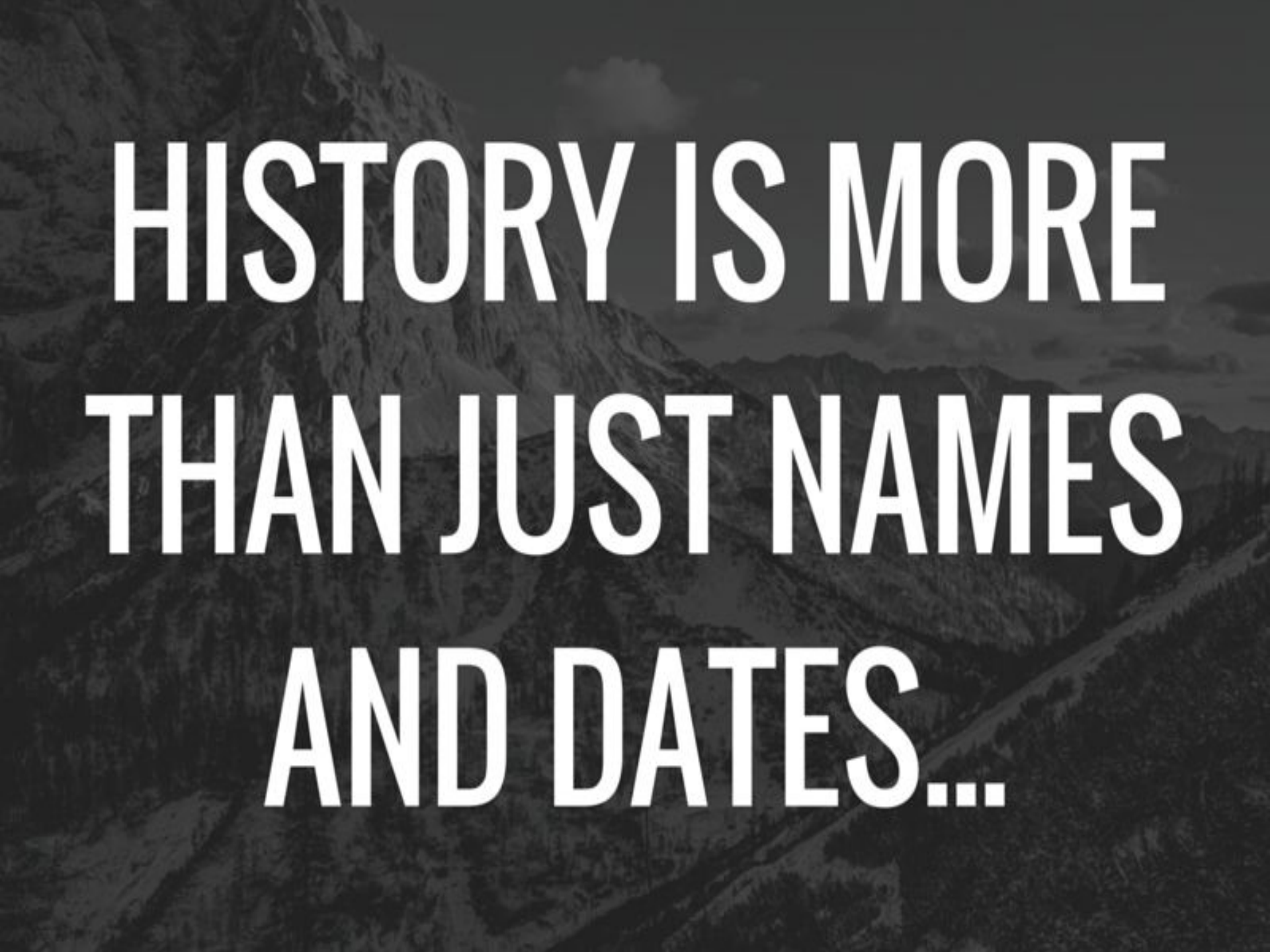**Maine Department of Education**

Last Call - Forum 2019 Assessment in the Social Studies Classroom Part One - Inquiry & Thinking

Virtual Professional Development
6/11/2020
Joe Schmidt - Maine DOE

Featuring: Kathy Swan, S.G. Grant, John Lee

Joining Breakout Rooms...

Breakout Room 1

It may take a few moments.

Research

How do we as educators know what students know with any degree of confidence?

[The Challenge of Knowing What Students Know](#)
[Classroom Based Assessment (Benefits)](#)
[Classroom Based Assessment (Problem #1)](#)
[Classroom Based Assessment (Problem #2)](#)
[The Special Problem of Validity](#)

[Social Studies Assessment White Paper (Grant, Swan, Lee, 2015)](#)

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Adapted from QFT

- Start with a Question Focus
  - In this case, our QFocus is:

Assessments

- Ask as many questions as you can
  - Do not stop to discuss, judge, or answer the questions
  - Write down each question exactly as you think of it
  - Number your questions in the order you think of them
 - Change any statements into questions

Adapted from QFT

- Categorize your questions
  - Mark as O for open-ended or C for closed-ended
  - What are the pros/cons of each
  - Are there questions that can be changed from "O" to "C" or vice-versa to better fit your theme or topic?
  - Trying switching some to check
- What are the three most important questions?
  - Mark or highlight them
  - Why did you choose these three?
  - What number questions became your top three?

Assessing Inquiry

How could you see using the QFT in your classroom to assess student inquiry?
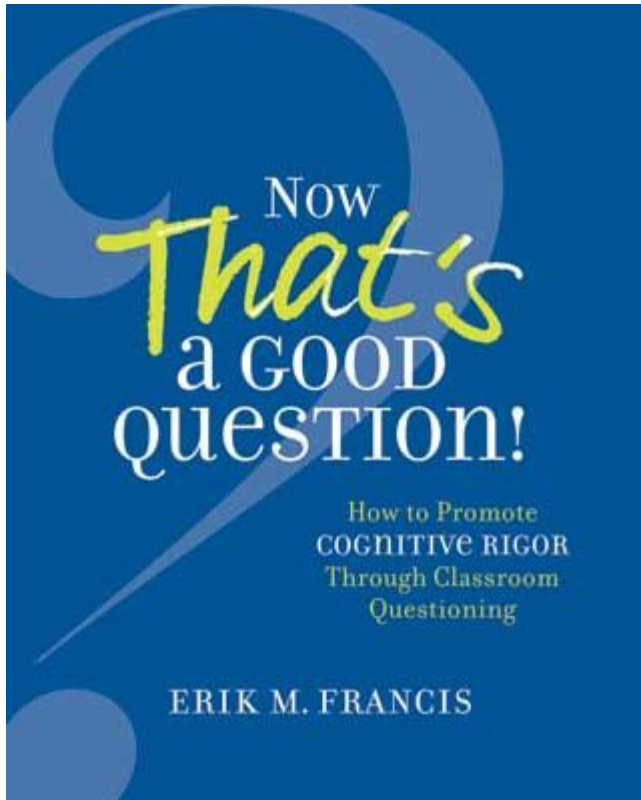
Now That's A Good Question has students looking at things with a deeper cognitive rigor.

"Good questions teach students to think like historians by engaging them in expressing their thoughts about how ideas, incidents, and issues affect the world."

Now That's a GOOD Question!

How to Promote COGNITIVE RIGOR Through Classroom Questioning

ERIK M. FRANCIS

Maine Department of Education

Chat

Molly Morris

Hello all!

We will get started in just a moment

Thanks for your patience

Change View

Chat

Molly's Test Room
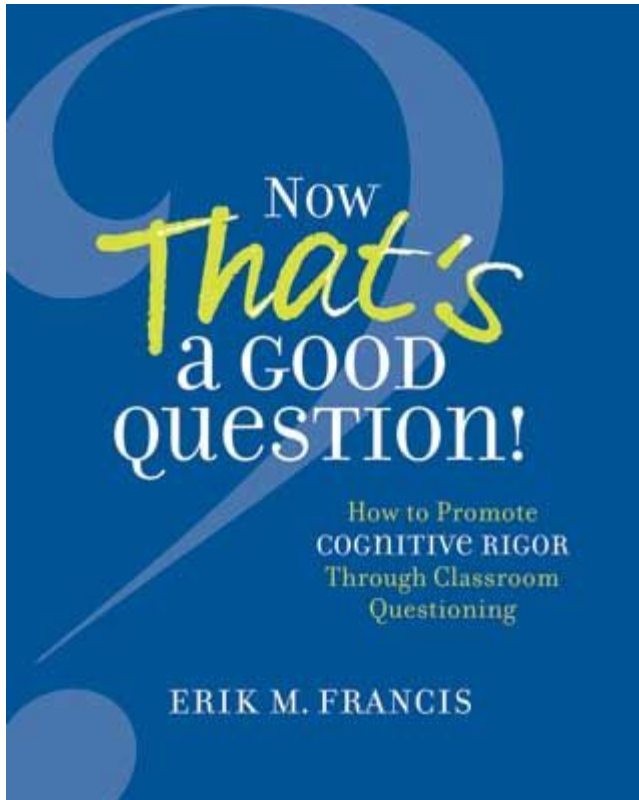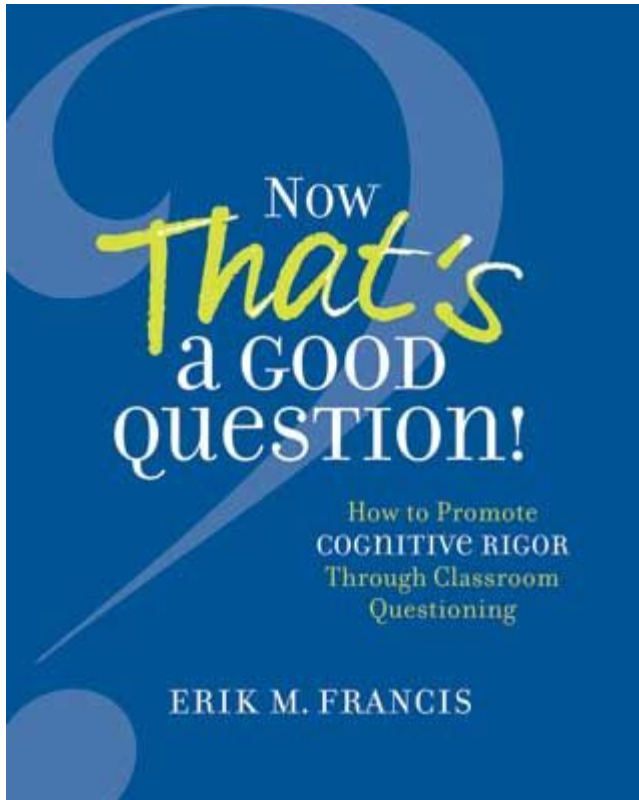
The Civil War

Factual Questions: When was the battle of Gettysburg? (5 Ws)

Analytical Questions: What was the message Lincoln was trying to get across in the Gettysburg address? (Process in a DL way)

Reflective Questions: Why was the Battle of Gettysburg a turning point? (Explains the why)
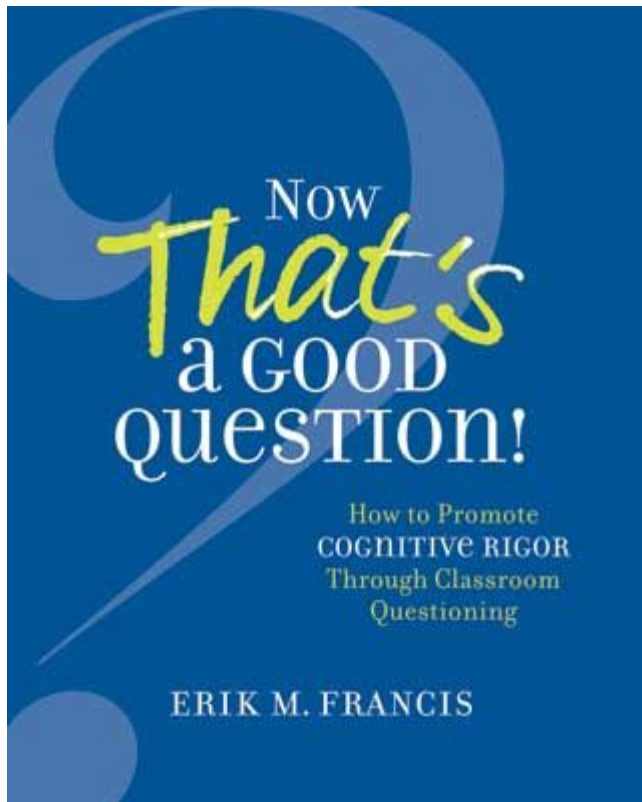
Hypothetical Questions: What if Gen. Lee has stayed in the Union Army? (Possibilities & Potential)

Argumentative Questions: Should the South have seceded over the issue of slavery? (Defend a side)

Now That's a GOOD QUESTION!

How to Promote COGNITIVE RIGOR Through Classroom Questioning

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Affective Questions: Do you believe another Civil War is possible in the United States? (Personal expression)

Personal Questions: What do you want to learn about the Civil War? (Personal curiosity)

Jeopardy

Not too different from the old idea of Jeopardy when you have to answer in the form of a question. Can you give students a topic/concept/theme/answer and then successfully come up with questions that connect to the answer? But more importantly, can they back up their reasoning!

Emancipation Proclamation - "Abraham Lincoln used this to free the slaves?" should be followed up by "Did it?" Forces students to go deeper into what was actually in the document.

The Jury

Have students respond to a prompt by lining up on a value/likert scale. Have your group of students in the "middle" ask the questions of a debate for the opposite sides and serve as a jury to determine the winner. "If the South had won Gettysburg, they would have won the war?"

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

One More Question

Toward the end of a lesson (or unit), have students write down their questions on sticky notes, whiteboard, shared document, etc, and come to an agreement about what is the "one more question" they would want answered. This will allows students to show their own thinking, while seeing what other kids are wondering about, AND they have to discuss or defend what is the "one more question" for the class.

Learning Targets vs. Learning Questions

Have students turn your learning target for the day into their own personal learning question to begin class. Help guide their learning by reminding them what is the bottom line of what they should be looking for during the lesson that day.

Graph A Question

Are students in your class already asking questions? Have them "graph" their questions based on a X/Y axis of being "interesting" and their "difficulty" level. Challenge students to move "up" the graph with more interesting and difficult questions.

HIGH

DIFFICULTLY

LOW   **INTEREST LEVEL**   HIGH

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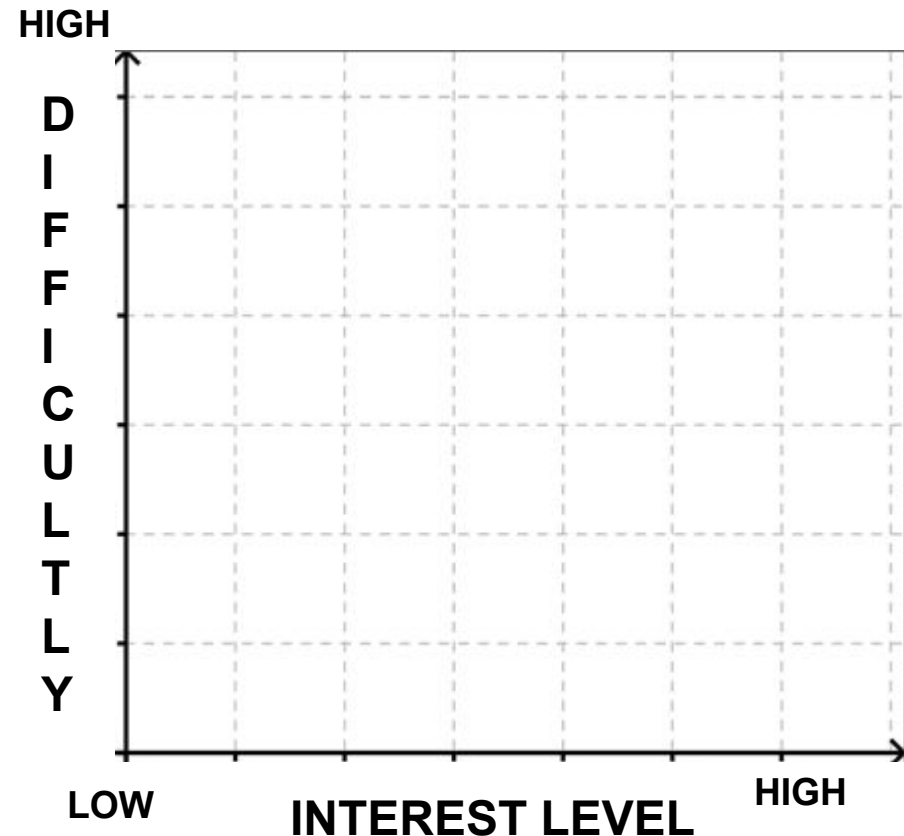
Question Monitor

Do you ask questions in class? Have students track and rate your performance. Students can track and assess different things such as:

- Open or closed ended question
- Factual or conceptual
- Depth of Knowledge level
- Bloom's Taxonomy level
- Were they interested by the question?
  - If not, what would they have asked
- Did they answer the question?
  - If not, what would have been their response

What Questions Do You Have?

Doing research, instead of a formal presentation or paper, have students share their results by answering the questions that a specific person or group would have.

Next level would be a presentation that is specific to a person or group would have.

Hands on History

Historical Thinking Skills

Hands on History - Full Webinar

Sourcing

- Who created the document?

Sourcing

- What year was the document created?

Sourcing

- ## Where was the document created?

Sourcing

- Does the document have a title?

Close Reading

What do you see that you think everybody sees?

taking the next step

Close Reading

What do you see that you don't think anyone else sees?

taking the ↑ next step

Close Reading

What clarifying question would you want to ask the person who created it?

taking the next step

Corroboration

What do they have in common?

Corroboration

Is there a word/phrase that could describe each group?

Making Connections

Corroboration

Is there a shared perspective by at least two of the documents?

Corroboration

What makes them all different from each other?

Contextualization

What is the author trying to tell you with this?

What is "missing" from the picture that could be caused by author's bias?

Contextualization

Which document do you consider MOST reliable? Can you explain why?

Contextualization

Which document do you consider LEAST reliable? Can you explain why?

Putting It All Together

What topic or theme can be taught using these documents?

BRINGING IT HOME

Putting It All Together

What a question that could be answered using evidence from these sources.

BRINGING IT HOME

Putting It All Together

Rank the documents in order of "usefulness" for answering your question and explain your rationale.

BRINGING IT HOME

Observing Portraits

Facial Expression
What mood or feeling is the person's face expressing?

Focal Point
Where are the person's eyes looking?

Gesture
What is the action or pose of the body?

Clothing
What is the person wearing?

Setting
Where is the person?

Objects
What other things are in the portrait?

Quantity
How many?

Size
How big or small?

Color
What color?

Observe. Interpret/Infer. Inquire

OVERALL ESSENCE:
What is going on in the portrait?
What is the portrait mainly about?
What is the artist teaching you about the person?

SPECIFIC DETAILS:
Why did the artist choose to create that facial expression? focal point?
gesture/pose? clothing? setting? objects? size? quantity?
Why did the artist use those colors?

CONVERSATION STARTERS:
When I *see* _____, it makes me *think* _____.
it makes me *feel* _____.
it makes me *wonder* _____.

I *think* _____ because I *see* ____.
I *feel* _____ because I *see* ____.
I *wonder* _____ because I *see* _____.

Interpret/Infer and Inquire

When I *see* _____, it makes me *think* _____.

When I *see* _____, it makes me *feel* _____.

When I *see* _____, it makes me *wonder* _____.

I *think* _____ because I *see* _____.
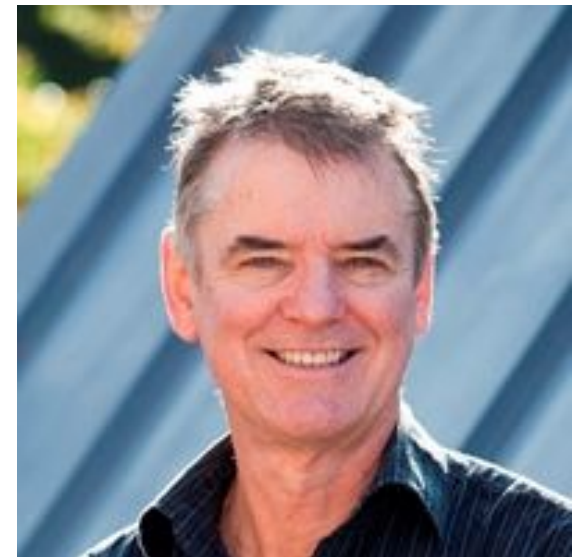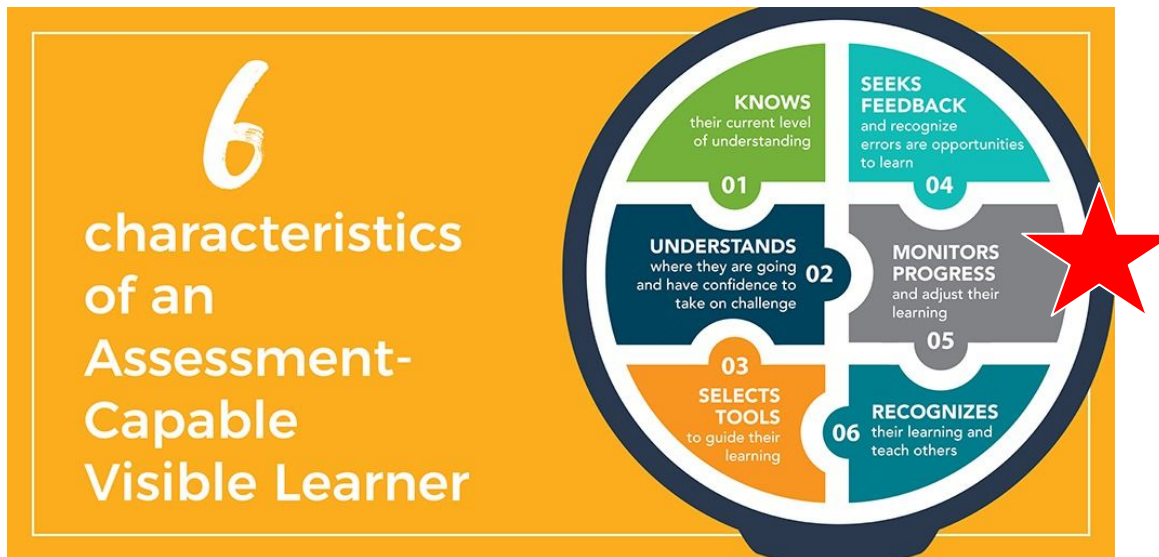
I *feel* _____ because I *see* _____.

I *wonder* _____ because I *see* _____.

Assessing Thinking

John Hattie
Developing Assessment-Capable Visible Learners
Monitor Progress and Adjust Their Learning

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	• Who wrote this? • What is the author's perspective? • When was it written? • Where was it written? • Why was it written? • Is it reliable? Why? Why not?	• Identify the author's position on the historical event • Identify and evaluate the author's purpose in producing the document • Hypothesize what the author will say before reading the document • Evaluate the source's trustworthiness by considering genre, audience, and purpose	• The author probably believes . . . • I think the audience is . . . • Based on the source information, I think the author might . . . • I do/don't trust this document because . . .
Contextualization	• When and where was the document created? • What was different then? What was the same? • How might the circumstances in which the document was created affect its content?	• Understand how context/ background information influences the content of the document • Recognize that documents are products of particular points in time	• Based on the background information, I understand this document differently because . . . • The author might have been influenced by _____ (historical context) . . . • This document might not give me the whole picture because . . .
Corroboration	• What do other documents say? • Do the documents agree? If not, why? • What are other possible documents? • What documents are most reliable?	• Establish what is probable by comparing documents to each other • Recognize disparities between accounts	• The author agrees/disagrees with . . . • These documents all agree/ disagree about . . . • Another document to consider might be . . .
Close Reading	• What claims does the author make? • What evidence does the author use? • What language (words, phrases, images, symbols) does the author use to persuade the document's audience? • How does the document's language indicate the author's perspective?	• Identify the author's claims about an event • Evaluate the evidence and reasoning the author uses to support claims • Evaluate author's word choice; understand that language is used deliberately	• I think the author chose these words in order to . . . • The author is trying to convince me . . . • The author claims . . . • The evidence used to support the author's claims is . . .

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Another Example

Bibliography of Referenced Texts

Building Students' Historical Literacies by Jeffery D. Nokes

Why Learn History When It's Already on Your Phone by Sam Wineburg

Assessing Historical Thinking & Understanding by Bruce VanSledright

Make Just One Change by Dan Rothstein & Luz Santana

Now That's a Good Question by Erik Francis

Reading Like a Historian by Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano

Reading, Thinking, and Writing About History by Chauncey Monte-Sano, Susan De La Paz, Mark Felton

New Directions in Assessing Historical Thinking edited by Kadriye Ercikan and Peter Seixas

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Bibliography of Referenced Texts

Developing Assessment-Capable Visible Learners by Nancy Fisher, John Hattie, and Douglas Fisher

10 Mindframes for Visible Learning by John Hattie and Klaus Zierer

Social Studies for the Next Generation (C3 Framework) - NCSS Bulletin 113

Teaching The C3 Framework by Kathy Swan and John Lee (NCSS Bulletin 114)

Teaching The C3 Framework (Part Two) by Swan, Lee, and Grant (NCSS Bulletin 116)

Inquiry Design Model: Building Inquiries in Social Studies by Swan, Lee, Grant

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Thank You!

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