

COLLOQUIA IV:
***ASSESSING LIKE
A SOCIAL
SCIENTIST***

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Education

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PURPOSE OF THIS SERIES



TO:

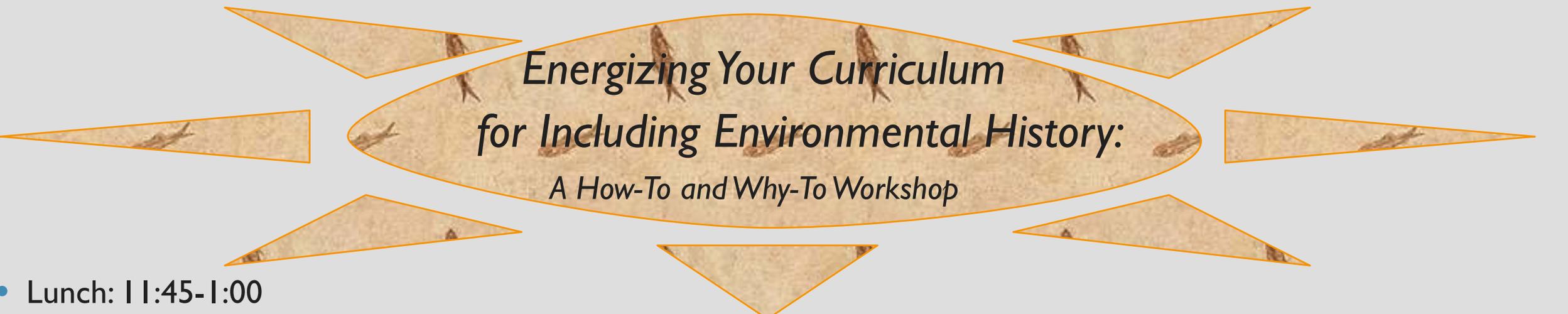
- Establish and maintain on-going relationships and communication among Missouri social studies educators.
- Foster implementation and integration of the MLS Social Studies Expectations with social science thinking skills for grades K-12.
- Explore effective social studies pedagogy and instructional 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.

COLLOQUIA AGENDA

9/24/2019

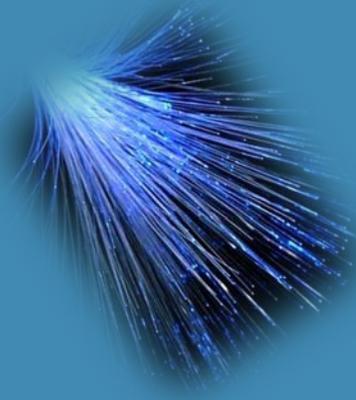


- Welcome and Colloquia Context
- Overview of today, series and this year.
- Speaker: Dr. Michelle Berry, University of Arizona, Department of History, Gender and Women's Studies



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



MISSOURI SOCIAL STUDIES 2019-2020

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





MLS STANDARDS TIED TO ENVIRONMENT

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

*Emily Wakild and
Michelle K. Berry*



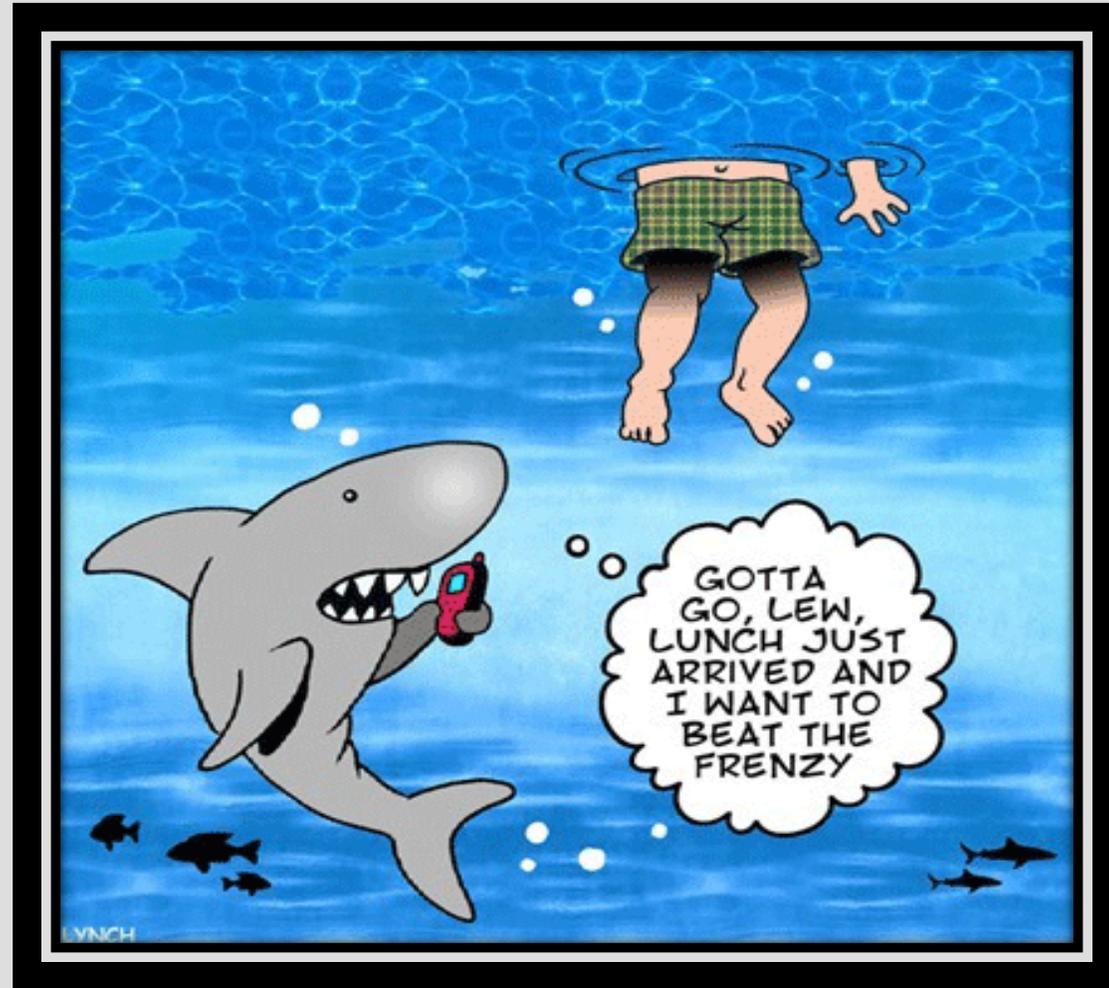
A PRIMER FOR
TEACHING
ENVIRONMENTAL
HISTORY

— Ten Design Principles —

***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



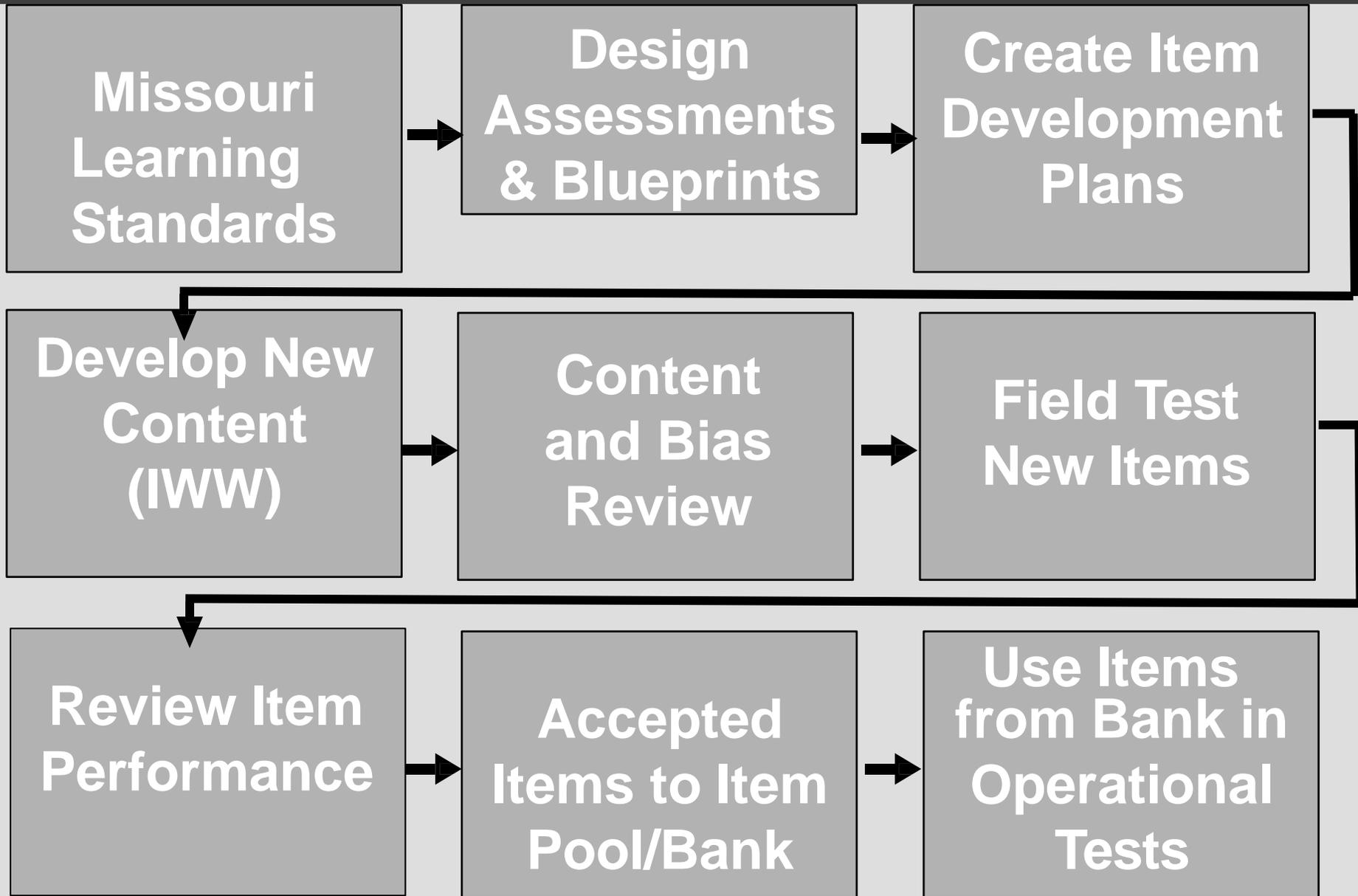
TWO QUESTIONS FOR OUR WORK THIS
AFTERNOON:

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 ASSESSMENT DEVELOPMENT PROCESS

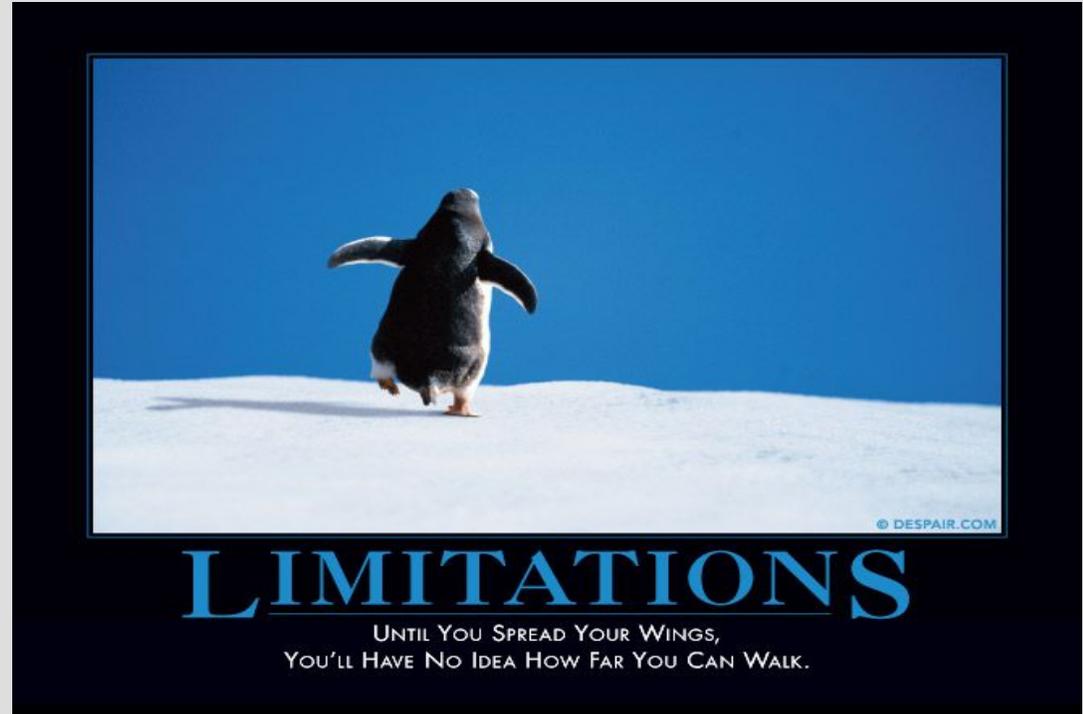


“I THOUGHT WE WERE GOING TO GET SOME HINTS FOR THE TEST”

- 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.

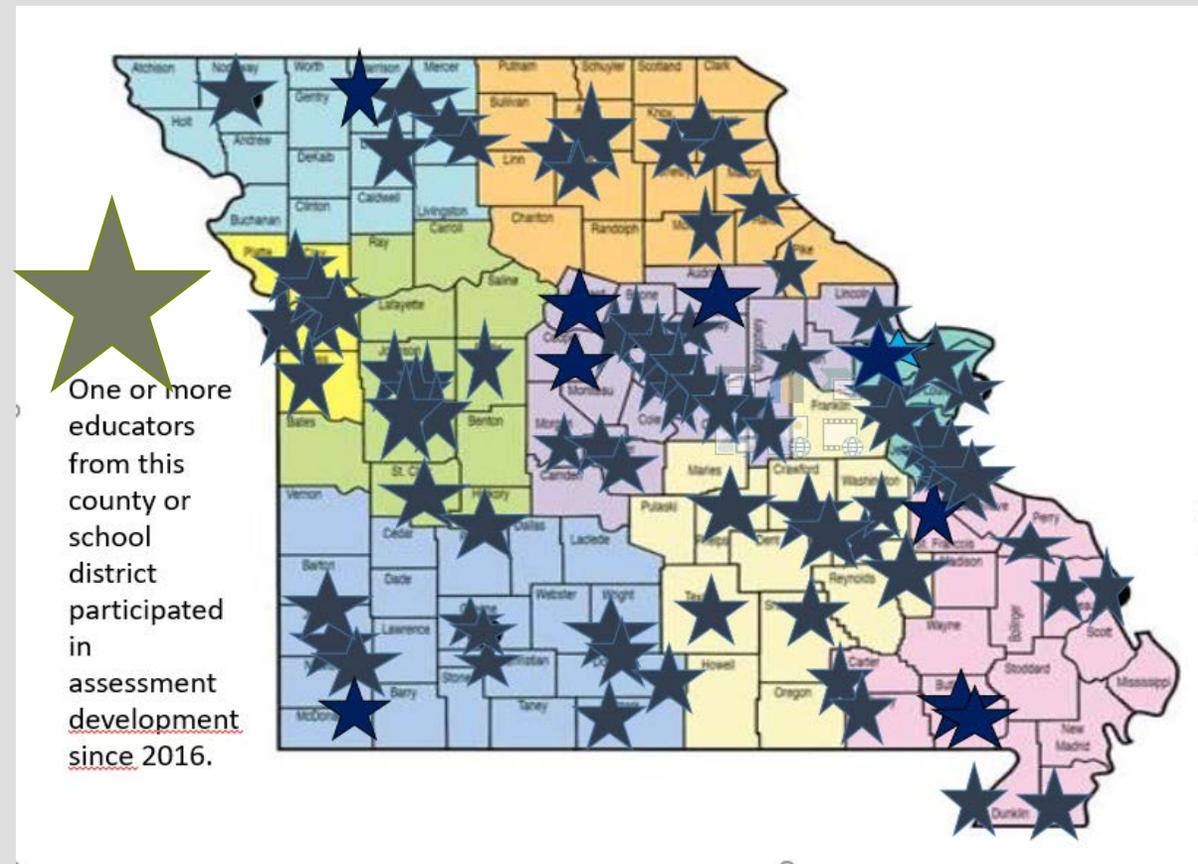
Hints:

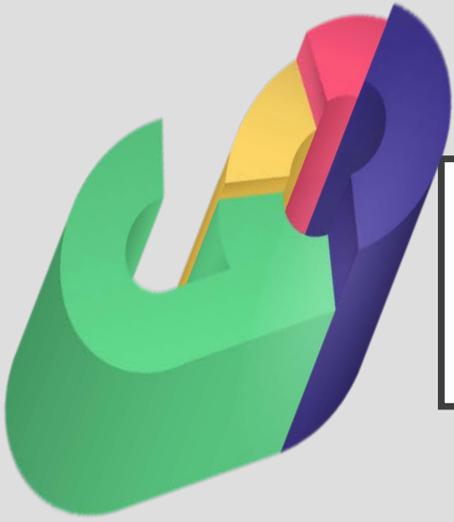
- Understand and use the standards.
- Build a systematic, equitable K-12 Social Studies program.
- Make thoughtful decisions about curriculum and pedagogy
- Remember: Excellent teaching wins every time.



EOC BACKGROUND

- 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





WHY HAVE A FIELD TEST FIRST AND THEN AN OPERATIONAL TEST?

FIELD TEST

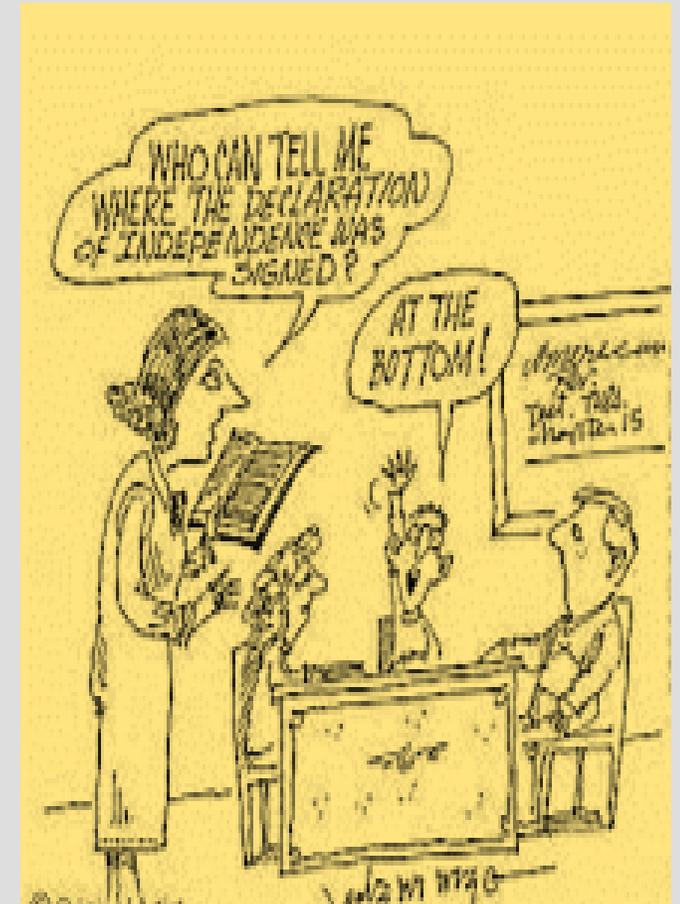
- Provides lots of data about item functions
- Based on Blueprint
- Built with drafted and educator reviewed items

OPERATIONAL TEST

- Provides trend data for school/district and one individual student data point
- Constructed from Blueprint
- Built from well-performing field tested items
- Include some items being field tested
- Multiple forms being developed each year
- Will assess all standards over 3-4 year period

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)



HOW CAN WE USE THAT INFORMATION TO POSITIVELY IMPACT TEACHING, LEARNING AND ASSESSMENT IN OUR K-12 CLASSROOMS?

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

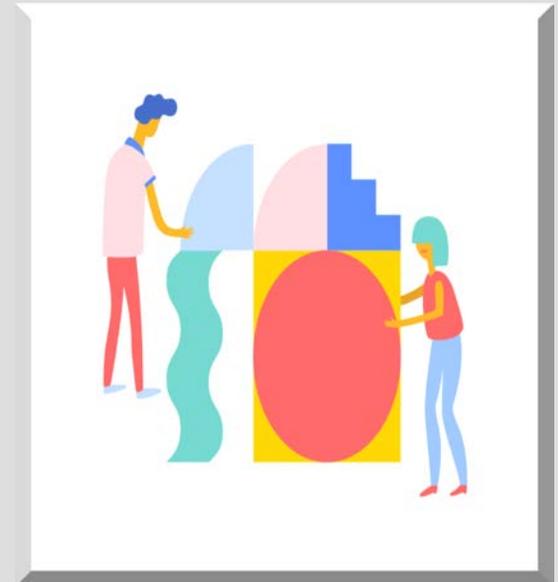
THEN WE CAN...

<https://www.teachertube.com/video/seinfeld-teaches-on-snl-57151>

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

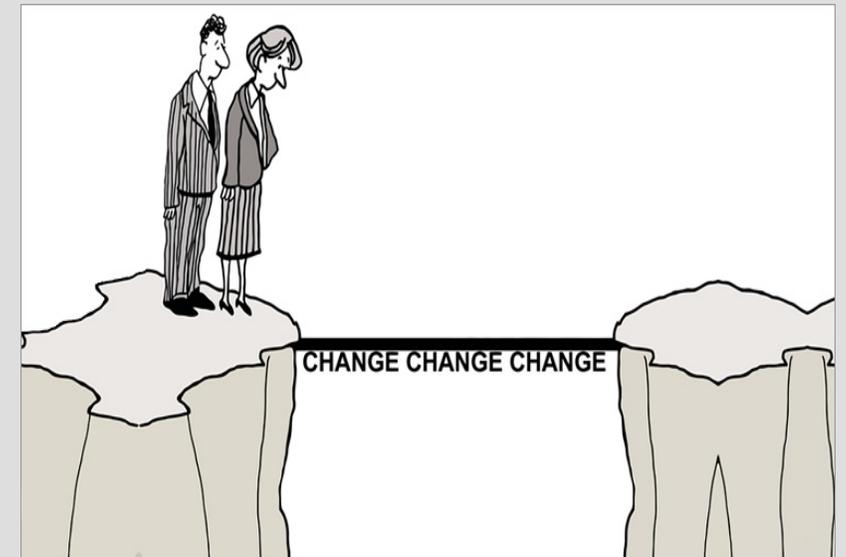
Educator input: superintendents, principals etc: recommendations

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.



1



2



5



3



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