesson
- Teachers who hold **HIGH EXPECTATIONS** for students and believe they can meet grade-level standards

ARPS in progress...Early Spring 2020

3RD GRADE

- Introduction to Missouri
- Missouri as a State
- African Americans in Missouri History
- Famous Missourians: Benton, Ingalls and Twain
- Missouri's Economy
- Governments Decisions: Legislative and Judicial

4TH GRADE

- Boston Massacre
- Characteristics of the Colonies
- Today's Economics
- European Exploration
- Pilgrims at Plymouth
- Growth of the American Colonies
- The Rule of Law

5TH GRADE

- Going West
- Child Labor
- Economic Change: Henry Ford
- Louisiana Purchase
- Space Race
- Women's Suffrage

GEOGRAPHY

- Water
- Place
- Dust Bowl
- 5 Themes of Geography
- Human-Environmental Interaction
- Movement

AMERICAN HISTORY

- Pre-Columbian Settlements
- Colonial Settlements
- Confederation to Constitution
- Get Ready to Rumble
- Civil War
- Westward Expansion
- Indian Removal
- Indian Boarding Schools
- Andrew Carnegie
- Dust Bowl
- African American Migration
- Social Changes: Voting
- End of World War II

WORLD HISTORY

- Mesopotamian Civilizations
- Egypt and the Nile
- Athenian Democracy
- The Roman Republic
- The Maya
- Incan Civilization
- The Black Death

Lunch: please be back by 1:00 pm



With the theft of lunches from the office fridge at an all-time high, Marcie slathered some decoy sandwiches with chili powder.

Guest Social Scientist: Dr. Tom Baker



Tom is the K12 Education Manager at Esri, Environmental Systems Research Institute.

He uses digital maps and the data behind them to stimulate thinking and problem solving in all varieties of social studies classrooms. He is developing Geoinquiries which connect social studies learning standards with mapping and analytical technology.

Next session: Tuesday, January 14, 2020

How can we translate data from assessments into meaningful information for decision-making in the classroom and beyond?

