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?
SHOW-ME SUCCESS

All students will graduate ready for success.

Access, Opportunity, Equity

Teachers and Leaders

Efficiency and Effectiveness
CONTINUOUS IMPROVEMENT SYSTEM

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

- Collaborative Climate and Culture
- Effective Teaching and Learning
- Data-Based Decision Making
- Leadership
- Alignment of Standards, Curriculum and Assessment
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=A72GOYDTJEL
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.
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/
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

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**
• EOC scores: District, school, grade level
• Item Analysis Summary
**TELESCOPE: HIGH LEVEL VIEWS**

- **MAP Grade Level Scores:** District, school, grade level
- **Item Summary**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Content Area</th>
<th>Reporting Grade/Grade</th>
<th>DOK</th>
<th>Item Type</th>
<th>Table</th>
<th>Max Points</th>
<th>Item Description</th>
<th>MIS Code</th>
<th>% Points Earned</th>
<th>Total Points Earned</th>
<th>Total # of Students</th>
</tr>
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<tbody>
<tr>
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**TELESCOPE: HIGH LEVEL VIEWS**

- **EOC scores: District, school, grade level**

- **Individual Student Report**

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**Missouri End-of-Course (EOC) Scores**

<table>
<thead>
<tr>
<th>Name: Sarah Johnson</th>
<th>Missouri School District</th>
<th>Missouri School</th>
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</thead>
<tbody>
<tr>
<td>Grade: 11</td>
<td>Missouri School District</td>
<td>Missouri School</td>
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</tbody>
</table>

**Sarah’s Overall Results**

- **ADVANCED**

**Sarah’s Achievement Level: Advanced**

Students performing at the Advanced level on the Missouri English II End-of-Course Assessment consistently and independently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills competently and thoroughly in reading processes, in responding to both literary and informational texts in a variety of media, in writing effectively, and in listening/speaking. In addition to demonstrating understanding and applying the skills at the Proficient level, students performing at the Advanced level use a range of strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; demonstrate a thorough understanding of craft and structure; and consistently apply different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to research, organize, and develop writing and exhibit an adequate command of the conventions of English. They employ effective listening/speaking skills.

**School Analysis: Sarah’s Score**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>100-176</td>
<td>177-199</td>
<td>200-224</td>
<td>225-250</td>
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</table>

- **Below Basic (100-176)**: Students demonstrate little understanding of the skills and processes identified in the Course Level Expectations for English II.
- **Basic (177-199)**: Students demonstrate an incomplete understanding of the skills and processes identified in the Course Level Expectations for English II.
- **Proficient (200-224)**: Students demonstrate an understanding of the skills and processes identified in the Course Level Expectations for English II.
- **Advanced (225-250)**: Students demonstrate a thorough understanding of the skills and processes identified in the Course Level Expectations for English II.

For more information about achievement levels, please visit the following website: [Missouri Department of Education](https://www.dese.mo.gov/).
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?**

**Documents Essay Scoring Guide**

**BASIC CORE**

- Historical and literary skills required to show competence
- 1. Has acceptable thesis that contains a strong argument and framework that gives order to paper.
  - Points: 1
- 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 two types of appropriate additional documents or voices.
  - Points: 1

**EXPANDED CORE**

- Skills and knowledge required to show excellence.
- Expands beyond a basic core of 7-7 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:
  - 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 ways—comparisons, synthesis, change over time.
  - Brings in relevant “outside” historical contexts 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.

**SUBTOTAL** 7

**SUBTOTAL** 2
SUCCESSFUL “MICROSCOPIC” STRATEGIES DEPEND ON MEANINGFUL FEEDBACK AND MULTIPLE OPPORTUNITIES TO SUCCEED.

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

ARE YOU SURE THE DATA YOU GAVE ME IS CORRECT?

I’VE BEEN GIVING YOU ININCORRECT DATA FOR YEARS. THIS IS THE FIRST TIME YOU’VE ASKED.

WHAT?

I SAID THE DATA IS TOTALLY ACCURATE.
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.