COLLOQUIA IV:
ASSESSING LIKE A SOCIAL SCIENTIST

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PURPOSE OF THIS SERIES

TO:

• Establish and maintain on-going relationships and communication among Missouri social studies educators.

• Foster implementation and integration of the MLS Social Studies Expectations with social science thinking skills for grades K-12.

• Explore effective social studies pedagogy and instructional strategies to support excellent social studies teaching, learning and assessment.

• Encourage development of high quality assessment practices in K-12 social studies classrooms.

• Generate opportunities for new content learning for Missouri K-12 educators based on current social science research.
Welcome and Colloquia Context
Overview of today, series and this year.
Speaker: Dr. Michelle Berry, University of Arizona, Department of History, Gender and Women’s Studies

Energizing Your Curriculum for Including Environmental History:
A How-To and Why-To Workshop

Lunch: 11:45-1:00
Focus Questions:

What did we learn about Missouri student skills and understanding from the EOC field test?
How can we use that information to positively impact teaching, learning and assessment in our K-12 classrooms?

DESE Updates
A year of changes...

- Operational EOC: three years in development
- Assessment Resources grades 3-8: February 2020
- Growing state and national recognition of the necessity for high quality teaching, learning and assessing in Social Studies:
  - Impact on literacy
  - Impact on post-secondary readiness
  - Impact on civic engagement

https://www.msnbc.com/morning-joe/watch/how-to-fix-the-knowledge-gap-68259909585
CHANGES IN OUR WORLD
Kindergarten: Describe examples of opportunity cost within your family and school.

Grade 1: Give examples of being an active and informed citizen in your classroom or community.

Grade 2: Describe why people of different groups settle more in one place or region than another.

Grade 3: Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.

Grade 4: Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.

Grade 5: Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.

Geography: Analyze current human environmental issues using relevant geographic sources to propose solutions.

World History I: Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.

World History II: Explain the significance of new technologies in expanding people’s’ capacity to modify the physical environment and their intended and unintended consequences.

American History I: Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environments.

American History II: Describe the consequences, both intended and unintended, of environmental decisions.

Government: Analyze how geography of North America influenced the governmental systems which developed there.

Government: Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.
FEATURED SOCIAL SCIENTIST

Dr. Michelle Berry, University of Arizona, author of
A Primer for Teaching Environmental History

Energizing Your Curriculum for Including Environmental History:
A How-To and Why-To Workshop

https://www.dukeupress.edu/a-primer-for-teaching-environmental-history
LUNCH 11:45-1:00

GOTTA GO, LEM, LUNCH JUST ARRIVED AND I WANT TO BEAT THE FRENZY
What did we learn about Missouri student skills and understanding from the EOC field test?

How can we use that information to positively impact teaching, learning and assessment in our K-12 classrooms?
Missouri Learning Standards → Design Assessments & Blueprints → Create Item Development Plans

Develop New Content (IWW) → Content and Bias Review → Field Test New Items

Review Item Performance → Accepted Items to Item Pool/Bank → Use Items from Bank in Operational Tests
Our DESE goal is for each Missouri graduate to be “success ready.”

My focus is to support you in your efforts to be a great teacher, a great school, a great district.

Hints:

- Understand and use the standards.
- Build a systematic, equitable K-12 Social Studies program.
- Make thoughtful decisions about curriculum and pedagogy.
- Remember: Excellent teaching wins every time.

“I THOUGHT WE WERE GOING TO GET SOME HINTS FOR THE TEST”
Approximately 65,000 Missouri students take the Government EOC, and 8,000 Missouri students take American History.

- New standards 2016
- Field Test 2018-2019
- Operational Assessment 2019-2020
<table>
<thead>
<tr>
<th>FIELD TEST</th>
<th>OPERATIONAL TEST</th>
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<tr>
<td>• Provides lots of data about item functions</td>
<td>• Provides trend data for school/district and one individual student data point</td>
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<tr>
<td>• Based on Blueprint</td>
<td>• Constructed from Blueprint</td>
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<tr>
<td>• Built with drafted and educator reviewed items</td>
<td>• Built from well-performing field tested items</td>
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<td></td>
<td>• Include some items being field tested</td>
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<td>• Multiple forms being developed each year</td>
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<td>• Will assess all standards over 3-4 year period</td>
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WHAT DID WE LEARN ABOUT MISSOURI STUDENTS SKILLS AND UNDERSTANDINGS FROM THE SOCIAL STUDIES EOC FIELD TESTS?

- Students have content knowledge of Gov’t and AH: uneven
- Students missed items when they did not follow directions:
  - Multi-select
  - “Identify X and Identify Y”,
  - “Compare is not the same as describe.”
- Students benefit from writing structure
  - (Essay not required for scoring, but thoughtful, complete, accurate response is)
- Students confused over use of social science evidence
  - (Evidence is example PLUS student analysis; naked example does not count)
IF WE KNOW

• Students have uneven content knowledge
• Students missed items when they did not follow directions
• Students benefit from writing structures
• Students confused over use of social science evidence

THEN WE CAN...


Create consistent opportunities for students to practice resolutions to these challenges until good practices become good habits.
WORKING WITH THE MATERIALS IN YOUR FOLDER AND YOUR “COMMUNICATIONS DEVICES,”
LET’S DRAFT SOME ITEMS
SINGLE OR PARTNER: YOU DECIDE

1. Start with a standard: …..environmental, comfortable, new to you…..you decide.
2. Find a stimulus that supports the standard: spend some time, but don’t get lost
3. Decide what Social Science Thinking Skill is essential/compatible with the standard and stimulus you have selected.
4. Think about EOC student struggle are you going to address.
5. Draft an item, revise, share it with a neighbor, edit…..
6. Complete the 1st DRAFT template: submit it. Print your name(s) on it: revisit in November.
7. We will work on some of these next time……
WHAT WILL HAPPEN THIS SCHOOL YEAR WITH SOCIAL STUDIES EOC?

• Science is where we will be next year: SBOE approved on 9/17/2019
• Operational Exams 2019-2020
• Threshold/Cut scores will be set

Teacher input: Ordered test booklet: recommendations
Educator input: superintendents, principals etc: recommendations
Public comments: thoughts, suggestions
DESE Leadership: Recommendation to SBOE
State Board of Education Approval: Sept. 2020 ? 😊

• Threshold scores are consistent over life of the test…
  unless standards and thus tests….change.
WHICH OF THESE IMAGES SPEAKS TO YOUR EXPERIENCE TODAY? USE EVIDENCE FROM THE IMAGE TO SUPPORT YOUR ANSWER.