

SOCIAL STUDIES

Draft Assessment Blueprint Survey 2019



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Regional Comprehensive Center for the
Kentucky Department of Education

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Draft Social Studies Assessment Blueprint: Data Report

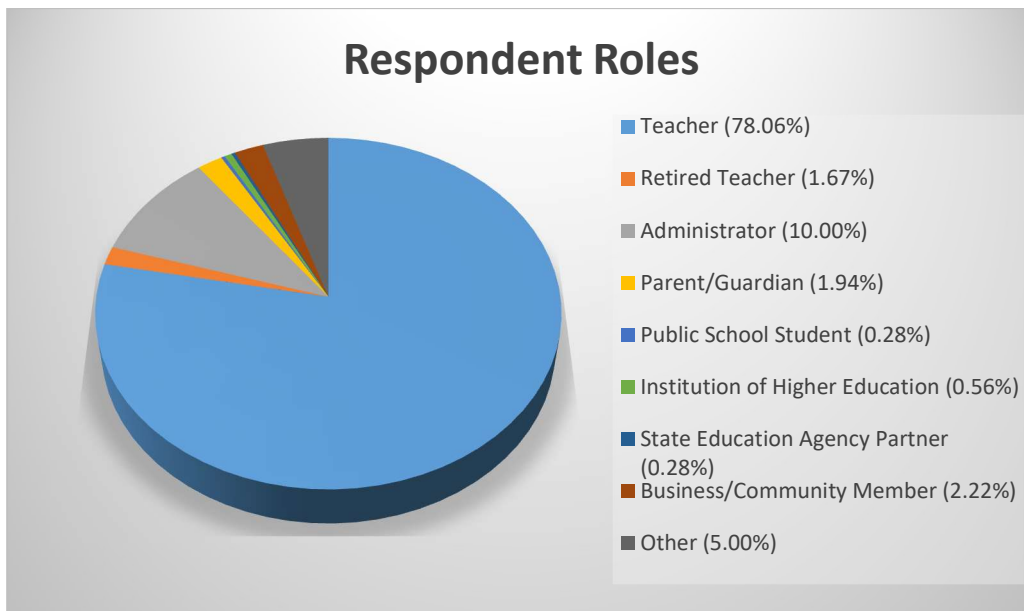
June 2019



Technical Assistance Summary

The staff of the Kentucky Department of Education’s (KDE) Office of Standards, assessment, and Accountability requested assistance from the Appalachia Regional Comprehensive Center (ARCC) as an objective, external partner with KDE in the standards and assessment review process. This data report is from the first public comment survey on the social studies assessment blueprint. The survey was open for public comment in May – June 2019. During that time, the ARCC at ICF served as the third-party entity to solicit public comments. The ARCC is responsible for analyzing and summarizing the data for KDE and the Commissioner of Education. A total of 360 respondents began the survey, and approximately 56% (201) completed it.

Respondent Roles



Note: Percentages may not sum to 100 due to rounding.

Teachers, Retired Teachers, and Administrators

Respondent Role	Grade Level*	Priority Status	Experience
Teachers	Pre-Kindergarten (0.00%)	Yes (18.18%) No (81.82%)	0 – 5 years (22.55%)
	Kindergarten (2.18%)		6 – 10 years (23.27%)
	Grade 1 (3.27%)		11 – 15 years (22.18%)
	Grade 2 (4.00%)		16 – 20 years (17.09%)
	Grade 3 (5.82%)		21 – 25 years (10.55%)
	Grade 4 (9.09%)		26 – 30 years (3.64%)
	Grade 5 (23.64%)		More than 30 years (0.73%)
	Grade 6 (16.36%)		
	Grade 7 (16.00%)		
	Grade 8 (21.45%)		
Grade 9 (18.18%)			

	Grade 10 (20.00%) Grade 11 (28.00%) Grade 12 (19.27%) Other (1.45%)		
Retired Teachers	Pre-Kindergarten (0.00%) Kindergarten (0.00%) Grade 1 (0.00%) Grade 2 (0.00%) Grade 3 (0.00%) Grade 4 (0.00%) Grade 5 (0.00%) Grade 6 (16.67%) Grade 7 (33.33%) Grade 8 (50.00%) Grade 9 (3.33%) Grade 10 (33.33%) Grade 11 (50.00%) Grade 12 (16.67%) Other (33.33%)	N/A	0 – 5 years (0.00%) 6 – 10 years (0.00%) 11 – 15 years (16.67%) 16 – 20 years (16.67%) 21 – 25 years (16.67%) 26 – 30 years (16.67%) More than 30 years (33.33%)
Administrator	District Admin (52.78%) High School (HS) Principal (5.56%) Middle School (MS) Principal (8.33%) Elementary School (ES) Principal (11.11%) Assistant Principal HS (8.33%) Assistant Principal MS (8.33%) Assistant Principal ES (2.78%) Other (8.33%)	Yes (8.33%) No (80.56%) N/A (11.11%)	0 – 5 years (50.00%) 6 – 10 years (27.78%) 11 – 15 years (16.67%) 16 – 20 years (5.56%) 21 – 25 years (0.00%) 26 – 30 years (0.00%) More than 30 years (0.00%)

***Note:** Teachers, retired teachers, and administrators had the option to select multiple grade levels; therefore, percentages do not sum to 100%. Additionally, all percentages may not sum to 100 due to rounding.

Parents/Guardians, Students, IHE, SEA Staff, and Business/Community Members

Respondent Role	Question	Response
Parent/Guardian	What grade level(s) are your children in? (Select all that apply.)	Pre-Kindergarten (0.00%) Kindergarten (0.00%) Grade 1 (0.00%) Grade 2 (0.00%) Grade 3 (14.29%) Grade 4 (0.00%) Grade 5 (0.00%) Grade 6 (28.57%) Grade 7 (42.86%) Grade 8 (28.57%) Grade 9 (28.57%) Grade 10 (14.29%) Grade 11 (14.29%) Grade 12 (0.00%)
Public School Student	What is your grade level?	Grade 11 (100.00%)
Institution of Higher Education	Select the option that best describes your position.	2-year institution (0.00%) 4-year institution (100.00%) Technical college (0.00%) Other (0.00%)
State Education Agency	Please describe your role as a member of the SEA.	None

Business or Community Member	Please describe your role.	Attorney (1), informal educator (1), citizen/taxpayer/volunteer with youth, (1) history museum educator (1), think tank (1)
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County Information

- 43 counties had a 0.00% participation rate
- 3 counties had a participation rate greater than or equal to 5% (Christian, Jefferson, and Kenton)

Participation Information

Q16: Did you participate in any of the previous standards review surveys for social studies?

- Yes – 51.09%
- No – 48.91%
- Of the 157 “no” responses, most respondents indicated they were unaware of any previous surveys related to the Kentucky Academic Standards.

Q17: How did you find out about this survey opportunity?

- KDE Website – 14.64%
- Professional Organization – 9.97%
- Email Invitation – 45.79%
- Press Release: Newspaper – 5.92%
- Public Service Announcement – 2.18%
- Other – 21.50%
 - DAC webinar, DAC email, GREEC, email, training, professional development, KDE newsletter, faculty member, co-worker, Facebook, department chair, PLC, TV announcement during evening news, WDRB, Wave 3, state representative, WPSD; district coach, Kentucky Teacher email, KTIK Facebook group post

Q18: Why did you choose to participate in this survey? (Select responses shown below.)

- I feel that social studies is very important and has not had the attention it deserves.
- To have the teacher voice heard so that the assessment can be the most accurate picture of the high school curriculum
- I have been a building assessment coordinator as well as a teacher. I understand the importance of assessments being aligned with what is being taught in the classroom.
- I have 4 children in attendance at Kentucky public schools. I am concerned about the traditional standardized assessment methods and want to ensure my voice is heard throughout this process.
- To ensure clear, concise, attainable, yet rigorous standards for Kentucky that equip students to compete locally, regionally/nationally, and globally.
- I have been involved with curriculum development and am concerned with how well the assessment will be able to address the thinking and inquiry process.
- I think more clarity needs to be given to the new standards and how they will be assessed by the state.
- I taught US History (formerly tested content) in KY for several years before taking a position as an instructional coach. I think it is important to have all stakeholders review assessment plans and provide feedback. The new standards are excellent, inquiry based, and I believe will provide students with opportunities to develop critical skills in reading, writing, and argumentation. I want to ensure that any

state assessment aligns with this so that what we are assessing our students on is what we actually think they need to learn.

- The new social studies standards may be the most important thing that has happened for teachers in my 22 years of teaching.
- As a teacher of the new standards for social studies, it is critical that the assessment aligns with the standards, the test questions/activities truly reflect the standards and is formatted in a manner that allows success for the students.

All Grades: Strand Category Labels (Ratings and Comments)

Note: All percentages may not sum to 100 due to rounding. All comments are presented as they were submitted by respondents. No edits were made.

All Grades: Strand Category Label Ratings

Strand	Okay "as is"	Needs Revision
Civics	91.38% (212)	8.62% (20)
Economics	88.70% (204)	11.30% (26)
Geography	89.96% (206)	10.04% (23)
History	87.72% (200)	12.28% (28)
Inquiry	76.42% (175)	23.58% (54)

All Grades: Strand Category Label Comments

Strand	Comments
Civics	<ul style="list-style-type: none"> • Percentage should be lower. • Percentage should be lower • Part of draft standards • Kodification, accommodation expectations for sp. Ed students • Civics education needs to be represented. We are woefully under educated as a nation in this area. • I prefer the term Government and Politics • Covers material • Amount of information we are expected to cover does not allow for "deeper learning." • Properly emphasized and able to embed in multiple social studies subjects. • Standards are applicable across historical eras • I assume culture has been integrated into something else and inquiry seems to be great for science • This is one of the disciplines covered in the standards and should be assessed in conjunction with the other disciplines. • Seems appropriate • Current events • NONE OF THE SECTIONS WOULD OPEN • Oo broad as you have 3 social studies classes at most schools. Intro to Social Studies, World History, and US History. This is broad because while some of these can fit within other classes or units, much of this like the standards for KY economics, civics, and geography don't really fit well in other places and have to be taught separately. • Important part of the social studies • I saw nothing missing or objectionable. • Our students should understand our constitution! • Good overall coverage • Students needs knowledge of basic facts of government to function as a good student. They are not ready for adult level application. • Students need to learn more earlier.

	<ul style="list-style-type: none"> • Students need to take ownership of their surroundings blocks, schools and parks. They need to learn how to take care of them and respecting them by protecting them! • I would add “and American Government” for clarity • I believe all categories are important to the teaching of social studies. • Standards are still too vague. • Covers a broad range of topics in Government and Civics that students need to know and have a basic understanding of. • Straightforward • This is common, familiar English with clear meaning, and the term used in the Kentucky Academic Standards • Looks good • I deconstructed civics and found the standards to be both clear and concise. I feel they are more “workable” than the board standards we currently use. • Civics or government is fine. • It is appropriate and a significant part of social studies • Students need to understand the workings of government and how to be a productive citizen. • Students need to understand democracy, it’s purpose, how it works effectively, and their responsibility as a citizen • 8th grade currently provides a very strong overview of foundations and the why behind what makes a good citizen. • Not enough emphasis is placed on civics in the current core curriculum • Should be based on an equal range with Econ, Geo, and His • Clearly defined
Economics	<ul style="list-style-type: none"> • Percentage should be lower. • Percentage should be lower • Part of draft standards • Economics education needs to be represented. We are woefully under educated as a nation in this area. • Covers material • In order to achieve deeper learning, standards need to be “shortened.” • Properly emphasized and able to embed in multiple social studies subjects. • Too many standards, several that could be grouped. • This is one of the disciplines covered in the standards and should be assessed in conjunction with the other disciplines. • Seems appropriate • NONE OF THE SECTIONS WOULD OPEN • Too broad as you have 3 social studies classes at most schools, Intro to Social Studies, World History, and US History. This is broad because while some of these can fit within other classes or units, much of this like the standards for KY economics, civics, and geography don’t really fit well in other places and have to be taught separately. • I think this should be more of a thread weaved through the other standards • Important part of the social studies • I saw nothing missing or objectionable. • Basic finance should be taught. How to balance a check book and make a budget. How to understand interest rates...and how debt destroys. • Economics needs to include other countries so students can compare and contrast our economy to others. It should also help prepare

	<p>students for everyday life here in America. Students should leave understanding the basics of how to pay a bill and how money circulates in/out of America. Students should also understand the economics in their own city or town and bring and understanding of how to make things better where they reside.</p> <ul style="list-style-type: none"> • At current age students need understanding of basic skills of economics but not application level status. • Standards are convoluted • Students seem to know some economics that they learn in math class. • We need to teach our students on how to invest in their future by start working for it today and not waiting for someone to give it to them! • I believe all categories are important to the teaching of social studies. • Standards are still too vague. • Should focus on practical/daily economics and should be named such. • Material needs to focus more on local economic consequences and not so much on global. Standards need to relate to student’s circumstances. Material over their head and they don’t see the relation and how it effects their own circumstances. • Straightforward • Will it be a focus on Macroeconomics, Microeconomics, Personal Finance, Business Finance, or all of the above? • This is common, familiar English with clear meaning, and the term used in the Kentucky Academic Standards • Too detailed for our school. The business department handles economic so we have to change it to social studies. • Economics and world history are difficult to integrate economics standards successfully. Need to be able to work them in organically. • I found that there was more of an emphasis on economics in the new standards. I feel that more adequately reflects 21st century learner needs than previous standards. • Economics is vital to our students. • It is appropriate and a significant part of social studies • I would like to see personal finance replace economics. It is much more relevant to where students are at this point in their lives. • Supply and demand, scarcity—an understanding of these values is needed to explain price fluctuation for producers and consumers • Basic money skills are lacking for our youth. So much is focused on the actual economics aspect, which is great, but when is a kid going to need to utilize skills for GDP of a country in Europe? Yes they need to understand these economic concepts, but I think things like Junior Achievement and other hands on activities with real world problems/situations would be much more beneficial than learning how to plot a graph showing an opportunity cost analysis. • Not enough emphasis is placed on economics in the current curriculum. • Should be based on a range civ, geo, and his • Clearly defined
<p>Geography</p>	<ul style="list-style-type: none"> • Percentage should be lower. • Percentage should be lower • Part of draft standards • Middle school students need map skills. Those skills come into play across other curriculums. To leave it out or decrease its teaching is a mistake. • Geography usually is only addressed at 6th grade. This will require it to be addressed throughout each grade level.

- I believe the emphasis of true understanding of cultures and the geography of the world has been watered down now that there is not a true geography class/curriculum.
- Covers material
- Too much material to cover
- Properly emphasized and able to embed in multiple social studies subjects.
- Focused on the important enduring knowledge for geography
- Labels are meaningless
- This is one of the disciplines covered in the standards and should be assessed in conjunction with the other disciplines.
- Seems appropriate
- NONE OF THE SECTIONS WOULD OPEN
- Too broad as you have 3 social studies classes at most schools, Intro to Social Studies, World History, and US History. This is broad because while some of these can fit within other classes or units, much of this like the standards for KY economics, civics, and geography don't really fit well in other places and have to be taught separately.
- Important part of the social studies
- I saw nothing missing or objectional.
- Students need basic knowledge of their environment but not ready for application tasks to young for competency.
- Students know less and less every year about basic skills for geography.
- Does this mean physical geography or human geography?
- Students need to learn about the different culture. They need to weigh them on the scale of good and bad taking only what is good and discarding the bad!!
- I believe all categories are important to the teaching of social studies.
- Standards are still too vague.
- Need to learn about the geography of countries and even states. When they don't know where a country or state is located they don't understand the effects it has on migration, food, politics, etc.
- Straightforward
- This is common, familiar English with clear meaning, and the term used in the Kentucky Academic Standards
- After deconstructing the standards I was a little confused by the inclusion of some specific content while other areas were left vague. For example, the trade routes specifically mentioned were not what I would consider a big idea of geography, while there seemed less of an emphasis on the five themes.
- Geography is vital to our students.
- It is appropriate and a significant part of social studies
- Students need to have an idea where places are and how various people interact.
- Students should be able to use tools, maps, directions, etc.
- Basic map skills are lacking greatly when kids enter my 6th grade classroom. They have no idea what the 7 continents are and they don't even know what continent they live on from looking at a map. This is basic information that should be mastered by the time they enter 6th grade. I am very excited to move into teaching world history, but the one negative we are going to see across the board soon is that our future students will never learn how to read a map or what the world around them truly looks like on a global scale.
- Should be based on a range Civ, Econ, and His

History	<ul style="list-style-type: none"> • Clearly defined • Percentage should be higher! • Percentage should be higher • Part of draft standards • History and historical perspective are necessary for understanding the past and the present. • Materials needs to match the same time frame as assessment • Way too much material to cover • Properly emphasized and able to embed in multiple social studies subjects. • Focused on historical thinking • I hope within this label some content is attached. • This is one of the disciplines covered in the standards and should be assessed in conjunction with the other disciplines. • Seems appropriate • NONE OF THE SECTIONS WOULD OPEN • Too broad as you have 3 social studies classes at most schools, Intro to Social Studies, World History, and US History. This is broad because while some of these can fit within other classes or units, much of this like the standards for KY economics, civics, and geography don't really fit well in other places and have to be taught separately. • Starts at 1877...typically started at 1865 (reconstruction). • Should include reconstruction as previous standards why would be not? • Important part of the social studies • I saw nothing missing or objectionable. • Teach real history...move away from PC history. • The time periods are too broad and have no clear focus. • The history needs to be more culturally diverse. U.S. history tells the story from one perspective and paints America in an awesome light. We need to explore some of the tragedies and mistakes that have been made. The history should include all who help build the country and understand not every black was a slave and not every white was a slave master. The story should be told from all perspectives of the people during that era and let the child decide how they view the people of that time. It also needs to make everyday connections so the students understand how America has evolved in some ways and still needs help in other aspects. • Too vague and broad. • Students need knowledge of their country's past so mistakes are not repeated. 5th graders are not ready for application tasks. Maturity level is limited for application tasks. • Not enough key figures and dates/events listed in the new standards. Leaves for too much of a broad interpretation of what will/should be addressed at each grade level. • Too vague • Students have some broad strokes of an overview of history. • Students need to learn the true reality of their original foundation base that the foundation fathers established! They not only need to learn it, but they also need to know the roots of why and how they became to be the nation that everybody wants to live in. • I believe all categories are important to the teaching of social studies. • Standards are still too vague. • Needs to include more relevant history to students. Events that have happened in the last 50 years.
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	<ul style="list-style-type: none"> • World history vs. US history? This is too big of a topic to be only one subdomain. • Straightforward • History can only be analyzed, interpreted, understood, appreciated and learned from when historical perspectives and text is part of the domain. I would clarify this domain with a title that included “perspective or context”. • Will it be US History, World History, European History, or Kentucky History? Or a combination of it all? • Since history is divided into US History and World History in the standards, then I think the categories should reflect that. • This is common, familiar English with clear meaning, and the term used in Kentucky Academic Standards • After deconstructing the world and American history standards I found them to be a good reflection of the needs of 21st century learners. The timeline fit and specific content seemed relevant. • To the points • It is appropriate and a significant part of social studies • The old adage, if you don’t know history, you are bound to repeat it. • The perspective of the timeline of founding America needs to be taught for appreciation of the past and future • I really enjoy the focus shift towards more history based learning across the middle school grade levels. We can intertwine all of the sub-disciplines of social studies, while at the same time getting the students to truly think historically and be able to understand why certain decisions were made and how the past can help us understand decisions that will be made in the future as well. • Should be based on a range with civ, econ, and geo • The standards (for high school) are specifically divided between World History and US History and the categories for testing should also be divided in this manner. • Clearly defined
Inquiry	<ul style="list-style-type: none"> • This is not a category of Social Studies! It is a skill set, a method of study. The previous four subdomains are specifically categories of Social Studies topics. • Inquiry is built in to the other four domains. How can it be separated? • Percentage is fine. • Woven throughout drafted standards • Inquiry should be an ELA domain not Social Studies. Social Studies covers truth and fact. It is knowledge based. Students need to know facts about their past. Especially in 5th grade. Inquiry skill should be taught later when students have a knowledge of their country’s history. • Students need to be taught how to think independently and critically. • I think inquiry is fine, but I don’t like that it is being pushed as an all or nothing thing. Meaning inquiry should be blended with the other learning styles and situations out there. Not all students will succeed with inquiry, just like not all students succeed with direct instruction. • Inquiry is a skill, not a content. It doesn’t fit with the other subject areas. I love inquiry but I’m not sure how this will be assessed by the state. • Up date to match new standards • Too vague • Inquiry needs to be embedded in every aspect of social studies and the standards require that.

- What will this look like? Inquiry is embedded within the content subdomains during instruction, so I think it should be the foundation, not a separate sub category.
- Questioning is the most important aspect of “doing history”
- Inquiry is a thinking process, not a curriculum standard. Students are not historians by nature and the majority will not be during their lifetime. I disagree with this being a subdomain. The standards themselves should be based around a social studies content area such as the four listed above. Teachers in elementary and middle do not have the depth of content knowledge from college/university courses to adequately teach to the depth of these standards as needed for the inquiry process. The inquiry process also does not allow for in-depth learning of many areas of history. My fear is teachers will spend more time teaching a thinking process rather than the curriculum in order to match an assessment instrument.
- How on earth are you going to assess this?
- It’s going to need specific instructions within
- This is the skills component identified in the standards and should be assessed appropriately within each discipline.
- Unsure as to why this is separated out, is the idea to be used in conjunction with the other categories?
- Too vague
- NONE OF THE SECTIONS WOULD OPEN
- Explanation and trading for educators MUST occur to understand and pass along to our students.
- This theme doesn’t match the rest in it is an instructional method—not a course topic
- Important part of the social studies
- I saw nothing missing or objectionable.
- Not sure what this would be comprised of?
- Inquiry should include conflicting views of the era. Therefore, the student decides if they agree or disagree. When you read authentic passages from the era it draws a closer connection and it allows the child to question which then creates dialogue within the classroom. The inquiry should allow students with opposing views to debate in a safe space and draw connections to everyday life events.
- Should this be research? How are you going to measure students asking questions? What if they have no questions?
- Students need a basic understanding of social studies before inquiry tasks can benefit learning.
- This is incorporated throughout the progression already as essential skills to understanding how to study history.
- This seems difficult to assess. Also, where is culture?
- Students struggle with inquiry, they are impatient and what to be told the answers. Maybe it needs to be started earlier.
- I can see a young generation that is becoming addicted to technology and social media. Common sense, knowledge and respect are not being put on practice, neither good attitude and appreciation for the things they have. It seems like they don’t exist in their “living life applicable dictionary.” The entitlement generation is taking over...growing fast by leaps and bounds!!
- Too broad and too vague
- It is unclear if this will require students to complete and inquiry or interpret an inquiry created for them. Additionally, I do not remember

(though it has been a long time) if this was a standard on the proposed standards that we were asked to comment on a long time ago.

- I believe all categories are important to the teaching of social studies.
- Should be inquiry & communication – how to ask the questions, how to defend the answers.
- Students are able to take prior knowledge and use it to make educated decisions.
- I assume this pertains to asking relevant questions from a historical perspective and knowing how to research to find information about a topic?
- The other sub domains are all what would traditionally be considered subjects within social studies. Inquiry is something that should happen in all subjects within social studies, not a separate course or topic.
- Too vague and crosses over other subjections
- Too broad, needs to include “skills” or something like that
- Unclear, difficult to implement
- What is this? Not specific enough.
- What does this even mean?
- My initial reaction to this is to wonder how you are going to assess this and that’s why I say it needs revision. Maybe I need a definition of “inquiry.”
- Inquiry is a very subjective category. The decisions of what is quality as well as appropriate inquiry into any subject is often led/biased by the opinions the evaluator, educator and the students. The opinions can be quiver by many factors including but not limited to the region they live in and personal feelings or beliefs on a particular topic.
- This term, used in this context, is less familiar than the others. However, it is truly essential to the new standards, and using the term consistently will strengthen statewide implementation.
- This needs to be clearer and more precise
- Not clear as to what it entails
- I believe the specific inclusion of inquiry-based standards does a GREAT job reflecting the needs of 21st century learners!
- Inquiry as related to what?
- Students need to learn to investigate.
- It is appropriate and a significant part of social studies
- Deeper understanding of material and topics.
- This language needs to be more student and classroom friendly
- What all does this domain include?
- The students have to be able to take evidence, formulate a stance, and clearly explain that stance. Its what college is all about, and I never learned it when I was in school.
- I am unsure what this refers to or how an inquiry process will be assessed on a standardized test.
- I hope there will be explanation of this category.
- Inquiry was never intended to be tested as a stand alone subject. It should be weaved naturally into the 4 disciplines.
- This seems broad. I would like more information on what this sub domain will measure.
- Where are the other 9 disciplines from National Council for the Social Studies?
- Should be based on a minimum range, like 10%
- The standards (for high school) do not maintain a separate category for inquiry. Inquiry is included as a part of each subdomain and should be

	<p>included as such for the assessment as well – not as a separate subdomain.</p> <ul style="list-style-type: none">• I was not aware that this was a subdomain. I thought each subdomain used inquiry processes. This is a strategy• May be unclear in that students do not understand what this component expects.
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Grade 5: Ratings and Comments

Note: All percentages may not sum to 100 due to rounding. All comments are presented as they were submitted by respondents. No edits were made.

Grade 5: Blueprint Percentage of Domain Coverage Ratings

Question: Please select the option that best represents your opinion of the **suggested target % range** for each subdomain.

Subdomain	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Civics	11.48% (24)	75.12% (157)	13.40% (28)
Economics	34.13% (71)	62.50% (130)	3.37% (7)
Geography	24.76% (51)	69.42% (143)	5.83% (12)
History	4.31% (9)	67.94% (142)	27.75% (58)
Inquiry	24.75% (50)	68.81% (139)	6.44% (13)

Grade 5: Blueprint Percentage of Domain Coverage Comments

Subdomain	Comments
Civics	<ul style="list-style-type: none"> • Civics instruction can be tied into history. • These standards fit nicely into the study of American history that students are already being exposed to. • Majority of the year is spent teaching history • 30% government is part of their future. They need to know process, structure and expectations for successful citizenship and how to maintain freedoms acquired from founding fathers. • 25% • Will the civics question be framed in the light of the historical perspective from which we are responsible to teach? • Percentage should be higher because of the civic/democratic focus of the standards. • If we are encouraging our students to be informed and engaged citizens, civics should be a major focus. • Lower this some because it is also part of history • As long as inquiry skills are taught • I think each is are is adequately represented. • 20% • The percentage should be 20% across all domains. • If seniors must pass a civics exam to graduate, we should begin teaching it with more emphasis, sooner. • NONE OF THE SECTIONS WOULD OPEN • We are holding students accountable to the point it will effect their graduation status, we need to ensure we are preparing students • 15%--important but not as important as history • It's the right amount. • Expect and encourage more from our students • I think all 5 domains should be represented equally. • 30% important for basic knowledge to function as a growing student.

	<ul style="list-style-type: none"> • It should be even. • I believe that 25% should be good with all subdomains and each have significant importance in teaching social studies. • Need to teach activism and civic involvement early on • Making room for history to be larger • I'm not sure 5th graders are adequately developed to reflect a 50% weight on inquiry-based assessment. • While, all subdomains are important, it takes the longest to adequately teach history. The history subdomain should have the most emphasis to reflect the length of time spent to teach it. • So much is included with the role of government, how it works, and how citizens are responsible for a democracy being successful • Students should understand what a good citizen is, how the United States runs, and other basic information about our country. There is NO reason that a 5th grade student can't pass a US citizenship test. They should know this information by this point in life. • 30% • Civic literacy and engagement is critical. • Better prepares students as good productive citizens who know their rights & responsibilities • Should be a range from 20-30% • Why would we not make them equal?
Economics	<ul style="list-style-type: none"> • Economics can be tied into history. • I'm questioning whether the students are being provided with enough exposure to these standards in the primary grades when the emphasis at this time is primarily ELA and Mathematics. • Majority of the year is spent teaching history • At 5th grade level use of economics is limited therefore only basic concepts should be taught. Again this is a foundation. It need to be strong. 15% • Will economics questions be framed in the light of the historical perspective from which we are expected to teach? If so, the percentage is just right, if not, the percentage should be lowered. • Percentage should be lower in order to raise the percentages for history and civics. • Economics is important but much of the thinking related to the standards is ingrained in other categories. • Economics is a hard subject and most students struggle with the idea specially in lower grades. • It may make up 25% at the 11th grade level but this seems too much across the board. • As long as inquiry skills are taught • I think each is area is adequately represented. • 20% • The percentage should be 20% across all domains. • NONE OF THE SECTIONS WOULD OPEN • There will need to be intensive PD for teachers to be able to teach complex economic systems • 15% - important but not as important as history • It's the right amount. Many students are ignorant of finances • Economics is not a topic which lends itself to primary school. • I think all 5 domains should be represented equally.

	<ul style="list-style-type: none"> • 10% at this age only a basic understanding of economics is needed. Money and economic ideas develop at High School when job opportunities are available. • Because this is not a stand alone class in many schools until maybe 12th grade, the level of these concepts would probably not warrant 25% of the test. • It should be even. • Unlike civics/government and history, there are no required classes for this topic. They are embedded into the content of other classes and are seen through the “lens” of those classes. It would make more sense for history-related economics questions (e.g. on the stock market crazy of 29 or Reaganomics) to be included in the historical section, thus decreasing the percentage of straight economics questions. • I believe that 25% should be good with all subdomains and each have significant importance in teaching social studies. • Should be less to allow for more history. • Not as critical and better suited for a higher grade • Making room for history to be larger • I believe that even in 7th grade that is a hard concept to grasp. 5th grade should begin to look at this but not focus ¼ of the class on information that is “un-grasp-able” • Should lower because it is difficult to fit all topics in our curriculum and give them the time and focus they should have. • 15—economics topics are difficult for elementary students due to their age and inexperience with the topic • While, all subdomains are important, it takes the longest to adequately teach history. The history subdomain should have the most emphasis to reflect the length of time spent to teach it. • Should be lower to give more weight to geography • I think 5th grade students might not see the value of or have an interest in economics • When compared with the domains of history and civics, I feel only basic economics is needed at the fifth grade level, where as how the government runs and America’s conflicting beginning have more value • Basic money skills should be focused on. Nothing more, nothing less. • 15% • There’s not enough in the standard or supplemental materials to warrant this percent • Should be a range from 20-30% • Why would we not make them equal?
Geography	<ul style="list-style-type: none"> • History should be more of a focus • Geography can be tied into history. • I’m questioning whether the students are being provided with enough exposure to these standards in the primary grades when the emphasis at this time is primarily ELA and Mathematics. • Majority of the year is spent teaching history • 20% current age promotes understanding of basic lang and water features and their uses. Students need only basic facts to build on in 5th grade. • 20% • Will geography questions be framed in the light of the historical perspective we are expected to teach? If not, the percentage should reflect that.

	<ul style="list-style-type: none"> • Percentage should be lower in order to raise the percentage for history and civics. • Geography is important but secondary to history. • As long as inquiry skills are taught • I think each is area is adequately represented. • 20% • The percentage should be 20% across all domains. • NONE OF THE SECTIONS WOULD OPEN • 15% - important but not as important as history • It's the right amount. • Give more to history. Embed geography. • Geography is important, but I don't think ¼ of the time needs to be spent on it. 10 to 15 percent would be more appropriate. • I think all 5 domains should be represented equally. • 20% basic knowledge is needed at this time. They are not ready for adult level application. • It should be even. • Unlike civics/government and history, there are no required classes for this topic. They are embedded into the content of other classes and are seen through the "lens" of those classes. It would make more sense for history-related geography questions (e.g. the dust bowl, great migration, NAFTA, etc.) to be included in the historical section, thus decreasing the percentage of straight geographic questions. • I believe that 25% should be good with all subdomains and each have significant importance in teaching social studies. • Provides a basis for much of life • Making room for history to be larger • I am so glad that geography is getting the respect it deserves. These standards should enhance our understanding of the other subdomains. • Geography is too physically-based and should be more human in nature • While, all subdomains are important, it takes the longest to adequately teach history. The history subdomain should have the most emphasis to reflect the length of time spent to teach it. • Elementary is an appropriate time for students to focus on geography and the world around them. • I think geography is more meaningful to 5th grade students and emphasizing it early gives them a good basis for other social studies instruction • Use of tools, directions and vocabulary are encompassing, but should be lower than civics and history • Students need to understand the way the world looks on a map. They should be able to identify states, countries, and continents around the world. Do you know how many students can't tell you which direction Mexico is from the US? It would probably SHOCK you! • Geographic concepts taught to their full extent may be too rigorous for 5th grade • Should be a range from 20-30% • Why would we not make them equal?
History	<ul style="list-style-type: none"> • History should be a higher focus, developing inquiry about the other three subdomains • We must know our history!! • Most instruction time and assessment should be in history. • These standards fit nicely into the study of American history that students are already being exposed to.

- Majority of the year is spent teaching history
- The bulk of the domains are all embedded within history.
- Tested grades are usually a US history targeted grade so the test should cover more material in that year.
- 40% historical facts about country's past success and failure is foundation of 5th grade social studies content.
- 40%
- The historical perspective that is expected to be taught should have a greater percentage of the questions.
- History and historical perspective should be a higher percentage because that is what is usually taught in more detail and historical perspective is extremely important.
- History is the central focus of much social studies and the vastness of history available needs to be assess sufficiently.
- Raise this because civic and government are naturally included
- History should make up 40-50% because so many of the other disciplines are taught through it.
- As long as inquiry skills are taught
- I think each is area is adequately represented.
- 20%
- The percentage should be 20% across all domains.
- NONE OF THE SECTIONS WOULD OPEN
- History is encompassing more and more of the other sections such as geography, we are not giving students enough information to meet the new standards for compare and contrast as well as the other standards by only having history at 25%
- 440% - very important to teach detailed lessons in history
- It's the right amount.
- Teach facts. Not personal opinions of teachers
- We need more history to learn from our past to prepare us for the future.
- 40% students need a firm foundation of history to build on. Needs to be comprehensive and include the stories of all backgrounds (women, people of color)
- I think all 5 domains should be represented equally.
- 40% students need knowledge of their past so their future can be successful and free of repeated mistakes of past.
- The standards seem to reflect both a world and a US history course.
- It should be even.
- See rationale above for economics and geography
- I believe that 25% should be good with all subdomains and each have significant importance in teaching social studies.
- History is the basis for the entire realm of study.
- Most important
- The historical narrative provides a backbone for understanding and organizing the other information. Giving it priority will strengthen all four domains.
- Those who fail to learn the lessons of history are doomed to repeat them. We need to stress the big picture of historical study
- History is such a broad topic that it should have more time devoted to it.
- 35—students spend most of their time learning about the past
- While, all subdomains are important, it takes the longest to adequately teach history. The history subdomain should have the most emphasis to

	<p>reflect the length of time spent to teach it. Personally, I would suggest at least 50% of the content test.</p> <ul style="list-style-type: none"> • America’s timeline of events is extensive. Perspectives need to be understood, basic cooperation and compromise taught. Should be higher • Basic US history with more of a focus on the civics side of things • 30% • This includes works and us history • Should be a range from 20-30% • Why would we not make them equal?
Inquiry	<ul style="list-style-type: none"> • This is not a topic of social studies and should not be weighted 50% of each domain. • What will this look like on the assessment? • What will these types of questions look like? • 0% in fifth grade. They need knowledge of facts before they use inquiry to learn and analyze. • Hopefully, the inclusion of inquiry will do away with reliance on “jeopardy” style multiple choice questions. • Inquiry should be a central focus for much of the assessment in order to truly assess our students’ abilities to challenge and question historical events, trends and documents. • Inquiry will not be effective for all students. • As long as inquiry skills are taught • I think each area is adequately represented. • I think all the questions should have roots in inquiry. • 20% of test (not 50%) should be specific to the inquiry skills that could still be about each of the 4 domains • The percentage should be 20% across all domains. • 50% is an astronomical amount to place on a thinking process. 50% seems to be enough to destroy schools which is what the purpose appears to be. • 50% is a lot for something new • Inquiry needs to be protected to ensure the process is protected • I think the assessment should focus more on the content area. • NONE OF THE SECTIONS WOULD OPEN • This category is vague and confusing. I don’t really know what it means or I tail or how it will be assessed as part of the other categories • I don’t understand how this instructional method will be assessed. • 15% - important but not as important as history • It’s the right amount. • 25% inquiry and 25% experiential/field learning • 0% students are not academically ready for this task. Competency in historical facts need to occur 1st. • Too much emphasis on inquiry • I am very concerned that inquiry-type questions will turn the social studies assessment into a reading test. Below grade level readers and ESL students should still be able to demonstrate proficiency with social studies concepts. • Students struggle to much with this concept. • Students struggle with these type questions. I know that need to have productive struggle, but so hard for them to wrap their heads around these type questions

- It is unclear what those questions will look like or any clarity on how they will be scored or evaluated. Until that is made clear, it should not account for 50% of the test. Interpretation of information, evaluation of its importance and its application to modern situations is just as important (but not measured) as inquiry and should be given equal weight.
- I think that inquiry should not be 50% of the assessment. Students should be assessed on the foundation that they are taught and not the what if, but factual. I know that this gets students into the higher thinker process, but assessments should be foundational factual questions.
- The focus is history, not inquiry.
- I am, again, not sure exactly what you mean by "inquiry." If you mean students will read and/or interpret primary sources of information and then answer questions about them, I think this is fine.
- Not sure this percentage is necessary or practical for all four domains. At an elementary level students must have a solid knowledge base in all four domains before being able to perform an inquiry based prompt on a timed test.
- Difficult to implement
- There are no curriculum materials for this type of teaching in social studies.
- Respectfully, deep inquiry takes many hours. The items that can fit within a limited time frame for assessment will not fully reflect that process. Accordingly, it does not seem fully constructive to design that many items around the fraction of inquiry that can fit within our assessment process. (Let's do other things, HUGE things, to make inquiry powerful and consistent statewide.)
- Again, this is a subjective category. Until more information is given, it is difficult to understand how this provides a fair and equitable assessment for children across the state.
- The blueprint does not effectively account for inquiry, research and critical thinking skills.
- I do believe students should ask questions about each of the subdomains, but I do not think the overall percentage should be 50%. Some subdomains lean toward inquiry practices and some do not.
- I'm not sure 5th graders are all significantly developed enough to proficiency reflect 50% inquiry-based assessment. I understand it would be 5th grade level inquiry questions, but I feel this is a skill that may develop a little later for some learners.
- The inquiry portion will be wonderful for high level students, but will be very difficult for the struggling students. I understand its importance and want it included, but feel it should be a lower percentage, probably somewhere around 25-30%.
- I think this puts a little too much weight on inquiry. Inquiry is a great teaching tactic but it's not necessarily the best teaching tactic in all situations.
- I would suggest 30% inquiry based and 70% content based.
- While I agree with the blueprint, I think the first year out this is a lofty goal and will scare elementary teachers. They will need many examples and support as they shift mindsets into the inquiry model.
- What will this look like?
- Again, here, being able to formulate a stance and back it up is key. The students need a basic understanding of this by this age!

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| | <ul style="list-style-type: none">• I am unsure how an inquiry process can be assessed on a standardized test.• 30%• Should be lower, say about 10%• A greater percentage of each category should focus on retention and expression of content knowledge. Inquiry would be more appropriate at 25% of each category.• What else can it be other than 100%? Are the remaining 50% of the questions measuring something different?• 50% of the questions are higher order...I'm wondering how that will affect the "time" allotted for the test. |
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Grade 5: Overall POSITIVE and CRITICAL Feedback

Grade 5: Please provide any additional POSITIVE feedback you have here.

- There are FOUR of the FIVE essentials of social studies here.
- Inquiry is good as is.
- n/a
- I love how the new standards are laid out.
- Limits broadness or content. Making it more manageable in given time.
- The breakdown looks great.
- I appreciate that time has been taken to create a balanced assessment.
- The standards are going to drive greatness in the state of Kentucky!
- I like that the historical time periods continue on as you move up in grade levels. Giving students a straight timeline through history as they progress through school and constantly building upon previous learning.
- Inclusion of inquiry will have a positive impact on daily classroom instruction practices and curriculum.
- Finally have new standards after 15 years.
- None
- N/A
- Really like that inquiry is 50% of assessment items for each course.
- I think the standards are about as good as they are going to be and need to be approved.
- If all the social studies are important, they should all be assessed during those assessment years.
- I like the focus on inquiry over rote content knowledge
- I do think having inquiry skills assessed is good so that we are teaching our students how to be critical thinkers by knowing how to ask good questions and ability to look at the evidence to draw conclusions that will help them make good decisions to act upon for themselves and their community, state, nation, and world. I do think the 4 content domains need to be equal in the amount of focus/test questions given on the test.
- I think that having inquiry skills in social studies is great for student to think like a historian in today's world.
- I like the inquiry process in measured.
- Love that econ and inquiry are included.
- Aligned to national standards
- I think that 50% inquiry and 50% disciplinary standards is right on. The goal of the standards writing team and the teacher teams building curriculum is that we are using the disciplines as lenses in which to experience inquiry.
- I think that it is good that each domain is equally represented.
- I think that the breakdown is good and provides a guide for teachers - knowing that there is a 50% emphasis on the inquiry piece provides teachers with option of how much emphasis they should place on it within their school year knowing how it will rank in assessment.
- NONE OF THE SECTIONS WOULD OPEN
- I'm glad that there is an economics pillar, students needs these basic skills/knowledge to be more successful in their future.
- I feel its a positive to look at civics and economics more to prepare students
- Trying to hit all these concepts in a basic sense in 5th grade is admirable.
- These are all important aspects of SS.
- It is important to teach each area of social studies listed.
- The document was understandable to a wide range of people.
- Thanks for this opportunity

- I like how inquiry is built in. Because these standards are built around the idea of inquiry so having that embedded into the questions makes the most sense.
- I believe the earlier we embed these practices into our curriculum the better chance we give our students. By exposing them to equal parts of social studies they will hopefully see how history impacts their everyday lives.
- Love that inquiry is 50% of each!
- Civics is exactly where it needs to be. We need to create informed and willing citizens.
- Inquiry assessments are going to be difficult for the first few years, but it will make our students better thinkers.
- Less content is acceptable.
- I like the inquiry because it reinforces historical thinking skills.
- I like the balance of the importance of each sub-domain.
- Social Studies is a much needed class.
- Just by asking how to get or to draw more counsel from the school's staff, is a good sign that you want to do something good for the students!!
- An increased focus on economics and geography
- I really do like the different subdomains.
- I believe it's important to have even elementary students aware of their civic duties and responsibilities.
- I think the standards do a good job of vertically aligning the content.
- This is good. By the end of 5th grade students should all be asking more questions.
- Glad geography is there
- Good to establish a baseline of knowledge in diverse subjects at a young age.
- I am glad the inquiry is part of the expectations.
- I think it's good that all disciplines are represented & also that inquiry is present.
- The four categories being tested are all important categories to understanding the history of all civilizations.
- I like that the social sciences are getting the respect they deserve with this balance
- I think the equal distribution in this content area is perfect.
- Keep it like it is
- I like that all areas are addressed on assessment!
- It is important to test all of the subdomains. What is tested, will get taught.
- I love that more emphasize is being place on economics and geography than in the past.
- Keep all main groups equal percentages.
- Just right
- N/a
- I like the fact that students in the 5th grade will get an introduction into the overall general sense of social studies. I feel that a positive and effective base of knowledge will provide for more success in the future.
- I like the idea of moving toward inquiry practices in the classroom. It IS important that we teach our students how to "think" for themselves at an early age.
- I like that students are having an "inquiry" domain. I think this makes them more critical thinkers, especially when considering their place in the world. What will this look like; how do we formatively assess in the classroom?
- Good balance - equal, but all are important for building a foundation in grade 5
- Like
- This makes schools accountable for teaching all disciplines
- I like the subcategories
- I like that they are equal, sends the message that all parts are valued.

- I do like that inquiry embedded and that each domain is equal.
- I find it's important to give equal emphasis to all the discipline strands
- 4 important components to make students love social studies.

Grade 5: Please provide any additional CRITICAL feedback you have here.

- "CULTURE is not a subdomain that is included here.
- INQUIRY is not a topic of study in Social Studies and should not be weighted as 50% of the assessment on each category."
- history seems small, what will inquiry look like? Just reading?
- Our children must know their history.
- I do not feel the students should be subjected to taking our current SS standards assessment and the test run of the new SS standards. This leaves the question of which standards should be taught in the 2019-2020 school year to satisfy the appropriate student knowledge of the aforementioned topics.
- n/a
- The assessment percentages are not align appropriately and you need a year off before completing a field test.
- There should be a year break from testing to get used to new standards
- Inquiry should not be part of 5th grade Social Studies. Most students have no instruction in Social Studies till fifth because it is not assessed till then so to ensure students have a good basic understanding of big ideas we need to sit to knowing the fact now. Analyze the fact in 8th.
- I do not have any.
- inquiry imbedded in all areas
- The new standards are expected to be taught through a specific time period's historical lens. The test questions for each question should reflect that historical lens.
- The areas should not be tested all at once and by equal amount. If you are going to test them all, they need to be tested at the end of the course in which they are taught.
- The Standards look great, but why would we still be tested over the old Standards if we are to implement new ones. If I'm tested over the old then. I will not teach the new.
- As stated before the removal or decrease of geography/map skill curriculum is unwise.
- History, historical perspective and civics need to be weighted at a higher percentage.
- Don't force inquiry to be an all or nothing thing. Have resources and funds to help implement the KY history standards since we have no resources and have never had standards like that before.
- none
- N/A
- It will never be possible to create perfect standards. There are imperfections. But there is nothing egregious that I would change.
- Giving feedback on the percentages for each domain is hard to do because don't know how the test will be formatted.... is it still multiple choice with some extended response answers???? I think giving 50% of each domain to Inquiry seems to make the test overwhelming about Inquiry practices and not about KEY CONTENT that students need to know about in order to be informed and actively involved citizens.
- I think that the Inquiry skill shouldn't be 50% of the assessment. It needs to be 20% across each domain and the Inquiry.
- Is the purpose of social studies to understand civics, history, geography, and economics or to produce writers who can analyze primary source documents and present arguments? Students must first have the foundations in the four domains and that takes more time than policy makers understand.
- None

- Less civics.
- Too much emphasis on inquiry
- I think the inquiry domain should be much less of a focus.
- It needs to clear HOW students will be assessed. A multiple choice assessment is not an appropriate or effective way to assess student inquiry.
- NONE OF THE SECTIONS WOULD OPEN
- I believe economics and geography should be more interwoven into what we do in the other categories, rather than there being a separate pillar for them.
- At this stage, given the basic level of 5th grade content, that being said, I feel economics is a bit complicated for that level, and that history is hit so much more in middle and high school that it's not as crucial to spend 25% on both of those. Focus can then be concentrated into civics and geography, both of which have concepts that are a more natural fit in 5th grade.
- Needs more focus on history
- 5th grade is the first time many of these students have any of this content. Many schools don't do due diligence to SS in grades before 5th since it's not tested. It's hard to get it all in.
- 15% coverage for history is obviously too low. That percentage would barely be worth the effort to even get started teaching the important sections of US History.
- More examples would be even better. The parts of the standards where you listed specific ideas (eg)
- None at this time
- New standards should be assessed. Not require previous standards to be assessed.
- The curriculum needs to be more culturally diverse. The lack of diversity within U.S. History is sad. We do not pay homage to all the people who help to build America. Many cultures are omitted and truth is omitted from the curriculum. The students should be informed of all the failures and victories America experienced.
- None
- History needs to be much higher. You can teach civics, geography, and economics while you teach the historical content. Students need to learn from history so they can lead a better future.
- Charter Schools must be required to complete these assessments, and state funding must be dependent upon test performance.
- Assessment should be more than just traditional testing. It should also involve projects, artwork, or other ways for students to show they understand the material.
- I would like to see all domains represented equally.
- "Inaccurate time period comparison. Standards cover colonization to the Constitution but you have thrown in KY and tried to relate it to historical aspects from much earlier time periods. Inquiry is too advanced for 5th graders also if you will compare these standards to ELA standards they are teaching the
- SAME skills. You are defeating the learning HISTORY by adding READING skills. This is History NOT ELA!"
- Will this involve writing - if so, how will these test items be scored?
- Students struggle with inquiry.
- "Students at this age have a great desire to learn, we need to take advantage of that. It is up to us what are we given them for food. We need to ask ourselves.
- -Are we feeding them Good Nutrients Knowledge Food?? Nutrients that will cover all 5 subjects??
- "
- Separating Economics and Geography from their historical contexts in History and Government minimizes their importance and shows a lack of understanding that everything is intertwined. Additionally, the focus on inquiry is so vague; it is unclear what those questions will look like or any

clarity on how they will be scored or evaluated. Until that is made clear, it should not account for 50% of the test. Interpretation of information, evaluation of its importance and its application to modern situations is just as important (but not measured) as inquiry.

- I believe that the inquiry should not hold more weight than the domains. Resources should be provided to teachers to help in the learning process of the standards. Also, how are we going to close the gap with students in third grade who did not receive the content based on these specific standards in K-2.
- I don't believe 6th graders are ready for the content that is assigned to their level. They are not ready for that kind of abstract thought.
- How will this be scored in a consistent and teachable way? Teachers will need reasonable 5th grade examples of average abilities. All teachers will need to know what each of these averages should look like, not just the grade level you teach.
- Not really critical, just a question. What will an inquiry question look like?
- Assessing inquiry on a one day test is not feasible.
- Economics requires too much higher level thinking to be tested to heavily at a young age.
- You can not assess standards when teachers do not have curriculum resources to teach them. They simply do not exist. Every teacher in KY will have to find their own curriculum materials.
- I feel like many test items could potentially fall into multiple categories, so I wonder which discipline those types of questions would be counted for.
- Just the subjective nature of assessing inquiry. It is certainly an important category in teaching students to understand and evaluate history, but it is incredibly unclear how this could be assessed fairly. Historians around the world ask different questions and pose different possibilities relating to history that is dependent of their particular interests or relating to their particular theories. Even the highest historians don't agree on the most important lines of questioning over many subjects, and yet we are going to assess students on their inquiry abilities? Doesn't seem rational.
- How are we going to account for inquiry within the framework? That is not effectively addressed.
- So far, I don't have any.
- Keep it like it is
- Too many points to cover in some subjects to teach thoroughly.
- Need more information as to how the inquiry process will be assessed
- "I would decrease the inquiry practice for testing. While I am in support of an inquiry approach in the classroom, I am a social studies teacher. My job is to teach social studies content.
- If you test 50% inquiry (or a high percentage), then you are really dictating a teacher's curriculum, which is not allowed in the state of Kentucky. "
- I worry about the drop in emphasis on history, but I like the new percentages and the additional emphasis on economics and geography.
- Students have a serious lack of geographic knowledge. This should be addressed before they enter middle and high school.
- none
- Narrow down the specific standards, very broad statements
- N/a
- I cannot say enough: elementary teachers will need supports in resources and training about effective inquiry.
- Need more explanation on what 50% of assessment items will be tested via inquiry actually looks like - this is very unfamiliar to most social studies teachers who were not trained with this as a key aspect of their teaching

- Inquiry DOES NOT need to be the central focus, however. Students in my area are coming from homes that parents aren't involved or completely absent. They come to us already with a deficit in their understanding of content area knowledge. There needs to be a basic understanding of history, economics, geography and civics more than ANYTHING else.
- Previous question on what “inquiry” assessment will look like and how we will access in the classroom?
- basic skills have been lacking across the board in terms of getting students to think about the world around them.
- In my experience, inquiry learning can lead down multiple paths and I am not sure that a “right” answer can be obtained. Standardized tests, by design, have “right” answers to questions.
- None noted
- Dislike
- The history portion should be divided into time spans. It is almost impossible to cover history from the beginning of time to current day.
- I think the inquiry component needs to be explained more clearly.
- Just not sure how inquiry can be assessed
- I am concerned with how to test inquiry
- None
- Again, where are the other 9 disciplines from the National Council for the Social Studies? They are clearly being ignored. UNACCEPTABLE!
- If the guidance in the standards is to teach all discipline strands in unison, it will be important to integrate them in the assessments too.
- Human interactions? Do we still need how this content has changed people.

Grade 8: Ratings and Comments

Note: All percentages may not sum to 100 due to rounding. All comments are presented as they were submitted by respondents. No edits were made.

Grade 8: Blueprint Percentage of Domain Coverage

Question: Please select the option that best represents your opinion of the **suggested target % range** for each subdomain.

Subdomain	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Civics	9.25% (16)	75.72% (131)	15.03% (26)
Economics	25.86% (45)	68.97% (120)	5.17% (9)
Geography	18.82% (32)	77.06% (131)	4.12% (7)
History	2.91% (5)	76.74% (132)	20.35% (35)
Inquiry	18.29% (30)	75.61% (124)	6.10% (10)

Grade 8: Blueprint Percentage of Domain Coverage Comments

Subdomain	Comments
Civics	<ul style="list-style-type: none"> • Majority of the year is spent teaching history • Percentage should be higher because of the civic/democratic focus of the standards. • As long as inquiry skills are taught • I think each is area is adequately represented. • 20 • The percentage should be 20% for this domain. • Senior civics exam • NONE OF THE SECTIONS WOULD OPEN • Reinforcement of ideas and concepts that they will be tested on for graduation • I feel geography and history are more reflective of the targeted standards. • Students need a better understanding of the system and how they can impact society. • I think all 5 domains should be represented equally. • It should be even. • See rationale below for economics and geography • I think students need as much civics as possible to be responsible adults. • Civics should be 30% • Civics need greater focus at MS level. • I feel that the civics portion should be higher to assist in preparing students for the civics test they must take in high school. • If heavy in the 5th grade, a good addition and review of civics in the 8th grade • Teaching them how to be good productive citizens • Should be a range from 20-30% • Why would we do it differently? We are not just assessing knowledge of US history

Economics	<ul style="list-style-type: none"> • Majority of the year is spent teaching history • Economics is a sub category and U.S. history should be the emphasis. • Percentage should be lower in order to increase the percentage for civics and history. • As long as inquiry skills are taught • I think each is area is adequately represented. • 20 • The percentage should be 20% for this domain. • Need financial literacy component • NONE OF THE SECTIONS WOULD OPEN • I feel geography and history are more the focus in the new standards. • This is most likely taught in other classes or should be an elective class all to itself • I think all 5 domains should be represented equally. • It should be even. • Unlike Civics/Government and History, there are no required classes for this topic. They are embedded into the content of other classes and are seen through the "lens" of those classes. It would make more sense for history-related economics questions (e.g. on the Stock Market Crash of 29 or Reaganomics) to be included in the historical section, thus decreasing the percentage of straight economics questions. • Basic concepts-yes. Focus on money? Middle School students' concept of earning money is "Mom I need \$10." • Economics should be 15% • Should be lower to give additional weight to History and Civics. • This information will carry over to high school where there may not be a specific economics course. • I feel that economics could be reduced to accommodate the higher percentages in civics and history. • 8th grade should be higher than in 5th grade, as they can look at world economics and a broader understanding of economic vocabulary and more specific details and examples • There's not enough in the standard or supplemental materials to warrant this percent • Should be a range from 20-30%
Geography	<ul style="list-style-type: none"> • Majority of the year is spent teaching history • Geography is a sub category and U.S. history should be the emphasis. • Percentage should be lower in order to increase the percentage for civics and history. • As long as inquiry skills are taught • I think each is area is adequately represented. • 20 • The percentage should be 20% for this domain. • To raise civics it has to come from somewhere • NONE OF THE SECTIONS WOULD OPEN • I think all 5 domains should be represented equally. • It should be even. • Unlike Civics/Government and History, there are no required classes for this topic. They are embedded into the content of other classes and are seen through the "lens" of those classes. It would make more sense for history-related geography questions (e.g. the Dust Bowl, Great Migration, NAFTA, etc.) to be included in the historical section, thus decreasing the percentage of straight geographic questions.

	<ul style="list-style-type: none"> • Geography is important but can be imbedded in the other strands in a variety of ways. • Many students come into HS with no ability to read a map or follow of directions. It makes understanding history so much harder. • Geography should be 15% • More emphasis should be given to Geography at the elementary level. • These lessons could give good foundation to high school. • Beyond the standards of geographic movement, this domain could be reduced to accommodate the higher percentages in civics and history. • Review plus addition to basic geography skills, using tools, etc. • Should be a range from 20-30%
History	<ul style="list-style-type: none"> • Majority of the year is spent teaching history • U.S history should comprise the bulk of the assessment with geography and economics filtered through. • Percentage should be higher because of the importance of history and historical perspective. • Assessment needs the match covered material • I think each is area is adequately represented. • 20 • The percentage should be 20% for this domain. • NONE OF THE SECTIONS WOULD OPEN • culturally and intilectually students need to understand who and what they are from a historical perspective. • Same as above • History is the foundation for our content. • I think all 5 domains should be represented equally. • It should be even. • See rationale above for economics and geography • History should be 40% • History needs greater focus at MS level. • The history domain should be increased, especially the use of critical analysis of historic events and the impact of governmental decisions. • If heavy in 5th grade, review plus more deeper and specific cause and effects of events in American History • This includes World AND US history • Should be a range from 20-30%
Inquiry	<ul style="list-style-type: none"> • This is not a topic of Social Studies and should not be weighted 50% of each domain. • Majority of the year is spent teaching history • Inquiry should be streamed throughout. • Hopefully, the inclusion of inquiry will reduce the "Jeopardy" like over reliance on multiple choice questions. • Inquiry will not be advisable to all students. • As long as inquiry skills are taught • I think each is area is adequately represented. • 20% of test (not 50%) should be specific to the Inquiry skills that could still be about each of the 4 domains • The percentage should be 20% for this domain. • Too much emphasis on a process, not the content. • This is untestable. • NONE OF THE SECTIONS WOULD OPEN • Students who use inquiry skills effectively are more prepared Lear es.

-
- This where students can hopefully gain insight into the why and how we got here and what could have been done better by our leaders.
 - Too much emphasis on inquiry
 - Students struggle with inquiry.
 - Too difficult for students to grasp these type questions
 - It is unclear what those questions will look like or any clarity on how they will be scored or evaluated. Until that is made clear, it should not account for 50% of the test. Interpretation of information, evaluation of its importance and its application to modern situations is just as important (but not measured) as inquiry and should be given equal weight.
 - If the inquiry process ties all parts together, this is good.
 - Again, I am unsure what you mean by "Inquiry."
 - Same response
 - The inquiry portion is wonderful for our high level students but will be considerably more difficult for our struggling students. I see its importance and understand it should be included, but the percentage should be lowered, maybe to 25-30%.
 - Again, inquiry may not be the best fit for all teachers/students. Other teaching styles should be encouraged.
 - Percentage should be 25% and content 75% of the test.
 - I agree with this, but teachers (especially 7th grade) will need support in inquiry practices.
 - Again, what will this look like
 - Should be around 10%
 - Each category should be more focused on retention and expression of content knowledge. Inquiry would be more appropriate at 25% of each category.
 - As state previously, 100% of the measure should be inquiry practice based if that's what we're teaching.
 - Wondering why this section is 50%.
-

Grade 8: Overall POSITIVE and CRITICAL Feedback

Grade 8: Please provide any additional POSITIVE feedback you have here.

- There are FOUR of the FIVE essentials of Social Studies here.
- These standards are going to drive greatness in Kentucky!
- The inclusion of inquiry practices will re-invigorate instructional practices and curriculum materials.
- N/A
- Like that inquiry is stressed in each course.
- The standards are about as good as can be expected and are vastly superior to the current standards.
- If all the social studies and inquiry are important (which they are) then all should be assessed equally.
- Inquiry is the key to higher level thinking and preparing students to meet the overarching goals of a good social studies education
- I do think having inquiry skills assessed is good so that we are teaching our students how to be critical thinkers by knowing how to ask good questions and ability to look at the evidence to draw conclusions that will help them make good decisions to act upon for themselves and their community, state, nation, and world. I do think the 4 Content Domains need to be equal in the amount of focus/test questions given on the test.
- Having Inquiry skills in Social Studies standards are important for students to think like Historians in today's world.
- Inquiry is measured
- NA
- Domains are fine
- I think that 50% inquiry and 50% disciplinary standards is right on. The goal of the standards writing team and the teacher teams building curriculum is that we are using the disciplines as lenses in which to experience inquiry.
- See previous.
- NONE OF THE SECTIONS WOULD OPEN
- These are the same questions as the previous page.
- Good spread of content.
- 8th grade and middle school in general is a transitional period. It makes sense to spend equal time on each domain.
- A good balance that ensures one sub-domain is not over more important than the other.
- Social Studies is a much needed class.
- Good encourage to do good before going to the High school!
- An increased focus on economics and geography
- Same as 5
- Civics is always good IF there is time to connect it in a meaningful way. Not just on paper.
- Inquiry process is very valuable
- Same as before
- Again, for this specific content area, I think equal distribution is appropriate.
- Keep it like it is
- I think building the background in all content areas is very effective in developing well-rounded social studies students!
- I like the additional emphasize on geography and economics.
- Equal percentages
- Just Right
- N/a

- I feel if domains are kept equal at this point, it could give student and teacher a good insight in strengths and weakness when they take US History and the EOC in high school. A break down of results could be a very useful tool if provided.
- Good balance
- Like
- Makes all strands equal
- I like the subcategories
- Inquiry is embedded.
- This provides students an opportunity to demonstrate answering compelling and supporting questions using critical reading skills, using supporting evidence, and communication conclusions.

Grade 8: Please provide any additional CRITICAL feedback you have here.

- "CULTURE is not a subdomain that is included here.
- INQUIRY is not a topic of study in Social Studies and should not be weighted as 50% of the assessment on each category."
- The areas should not be tested all at once and by equal amount. If you are going to test them all, they need to be tested at the end of the course in which they are taught.
- Civics and history should be represented at a higher percentage for the reasons stated above.
- N/A
- They may not be perfect but nothing is.
- Giving feedback on the percentages for each domain is hard to do because don't know how the test will be formatted.... is it still multiple choice with some extended response answers???? I think giving 50% of each domain to Inquiry seems to make the test overwhelming about Inquiry practices and not about KEY CONTENT that students need to know about in order to be informed and actively involved citizens.
- The Inquiry should be 20% of the assessment and should be a big part of the assessment.
- Too much emphasis on the process, not the content.
- None
- NA
- Are we not studying culture anymore? To make 50% of 4 parts of the test inquiry based is untestable and unreasonable for a new component.
- See previous.
- NONE OF THE SECTIONS WOULD OPEN
- Economics might come secondary to geography, history, and civics at this level.
- None
- Charter Schools must be required to complete these assessments, and state funding must be dependent upon test performance.
- Students struggle with inquiry.
- It is not enough to encourage them, we also have to give them the real life tools on how to succeed in their new level!!
- Separating Economics and Geography from their historical contexts in History and Government minimizes their importance and shows a lack of understanding that everything is intertwined. Additionally, the focus on inquiry is so vague; It is unclear what those questions will look like or any clarity on how they will be scored or evaluated. Until that is made clear, it should not account for 50% of the test. Interpretation of information, evaluation of its importance and its application to modern situations is just as important (but not measured) as inquiry.
- Same as 5

- Geography skills need to be a focus in all MS SS classes so that they build. You cannot understand Human Interaction with the Environment if you do not understand the planet.
- For the piloting testing year, will it accommodate the fact that the 8th grade class will have not been taught subjects like Greece and Rome? By pushing Ancient civilizations back to 6th grade, the students the will be in 7th grade fall of 2019 will not receive that content. Will this be reflected for testing purposes?
- Inquiry is difficult on a statewide assessment
- Same response
- Same as before
- At this time, I don't have any critical feedback.
- Keep it like it is
- none.
- Broad standards
- None
- N/a
- Need more explanation on what 50% of assessment items will be tested via inquiry actually looks like - this is very unfamiliar to most social studies teachers who were not trained with this as a key aspect of their teaching
- None noted
- Dislike
- Inquiry needs to be clarified
- What will inquiry even look like as an assessment item?
- I am concerned with how to test inquiry
- Civics and history, in my opinion, should be more heavily weighted than geography and economics.
- Again, where are the other 9 disciplines from the National Council for the Social Studies? They are clearly being ignored. UNACCEPTABLE!

Grade 11: Ratings and Comments

Note: All percentages may not sum to 100 due to rounding. All comments are presented as they were submitted by respondents. No edits were made.

Grade 11: Blueprint Percentage of Domain Coverage Ratings

Question: Please select the option that best represents your opinion of the **suggested target % range** for each subdomain.

Subdomain	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Civics	11.70% (20)	68.42% (117)	19.88% (34)
Economics	21.64% (37)	66.67% (114)	11.70% (20)
Geography	30.95% (52)	65.48% (110)	3.57% (6)
History	4.71% (8)	65.88% (112)	29.41% (50)
Inquiry	17.07% (28)	73.17% (120)	9.76% (16)

Grade 11: Blueprint Percentage of Domain Coverage Comments

Subdomain	Comments
Civics	<ul style="list-style-type: none"> • Percentage should be higher because of the civic/democratic focus of the standards. • Civics is already being assessed with the required civics test. • included in history naturally • As long as inquiry skills are taught • To be an informed citizen, Civics should be "weighted" more • I think each is area is adequately represented. • 20 • The percentage should be 20% of this domain. • NONE OF THE SECTIONS WOULD OPEN • Most High schools teach 3 required classes, Intro to Social Studies, World History and US. History. Civics is usually primarily taught during students freshman year. Students will then be assessed on this later in their hs career and may not be as familiar as necessary with concepts. Also because 3 clases are taught and civics is primarily taught in Intro to Social studies, this seems like too high of a percentage for what is acually taught in schools. • These student will be entering adulthood soon and need to be better prepared to make informed decisions • 10% would be enough. It would cover the basic concepts of civics/government that would be necessary for the average student. • Students will soon be voters. They need to understand this. • I think all 5 domains should be represented equally. • It should be even. • See rationale below for economics and geography • Based on time required or spent on this subject to receive a high school diploma. • More civics helps prepare students for the future. • Students are at the age where their decisions effect the community.

	<ul style="list-style-type: none"> • History should be 2 separate domains, which means there should be 5 domains worth 20% each. • Proper education in civics and politics is important at this age as many of these students will gain the right to vote within a year of this exam. • Percentage should be 30% • Critical for adult life and required civics exam. • I think civics would be more meaningful to 11th graders than earlier, so a stronger emphasis would be valuable • As approaching adults, students have to have a deep understanding of how their government works and their responsibility in the process • Make room for both world and us history. Make everything 20% • high school students need more experience in civics and experiences to exercise civic awareness • I feel the percentage should be higher to help students learn more about government • This is preparing students to be good productive citizens • Should be a range from 20-30% • Students are required to pass a civics test for graduation requirements. 10% would be more appropriate.
Economics	<ul style="list-style-type: none"> • Percentage should be lower in order to allow an increase in civics and history. • As long as inquiry skills are taught • To be financially secure (or have the knowledge to be financially secure), Economics should be weighted more • I think each is area is adequately represented. • This content will likely be imbedded within other courses, not stand alone. Also, this content is new to many students (and teachers). • 20 • The percentage should be 20% of this domain. • NONE OF THE SECTIONS WOULD OPEN • Most High schools teach 3 required classes, Intro to Social Studies, World History and US. History. Civics is usually primarily taught during students freshman year. Students will then be assessed on this later in their hs career and may not be as familiar as necessary with concepts. Also because 3 classes are taught and economics as separate content is primarily taught in Intro to Social studies, this seems like too high of a percentage for what is actually taught in schools. • Economics will enable young adults to make better informed decisions and be better prepared by offering them pertinent information • 30% is needed. Economic principles are very badly needed for practical survival skills in a world ruled by money. • Students need to understand the economy because they will be entering the world soon. • I think all 5 domains should be represented equally. • Should include more history • It should be even. • Unlike Civics/Government and History, there are no required classes for this topic. They are embedded into the content of other classes and are seen through the "lens" of those classes. It would make more sense for history-related economics questions (e.g. on the Stock Market Crash of 29 or Reaganomics) to be included in the historical section, thus decreasing the percentage of straight economics questions. • Based on time required or spent on this subject to receive a high school diploma.

	<ul style="list-style-type: none"> • More economics at the high school level could better prepare students for life in understanding banking, interest, and debt. • Students are at the age where their decisions effect the community. • History should be 2 separate domains, which means there should be 5 domains worth 20% each. • These students are about to enter the real world and should have a stronger grasp on the economic challenges they are going to face. • Percentage should be 15% • Critical for adult life and financial literacy. • This would require an additional class at my school, and we don't have the room for it. And to include this into other core classes would reduce the time to teach those classes. • Make room for both world and us history. Make everything 20% • I feel the percentage should be higher to help students understand the impact economics has on our country. • There's not enough in the standard or supplemental materials to warrant this percent • Should be a range from 20-30% • The economic standards are very high level, it will take several years before students will reach the high school with proper backgrounds and foundations in economics to fully master the new standards. 10% would be more appropriate for the immediate future.
<p>Geography</p>	<ul style="list-style-type: none"> • Percentage should be lower in order to allow an increase in civics and history. • As long as inquiry skills are taught • I think each is area is adequately represented. • This content will likely be imbedded within other courses, not stand alone. • 20 • The percentage should be 20% of this domain. • NONE OF THE SECTIONS WOULD OPEN • Most High schools teach 3 required classes, Intro to Social Studies, World History and US. History. Geography is usually primarily taught during students freshman year. Students will then be assessed on this later in their hs career and may not be as familiar as necessary with concepts. Also because 3 classes are taught and geography as separate content is primarily taught in Intro to Social studies, this seems like too high of a percentage for what is acually taught in schools. • 10% is enough for basic and refresher geography. • 15 percent; at this point students should already have a firm grasp on geography. • I think all 5 domains should be represented equally. • Should include more history • It should be even . • Unlike Civics/Government and History, there are no required classes for this topic. They are embedded into the content of other classes and are seen through the "lens" of those classes. It would make more sense for history-related geography questions (e.g. the Dust Bowl, Great Migration, NAFTA, etc.) to be included in the historical section, thus decreasing the percentage of straight geographic questions. • Based on time required or spent on this subject to receive a high school diploma. • Should be covered before now.

	<ul style="list-style-type: none"> • History should be 2 separate domains, which means there should be 5 domains worth 20% each. • Geography needs to be more human based and less physical in nature • Should already have a great foundation of geography • Percentage should be 15% • Lower to give more weight for other subdomains. • This would require an additional class at my school, and we don't have the room for it. And to include this into other core classes would reduce the time to teach those classes. • If there is a greater emphasis on geography earlier in the sequence (i.e. 5th grade) there would not need to be as much at this point • Basic geography skills should be accessed in 5th and 8th grade, leaving room more exploration and a deeper understanding of civics and history • Make room for both world and us history. Make everything 20% • Should be a range from 20-30% • Geography is such a part of world history and us history. 5% would be more appropriate.
History	<ul style="list-style-type: none"> • History and historical perspective are even more dominant in high school and is necessary for true inquiry-based instruction. • includes civics and government naturally • Even at grade 11, I think history should take up a greater portion of the curriculum • Time frame of material must match assessment • I think each is area is adequately represented. • Most high school students take TWO history courses: World and US. The percentage should reflect the courses students take. • 20 • The percentage should be 20% of this domain. • NONE OF THE SECTIONS WOULD OPEN • US History and World History make up a large percentage of what is taught in HS and should be counted more. • 50% should be the absolute minimum for history. Some areas of history are covered in the other subjects. History teaches one how to live in the world based on the lives of those who have lived before. • I think all 5 domains should be represented equally. • It should be even . • See rationale above for economics and geography • Is this both US and World? Will it separated on the exam? • Based on the requirements for a high school diploma and the time spent in class is greater than the other subjects. • Should be covered before now. • History should be 2 separate domains, which means there should be 5 domains worth 20% each. • History should be the main focus of social studies education as it is the most dense. Thus should be tested the heaviest. • I agree with this percentage, but I think it will be hard to get many schools away from their history-centric SS curriculum. • Students must learn the lessons of history, even when they are difficult • Percentage should be 40%. It takes much longer to teach. • Historic events and their "cause and effect" play a huge role in making rescission for the future. As students are approaching adulthood, perspective is very important • Make room for both world and us history. Make everything 20%

	<ul style="list-style-type: none"> • This includes 2 histories World AND US • Should be a range from 20-30% • History, since it includes US and World history should be much higher, 50% would be more appropriate.
Inquiry	<ul style="list-style-type: none"> • This is not a topic of Social Studies and should not be weighted 50% of each domain. • Hopefully, the inclusion of inquiry practices will impact instructional practices and move assessment away from a reliance on multiple choice, "Jeopardy" style questions. • As long as inquiry skills are taught • I think each is area is adequately represented. • Just right--but we may need to work up to 50% since this is a new approach for many teachers and students. • 20% of test (not 50%) should be specific to the Inquiry skills that could still be about each of the 4 domains • The percentage should be 20% of this domain. • Too much emphasis on the process. • NONE OF THE SECTIONS WOULD OPEN • OKAY • divide between inquiry and experiential • Too much emphasis on inquiry • This is already embedded in to instruction and the skills necessary to understand the subdomains. It should not be assessed separately. • Students struggle with inquiry . • It is unclear what those questions will look like or any clarity on how they will be scored or evaluated. Until that is made clear, it should not account for 50% of the test. Interpretation of information, evaluation of its importance and its application to modern situations is just as important (but not measured) as inquiry and should be given equal weight. • Again, I am unsure what is meant by "Inquiry." • Same response • This is not specific enough and too open to interpretation. • At the high school level, I believe inquiry-based questions (especially since they have been using them all throughout school) could easily be raised up to as much as 75% and reflect learning more effectively than just memorization or simple analysis. One of the things I like best about the new standards is the inquiry-based strand, as I believe it can help move students beyond just "textbook knowledge" of history. • The inquiry portion is wonderful for our high level students but will be considerably more difficult for our struggling students. I see its importance and understand it should be included, but the percentage should be lowered, maybe to 25-30%. • Inquiry should be 25% inquiry and 75% content. • HS needs more focus on inquiry rather memorization of facts. • I feel that inquiry and critical analysis should be higher in the 11th grade since students should have a solid background of the historic events and be ready to process and evaluate those events. • Should be around 10% • The assessment percentages for each category should focus more on retention and expression of content knowledge. 25% would be more appropriate. • 100%. We want to measure anything other than recall of random facts

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| | <ul style="list-style-type: none">• How much time is given for the more critical questions? Or are these NOT written responses? |
|--|---|

Grade 11: Overall POSITIVE and CRITICAL Feedback

Grade 11: Please provide any additional POSITIVE feedback you have here.

- There are FOUR of the FIVE essentials of Social Studies here.
- These standards are going to be a driving force in Kentucky!
- none
- N/A
- Like that inquiry is stressed in each course at each level.
- These standards are a tremendous upgrade over the current standards and are about as good as can be expected.
- I am glad to see more emphasis on geography and economics.
- If all of the social studies are important, all should be given equal weight in assessment.
- As a middle school teacher, I am less familiar with these standards
- I do think having inquiry skills assessed is good so that we are teaching our students how to be critical thinkers by knowing how to ask good questions and ability to look at the evidence to draw conclusions that will help them make good decisions to act upon for themselves and their community, state, nation, and world. I do think the 4 Content Domains need to be equal in the amount of focus/test questions given on the test.
- Having Inquiry skills in Social Studies standards are important for students to think like Historians in today's world.
- na
- I think that 50% inquiry and 50% disciplinary standards is right on. The goal of the standards writing team and the teacher teams building curriculum is that we are using the disciplines as lenses in which to experience inquiry.
- See previous.
- NONE OF THE SECTIONS WOULD OPEN
- Glad there is an economic section
- Good spread of content
- It is good to include practical subjects such as economics, civics and geography.
- A good balance that ensures one sub-domain is not over more important than the other.
- I like that it includes Kentucky History.
- Social Studies is a much needed class.
- Good job on promoting the practice more on the ACT
- An increased focus on economics and geography
- Same as 5 and 8
- By the end of Junior year this skill set/requirement seems about right as a basic score (average).
- Same as before
- Thank you for promoting geographic and economic skills in this framework. We have neglected them for far too long because of our EOC structure
- Again, for this specific content area, I think equal distribution is appropriate.
- Keep it like it is
- In my opinion this assessment format more adequately reflects well-rounded social studies knowledge than the previous EOC.
- All content bands do NOT require the same amount of time to teach. They just don't. That should be reflected in the test.
- I like the equal emphasize.
- At this point, high school students should be able to ask and answer questions critically.
- Just right

- Able to set up courses as grouped in the standards
- N/a
- I like that it is more than US history
- I like the subcategories
- We should value inquiry in all areas. This is positive for students in Kentucky.
- I do like that inquiry will be measured and is embedded.

Grade 11: Please provide any additional CRITICAL feedback you have here.

- "CULTURE is not a subdomain that is included here.
- INQUIRY is not a topic of study in Social Studies and should not be weighted as 50% of the assessment on each category.
- The areas should not be tested all at once and by equal amount. If you are going to test them all, they need to be tested at the end of the course in which they are taught.
- If students are required to take an additional civics exam, then the other domains should have a higher representation on this state assessment.
- none
- N/A
- Nothing will be perfect.
- The percentages could be adjusted based on the course students are taking. For example, a civics class would feature more civics standards as opposed to geography.
- Giving feedback on the percentages for each domain is hard to do because don't know how the test will be formatted.... is it still multiple choice with some extended response answers???? I think giving 50% of each domain to Inquiry seems to make the test overwhelming about Inquiry practices and not about KEY CONTENT that students need to know about in order to be informed and actively involved citizens.
- "The Inquiry should be 20% of the assessment and should be a big part of the assessment.
- Too much emphasis on the process.
- na
- See previous.
- NONE OF THE SECTIONS WOULD OPEN
- I believe the economics & geography pillars should be interwoven into what we already do.
- Civics at this level is crucial as students will soon be fully responsible citizens AND they have to pass the civics test to graduate. Economics can be hit more here as the concepts aren't as abstract (even on a personal level as students start to have jobs and they have more historical context). By this point, geography shouldn't be more than a refresher with a few more advanced concepts thrown in, and history should have the main stage as it sets the context and gives opportunity to delve deeper into all of the other content 'pillars'.
- None
- History is rapidly becoming a subject which is set aside for more technical subjects such as math and science. My opinion has always been that math and science may help you make a substantially higher salary; however, history gives you a number of paths to take for a meaningful life.
- Private & Charter Schools must be required to complete these assessments, and state funding or tax exemptions must be dependent upon test performance.
- This is essentially the C3 framework written in a even more complicated graphic organizer than before. The high school standards are not divided by grade level and they should be. You cannot effectively coordinate all of the necessary subdomains within a school by grade and then it is nearly impossible to do so across schools and then across districts. This will create a huge problem for students who move

and many move frequently. How will they keep up with what they have already studied? This is also too vague and teachers will interpret this differently and take vastly different approaches to their methods of teaching whether they focus on project, inquiry based skills or the content itself. The way the standards are organized will make grading extremely difficult which shows out of touch the writers of the standards are with actual classroom processes. Additionally it is obvious they are not considering students with special needs or students who are English Language Learners that enroll in US schools at the high school level. These students are expected to pass the civics exam when they have never learned the early US History standards and as freshmen, have never the later US History standards. US History should be continued in the 9th grade and government taught as juniors. Also understanding government takes more depth and complexity, skills most students do not possess until they are older.

- Students struggle with inquiry.
- "It is sad to see this age students losing the complete respect for their school staff! They way they talk to their teachers when they get mad or when they do not want to work on their assigned task. When are we going to bring good behavior, such as respect to their adults and classmates? Good manners, they seemed to be a thing of the past. We should be so concern for this topic, if not more at least the same as the academics.
- We are not setting them up to be successful but for a big failure. Where is the part of your responsibility on this matter? Please consider it. Thank you. "
- Separating Economics and Geography from their historical contexts in History and Government minimizes their importance and shows a lack of understanding that everything is intertwined. Additionally, the focus on inquiry is so vague; It is unclear what those questions will look like or any clarity on how they will be scored or evaluated. Until that is made clear, it should not account for 50% of the test. Interpretation of information, evaluation of its importance and its application to modern situations is just as important (but not measured) as inquiry.
- Same as 5 and 8
- There should be a followup assessment during Senior year.
- Again, history should be 2 separate categories making 5 subjects instead of 4.
- Too difficult to implement and assess
- My first concern is that this is going to be a junior level test. At my school government and economics is a senior level course; juniors will not have had the content and will score poorly on those sections of the test. Secondly, again, "history" is very specifically divided into US and World at the high school level, therefore, the history section needs to be divided into questions from US and questions from World. The problem with this test is that the students will not have all of the classes in any one given year. If we expect students to remember content from other classes that they had 2 or even 3 years previous to the test, we are going to get low scores.
- The "History" requirement is too vague. What sort of history will be tested? Needs to be more specific.
- same response
- Same as before
- I am very nervous about schools being able to realign their curriculum and course offerings in enough time to reflect the standards.
- none
- I worry that this assessment blueprint creates a system where schools will be rushed to complete 4 subjects (at equal weight) in 3 academic years. This not only allows for ineffective instruction in one or more areas, but then makes social studies insignificant at the senior year.
- Keep it like it is

- Allocating 50% of the test is basically dictating a teacher's curriculum and approach to teaching. The government cannot do that. While I support inquiry methods, 50% is MUCH too high!
- "In general, elementary and middle school teachers have a very limited knowledge of history. Therefore, more of the history content should be provided at the high school level.
- In addition, personal finances should be emphasized in the economics domain, especially at the junior and senior years of high school."
- Inquiry is an incredibly important process, but I fear that teachers have not been adequately trained in how to teach this way. We HAVE to get training to our schools before we use this technique to assess our students. We can not adequately prepare them if we do not fully understand what the state of Kentucky is looking for. Provide teachers with the proper support!
- These categories should not be worth equal amounts. At best, if my school could offer economics or geography, they would be semester courses. Civics and history are full year courses, which should be worth more than a half a year course.
- I would like to see a pilot exam before it becomes part of accountability.
- none
- Lack of resources for some standards in World History
- N/a
- Need more explanation on what 50% of assessment items will be tested via inquiry actually looks like - this is very unfamiliar to most social studies teachers who were not trained with this as a key aspect of their teaching
- Are you going to change the name of the course "US History" if it ends up only being 25% actual history?
- I think that civics, Econ, Geography, US history, and World history should all be 20%
- I have concerns about how to test inquiry
- Civics and history, in my opinion, should be more heavily weighted than economics and geography.
- Again, where are the other 9 disciplines from the National Council for the Social Studies? They are clearly being ignored. UNACCEPTABLE!

Final Questions: Complete Blueprint

Question: Please select the option that best represents your opinion of the complete blueprint.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The blueprint is easy to read.	2.11% (4)	4.74% (9)	51.05% (97)	41.58% (79)	0.53% (1)
The blueprint is easy to understand.	1.58% (3)	8.42% (16)	54.74% (104)	34.74% (66)	0.53% (1)
The blueprint will provide instructional guidance to teachers.	16.84% (32)	23.16% (44)	39.47% (75)	18.42% (35)	2.11% (4)
The blueprint is useful to non-educators.	11.58% (22)	20.53% (39)	50.00% (95)	14.21% (27)	3.68% (7)

Question: The blueprint serves as a road map for the creation of the end-of-span assessment administered at Grade 5, 8 and 11 respectively. After students complete the assessment, all schools receive a report that shows how students performed on each subdomain (civics, economics, geography, history and inquiry). For example, schools would see if the students scored better on civics or history. Use this information to help rate the statements below.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The subdomains on the blueprint provide valuable information for schools to help inform the social studies program, overall.	7.41% (14)	10.58% (20)	60.32% (114)	18.52% (35)	3.17% (6)
The subdomains provide enough detail to support improvement of a school's overall social studies program.	15.68% (29)	27.57% (51)	41.62% (77)	12.43% (23)	2.70% (5)

Complete Blueprint: What is the most useful aspect of the suggested blueprint?

- It will be helpful to see how students perform on each strand in particular classrooms and schools. This should be helpful in informing professional learning as well as curriculum and instructional decisions at the classroom, school, and district level.
- Even distribution
- Clear percentages that span all grades.
- percentage breakdown
- Added resources

- Less content to cover: colonization to Constitution
- It is not useful because it is very generic
- The breakdown of subdomains
- It incorporates both content standards and inquiry practices together.
- Easy to understand
- Vertical alignment piece
- Easy to read and look to provide minimal feedback.
- I guess the percentages as that's the only information provided.
- the subdomains
- It's simplicity
- Scoring on end-of-span assessment and standardized testing in general is a joke.
- simple, clear, inquiry is included
- The suggestions are useful and clear.
- Easy to read for educators and non-educators.
- The assessment results will be provided by subdomain for instructional planning at the school level.
- It is straight-forward in what is going to be assessed and their importance
- The inclusion of inquiry as part of the weight
- Knowing how many questions will focus on each domain.
- Percentages are listed.
- It is very clear that civics, economics, geography, and history are equally valued, which is wonderful.
- na
- You know not to focus on any one area too much.
- A clear message that inquiry is as important as the disciplines. Additionally, each of the disciplines has equal importance. The standards were constructed to take advantage of each thinking to better understand questions. If these are unequal, then the standards that are overemphasized cannot support the weight. Equal is best.
- Easy to read and laid out clearly.
- NONE OF THE SECTIONS WOULD OPEN
- written instructions
- Break down of each domain and the skills/topics aimed to be covered.
- Knowing what is expected.
- Percent of topic breakdown
- Shows percentage of the assessment is dedicated to each area. It will help guide instruction.
- Examples
- It is to the point and easy to read.
- I feel that the weight for each sub-domain is good.
- Percentages are easy to understand.
- The chart that indicates the % of each domain and the fact that in each domain 50% of the questions will require Inquiry.
- The simplicity
- The blueprint is easy to read for Social Studies teachers.
- We need more focus on geography and economics and this provides that.
- That it is easy to read.
- Awareness of the scores
- Its clarity

- Color-coded and the part where it shows what students should know before and after the grade that they are in.
- Easy to read.
- Simplicity
- Four+ domains to focus on.
- Chart form
- Ease of reading/understanding it
- Simple breakdown of what should be taught.
- To know the areas in which the students are assessed and that it is across the board not heavier percentages in certain areas.
- Teachers receiving specific information from testing about each domain is WONDERFUL!
- The simplistic design makes it very clear what is being assessed and at what frequency.
- I like the percentages of assessment questions.
- I think the proposed breakdown on the scores cards of exactly which areas students miss questions, will be VERY useful.
- Awareness of each subdomain and its significance compared to other sub domains
- If students do not perform in a certain subdomain, the social studies teacher can easily tell where more is needed.
- Not applicable
- Breakdown of assessment topics/content.
- the sample evidence of learning
- Easy to read
- Easy to read.
- Teachers will know to spend equal time on each sub-domain.
- The percentages
- It is important that we know precisely how much of the test is going to pertain to which domain.
- To monitor learning per subdomain.
- It clearly communicates the points of emphasis and areas of social studies beyond what non-social studies teachers think of the discipline (i.e. it's not just history).
- Seeing the percentages for each assessed grade.
- All domains are the same for grades 5, 8, 11, easy chart progression.
- Percentages placed on each subdomain
- N/a
- It is easy to read.
- The feedback of sub domains
- I understand that you want to do 1/4th of the test in each of the 4 areas.
- Knowing that all domains will be assessed.
- Percentages
- Knowing The percentage distributions
- Knowing domains tested is helpful.
- Easy to read
- Seeing the categories to understand the breakdown of the test.
- As long as the report ties directly to the current description of the disciplinary strands, it would certainly be helpful to improve the school's social studies program.

- percentages, inquiry being 50% and listed below the other is confusing in that people will not understand the nature of the embedded standard.

Complete Blueprint: Is there a feature that is missing from the suggested blueprint? If so, what is it?

- Unsure what the inquiry will look like.
- CULTURE should be a subdomain rather than INQUIRY.
- very vague
- Inquiry practices
- It would be helpful to know how much of the tested areas are specific to the tested grade level and how much is testing background knowledge from previous grade levels.
- How these standards would be assessed.
- A comparison of school year time, i.e. number of weeks that would be spent on each topic.
- Embedded sample questions
- Specificity for each strand.
- Possibly the style of testing. Will it be similar to the previous KPrep Social Studies Assessment or more in line with the current style of the Science assessment?
- no
- I think a one sentence definition for each of the subdomains would be helpful
- inquiry might seem like an afterthought (as a footnote)
- Not in my mind.
- Key focus topics for each subdomain.
- I would like to see the subdomains broken down further in order to really inform instruction on an individual teacher level.
- In data for schools, is there some way to break down students ability to answer inquiry questions v. content questions? To be focused on improvement, and if inquiry is essential, schools/teachers need to know how they are doing.
- You say "inquiry" is a domain in your question #2 above however it is not part of the chart (only a footnote) and it has a higher percentage of weight on the test than the other 4 very important domains. It does not need to be a footnote at the bottom of the blueprint; it needs to be part of the blue print chart. It is confusing to understand what it really means when it says 50% of each domain.
- "In the Inquiry, is the assessment going to cover all the Inquiry Practice: Questioning, Investigating, Using Evidence, Communicating Conclusions for each Domain in Social Studies?"
- Example: In the Civics domain, will there be an assessment on questioning, one on Investigating, one on Using Evidence, one on Communicating Conclusions? In the Economics domain, will there be an assessment on questioning, one on Investigating, one on Using Evidence, one on Communicating Conclusions? Would this be the same for the other two domains? Or, would there only be one or two Inquiry questions and the questions could be any of the Inquiry questions?"
- This blueprint is so vague that it cannot address instructional implications. To assume a fifth grade student is going to take an assessment that "covers" six years of material and remember it all is ludicrous. The blueprint is so vague. For example, if physicians were given a blueprint for the MCAT that states the following as categories: Cardiovascular, Mental Health, Gastrointestinal, Ear Nose and Throat, and Surgery would that truly tell them what the assessment is addressing. Does that adequately identify what is needed for the professors to instruct the students? No...but somehow teachers are expected to be miracle workers.

- There is no explanation of what "inquiry" assessment looks like. If a student scores poorly, is that because he or she does not understand Civics (for example) or because he or she does not understand Inquiry? How will you separate these to keep the test valid? How will you communicate those differences to teachers so they can make instructional changes?
- na
- Culture
- I think that how the Inquiry is presented might be confusing, though I understand it is done to protect the percentage that will be tested. If there is a way to show that Inquiry is really 50%, Civics is 12.5%, etc. It might be better for folks to understand, but that will also open the door for critics who will complain that social studies is further undermined--though often these folks argue in bad faith.
- More details and or subdomains could be added to further clarify what specific skills students are achieving in or lacking in within the domains.
- NONE OF THE SECTIONS WOULD OPEN
- no
- N/A
- Too vague.
- I don't understand how inquiry is going to be assessed. Can you communicate that to teachers?
- No
- Low expectations
- No
- The history sub-domain standards are too general and give little to no guide for teachers.
- Yes. How are questions truly designed to measure inquiry and another topic? Basic assessment construction methodology insists that a single question (especially if it's multiple choice) cannot "test" for two items or domains!
- Yes, specific details and sample test items.
- Not at this time.
- What specific skills in each subdomain will be assessed in each grade level.
- We need a sub score for how students performed on inquiry vs. non-inquiry questions.
- None
- How to work to improve the next time they take their assessment.
- There is no information about the structure of the test or any specifics for any of the subdomains. There is no differentiation between global or domestic economics, for example, or micro or macro economics. There is no delineation for World vs US History or any of the subcategories of geography (migration, population, culture, etc.)
- Resources and a better roadmap for instruction make students and teachers successful.
- That these are the AVERAGE goals to be met by each student before graduation.
- Explanation and details of inquiry expectations. These expectations should be differentiated by elementary middle and high school students.
- No details or specifics
- Again, the division of world and US history at the 11th grade level.
- More specific subdomains outlining what type of history or economics should be focused on and tested.
- What types of questions? Amount of time given for the test? Length of test?
- I feel that people will not understand the inquiry aspect of the assessment - both on the skills side and how it will be measured on the assessments.
- This needs more depth--especially on the pieces within each category.

- Not that I've determined.
- Assuming this will come in later publications, but missing percentage or at least discussion of types of questions. Content based vs analysis vs comparison
- Not applicable
- "details--all I see are the domain names
- would love to get more detail back from the assessment results to assist how to better prepare--inquiry issues or content issues"
- no
- Might need sub domains with percentages.
- No
- Schools should receive more specific data down to student performance on SS standards rather than just the domains.
- There needs to be a breakdown of what will be on the test from each domain. This is an incredibly general "blueprint" and is in no way enough to guide instruction. Send teachers a pinpointed guide of what will be covered so that we know what we need to cover!
- There should be more explanation of what is meant by "inquiry practices," especially if it will be shared to non-teachers.
- question style (% multiple choice, extended response) :)
- no
- More specifics would be helpful
- NO EXPLANATION OR EXAMPLES! I want to know what we're going to need to teach with specific standards. UP TO DATE standards.
- what does each area contain? All 4 subdomains are HUGE areas, be a bit more specific so non-educator stakeholders understand what is being taught and why...
- More explanation of "inquiry" and how the assessments intend to measure it.
- The inquiry component needs to be better explained.
- Details of what each sub domain will involve.
- each subdomain should also report how students perform on the standards in that subdomain to allow for instructional planning.
- More explanation. Also, is grade 8 testing just for what was learned in grade 8 only? Or for all middle school social studies content?
- Within each domain, they should be broken down into sub-domains, showing percentages tested with the domain.
- Not enough detail on each topic
- It requires a book-length document to describe everything wrong here. Massive omission of important content is just one problem.
- There needs to be a breakdown in percentages for history between US History and World History.
- Will the end of span assessment report be coded to specific standards that were tested/measured? Or perhaps the specific concepts and practices for each disciplinary concept? That would be super helpful when it was time to analyse the data.
- Descriptions of what each domain contains. If you have taught SS you know this, if you have not been in a SS assessed area you do NOT know this.

Complete Blueprint: Please provide any additional feedback (positive or critical) for the review committees to consider when making decisions about the blueprint.

- It would be most beneficial if schools could find out not just what subdomain students did well on or struggled with, but what standard(s) are strengths or weaknesses. The more details/data that we get from assessments, the more we can improve instruction.
- CULTURE should be a subdomain rather than INQUIRY.
- Include a page that describes what the inquiry processes are.
- The units should not be split up
- Inquiry does not belong in 5th grade Social Studies. This is unrealistic and not an attainable goal for this academic level. A proficient understanding of historical facts needs to be the focus.
- Testing the areas equally on one test is a terrible idea. The assessments need to be course oriented and specific to the content throughout the year.
- Schools and parents would need more information than this to inform them about how they are doing. The report that a school and a parent receives should be broken down into subcategories. That is how instruction and programming can be truly improved.
- none
- Sample inquiry assessment types?
- The standards are an upgrade and need to be approved.
- Inquiry is the foundation of the new standards which should be reflected in the assessment. What will that look like?
- Having results feedback about how your class/student scored on a test is very valuable and helpful in guiding teacher for instructional purposes. Definitely need it broken down by domain as well as within in each domain such as if it is about "KY standards" did they not do well answering these questions or if it is about "conflict and compromise" or "Geographic Reasoning."
- The blueprint needs to focus on content for students to make them knowledgeable citizens. The inquiry piece that has been added to the KAS for social studies weigh too heavily on the assessment blueprint. We are asking students to be historians, when in fact they are not. They need knowledge to be good citizens and understand the history of their country.
- na
- Making sure that students have an opportunity to explain their thinking in a form other than multiple choice. I recommend Washington State's approach. Additionally, looking into accounts based questions by VanSledright might help.
- I think the inquiry section needs to be detailed more. What is this going to contain?
- PLEASE DON'T USE A MULTIPLE CHOICE ASSESSMENT!
- NONE OF THE SECTIONS WOULD OPEN
- N/A
- I am concerned about this coming year's 7th graders having a huge gap in their content.
- Maybe divide each area into sub domains.
- I have already commented about the inadequate time spent on the teaching of history.
- These standards should not be released until there are specific learning targets established for each standard, by the state that are used in all school districts. Giving a broad time period without clear guidelines and objectives is useless.
- The review committee has too many administrators and too few social studies educators and subject matter experts. Assessments should be built on contemporary research (without the interference of

private sector assessment "professionals" [most of whom lack academic credentials for their job]) and with heavy input from teachers.

- Charter Schools must be required to complete these assessments, and state funding must be dependent upon test performance.
- There should be assessment information included in this document before it is adopted. You are not teaching content knowledge of History your teaching reading and writing skills using historical documents. This is unfair to instructors who trained to teach Social Studies. I am NOT a reading or writing teacher!!!
- This is way too broad. You need to provide more detail.
- Standards are far too vague to be useful. Many standards in US History, for example cover from 1877 to present, and seem very repetitive.
- None
- The Key is in the details and also to bring real life simplifications into the classroom. We want them to feed good knowledge into their developing mind as much as possible!
- This blueprint is so generic as to be completely useless in practical terms. This gives me no useful information to use in my planning for next year--it is not even clear what standards (since we have none officially approved) are weighted for or included in each subcategory
- If teachers and students are not provided with a better breakdown of results than this, improvements will not happen. As a teacher, I will need to know if students I have taught scored lower in US history vs World history topics. Map reading vs understanding how the env. influenced settlement. If I just get a score of *\$ on Geography, I can't improve what I do.
- All stake-holders need a better understanding of inquiry design instruction and assessment, complete with rubrics that target age-appropriate abilities. Also, sources and resources are needed in the classroom to support and scaffold instruction and student learning. Sample test questions and clear expectations are needed for the inquiry component of assessments.
- There need to be specifics. There is a lot of history in the world.
- I disagreed with the value and detail questions because I don't believe that just looking that students scored poorly in civics, for example, does anything to help the school's social studies program. As I stated previously, students may not have taken the class when they take the test. In another scenario, the student may have had a class two years prior to taking the test and just didn't remember content related questions. The thing that will happen is that the teacher who teaches that subdomain will get the blame instead of the students being held accountable (just like always) and the school will decide to change when courses are offered placing a greater burden on teachers whose class size will be enlarged to get the most students to have the class before taking the test (I've seen this happen plenty of times). Additionally not all schools are on the same teaching schedule--my school is on 4 x 4 block scheduling, on a semester basis. I'd also like to remind the committee that whatever they decide to do, please make sure that the test that is given is NOT like the previous US History EOC where questions concerned content that students had in 8th grade and had not had since, as 11th grade US History started with Reconstruction.
- Shorter tests! Surely with all we know about assessments we can create an effective measure through a shorter versioned assessment.
- I think that the assessment will be more "authentic" to our discipline if these strands are not assessed in isolated sections, but rather the strands are integrated into cohesive clusters about a topic. For example, perhaps there is a cluster about Chinatowns around the globe that combing spatial thinking, historical connections, economic developments, and perhaps even government policies.
- Please clarify exactly what will be done with the inquiry section.

- NA
- Schools need to see how the state envisions all of these standards to be taught in 3 years- well enough for them to be held accountable for student scores.
- Not applicable
- I did not provide feedback on the percentages because this may be a good starting point for the new social studies standards. However, I am unsure if this will be the best division as we move into the future.
- I would like to see the change in standards.
- There should be more of an emphasis on Civics and Geography at the 5th grade level with less emphasis on Economics and History. This should be reversed at Grade 11.
- Again, I would urge you to lower the percent on economics and geography. They should not be equal to history and civics.
- none
- N/a
- The domain categories are rather broad. In order for the results to be useful to educators, they would need to be broken down into sub domain parts with specific areas of improvement identified.
- This blueprint took 5 minutes to make and required little thought. You say you want to improve schools and the Social Studies in Kentucky but this is what we get. Where is the specific information that will allow anyone who views it a window into what the students are being tested on at each stage and why is it important?
- I think it is important for teachers to play a vital role in the development of the assessment.
- Please don't make the test a combined grade 6-8 test. 6th graders in my district go to different elementary schools. Not all the schools bother teaching social studies - and then I get held accountable for it in the 8th grade.
- History should be 35% of the exam with Economics at 15%, with the other two domains at an appropriate percentage.
- Learn how real education standards work and completely redesign this.
- Coding the assessment reports just like what is shown on pg. 20 and 21 would greatly enhance educators' abilities to quickly and accurately make adjustments to our social studies programs.
- Possibly the number of questions to expect during formal assessments?