



## Evidence-Based Instructional Practices

### *Meaningful Feedback and the Kentucky Academic Standards for Social Studies*

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#### **What are connections between the Evidenced-Based Instructional Practice #6: Feedback and the Kentucky Academic Standards (KAS) for Social Studies?**

In order to prepare young people in the 21st century to carry on the ideals of the founders, social studies education must aim to develop students' knowledge of important social studies concepts and their use of disciplinary thinking skills. Providing meaningful, descriptive feedback is essential to achieving this aim of social studies education in Kentucky. The *KAS for Social Studies* is designed to promote the development of knowledge and skills that will produce Kentucky graduates who are civically engaged, socially responsible and culturally aware. These standards guide student exploration of the relationships and interactions among individuals and groups at local, state, national and international levels through the disciplines of civics, economics, geography and history and the inquiry practices of questioning, investigating, using evidence and communicating conclusions.

As students advance in their social studies education, they continue to engage with standards that increase in complexity and rigor through progressions. Therefore, it is critical that educators provide students and students provide their peers with high-quality, actionable feedback to reinforce success, correct errors, help unravel misconceptions, suggest specific improvements and give advice for future improvement. Effective feedback practices are essential to supporting a student's cognitive development and helps scaffold their learning. By studying the social studies disciplines and working collectively to develop mastery of the standards, students will be better equipped to make sense of the interconnected world around them. Thus, students will be better prepared for the responsibilities and demands of civic life.

#### **What are planning considerations for the successful implementation of the Evidenced-Based Instructional Practice #6: Feedback to ensure that all students have equitable access and opportunity to learn the standards contained in the *KAS for Social Studies*?**

- Provide frequent, high-quality feedback to students in the social studies classroom to help close the gap between students' current level of understanding and the intended learning outcomes. The *KAS for Social Studies* is built on disciplinary concepts, practices and skills progressions that increase in rigor throughout a child's social studies education.
- Give students clear, descriptive feedback to support them in self-monitoring and reflecting on their learning. This is essential for supporting students in learning how to ask and investigate compelling and supporting questions on their own, which is required in the *KAS for Social Studies*, depending on grade level.
- Establish a classroom culture that enables students to effectively communicate their own conclusions and listen carefully to the voices of those whose conclusions may be different. Provide regular access to high quality peer to peer feedback when students are ready to examine connections and relationships among disciplinary concepts and ideas. Productive peer

to peer feedback opportunities are fundamental to respectful democratic discourse where students must reach consensus when appropriate.

- Allocate time for students to receive and provide process feedback when designing or engaging with inquiry. Students must engage in peer to peer feedback as they participate in civil discussion, reach consensus when appropriate and respect diverse opinions.

### **What strategies and resources can support the implementation of Evidence-Based Instructional Practice #6: Feedback within the *KAS for Social Studies*?**

- KDE's [Creating Collaborative Civic Spaces Module](#)
  - Module 6 supports educators in understanding how to build respectful relationships in the social studies classroom, which is the foundation of a classroom feedback culture.
- KDE's [Social Studies Student Assignment Library](#)
  - Within the Student Assignment Library, Teacher Notes, which are available for kindergarten – high school, contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced in the strongly aligned assignments to the *KAS for Social Studies*. Throughout the Teacher Notes documents, feedback examples are provided to show teachers how to design investigations that include ongoing and mid-lesson stops to help students assess whether or not they are meeting the demands of the standards. For more information, access the [Grade 5](#), [Grade 7](#) and [High School Assignment 2](#) Teacher Notes.
- KDE's [Social Studies Assignment Review Protocol Module](#)
  - Module 5 focuses on building teacher capacity to effectively evaluate an assignment's alignment to the *KAS for Social Studies*. This module explains the characteristics of a strongly aligned *KAS for Social Studies* assignment. This understanding is critical in supporting constructive teacher feedback because progress can be measured toward the learning goal when the assignment is strongly aligned to the *KAS for Social Studies*.
- KDE's [Social Studies Student Work Review Protocol](#)
  - This tool is intended to help teachers answer the question, "Are students demonstrating the expectations of the content and skills of the *KAS for Social Studies*?" Answering this question supports teacher feedback because it allows the teacher to reflect on whether or not the student is meeting the learning goals of the assignment. Each section of the protocol will allow you to rate that aspect of the student work either weakly aligned, partially aligned or strongly aligned. The protocol concludes with an opportunity to reflect and determine changes that need to be made to better address the expectations of the standards if needed.
- KDE's [Performance Assessments in Social Studies Module](#)
  - This module explains the value of creating and implementing effective performance assessments in social studies. Since the *KAS for Social Studies* requires students to engage in disciplinary strands, inquiry practices and disciplinary concepts and practices, educators need ways to assess these in integrated ways as standards implementation requires new thinking about how assessment can be used to support student growth. Section 6b: Connecting Standards to Assessments supports educators in learning how to use standards to build assessments to identify if students are reaching the standards. When students know what they are learning, why they are learning it and believe they can meet the expectations, it promotes student ownership in the learning process.
- KDE's [Balanced Assessment Professional Learning Series Modules](#)

- This professional learning series supports educators in leveraging quality assessment practices in order to effectively implement the standards and support all students in achieving their learning goals. Within this series, Module 2 and 5 are recommended to support a teacher with explicit teaching and modeling.
- Module 2: Understanding Formative Assessment This module builds a common understanding of formative assessment practice. Understanding formative assessment in the social studies classroom is essential to ensuring that teachers are using explicit teaching when presenting new concepts or providing the appropriate level of scaffolding to support students in demonstrating mastery of grade level standards. The module defines formative assessment and takes a closer look at the assessment cycle in the formative assessment process. In addition, the module focuses on taking a closer look at developing student ownership through building a culture of formative assessment practices in the classroom. A Facilitator's Guide is provided to assist in the facilitation of this module.
- Module 5: Social Studies Interpreting Evidence of Student Learning This module focuses on interpreting evidence of student learning throughout a lesson and developing specific strategies to engage students in interpreting their own progress toward Learning Goals and Success Criteria. Interpreting evidence of student learning is essential when implementing explicit teaching and modeling. Being able to interpret evidence of student learning ensures students will engage with a system of step-by-step instructional approaches in which teachers examine the individual elements they are planning to teach and continually check for student understanding. A Facilitator's Guide is provided to assist in the facilitation of this module.