

SOCIAL STUDIES COLLOQUIA IV:
ASSESSING LIKE A SOCIAL SCIENTIST

2019-2020 DESE SOCIAL STUDIES PROFESSIONAL DEVELOPMENT SERIES
JANUARY 14, 2020

**HOW CAN WE TRANSLATE DATA
FROM ASSESSMENTS INTO
MEANINGFUL INFORMATION FOR
DECISION-MAKING IN THE
CLASSROOM AND BEYOND?**



**"I probably remember 20% of the stuff
I learned in school and forgot the other 90%."**

SHOW-ME SUCCESS



CONTINUOUS IMPROVEMENT SYSTEM

THEORY OF ACTION:
Improved student learning for every student in every school.



AGENDA

1/14/2020

I. WELCOME AND INTRODUCTIONS

II. COLLOQUIA MEMBER:

DREW TIGNOR: *GEORGE WASHINGTON, TEACHERS, AND LEADERS AMONG LEADERS*

III: COLLOQUIA IV: DATA, INFORMATION AND MEANINGFUL DECISIONS

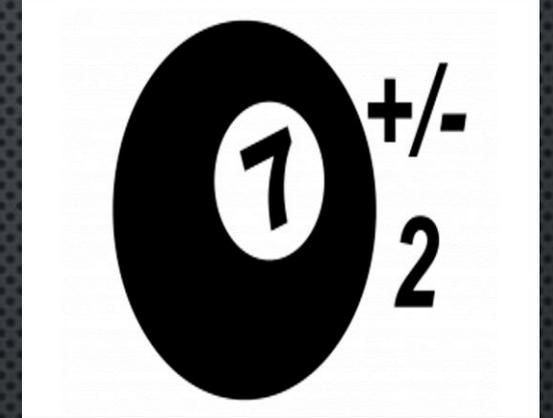
LUNCH

IV. FEATURED SOCIAL SCIENTIST:

DR. TONY SIMONES: *THE PRESIDENCY, THE CONSTITUTION AND EMERGENCY POWERS*

V. DESE UPDATES

HOW MANY DIGITS ARE THERE IN A PHONE NUMBER?
HOW MANY OCEANS?
HOW MANY CONTINENTS?
HOW MANY DWARFS IN *SNOW WHITE*?
HOW MANY HOLES IN YOUR HEAD?



THE MAGICAL NUMBER SEVEN, PLUS OR MINUS TWO: SOME LIMITS ON OUR CAPACITY FOR PROCESSING INFORMATION" - GEORGE A. MILLER

SOCIAL SCIENCE RESEARCH SHOWS WE HUMANS CAN GENERALLY KEEP GROUPS OF SEVEN (+ OR - 2) OF INFORMATION IN OUR MINDS AND EASILY ACCESSIBLE IN OUR SHORT TERM MEMORIES.

**WE ARE GOING TO RUN A LITTLE EXPERIMENT TODAY TO SEE
JUST HOW TRUE THAT IDEA IS.**

STOP, WALK, NAME, CLAP, JUMP, DANCE

- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=A72GOYDTJEI](https://www.youtube.com/watch?v=A72GOYDTJEI)

1. DID THIS ACTIVITY BECOME DIFFICULT FOR YOU?
WHEN DID IT BECOME DIFFICULT?
WHY AT THAT POINT?

2. IS 7 REALLY THE LIMIT OR IS THERE ANOTHER PIECE OR
COMPONENT THAT AFFECTS OUR MEMORY AND HENCE
OUR UNDERSTANDING?

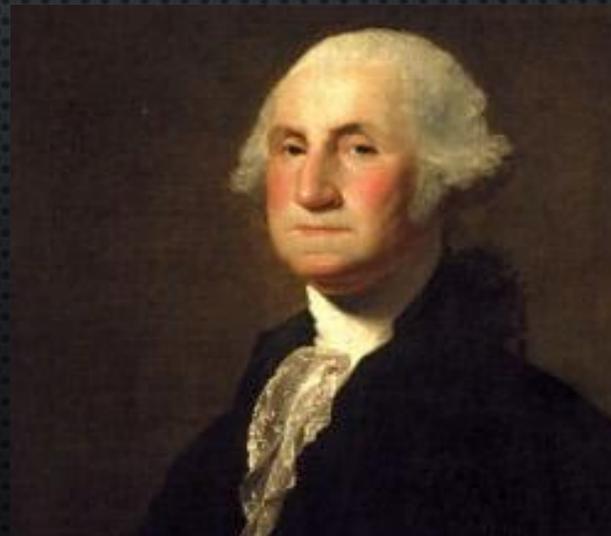


TODAY OUR FOCUS IS ON DECISION MAKING AND ITS
RELATIONSHIP TO DATA, AND TO INFORMATION AND - MOST
IMPORTANTLY- ITS RELATIONSHIP TO MEANING.

CHANGE AND OPPORTUNITY:

DREW TIGNOR AND THE MOUNT VERNON TEACHER INSTITUTE

THE GEORGE WASHINGTON TEACHER INSTITUTE SUMMER RESIDENTIAL PROGRAMS ARE 5-DAY IMMERSIVE PROFESSIONAL DEVELOPMENT EXPERIENCES DESIGNED TO SUPPORT K-12 EDUCATORS WHO TEACH ABOUT THE LIFE, LEADERSHIP, AND LEGACY OF GEORGE WASHINGTON AND THE 18TH-CENTURY WORLD IN WHICH HE LIVED.



[HTTPS://WWW.MOUNTVERNON.ORG/](https://www.mountvernon.org/)

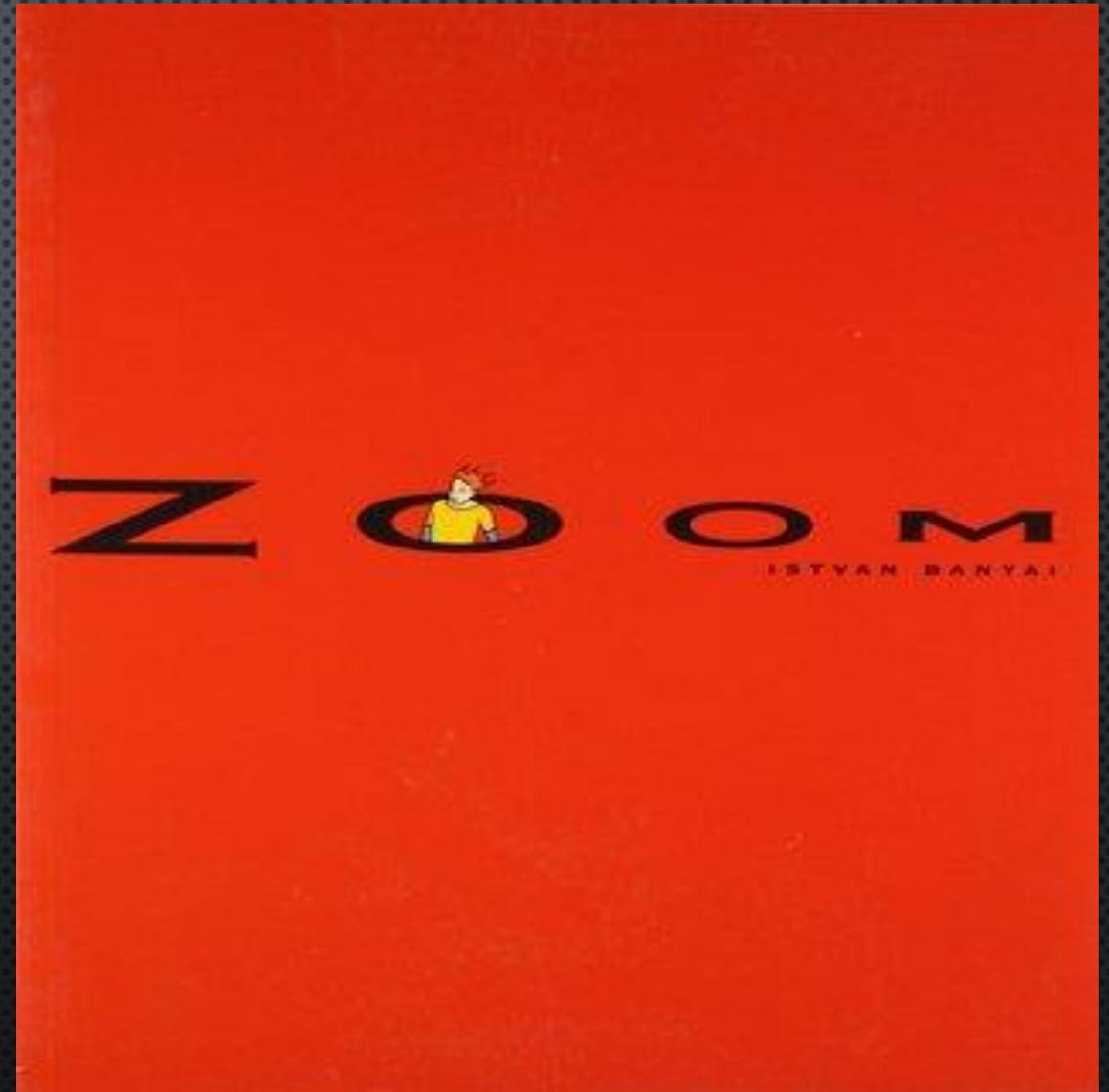
NATIONAL ENDOWMENT FOR THE HUMANITIES
SUMMER 2020 OPPORTUNITIES
DUE: MARCH 1, 2020

NEH OFFERS TUITION-FREE OPPORTUNITIES FOR K-12 EDUCATORS AND HIGHER EDUCATION FACULTY TO STUDY A VARIETY OF HUMANITIES TOPICS. STIPENDS OF \$1,200-\$3,300 HELP COVER EXPENSES FOR THESE ONE- TO FOUR-WEEK PROGRAMS.

COLLOQUIA IV:

**ASSESSING LIKE A
SOCIAL SCIENTIST**

**HOW CAN WE TRANSLATE
DATA FROM ASSESSMENTS
INTO MEANINGFUL
INFORMATION FOR
DECISION-MAKING IN THE
CLASSROOM AND BEYOND?**



*WHAT DO YOU THINK THIS
STORY IS ABOUT?*

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=KGI-RCEJOLW](https://www.youtube.com/watch?v=KGI-RCEJOLW)

*What does this story reveal about the
relationship between
Information, meaning and decisions?*

MOST ESSENTIAL QUESTION IN ASSESSMENT.....

“WHAT DO I WANT TO KNOW?”



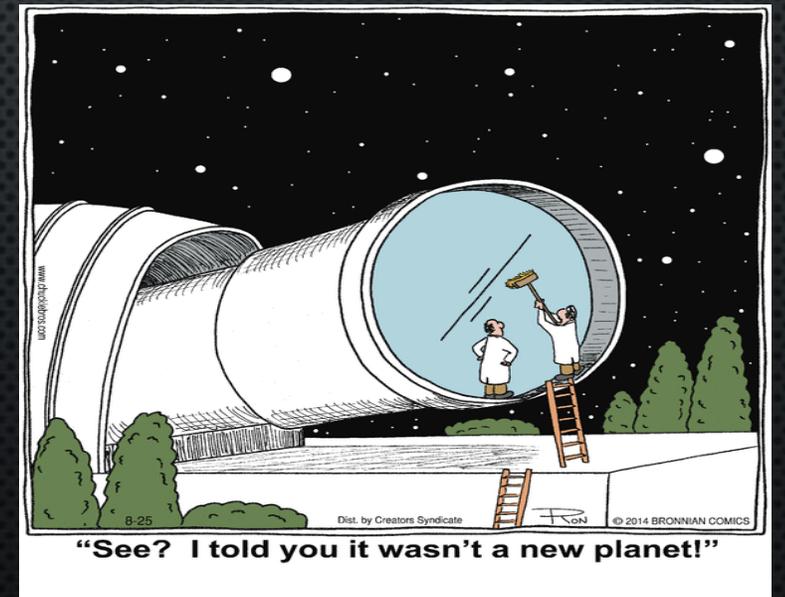
- “TO WHAT DEGREE HAVE STUDENTS IN OUR DISTRICT/SCHOOL/GRADE LEVEL MASTERED THE MLS FOR SOCIAL STANDARDS?”
- “TO WHAT DEGREE HAVE STUDENTS IN OUR DISTRICT/SCHOOL/GRADE LEVEL MASTERED A STATE STANDARDS FOR A PARTICULAR COURSE ?”
- “TO WHAT DEGREE CAN 11TH GRADERS IN OUR DISTRICT EVALUATE THE INTENDED AND UNINTENDED CONSEQUENCES OF 17-18TH CENTURY MERCANTILISM?”
- “TO WHAT DEGREE CAN MY STUDENTS EFFECTIVELY ARGUE BOTH THE PERSPECTIVE OF THE LOYALISTS AND FROM THE PERSPECTIVE OF THE REVOLUTIONARIES?”
- “TO WHAT DEGREE CAN MY STUDENTS EFFECTIVELY ARTICULATE THE REASONS THE AMERICAN COLONIES BROKE FROM GREAT BRITAIN?”
- “TO WHAT DEGREE CAN MY STUDENTS PUT THE EVENTS OF THE AMERICAN REVOLUTION IN CHRONOLOGICAL ORDER?”
- “ TO WHAT DEGREE CAN MY STUDENTS EXPLAIN THE STAMP ACT?”
- “CAN MY STUDENTS IDENTIFY THE STAMP ACT AS A CAUSE OF THE AMERICAN REVOLUTION?”

WHAT YOU WANT TO KNOW, DETERMINES WHERE YOU LOOK.

YOU HAVE TO MEASURE THE RIGHT THINGS

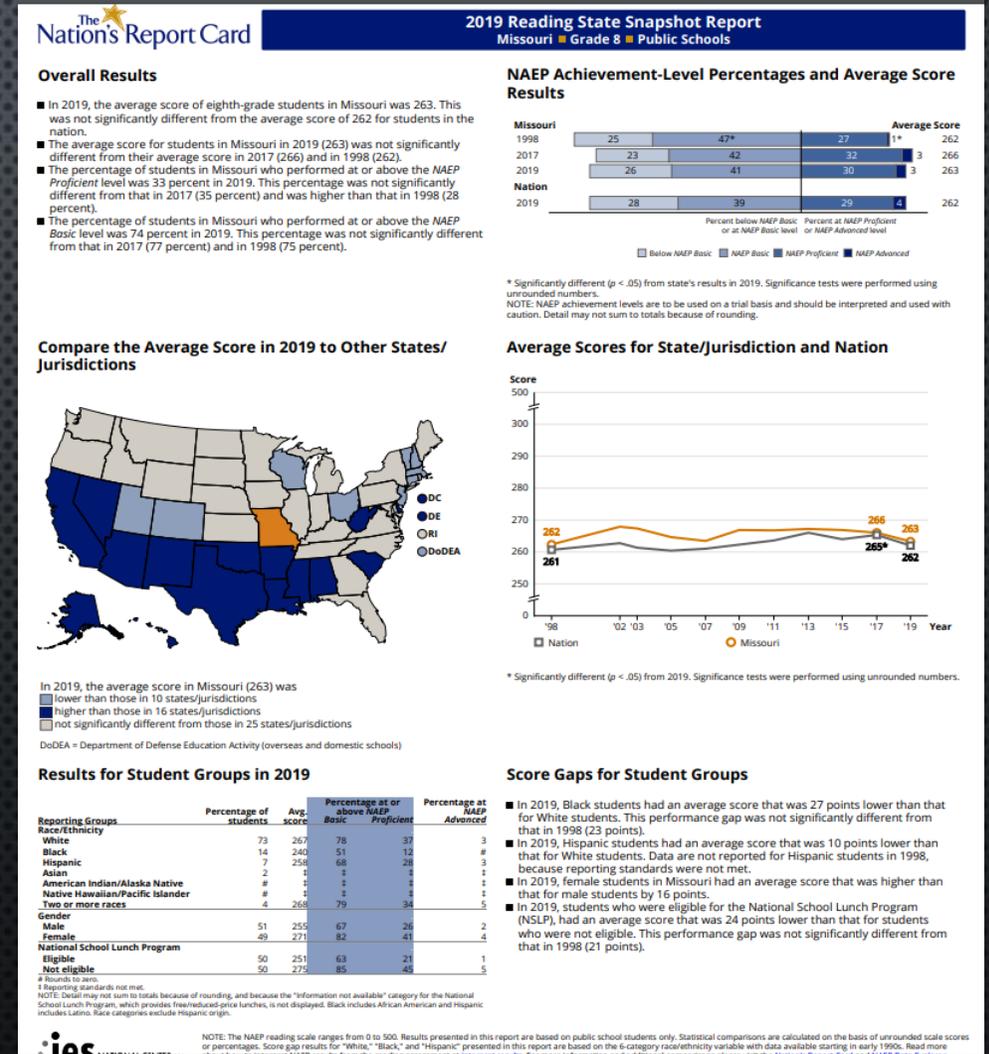
DO I NEED A 'TELESCOPE'?

DO I NEED A 'MICROSCOPE'?



TELESCOPE: HIGH LEVEL VIEWS

- NAEP: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
- EOC SCORES: DISTRICT, SCHOOL, GRADE LEVEL
- MAP SCORES: DISTRICT, SCHOOL, GRADE LEVEL



TELESCOPE: HIGH LEVEL VIEWS

- EOC SCORES: DISTRICT, SCHOOL, GRADE LEVEL
- ITEM ANALYSIS SUMMARY

	COUNTY DISTRICT	SCHOOL CODE	EXAMINER NAME	CONTENT AREA	GRADE LEVEL	MLS CODE	SESSION NUMBER	DOK	QT	PTS. POSS. PER ITEM	NO. OF STUDENTS TESTED	% PTS. EARNED	ADMINISTRATI ON FOR EOC
2													
3				Mathematics	A1	A1.APR.A.1		1 Recall	MC	1	167	23%	SPRING 2019
4				Mathematics	A1	A1.APR.A.1		1 Skill/Concept	MC	1	67	40%	FALL 2019
5				Mathematics	A1	A1.APR.A.1		1 Skill/Concept	MC	1	183	26%	SPRING 2019
6				Mathematics	A1	A1.APR.A.2		1 Recall	MC	1	350	49%	SPRING 2019
7				Mathematics	A1	A1.APR.A.2		1 Skill/Concept	MC	1	67	33%	FALL 2019
8				Mathematics	A1	A1.APR.A.2		1 Skill/Concept	MC	1	15	13%	SPRING 2019
9				Mathematics	A1	A1.BF.A.1		1 Recall	MC	2	183	32%	SPRING 2019
10				Mathematics	A1	A1.BF.A.1		1 Skill/Concept	MC	1	167	44%	SPRING 2019
11				Mathematics	A1	A1.CED.A.1		1 Skill/Concept	MC	1	183	62%	SPRING 2019
12				Mathematics	A1	A1.CED.A.2		1 Skill/Concept	MC	1	67	28%	FALL 2019
13				Mathematics	A1	A1.CED.A.2		1 Skill/Concept	MC	1	183	49%	SPRING 2019
14				Mathematics	A1	A1.CED.A.3		1 Skill/Concept	MC	1	67	21%	FALL 2019
15				Mathematics	A1	A1.CED.A.3		1 Skill/Concept	MC	1	15	13%	SPRING 2019
16				Mathematics	A1	A1.CED.A.3		1 Skill/Concept	TE	1	183	70%	SPRING 2019
17				Mathematics	A1	A1.CED.A.4		1 Recall	MC	1	183	87%	SPRING 2019
18				Mathematics	A1	A1.CED.A.4		1 Skill/Concept	MC	1	67	28%	FALL 2019
19				Mathematics	A1	A1.CED.A.4		1 Skill/Concept	MC	1	183	49%	SPRING 2019
20				Mathematics	A1	A1.DS.A.1		1 Skill/Concept	MC	1	167	74%	SPRING 2019
21				Mathematics	A1	A1.DS.A.3		1 Skill/Concept	MC	1	167	41%	SPRING 2019
22				Mathematics	A1	A1.DS.A.3		1 Skill/Concept	MS	1	167	41%	SPRING 2019
23				Mathematics	A1	A1.DS.A.5.b		1 Recall	TE	2	167	73%	SPRING 2019
24				Mathematics	A1	A1.DS.A.7		1 Recall	MC	1	167	75%	SPRING 2019
25				Mathematics	A1	A1.DS.A.7		1 Skill/Concept	MC	1	167	55%	SPRING 2019
26				Mathematics	A1	A1.IF.A.1.a		1 Recall	MC	1	167	33%	SPRING 2019

TELESCOPE: HIGH LEVEL VIEWS

- MAP GRADE LEVEL SCORES:
DISTRICT, SCHOOL, GRADE LEVEL
- ITEM SUMMARY

	B	C	D	E	F	G	H	I	J	K	L	M
6												
7	School Name	Content Area	Reporting Category	Grade	DOK	Item Type	Max Points Poss	MLS Description	MLS Code	% Points Earned	Total Points Earn	Total # of Student
8		English Language Listening	06	06	Skills and Concepts	MC	1	Delineate a speaker's argument & claims in order to pose & respond to issues and problems, related to the topic or text on a range of issues and problems, relevant to various media, formats, and mediums, including technology.	6.SL.1.B	87	82	94
9		English Language Listening	06	06	Skills and Concepts	MC	1	Delineate a speaker's argument & claims in order to pose & respond to issues and problems, related to the topic or text on a range of issues and problems, relevant to various media, formats, and mediums, including technology.	6.SL.1.B	59	65	111
10		English Language Listening	06	06	Skills and Concepts	MC	1	Delineate a speaker's argument & claims in order to pose & respond to issues and problems, related to the topic or text on a range of issues and problems, relevant to various media, formats, and mediums, including technology.	6.SL.1.B	69	77	111
11		English Language Listening	06	06	Skills and Concepts	MC	1	Delineate a speaker's argument & claims in order to pose & respond to issues and problems, related to the topic or text on a range of issues and problems, relevant to various media, formats, and mediums, including technology.	6.SL.1.B	78	73	94
12		English Language Listening	06	06	Skills and Concepts	MS	2	Delineate a speaker's argument & claims in order to pose & respond to issues and problems, related to the topic or text on a range of issues and problems, relevant to various media, formats, and mediums, including technology.	6.SL.1.B	61	115	94
13		English Language Listening	06	06	Strategic Thinking	MC	1	Delineate a speaker's argument & claims in order to pose & respond to issues and problems, related to the topic or text on a range of issues and problems, relevant to various media, formats, and mediums, including technology.	6.SL.1.B	56	62	111
14		English Language Listening	06	06	Strategic Thinking	MC	1	Delineate a speaker's argument & claims in order to pose & respond to issues and problems, related to the topic or text on a range of issues and problems, relevant to various media, formats, and mediums, including technology.	6.SL.1.B	73	81	111
15		English Language Listening	06	06	Skills and Concepts	ESR	1	Review the key ideas expressed by a speaker including those presented through media, formats, and mediums, including technology.	6.SL.1.C	62	127	205
16		English Language Listening	06	06	Skills and Concepts	MC	1	Review the key ideas expressed by a speaker including those presented through media, formats, and mediums, including technology.	6.SL.1.C	80	164	205
17		English Language Listening	06	06	Skills and Concepts	MC	1	Review the key ideas expressed by a speaker including those presented through media, formats, and mediums, including technology.	6.SL.1.C	60	122	205
18		English Language Listening	06	06	Strategic Thinking	MS	1	Review the key ideas expressed by a speaker including those presented through media, formats, and mediums, including technology.	6.SL.1.C	28	58	205
19		English Language Reading	06	06	Skills and Concepts	MC	1	Draw conclusions, infer and analyze by citing textual evidence to analyze text and media, formats, and mediums, including technology.	6.RI.1.A	52	106	205
20		English Language Reading	06	06	Skills and Concepts	MC	1	Draw conclusions, infer and analyze by citing textual evidence to analyze text and media, formats, and mediums, including technology.	6.RI.1.A	79	88	111
21		English Language Reading	06	06	Skills and Concepts	MS	2	Draw conclusions, infer and analyze by citing textual evidence to analyze text and media, formats, and mediums, including technology.	6.RI.1.A	63	139	111
22		English Language Reading	06	06	Skills and Concepts	MS	2	Draw conclusions, infer and analyze by citing textual evidence to analyze text and media, formats, and mediums, including technology.	6.RI.1.A	40	88	111
23		English Language Reading	06	06	Skills and Concepts	TE	2	Draw conclusions, infer and analyze by citing textual evidence to analyze text and media, formats, and mediums, including technology.	6.RI.1.A	56	106	94
24		English Language Reading	06	06	Strategic Thinking	ESR	1	Draw conclusions, infer and analyze by citing textual evidence to analyze text and media, formats, and mediums, including technology.	6.RI.1.A	57	117	205
25		English Language Reading	06	06	Skills and Concepts	TE	1	Determine the meaning of words and phrases as they are used in a text, including analyzing how word choices contribute to meaning, style, and tone, and to the message and ideas that are conveyed.	6.RI.1.B	66	136	205
26		English Language Reading	06	06	Skills and Concepts	MC	1	Explain the central/main idea(s) of a text and cite evidence of it.	6.RI.1.D	46	51	111
27		English Language Reading	06	06	Skills and Concepts	MS	2	Explain the central/main idea(s) of a text and cite evidence of it.	6.RI.1.D	59	110	94
28		English Language Reading	06	06	Skills and Concepts	MC	1	Analyze how a particular sentence, paragraph, section, or image contributes to the overall meaning and style of a text (e.g., supporting a major idea or thesis, providing additional information or examples, contrasting another view).	6.RI.2.A	78	159	205
29		English Language Reading	06	06	Skills and Concepts	MC	1	Analyze how a particular sentence, paragraph, section, or image contributes to the overall meaning and style of a text (e.g., supporting a major idea or thesis, providing additional information or examples, contrasting another view).	6.RI.2.A	45	50	111
30		English Language Reading	06	06	Skills and Concepts	TE	1	Analyze how a particular sentence, paragraph, section, or image contributes to the overall meaning and style of a text (e.g., supporting a major idea or thesis, providing additional information or examples, contrasting another view).	6.RI.2.A	69	141	205
31		English Language Reading	06	06	Skills and Concepts	MC	1	Analyze how word choice, including the use of figurative language, contributes to meaning and style.	6.RI.2.C	56	53	94
32		English Language Reading	06	06	Skills and Concepts	MC	1	Analyze how word choice, including the use of figurative language, contributes to meaning and style.	6.RI.2.C	43	40	94
33		English Language Reading	06	06	Skills and Concepts	MC	1	Analyze how word choice, including the use of figurative language, contributes to meaning and style.	6.RI.2.C	83	171	205

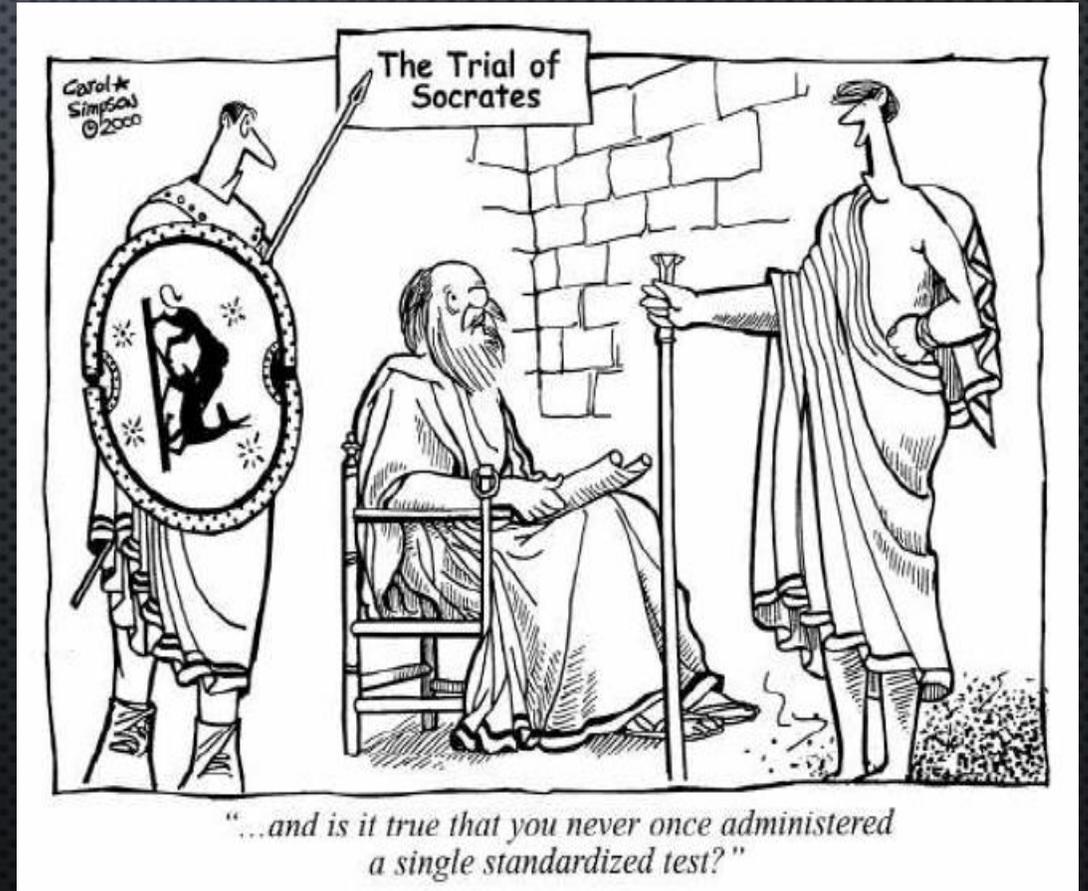
What would PLDS look like in the subject or grade level you teach?

They would:

1. Describe what a below basic, basic, proficient or advanced learner should be able to do at the end of your course. *(Hint: Start with proficient and work out.)*
2. Determine the pivotal pieces of content required by the standards in that strand.
3. Articulate what a below basic, basic, proficient or advanced learner should be able to do (think verb, skill and rigor) with the content. *(Hint: Start with proficient and work out.)*
4. Re-examine the standards to be sure you have fully addressed content and rigor in your PLDS.
5. Use your PLDS to develop your own written curriculum and the ensuing classroom/grade level/building/school district assessments.
6. Revisit your PLDS each year for changes you want to make in curriculum and assessment.

Great classroom teachers understand a telescopic view, but will be microscopic in focus in our daily work.

- RTI
- Standards-based grading
- Assessment for learning



SUCCESSFUL “MICROSCOPIC” STRATEGIES DEPEND ON MEANINGFUL FEEDBACK AND MULTIPLE OPPORTUNITIES TO SUCCEED.

SPECIFIC FEEDBACK AND MANDATORY REVISIONS

- WHAT TYPES OF WRITING DO YOU DO IN YOUR CLASSROOMS AND HOW MIGHT YOU ADAPT THIS STRATEGY FOR YOUR STUDENTS?

Name: _____ Hour: _____

Documents Essay Scoring Guide

BASIC CORE <i>Historical and literary skills required to show competence</i>	EXPANDED CORE <i>Skills and knowledge required to show excellence.</i>
1. Has acceptable thesis that contains a strong argument and framework that gives order to paper. Points: 1	Expands beyond a basic core of 1-7 points. The basic score of 7 must be achieved before a student can earn expanded core points. Examples of qualities that might move a writer to excellence: <ul style="list-style-type: none">• Has a clear, analytical, insightful and/or comprehensive thesis.• Uses the documents persuasively as evidence.• Shows careful and insightful analysis of the documents.• Analyzes the documents in additional <u>ways-grouping</u>, comparisons, synthesis, change-over-time.• Brings in relevant “outside” historical content within the context.• Identifies three or more types of appropriate additional documents.• Addresses bias or point of view in all documents.• Essay’s language enhances the argument.
2. Demonstrates understanding of all the documents. Points: 1	
3. Supports thesis with appropriate evidence from all the documents. (All but 1 doc. = 1 pt) Points: 2	
4. Analyzes bias or point of view in the majority of documents used. Points: 1	
5. Analyzes documents by grouping them in three or more ways depending on the question. Points: 1	
6. Identifies and explains the need for at least <u>two types</u> of appropriate additional documents or source. Points: 1	
SUBTOTAL 7	SUBTOTAL 2

SUCCESSFUL “MICROSCOPIC” STRATEGIES DEPEND ON MEANINGFUL FEEDBACK AND MULTIPLE OPPORTUNITIES TO SUCCEED.

REVIEW/PREVIEW MC ITEMS

- HOW MIGHT YOU ADAPT THIS STRATEGY FOR YOUR STUDENTS?

Which of the following documents would be the most useful source of evidence for research about demographic effects of the Black Death on the Yuan empire?

- (A) Journals of travelers to the Yuan empire during the period
- (B) Census records from 1330 and 1350 C.E. showing urban population changes during those decades
- (C) Descriptions of the routes the Black Death was believed to follow as it spread across Europe and North Africa
- (D) Narratives of survivors of the Black Death in China and elsewhere in Eurasia

WHETHER YOU ARE THINKING ABOUT ASSESSMENT WITH A TELESCOPE OR WITH A MICROSCOPE, REMEMBER:

- **THE PURPOSE OF DATA COLLECTION AND DATA INTERPRETATION IS TO ACQUIRE USEFUL AND USABLE INFORMATION AND TO MAKE THE MOST INFORMED DECISIONS POSSIBLE.**

- **AN INFORMED DECISION IS ONLY AS GOOD AS THE KNOWLEDGE WHICH FORMED IT.**

1. WHAT DO I WANT TO KNOW?
2. WHAT INFORMATION WILL HELP ME KNOW THAT?
3. WHAT DATA WILL PROVIDE THAT INFORMATION?
4. WHERE DOES THE DATA COME FROM AND IS IT TRULY AND CONSISTENTLY REPRESENTATIVE?

LUNCH

PLEASE BE BACK AT 12:55.

Start with the Data



THE PRESIDENCY, THE CONSTITUTION AND EMERGENCY POWERS

ANTHONY SIMONES JD, PHD

DIRECTOR OF CITIZENSHIP EDUCATION

THE MISSOURI BAR



“Education is not the filling of a pail, but the lighting of a fire.”

---William Butler Yeats

DESE UPDATES

SUMMER PD DATES AND INFO

- JULY 20, 21,22 AT MEMORIAL UNION UNIVERSITY OF MISSOURI-COLUMBIA
- SIGN-UPS OPENING C. 4/1/2020

2020-2021 COLLOQUIA DATES:

- 9/22/2020 FIRST BAPTIST CHURCH
- 11/18/2020 FIRST BAPTIST CHURCH
- 1/12/2021 GOVERNOR'S OFFICE BLDG

1/31/2020

FIELD TEST WINDOW OPENS FOR GRADES 3-8 SOCIAL STUDIES ASSESSMENT RESOURCES

- 3RD GRADE: *MISSOURI'S ECONOMY*
- 4TH GRADE: *PILGRIMS AT PLYMOUTH*
- 5TH GRADE: *WOMAN SUFFRAGE*
- GEOGRAPHY: *FIVE THEMES OF GEOGRAPHY*
- WORLD HISTORY I: *THE BLACK DEATH*
- AMERICAN HISTORY I: *GOING WEST!*

ACCESSIBLE THROUGH YOUR DRC INSIGHT PORTAL

40 ADDITIONAL SETS BY MAY 1, 2020

DESE UPDATES

- **MISSOURI CITIZENSHIP AWARDS:
DUE 1/31/2020**
- **MISSOURI COMMEMORATES
THE HOLOCAUST 4/30/2020**

EOC PROCESS: IF ALL GOES

WELL...

MAY: RANGE FINDING

MAY 22: 2019-2020 EOC TESTING WINDOW CLOSES

JUNE: SCORING AND PSYCHOMETRICS

JULY: STANDARD SETTING PROCESS

AUGUST: DATA ANALYSIS, PUBLIC COMMENT, ADVISEMENT

SEPTEMBER: SBOE INPUT AND DECISION

OCTOBER: SCORES AVAILABLE



PLEASE COMPLETE THE
EVALUATION AND
LEAVE IT IN THE CENTER
OF THE TABLE.