Student Learning Objective (SLO): Social Studies Example

Teacher Information	
Teacher Name	Example Teacher
School Name	Example High School
District name	Example School District

Sample Assessment Provided:

Social Studies Civic Performance Assessment #1	
Task Title Individual Rights and the Common Good	**Course** Civics and Government
Standards Assessed State Social Studies Standards: • Standard 1 – Students will understand the significance and impact of the Constitution on everyday life. • Standard 2 – Students will understand the protections and privileges of individuals and groups in the United States. • Standard 4 – Students will understand the responsibilities of citizens in the United States. Common Core State Standards for Informative and Argument Writing	
Task Prompt As a student council member, you are involved with sending a team of five students to represent the city at the International Festival in Boston. The team is to provide a "snapshot' of your school and community. Several students suggested as possible candidates are native born Americans and tension has already started to rise as minority students and recent immigrants claim they are not being adequately represented. Your job is to develop an equitable, democratic solution to the problem of selecting students. Based on what you know, set up criteria that would be used to help select students. Your criteria should include a balance between individual rights and the common good and show equity. Other criteria should constitute ways to provide a true snapshot of your school. Make sure you consult with groups within your school for points of view. As you work on your plan, come to at least two conclusions about the benefits and challenges of a multicultural society. Make suggestions for helping the various groups in your building communicate and work together more efficiently. Consider what options students might have if they disagree with the selection process. Make suggestions about possible procedures to over-ride decisions. After you have developed a plan of action, write an argumentative essay that introduces a claim, establishes the significance of the claim, distinguishes the claim from an alternate or opposing claim (counterclaim), and provides a logical sequence between the claim, counterclaims, reasons, and evidence.	

Adapted from http://www.portlandschools.org/pages/LResults/CS/SocStudies/Perf.html

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Sample Assessment Review Tool (for further guidance on this tool, see http://www.nciea.org/publications):

Part 1: Assessment Profile

Item Types – check all that apply (Note: there is often overlap among certain item types)

☒ **Constructed Response** (essay, multi-step response with explanation and rationale required for tasks)

☐ **Product** (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)

☐ **Performance** (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)

☐ **Short Answer** (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)

☐ **Selected Response** (multiple choice, true-false, matching, etc.

The assessment includes – check all that apply (Note: include as much information as possible to provide a clear picture of the assessment)

☐ **Teacher directions** (may include prerequisites/description of instruction before giving the assessment; e.g., this assessment should be given after students have learned…)

☒ **Scoring guide/rubric**

☐ **Sample evidence to show what student performance might look like**

☐ **Materials** (if needed to complete the assessment)

☐ **Estimated time for administration**

☐ **Student directions & assessment task/prompt** – what does the student see/use?

☐ **Other:**

The assessment is administered – check all that apply

☐ **Whole Group**

☐ **Small Group**

☒ **Individual**

☒ **Paper and Pencil**

☐ **Computer**

☐ **Other:**

Based on the content evaluated by the task or the set of items reviewed, explain what purpose the assessment serves (e.g. diagnostic, report card grades, interim, etc.).

This assessment is used to guide instruction as well as a report card grade.

A high quality teacher-created assessment should be … Aligned

Part 2: Alignment

Identify the SLO that this assessment is used for:

Grade 12 – Civics and Government

Indicate the standards/GSEs evaluated by the assessment:

State Social Studies Standards:

- Standard 1 – Students will understand the significance and impact of the Constitution on everyday life.
- Standard 2 – Students will understand the protections and privileges of individuals and groups in the United States.
- Standard 4 – Students will understand the responsibilities of citizens in the United States.

Common Core State Standards for Informative and Argument Writing

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A high quality teacher-created assessment should be … Aligned
Part 2: Alignment
Indicate any standards included on the SLO that are not assessed by this assessment: Standard 3 – Students will understand the distribution of power among the national, state, and local governments in the United States federal system, or compound constitutional republic. Common Core State Standards for Literacy in History/Social Studies
Indicate any additional standards evaluated by this assessment that are not included in the SLO: NA If additional standards are identified, explain whether only the relevant portions of the assessment are being used or if the results from the entire assessment are being used for the SLO:
Identify the Depth-of-Knowledge range of the Standards/GSEs measured by the assessment (see Webb's DOK chart- *Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.*): DOK 2-3
Compare the Depth-of-Knowledge range of items on this assessment to the Depth-of-Knowledge range of the standards included in the SLO: DOK 3-4
Describe the content knowledge/concepts assessed: Engagement in historical inquiry, analysis, and interpretation Understanding of rights and responsibilities and the impact of the Constitution Understanding the concepts of physical and human characteristic of place and region Using the knowledge of past and current events to project outcomes for current issues
Describe the skills/performance assessed: Effective Communicator Ability to create an action plan Ability to write an argumentative essay
Explain the sufficiency of items or tasks on the assessment to target each standard being assessed. This task expects students to use content knowledge to be able to develop all the expectations of an argumentative essay.
Explain why the assessment item types used to measure the content are most appropriate Creating a constructed response to this open-ended social studies prompt allows for understanding the student thinking about the issue and is necessary for demonstrating the expectations of an argumentative essay.
To what extent do you see a strong content match between the item types (e.g., constructed response, product, performance, etc.) on the task and the corresponding Standards/GSEs? ☐ Full match – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard(s)/curriculum ☒ Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard(s) /curriculum ☐ Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard(s) /curriculum ☐ Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard(s) /curriculum ☐ No match – tasks or most items are not related to the skills and knowledge described in the corresponding state standard(s) /curriculum

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Part 2: Alignment

Are the set of items or tasks reviewed as cognitively challenging as the standards/curriculum? Use the definitions below to select your rating.

☐ More rigor – most items or the tasks reviewed are at a higher DOK level than the range indicated for the state standard(s)/curriculum

☒ Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the state standard(s)/curriculum

☐ Less rigor – most items or the task reviewed are lower than the DOK range indicated for the state standard(s)/curriculum

Comments/Suggestions for Improving Alignment: NA

Provide evidence to support your responses: The assessment expects students to be able to explain, generalize, or connect ideas using supporting evidence, to apply this concept in a new context, and to independently write an argumentative essay using reasoning and evidence. These expectations are also clearly identified in the standards, both social studies and writing.

Describe the skills/performance assessed:

Effective Communicator

Ability to create an action plan

Ability to write an argumentative essay

Explain the sufficiency of items or tasks on the assessment to target each standard being assessed.

This task expects students to use content knowledge to be able to develop all the expectations of an argumentative essay.

Explain why the assessment item types used to measure the content are most appropriate

Creating a constructed response to this open-ended social studies prompt allows for understanding the student thinking about the issue and is necessary for demonstrating the expectations of an argumentative essay.

To what extent do you see a strong content match between the item types (e.g., constructed response, product, performance, etc.) on the task and the corresponding Standards/GSEs?

☐ **Full match** – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard(s)/curriculum

☒ **Close match** – most tasks or items address the relevant skills and knowledge described in the corresponding state standard(s) /curriculum

☐ **Partial match** – many tasks or items partially address the skills and knowledge described in the corresponding state standard(s) /curriculum

☐ **Minimal match** – some tasks or items match some relevant skills and knowledge described in the corresponding state standard(s) /curriculum

☐ **No match** – tasks or most items are not related to the skills and knowledge described in the corresponding state standard(s) /curriculum

Are the set of items or tasks reviewed as cognitively challenging as the standards/curriculum? Use the definitions below to select your rating.

☐ **More rigor** – most items or the tasks reviewed are at a higher DOK level than the range indicated for the state standard(s)/curriculum

☒ **Similar rigor** – most items or the task reviewed are similar to the DOK range indicated for the state standard(s)/curriculum

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Comments/Suggestions for Improving Alignment
Provide evidence to support your responses: No comments/suggestions
A high quality assessment should be … Scored using Clear Guidelines and Criteria
Part 3: Rubric/Scoring Guide
Scoring Guide to be used with the assessment: ☒ **Generalized Rubric** (e.g., for persuasive writing, for all science labs, etc.) ☐ **Task-specific Rubric** (only used for the particular task) ☐ **Scoring Guidelines** (e.g., checklist with score points for each part) ☐ **Answer key, scoring template, computerized or machine scored** ☐ **Teacher Observation Sheet/Observation Checklist**
Explain how the rubric/scoring criteria are aligned to the assessment. The assessment expects students to write an argumentative essay that incorporates the course content information. The rubric clearly evaluates this expectation.
Explain how the score categories are clearly defined and coherent across performance levels. There are 4 performance levels ranging from Below to Advanced and clearly describe the expectations in each of the identified criteria. Each score category addresses the same expectations with varying degrees of demonstration.
Explain the degree to which the rubric/scoring criteria address all of the demands within the task or item. The rubric fully addresses the demands of the task, which is to create an argumentative essay that includes a claim, counterclaim, reasons, and evidence.
Based on your review of the rubric/scoring criteria, would the scoring rubric most likely lead different raters to arrive at the same score for a given response? The rubric is clearly and thoroughly developed and would lead different raters to arrive at the same score.
How long will it take the teacher(s) to score each assessment? Is this practical given the number of students and the type of assessment? The scoring of each essay should take approximately 15 minutes. This is practical given the nature of the assessment and the number of students.
Is there student work (e.g., anchor papers, video, portfolio) that illustrates student mastery? If so, describe. If not, explain what student work would be needed. No student work is included; however, district-level anchor papers have been developed and should be used to assist with the scoring of this essay.
Comments/Suggestions for Improvement for the Rubric/Scoring Guide
Provide evidence to support your responses: No comments/suggestions

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A high quality performance assessment should be…Fair and Unbiased
Part 4: Fair and Unbiased (the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)
To what extent are the items or tasks visually clear and uncluttered (e.g., appropriate white space and/or lines for student responses, graphics and/or illustrations are clear and support the test content, the font size seems appropriate for the students)? ☒ Formatting is visually clear and uncluttered ☐ Formatting is somewhat clear and uncluttered ☐ Formatting is unclear, cluttered, and inappropriate for students Provide an explanation of your response, if needed: NA
Are the directions and items or the task presented in as straightforward a way as possible for a range of learners? If no, please identify problematic items/tasks and provide suggestions for improvement. The task prompt is clear and straightforward for students.
Is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? If no, please identify problematic items/tasks and provide suggestions for improvement. The vocabulary and context appears to be free from bias.
Describe if the assessment uses appropriate levels of academic language for the grade and content area. This assessment is intended for grade 12 students in a civics and government course. Therefore, the academic language presented is appropriate.

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A high quality performance assessment should be…Fair and Unbiased

Part 4: Fair and Unbiased
(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)

Accommodations are commonly categorized in five ways: presentation, response, setting, timing and scheduling, and linguistics. Considering these, identify and explain what type(s) of accommodations are provided/ should be provided to ensure that student classified as English Language Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed.

☒ ***Presentation Accommodations*** *– Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.*	This prompt could be read t students or provided in a manner that is identified on an IEP.
Response Accommodations*—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.*	
☒ ***Setting Accommodations****—Change the location in which a test or assignment is given or the conditions of the assessment setting.*	Students could respond in a setting that provides them with the most comfort given the complexity of the task.
☒ ***Timing and Scheduling Accommodations****—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.*	The plan of action for this assessment is intended to be completed by the student outside of class. The writing of the argumentative essay is intended to be completed by the student during 2 periods of class time. This amount of time and scheduling can be changed to meet a student's needs.
☒ ***Linguistic Accommodations****—Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. The accommodation is based on an ELL's limited English language proficiency, which is different than an accommodation based on a student's disability or a cognitive need.*	Linguistic Accommodations can be provided based on a student's needs.

*Please reference "Defining Features of Academic Language in WIDA's Standards"

If applicable, explain how the assessment can be differentiated/extended for students identified as gifted and talented. NA

Comments/Suggestions for Improvement for Fair and Unbiased: NA

Provide evidence from to support your responses:
No comments/suggestions

Recommendations for this assessment:
☒ **No changes needed**
☐ **Changes need**