

Developing Common Writing Assessments in Social Studies



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Rate the extent to which your teachers use assessments aligned to the CCSS/PARCC to evaluate writing, with 5 as the highest.

Rate the rigor of your assessments, with 5 as the highest.

What is one word you would use to describe the overall state of assessments?

This Presentation and Materials

Please contact either of the presenters for a copies of this presentation and materials.

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Objectives

- Discuss development of common assessments within and throughout grades
- Describe lessons learned during implementation

Breakout Groups

- Are you just beginning common assessments? (Matt)
- Are you implementing and improving your common assessments? (Cindy)

The Development Process - Year 1 (2012-13)

- Driven by superintendent's vision
- Required common midterm and final exams (HS)
- Established concept of pacing guides for courses to match year 1 of new curriculum implementation

**The Development Process - Year 2
(Summer of 2013)**

- Established non-negotiables - 1 CA/marketing period
- Grade level teams came together
- Reviewed pacing guides
- Determined focus tied to SGO development
- Design common assessments
- Develop/refine scoring rubrics
- Plan schedule for implementation within pacing guides

**Determined Focus Tied to SGO
Development**

- Discussed department priorities
- Reviewed NJASK data
- Built consensus

Designing Common Assessments

- Time/money built in for summer work
- Training session for all teams
- As much as possible, work done with supervisor present
- Coordination across grade levels for style and purpose
- Developed guidelines for implementation

August 29, 2013

Dear Third Grade Teachers,

Over the summer, your colleagues have worked extremely hard to create one common assessment for each Social Studies unit (four total) that correspond with the 2009 NJ Core Curriculum Content Standards in Social Studies and the 2010 Common Core State Standards in Literacy.

- We have four Social Studies units during the year and we have attached a yearly calendar that will help you pace your units accordingly. Please note that the order of the units has been changed based on the survey taken in the spring.
- A Timeline is also attached which includes Units, Topics, Resources and Assessment Dates.
- Please note that each common assessment must be administered during the five day window provided.
- Please make sure to refer to the common assessments prior to teaching each unit. They should help guide your instruction. The common assessments are based on the Focus and Vocabulary listed on the Timeline. NOTE: While the focus is on the assessed items, you should still be teaching the full range of topics outlined within the four units of study in the Social Studies curriculum.
- All assessments are Literacy based and a Scoring Rubric will be forthcoming.

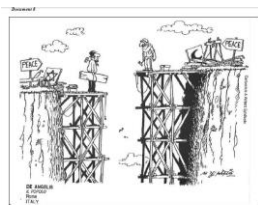
I appreciate all of your support in implementing these common assessments. The work done by your colleagues should help clarify expectations districtwide and provide students with consistency. By tying the assessments to a writing standard, we will be able to more deeply instruct students in important skills across the content areas. If you have any questions, please do not hesitate to contact me.

Sample Tasks

Grade 4 - Budgeting with economic vocab,
describing a metaphor for immigration

Grade 5 - Arguments pro and con independence

Grade 6 - Long term feasibility of Reconstruction



This cartoon shows about the current state of the iron safe industry?

Read the cartoon. Think of a metaphor for the current state of the iron safe industry. Write the metaphor in your notebook. Use the words in the box to help you. Write the metaphor in your notebook. Use the words in the box to help you.

Write the metaphor and explain your use for each word of the Iron Safe Industry.

- sturdy
- delicate
- sturdy
- delicate
- sturdy
- delicate
- sturdy
- delicate
- sturdy
- delicate
- sturdy
- delicate

Develop/Refine Scoring Rubrics

- Meeting w / 1 rep. from each grade level
- Reviewed CCSS writing standards
- Discussed a sample of an existing department rubric
- Considered PARCC sample rubric
- Settled on a hybrid for all grades

Hand-Off of Implementation

- Files to keep assessments organized
- Followed up with grade levels who had not made assessments yet
- Discussed rubric and assessments with teachers generally

Norming on the Rubric

- continuing process
- teachers worked in small groups
- some PLCs annotated the rubrics
- chose score point examples

Staying Organized

- supervisor access to data
- teacher access to data
- ideally integrated with SIS



PEARSON
PowerTeacher



Fidelity of Implementation

- change takes years...
- differences among schools
- attempts to change assessments and rubrics
- varied procedures

SGO Process

- two approaches
 - one SGO involving the rubric and one on a multiple choice test
 - two SGOs using different parts of the rubric
- varied by PLC group and building
- articulate with building administrators
- date issues

Changes

- updated PARCC rubric
- online rubric
- teachers downloading rubric reports
- procedures to use text but work in school and independently

	Score Point 4 Value: 21	Score Point 3 Value: 17	Score Point 2 Value: 13	Score Point 1 Value: 9	Score Point 0 Value: 5
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.	The student response demonstrates comprehensive of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis, and supporting the analysis with adequate textual evidence.	The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.	The student response demonstrates comprehensive of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis, and supporting the analysis with adequate textual evidence.	The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Written Expression	The student response addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence. The student demonstrates coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas. The student establishes an effective style, attending to the norms and conventions of the discipline.	The student response addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, by using clear reasoning supported by relevant textual evidence. The student demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas. The student establishes a mostly effective style, which attends to the norms and conventions of the discipline.	The student response addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, by using some reasoning and text-based evidence. The student demonstrates some coherence, clarity, and/or cohesion, making it usually discernible but not obvious. The style is somewhat effective, generally attending to the norms and conventions of the discipline.	The student response addresses the prompt and provides minimal development that is limited in its appropriateness to the task by using limited reasoning and text-based evidence. The student demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. The style has limited effectiveness, with limited awareness of the norms of the discipline.	The student response is undeveloped and/or inappropriate to the task. The student lacks coherence, clarity, and cohesion. The student has no awareness of the norms of the discipline.
Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

Future

- formative assessments and differentiation
- documents to use for the questions
- gap analysis to incorporate other CCSS standards

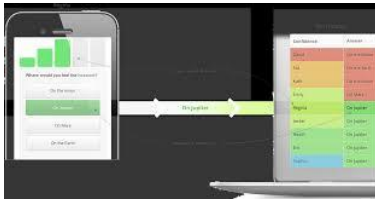
Formative Assessment Tools

Google Forms, Socrative, Geddit

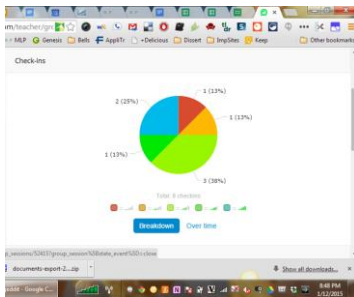
Which other paragraph in the article does a statement about Hatshepsut contribute to the reader's understanding of Hatshepsut legitimizing her reign? *

- Paragraph 2
- Paragraph 5
- Paragraph 4
- Paragraph 6

LetsGeddit.com



LetsGeddit



Additional Resources

- Videos of CCS-aligned lessons by grade/content
 - [TeachingChannel](#)
 - [EngageNY](#)
- [Achievethecore.org](#)
 - lesson plans by grade and subject
 - [checklist for evaluating questions](#)

Contact Us

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