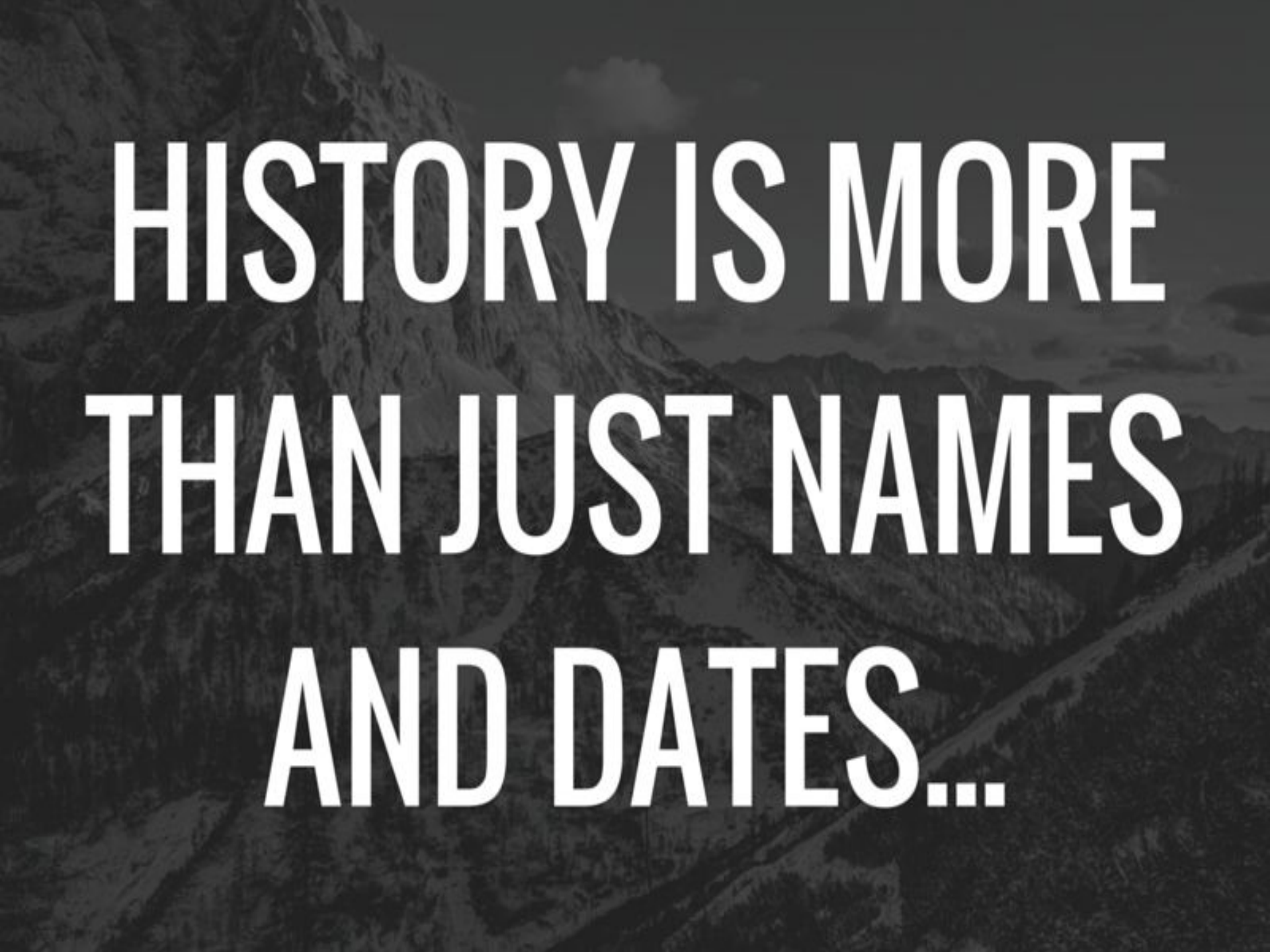




Last Call - Forum 2019
Assessment in the Social Studies
Classroom
Part Two - Speaking/Listening &
Reading/Writing

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



**HISTORY IS MORE
THAN JUST NAMES
AND DATES...**





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)

Reading a Document

- Multiple Choice
 - What question might it connect to?
 - Contextualization
 - What statements in the document could be used as evidence of a specific question?
 - Close Read/Contextualization
 - What other document is it similar to?
 - What other document does it contradict?
 - Corroboration
 - Who wrote it? When? Title?
 - Is this document reliable?
 - Sourcing

Groups of Documents

- What question could you write that these documents would help answer?
- What question(s) would you ask the author for clarity?
 - Contextualization
- What documents can be grouped by common (not same) author, location, time?
- What document(s) should be considered more reliable?
 - Sourcing
- What documents share a perspective? Have conflicting perspectives?
 - Corroboration
- What documents support a specific conclusion?
 - Close reading

Weighted Multiple Choice

The Mayflower Compact, a premier colonial covenant, is unique in that it:

- A. Foreshadowed a new relationship with the English crown
- B. Represented a collaboration between Pilgrims and Natives
- C. Produced tenets indicative of self-government
- D. Pointed toward a model form of political tolerance

4 Points? 2 Points? 1 Point? 0 Points

Can students justify their answer?

Weighted Multiple Choice

Historical investigators judge the reliability of primary sources by:

- A. Assessing how it is situated within its historical context.
- B. Measuring its claims against present-day standards
- C. Comparing it to secondary source accounts.
- D. Identifying the source author's political allegiances.

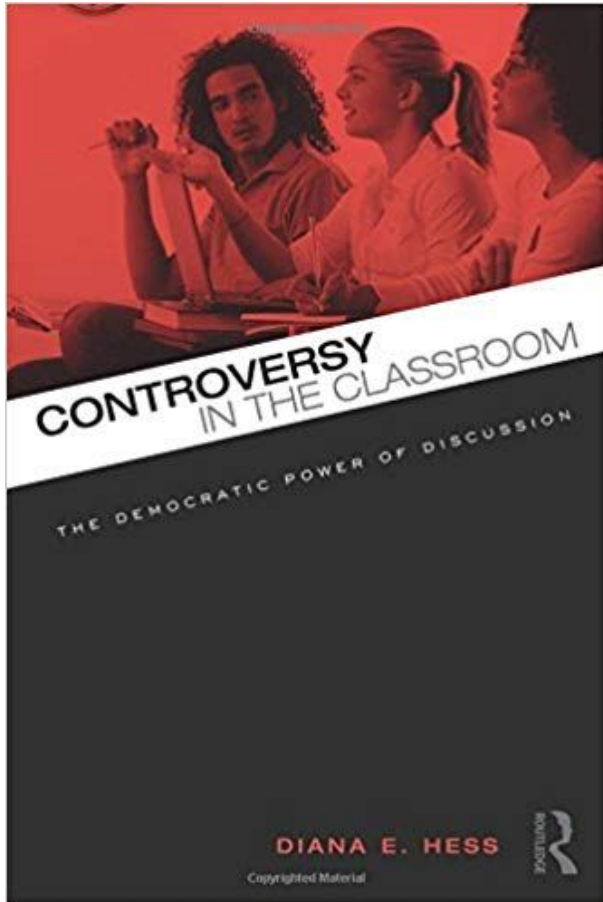
Would this give you insight into their thinking?

How is this better than 1 correct/3 wrong?

[More examples from UMBC ARCH](#)



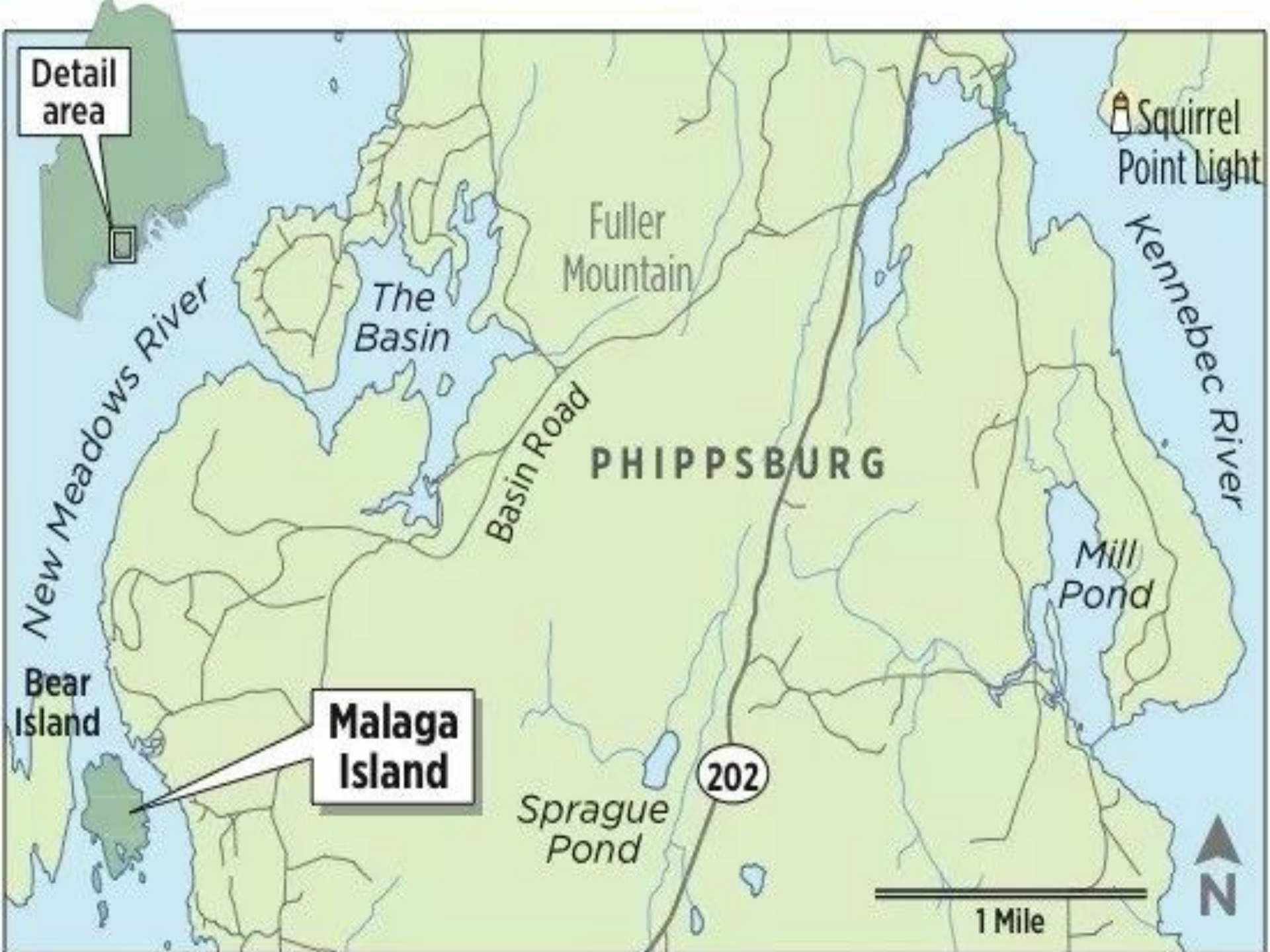
Assessing Speaking/Listening



“Part of our job is to teach young people how to talk with one another, especially with people who have differing views.” —Diana Hess

[Structured Academic Controversy - Teaching Channel](#)

[Talking Across Political Differences](#)



Detail area

Squirrel Point Light

New Meadows River

The Basin

Fuller Mountain

Basin Road

PHIPPSBURG

Kennebec River

Mill Pond

Bear Island

Malaga Island

Sprague Pond

202

1 Mile

N



Joining Breakout Rooms...

Breakout Room 1

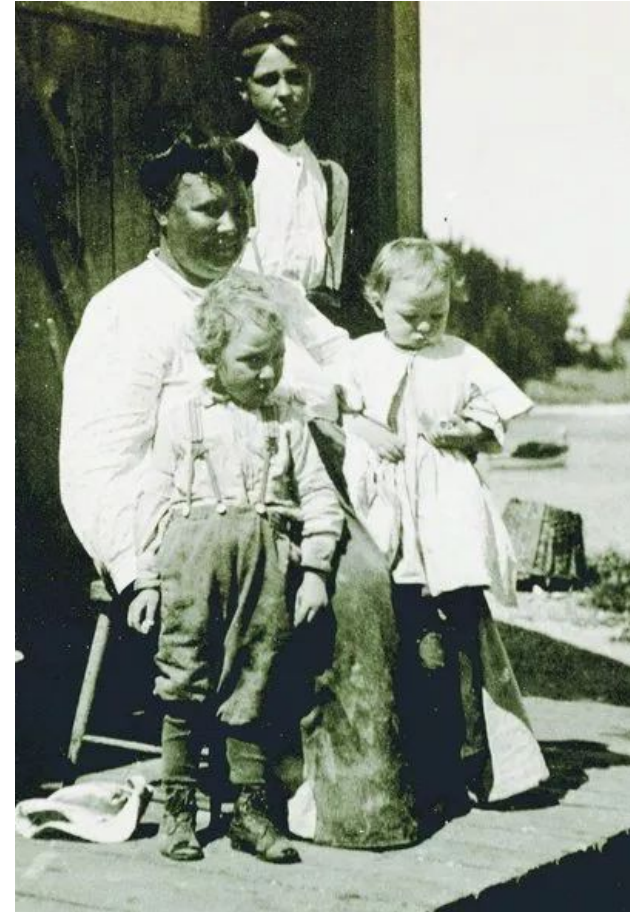
It may take a few moments.

Assessing Speaking/Listening

Is Malaga Island an example of state sponsored racism?

- [Gloria Harrison Interview](#)
- [Lewiston Evening Journal - May 8, 1912](#)
- [Malaga Island - August 1911](#)
- [Malaga Island Executive Council Report 1911](#)

[SAC - Document Analysis Graphic Organizer](#)



Dr. Paule McAvoy's Webinar



The image shows a webinar slide. On the left is a book cover for "THE POLITICAL CLASSROOM: Experiences and Lessons in Classroom Discussion" by Diana E. Hess and Paule McAvoy. The cover features a photograph of a woman speaking into a microphone. To the right of the book cover, the text reads: "Classrooms that engage students in discussions about the question, 'How should we live together?'" On the far right edge of the slide, there is a vertical strip containing three small video thumbnails of participants and a large white letter 'E' on a dark background.

Assessing Speaking/Listening

The screenshot shows a web browser window with the title "Brady the GOAT?". The browser's address bar displays a URL: <https://live.mheducation.com/mc12024732302/yA7a8T1vYV7y>. The presentation content includes:

- A photograph of Tom Brady in a white New England Patriots jersey with the number 12.
- A photograph of a white goat.
- A central graphic of a smartphone displaying a poll with two options: "Brady" and "Goat".
- Two text boxes below the smartphone:
 - Left box: "Brady has won the most Super Bowls (5)"
 - Right box: "Winning the foot. Super Bwlns makes jstr the GOAT"
- A circular video inset in the bottom left corner showing a young man speaking.

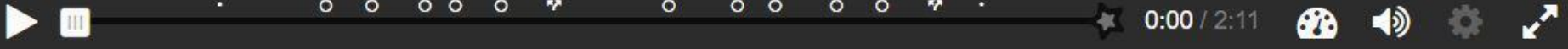
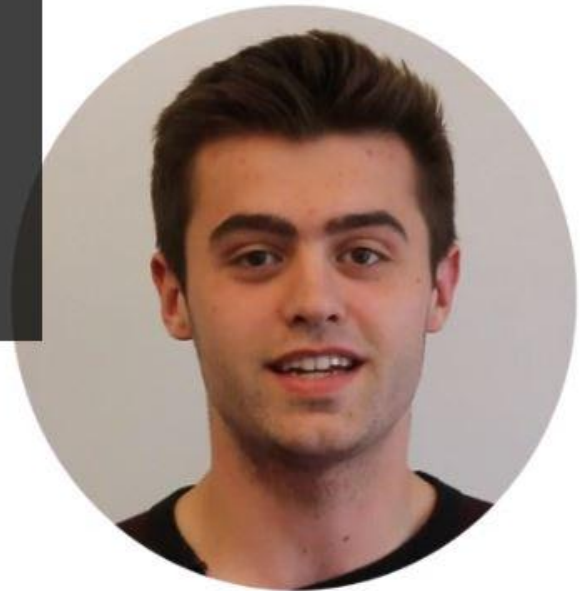
Argument Mapping



DEBATE: Should controversial issues be discussed in the classroom?



Interactive Video



Assessing Speaking/Listening

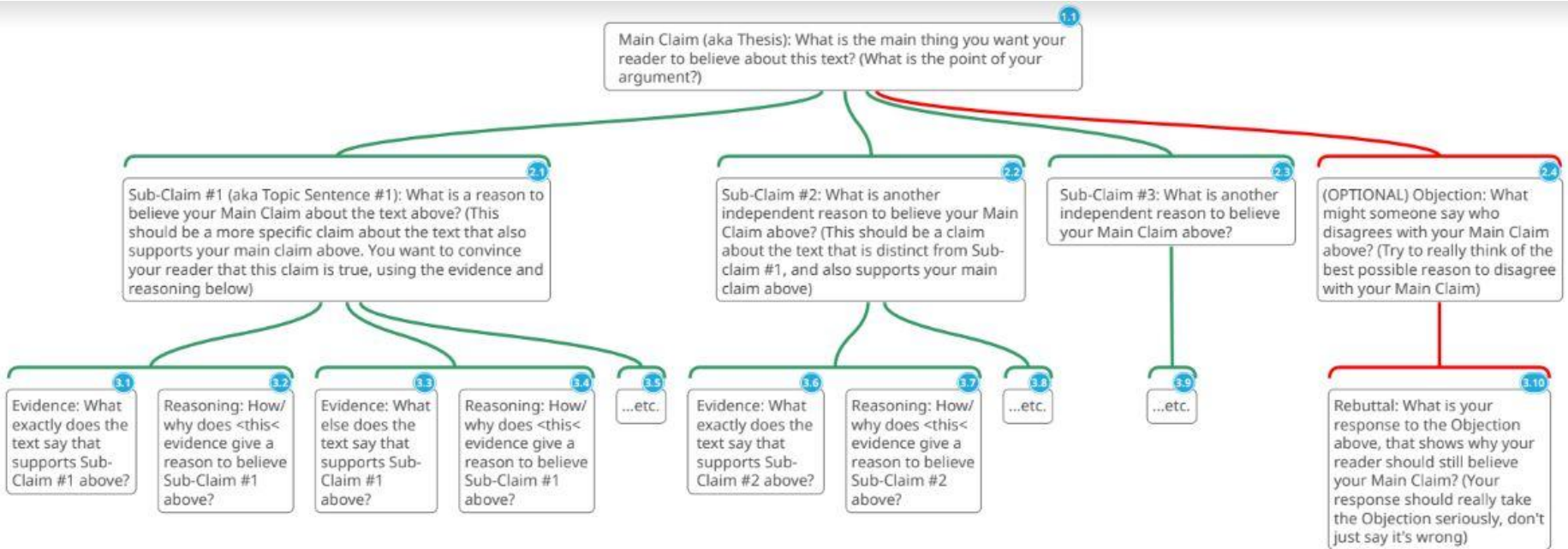
Side trip - Edpuzzle

Richard Byrne

Catlin Tucker



Assessing Speaking/Listening



Essay Template

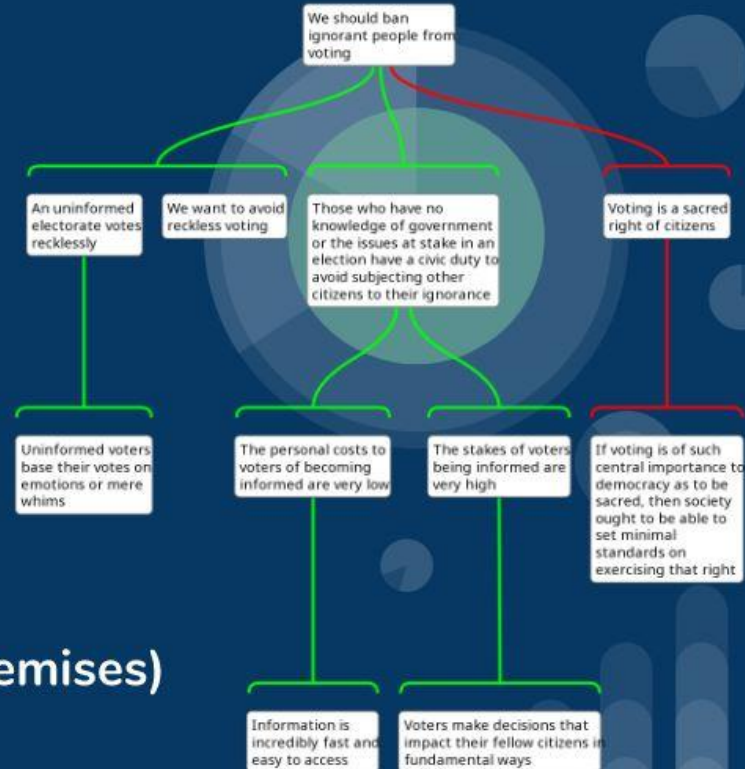
Assessing Speaking/Listening



ThinkerAnalytix

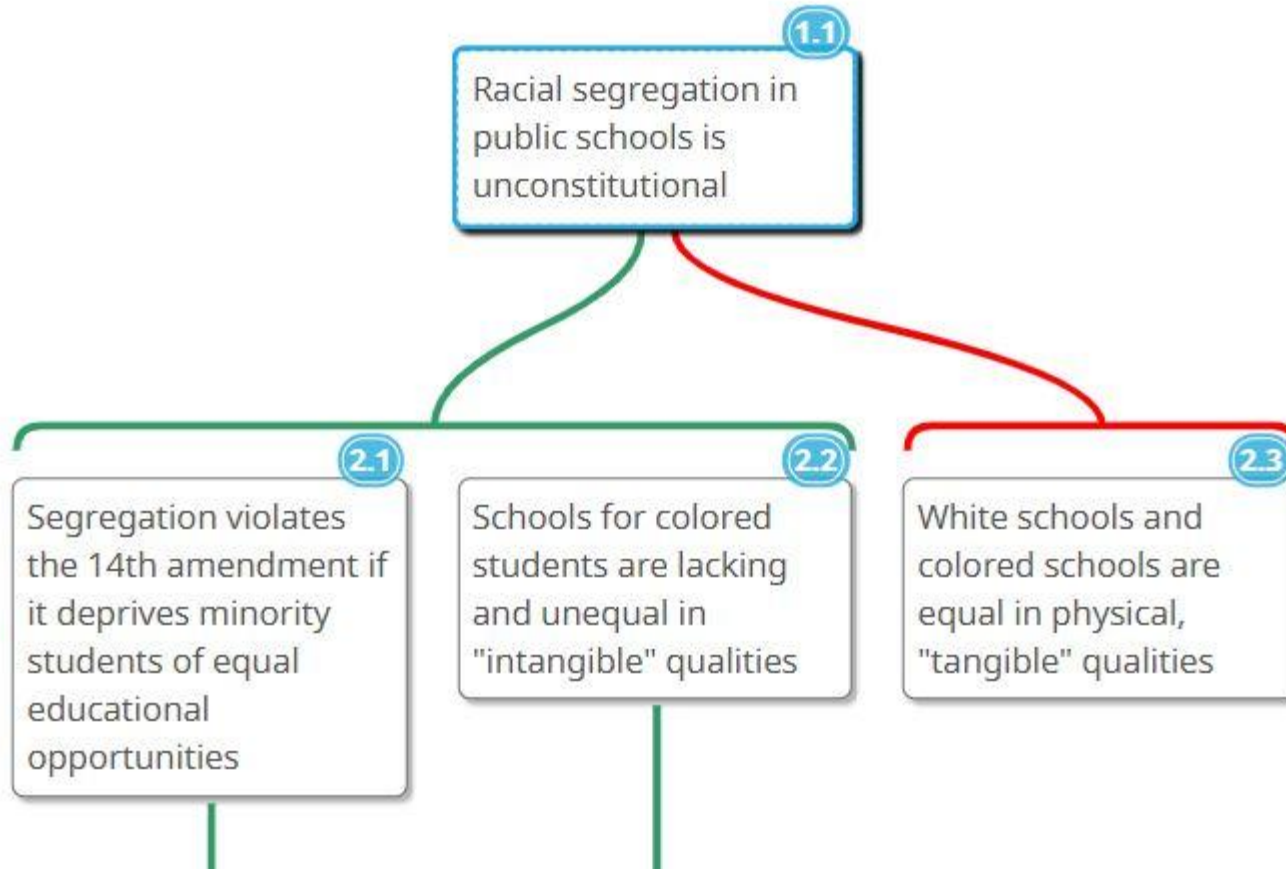
Argument Structure Types

(Independent and Sub-Premises)



Developing a Chain of Support

Assessing Speaking/Listening



Want More
Information?

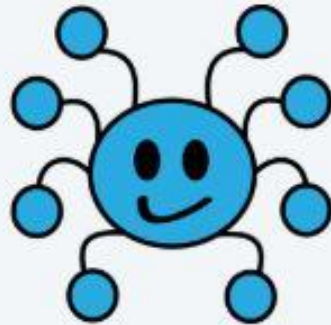
Assessing Speaking/Listening

The screenshot displays the MINDMUP website interface. At the top, the logo 'MINDMUP' is visible on the left, and navigation links for 'HOME', 'HOW TO USE', 'FEATURES', 'WHY MINDMUP?', and 'CONTACT' are on the right. The main heading reads 'ARGUMENT VISUALIZATION' in large, bold, white letters against a green background. Below this, a sub-heading states 'How to use MindUp to visualize thinking with mind maps'. A prominent blue button labeled 'CREATE A NEW MAP' is centered on the page. Below the button, a paragraph explains that argument maps visualize the logic of arguments, help organize and compare information, encourage clearly articulated reasoning, and promote quick and effective communication. At the bottom of the screenshot, a toolbar with various icons for map creation and editing is visible.

Assessing Speaking/Listening

Trying creating one MindMup Cloud

Argument.mindmup.com



MindMup is a frictionless online mind map creator, developed by Sauf Pompier Ltd.

Assessing Reading/Writing

Educating with Evidence (Southern Illinois University & Teaching with Primary Sources/Library of Congress) has assessments that emphasize skill acquisition because often, students think that they have to see a source before it appears on an exam. This is not necessarily a requirement for these assessments if the focus is on if students can apply a skill to a new and novel situation (i.e. a new source). That is, can students cite evidence to support a claim or corroborate arguments or identify a main idea in a source they are analyzing for the first time? If they have been given opportunities to acquire these skills, then the answer is yes.

Assessing Reading/Writing

Educating with Evidence offers educators assessments that use primary sources from the Library of Congress and other resources to assess the literacy skills found in the Common Core State Standards (CCSS) and the C3 Framework. Educators can pick and use an individual assessment or select several assessments to take the steps to create an assessment system focused on skill acquisition across several topics or units of study. They have multiple choice created by teachers!

**CHECK
IT OUT!**

Assessing Reading/Writing



Assessing Reading/Writing

Stanford History Education Group (SHEG) in conjunction with Teaching Primary Sources/Library of Congress created their [Beyond the Bubble](#) resources. Beyond the Bubble unlocks the vast digital archive of the Library of Congress to create History Assessments of Thinking (HATs). [Explore over 80 easy-to-use assessments](#) that measure students' historical thinking rather than recall of facts.



Assessing Reading/Writing

What is the role of the “flagship” assessments and how do they relate to the “alternative version”?

Check out how the assessments connect to the videos, alternative versions, historical skills, and content to support your teaching and student learning.



The First Thanksgiving

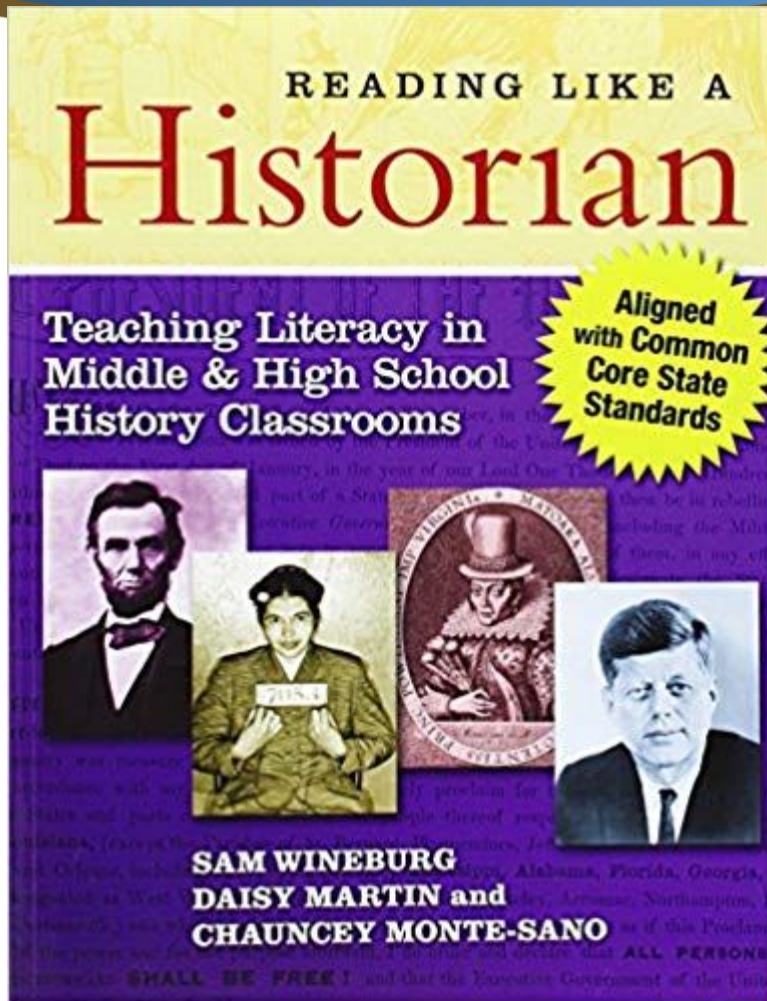
[VIEW ASSESSMENT](#)



TAKE TIME TO

Explore

Assessing Reading/Writing



Read.Inquire.Write Webinar

Coming Soon!!

Assessing Reading/Writing



**Stanford History
Education Group**

The DBQ Project

All Together

NHID

NATIONAL

HISTORY DAY

All Together

National History Day is a year-long academic program focused on historical research, interpretation and creative expression for 6-12 grade students. In NHD, students become writers, filmmakers, web designers, playwrights and artists as they create unique contemporary expressions of history.

An independent study from 2011 found that participation in the National History Day Contest benefits students far beyond the competition. National History Day not only transports classrooms back in time during the school year, it transforms young minds forever.

All Together



Documentary

Exhibit

Paper

Performance

Website

Q

q

A



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

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

