



## Social Studies Advisory Panel Assessment Blueprints

**Date:** September 23, 2019  
**Time:** 9:00 a.m. – 4:00 p.m.  
**Location:** 2 Hudson Hollow, Suite B

<b>Meeting Purpose:</b>	Social Studies Advisory Panel for Assessment Blueprints
<b>Meeting Called by:</b>	Kentucky Department of Education, Office of Standards, Assessment and Accountability
<b>Members:</b>	Ashley Adkins, Michelle Bloomfield, Katherine Booth, Kendra (Amy) Childress, Emily Creech, Ryan Crowley, Matthew Cunningham, Denise Dodge, Annabeth Edens, Jennifer Faith, Tiffany Gruen, Allison Helm, Harmony Hendrick, Maggie Payne, Dave Perkins, Kevin Presnell, Heather Ransom, Brittany Riffle, Kimberlee Sharp, Caroline Sheffield, Whitney Walker, Rachel Wright

Time	Focus	Lead	Discussion
9:09 a.m.	<b>Welcome</b>	Jason Howard and Lauren Gallicchio	<b>Welcome</b>
9:12 a.m.	<b>Meeting called to order</b>	Lauren Gallicchio	<p><b>Roll Call</b></p> <p><b>Present:</b> Allison Helm, Tiffany Gruen, Denise Dodge, Harmony Hendrick, Emily Creech, Maggie Payne, Rachel Wright, Brittany Riffle, Jennifer Faith, Michelle Bloomfield, Annabeth Edens, Kimberlee Sharp, Kevin Presnell, Kendra Childress, Ashley Adkins, and Caroline Sheffield.</p> <p><b>Public and/or KDE members in attendance:</b> Jackie Norman (UK), Lauren Gallicchio, Helen Jones, Michael Hackworth and Jason Howard.</p>
9:16 a.m.	<b>Approval of the Agenda</b>	Lauren Gallicchio	<p>Motion to approve agenda – Kevin Presnell</p> <p>Second motion – Kimberly Sharp</p> <p>All members were in favor.</p>
9:18 a.m.	<b>Review Group Norms</b>	Lauren Gallicchio	<p>Review Group Norms.</p> <p>The committee agreed to accept norms.</p>
9:22 a.m.	<b>Review of SB1 Requirements and Process</b>	Lauren Gallicchio	<p>Senate Bill 1 (2017)</p> <p>Lauren shared an overview of the Senate Bill 1 (2017) standards and assessment revision process. She explained to the group all of the groups who were involved in the process and the specific steps involved in the process.</p>
9:30 a.m.	<b>Review of AP and RC Work from Round 1</b>	Lauren Gallicchio	<p>Lauren reviewed the work conducted by the advisory panel and the review committee in July. All groups (elementary, middle and high) agreed that each discipline strand subdomain (civics, economics, geography and history) should be 25%. In addition, they agreed that inquiry should be 50%, meaning that 50% of the discipline strand subdomains would have 50% of the questions that were inquiry. The committee determined that the draft blueprint aligned with the <i>Kentucky Academic Standards (KAS) for Social Studies</i>, as required per SB 1 (2017).</p>

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			<p>The high school AP drafted an additional footnote to include with the high school blue print. They determined that the HS blueprint will have a footnote when it refers to the history subdomain to ensure that both U.S. History and World History are included in the 25%.</p> <p>Lauren reviewed the public comment respondent/survey results compiled by the Appalachian Regional Comprehensive Center (ARCC).</p>
9:45 a.m.	<b>Review Assessment Blueprints (Review Public Comments from Round 2, Draft Proposed Blueprint)</b>	Lauren Gallicchio	<p>Participants broke out into grade band advisory panels (elementary, middle and high) and reviewed and addressed public comments on the draft blueprint.</p> <p>The groups reconvened at 11:30 a.m. to share out their decisions. During whole group discussion, groups reported they were finished with the review of public comments.</p> <p>The elementary Advisory Panel agreed that each discipline strand subdomain (civics, economics, geography and history) should remain 25%. In addition, they agreed that inquiry should remain 50%, meaning that 50% of the discipline strand subdomains would have 50% of the questions that were inquiry. Additionally, the elementary Advisory Panel discussed the trends in the public comment data. While some respondents disagreed that economics and geography should be weighted equally to civics and history, the Advisory Panel determined that the <i>Kentucky Academic Standards (KAS) for Social Studies</i> supports equal attention to these disciplinary concepts and should be treated as such. In addition, the committee stated that there were some misconceptions and lack of understanding regarding what grade level standards are assessed in Grade 5. The Grade 5 assessment encompasses the totality of a student’s social studies acquisition over time and does not simply assess only the Grade 5 standards.</p> <p>The middle school Advisory Panel agreed with the elementary Advisory Panel that each discipline strand subdomain (civics, economics, geography and history) should remain 25%. In addition, they agreed that inquiry should remain 50%, meaning that 50% of the discipline strand subdomains would have 50% of the questions that were inquiry. Also, the middle school Advisory Panel discussed the trends in the public comment data. While some respondents claim the percentages should be higher or lower, the committee believes that equal discipline percentages encourages equitable teaching and attention to civics, economics, geography and history. Due to the nature of the middle school timeline, it is necessary to</p>

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			<p>equally assess each discipline, as the test covers three grade levels and content. According to one respondent, “Instruction in each should be equal to act as a foundation for high school learning.” Another respondent claims “[high School] students are in critical need of mastering the civics and economic standards as they are about to become registered voters and participating member of our economy. We must increase the assessment percentage to ensure that schools do not continue to make these domains "side items" in their history courses.” The committee agrees with these claims, as the assessment will prepare students to become informed, well-rounded members of the community. Ultimately the assessment must reflect the standards document, a sentiment echoed by one respondent who claimed “the domains and percentages are reflective of the guidance provided by the standards. It makes sense.” As a result, the middle school Advisory Panel determined that no changes were needed.</p> <p>The high school Advisory Panel agreed with the elementary and middle school Advisory Panel that each discipline strand subdomain (civics, economics, geography and history) should remain 25%. In addition, they agreed that inquiry should remain 50%, meaning that 50% of the discipline strand subdomains would have 50% of the questions that were inquiry. The high school Advisory Panel stated that all four disciplinary strands are equally important and supporting one another and that there is no divorce between content and inquiry. The committee discussed World and U.S. History in the footnote – they disagreed with the comments that wanted U.S. History and World History being their own columns (five) and each one is 20%. They argued that would make history worth 40% of the test. They determined that U.S. and World would remain in the same category of History, would not be broken apart, and each of the four strands would be 25%. They stressed it is a summative test and not just an 11<sup>th</sup> grade test. All disciplines are equally important and compliment one another. As a result, the high school Advisory Panel determined that no changes were needed.</p> <p>The committee determined that the draft blueprint aligned with the <i>Kentucky Academic Standards (KAS) for Social Studies</i>, as required per SB 1 (2017) and unanimously determined that the blueprint be accepted with no changes.</p>
11:50 am	<b>Wrap-Up</b>	Lauren Gallicchio	The committee completed paperwork and discussed next steps in the process.
12:00 p.m.	<b>Close of Meeting</b>	Lauren Gallicchio	<p><b>Meeting Adjourned</b> Ashley Adkins motioned to adjourn the meeting. Caroline Sheffield seconded the motion.</p>

Time	Focus	Lead	Discussion
			All members were in favor.