

Module 6: *Performance Assessments in Social Studies*.

Accessible Facilitator Notes

Below are the accessible facilitator's notes for Module 6. The slide number is listed, along with the provided notes to guide the facilitation of this module.

Slides 1 and 2:

Module Overview:

The *Performance Assessments in Social Studies* Module contains the materials to be used in work sessions at the district, school or department level. These sessions are intended to support the successful implementation of performance assessments in social studies, as defined in this module, in classrooms across the state.

The duration, scope and sequence of the module sections may be customized to accommodate local needs and conditions. The sections are designed to provide flexibility for districts and schools and, as such, can be viewed as stand-alone lessons or within the progression of the module as written.

Materials:

The following materials are part of this module (they are view only: you will need to download them to use for your training):

- [Kentucky Academic Standards \(KAS\) for Social Studies](#)
- [Continuous Reflection Tool](#)
- [Notetaking Guide](#)
- [Tool To Unpack Standards and Identify Gaps](#)
- [Module 2: Section 2b: "Minding the Gap" Learning Guide](#)
- [Social Studies Assignment Review Protocol](#)
- [Performance Assessment Audit Tool](#)
- [Performance Assessment Planning Map](#)
- [High School Example- Performance Assessment Planning Map](#)
- [Middle School Example- Performance Assessment Planning Map](#)
- [Grade 5 Example- Performance Assessment Planning Map](#)
- [Grade 3 Example- Performance Assessment Planning Map](#)
- [Kindergarten Example- Performance Assessment Planning Map](#)

Virtual Training Note:

If you plan to do this virtually – download the documents and place them into a google folder and give participants access to each form via links in an agenda or send them to documents ahead of time. You could also make a separate folder for each participant.

Goals:

The goals of the *Performance Assessments in Social Studies* Module are for districts and schools to:

- Learn about different types of assessments in social studies

- Begin to learn how to use standards to build assessments to identify if students are reaching the standards.
- Identify strategies to build performance assessments in social studies.
- Build an understanding of the inquiry practices in the [KAS for Social Studies](#).
- Build an understanding of the qualities of high-quality rubrics in social studies.
- Plan how to review and revise assessments using student work.

Intended Audiences:

Participants

Module participants may include, but are not limited to, district leadership, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators and classroom teachers. In addition, districts may choose to have anyone planning to conduct observations or walkthroughs participate in this session in order to develop an understanding of the document that should be guiding the instruction witnessed in the classroom.

Facilitators

Module session facilitators may include, but are not limited to, district leaders, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators, and classroom teachers

This facilitator’s guide provides suggestions for structuring each section of Module 6, recommended activities to prompt meaningful investigation of *Performance Assessments in Social Studies* and guidance on talking points to use with the provided slideshows.

As you work through Module 6, there will be activities provided to aid in developing participant knowledge of *Performance Assessments in Social Studies*. Facilitators may need to revise specific tasks in order to meet the needs of the participants or to be respectful of the time planned within the work session.

Helpful Hint

The implementation of *Performance Assessments in Social Studies* will cause Kentucky educators to face changes in instructional practices amidst this transition. It is important to realize that while you are the facilitator of these work sessions, you may not have all the answers to the questions asked by participants. And that is okay.

Throughout the module, participants may have questions that will be addressed in future work sessions. When that happens, reflect on this quote from Graham Fletcher, “Every teachable moment doesn’t need to be a teachable moment in that moment.” Use these moments to encourage participants to attend future work sessions where those questions

will be addressed. If participants ask questions you are not prepared to answer, offer to follow up on that during the next work session.

Planning Ahead:

- Determine which stakeholders to invite as participants. In the invitation, describe how the work sessions will benefit them.
- A few days before the meeting, you may want to remind participants to bring their documents to the meeting. (See below for Participant Documents Needed.)
- Reserve adequate space and equipment. Tables or desks should be set up to support small-group discussion.
- Access to the Internet for participants is helpful but may not be necessary depending on how participants plan to engage with the [KAS for Social Studies](#).
- Consider how you might handle participants who may not be in attendance at all work sessions. It might be worthwhile to consider how those participants might access missed sections of the module between work sessions in order to feel as prepared as the other participants.

Preparation

Participant Documents Needed:

Ask participants to plan ahead regarding how they will feel most comfortable engaging with the [KAS for Social Studies](#), either:

- A device with access to the [KAS for Social Studies](#)
- A hard copy of the [KAS for Social Studies](#)
- Participant handouts needed for session (See links in the Facilitator's Guide.)
- Ask participants to bring one or two assessments they currently use

Facilitator Work Session Supplies Needed:

- Computer with *Performance Assessments in Social Studies* slide presentation
- Technology with projection capability
- Copies of the participant handouts needed for the session (See links in the Facilitator's Guide.)
- Parking Lot for questions - This may be a poster on which participants can write or post questions, or you may prefer to have a digital parking lot where participants can

access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module.

- Self-Sticking Notes (optional)
- Poster paper (optional)
- Highlighters and/or colored pens/markers (optional)

Note: If conducting this as a virtual session:

- Agenda with links to all documents needed
- Link to *Performance Assessments in Social Studies* slide presentations
- Google folders with all of the documents
- Links to the participant handouts needed for the session (See links in the Facilitator's Guide.) build right into the agenda (you may want some of these as one google doc that participants can work together on)
- Parking Lot for questions - This may be a google doc (linked on agenda) on which participants can write or post questions

Building a Community

Building a community is important for any group that will work together, especially if participants have not worked together before. The concept is the same as building a safe, respectful, productive classroom climate. Incorporating community-building into each session builds trust, shows participants that they are valuable as individuals and engages them in the learning process. It is also useful for creating a professional learning network where participants can be supported in their work. Community-building can be as simple as allowing participants to introduce themselves and their role in the school/district, developing or refining group norms, allowing for questions, and/or the sharing of answers to reflection questions or individual discovery task items that are included in the Module 6 sections. Again, time allotted for community-building will allow participants to have a voice and be engaged as active contributors and learners in the sessions.

Virtual Training Options: Be sure to conduct continual check ins throughout the presentation. Build google documents to continue to collect feedback (like a *questions, hopes, concerns* document that they can continually add to). Create some of the handouts as common google docs so participants can work together and comment on each other's ideas.

Slide 3:

Explain: "Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms." After people are finished, ask: "Would you like to revise, edit or add any norms to the list?" If so, make changes on the slide; if not, move on to your discussion of the parking lot.

Explain: “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions.” Point out the location of the parking lot for questions. This may be a poster on which participants write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of the parking lot is to provide participants with a safe way of asking questions. Remember that you may not know all of the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the regular webinars for facilitators.

If the question is pressing and doesn’t appear to be addressed in the sections of Module 6, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to standards@education.ky.gov.

Slide 4:

Begin this slide introducing participants to the [Notetaking Guide](#) they can use throughout the modules.

Each module starts with a warm- up activity. Ask participants to think about these questions and jot down their thoughts in the [Notetaking Guide](#). If you are working with a group of participants – ask a few to share out either verbally or if online in a chatbox – you can also make the notetaking doc into a common google doc for the meeting and ask participants to collaboratively answer the warm up activities there.

Slide 5:

Explain: The goals for Module 6 are on this slide

Slide 6:

This slide explains the focus of the module and how it can be used

Slide 7:

Explain: These are the set of essential questions that are at the heart of the module. Read the questions on the slide.

Participants can jot down thoughts after each portion of the module on the [Continuous Reflection Tool](#). If you are doing this work as a professional learning community, consider maintaining a Google document to house these reflections for continued consideration and further application.

Slide 8:

Review the visual: Explain that this visual outlines the sections in this module. Highlight that this visual also outlines the processes and steps to better understand the purpose and role of

assessment in social studies. It is a linear process – it is important to go through the first sections in order to better understand the purpose of performance assessments in the bigger picture of assessing learning.

Slide 9:

Explain: These are the first three questions based on DuFour’s work that drive the conversations of members of collaborative planning teams. (DuFour, DuFour, Eaker, & Many, 2010). For the past several decades, schools have focused on these questions to impact students’ learning. These questions are the key questions for unit/lesson design as well. The standards are key to help answer the first question – if participants need more information in that area direct them to module 2b. The focus of this module is the second question “*how will we know they learned it*”. Assessment is at the heart of that question.

Slide 10:

Read through the points on the slide. Highlight the concept that these standards require students to engage in disciplinary strands, inquiry practices and disciplinary concepts and practices and educators need ways to assess these in integrated ways.

Slide 11:

Ask participants, individually, with a partner or in a small grade-banded group, to discuss the questions on the slide after engaging with this introduction. Facilitate discussion over the reflection questions, and address any comments that need further clarification or additional support.

Consider maintaining a Google document (using the [Notetaking Guide](#)) to house these reflections for continued consideration and further application.

If participants are working individually, remind them to use the [Notetaking Guide](#) to capture their thoughts.

Bring the group back together and preview the additional contents of this module.

Section 6a: Classroom Assessments in Social Studies

Slide 12:

Materials needed for the section entitled, “Classroom Assessments in Social Studies”:

- [Notetaking Guide](#)
- Hess, Karin K. (2005) *Applying Webb’s Depth-of-Knowledge (DOK) Levels in Social Studies*. National Center for Assessment:
https://www.nciea.org/publications/DOKsocialstudies_KH08.pdf

- Armstrong, Patricia. (n.d.). *Bloom's Taxonomy*. Vanderbilt University Center for Teaching: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
- Consortium on Reaching Excellence in Education. (n.d.) *Putting DOK into Practice with Hess' Cognitive Rigor Matrix*. <http://www.corelearn.com/wp-content/uploads/2016/08/dok-rigor-guide.pdf>
- Grant, S.G, Swan, K., and Lee, J. *Assessment White Paper*. New York State K-12 Social Studies Toolkit. <https://iowacore.gov/sites/default/files/socialstudiesassessmentwhitepaper.pdf>
- [Continuous Reflection Tool](#)

Slides 13 and 14:

Officially welcome the participants. Introduce yourself (if necessary). Explain: Module 6 is intended to provide guidance on how to assess the [KAS for Social Studies](#). This section, 6a, classroom assessments in social studies, will focus on understanding the concept of assessment and how to get evidence of student learning in the classroom.

Explain: "I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions." Point out the location of the parking lot for questions. This may be a poster on which participants write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of the parking lot is to provide participants with a safe way of asking questions. Remember that you may not know all of the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the regular webinars for facilitators. If the question is pressing and doesn't appear to be addressed in the sections of Module 6, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to standards@education.ky.gov.

Explain: "Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms." After people are finished, ask: "Would you like to revise, edit or add any norms to the list?" If so, make changes on the slide; if not, move on to your discussion of the parking lot.

Slide 15:

Explain: The goals for Module 6 are on this slide. The star highlights the goal of section 6a.

Slide 16:

Explain: These are the set of essential questions for Module 6. Read the questions on the slide. Remind participants they will have opportunities to continually reflect on these questions throughout each section of the module.

Slide 17:

Ask participants to fill in the blanks individually on their [Notetaking Guide](#). Choose a couple of participants to share out. Explain that this is a pre-assessment to better understand how people are thinking about assessment.

If conducting virtually, ask participants to share in the chat box.

Slide 18:

Read through the slide – Ask for some reactions from participants.

Slide 19:

Read through slide with participants – emphasize these are the basic components of classroom assessments.

Slide 20:

Review and discuss the purposes for assessments:

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

End-of-unit or term tests usually serve a summative purpose.

Interim assessments fall somewhere between formative and summative. They measure students' knowledge and skills on a specific set of academic goals, typically within a particular time frame.

Emphasize that an assessment can serve different purposes, to the extent it is aligned to the learning goals and how you use the evidence of the student learning it elicits.

For example, in the middle of a unit, you could ask your students to write an essay about the root causes of the Civil War to monitor their progress and inform your instruction.

Or, instead, you could use the essay prompt at the end of a unit to assess your student's mastery of standards.

In the former case, the assessment would be formative.

In the latter case, the assessment would be summative.

The key takeaway is to determine the purpose of your assessment at the start of the design process.

Slide 21:

Explain to participants formative assessments are used to gauge student learning throughout a unit, and the summative assessment is used to determine student mastery of the standards at the end of the unit.

You can choose to give them the following example:

Formative assessments are like CAT scans – you can do something about it.

Summative assessments are like autopsies – they are final determinations.

Slide 22:

Read through the next two slides with participants to help them understand the importance of assessments overall.

Slide 23:

Read through with participants focusing on reiterating the purpose of assessments.

Slide 24:

Review the types of assessments on the slide.

- Selected Response Items
 - Selected-response items ask students to select the correct answer from a list of options included in the item. Examples of selected-response items include matching, true/false, and multiple choice.
- Constructed Response Items
 - Constructed-response items ask students to write, or “construct,” the correct answer. We use answer keys to score simpler constructed-response items, such as fill-in-the-blank items. We use scoring guides to score more complex constructed-response items, such as short- and longer-answer items.
 - *We can think of constructed-response items as short, written performance tasks, which ask students to create products or perform tasks to show their mastery of particular skills.*
- Performance Tasks
 - Performance tasks ask students to create products or perform tasks to show their mastery of particular skills.
 - They take a wide variety of forms.
 - *Performance tasks can be extended-response items or essays. They can also involve multiple steps that culminate in a product, such as carrying out an experiment, giving a speech or writing a research paper. We use scoring guides and rubrics to score all types of performance tasks.*

Slide 25:

Explain to participants that this slide shows a continuum of assessment, with different assessment item types along the horizontal axis, and depth of knowledge represented on the vertical axis. Highlight the following:

- There are a lot of item types indicated along the bottom, but what's important to notice is that on-demand, standardized items and tasks end right HERE (point to end of red text along horizontal axis), near the middle of the graph.
- And curriculum-embedded performance tasks BEGIN right HERE (point to left edge of blue text along horizontal axis).

Slide 26:

Read through the slide with participants. Mention we will be focusing on one specific type of assessment, performance assessments, for these modules.

Slides 27 and 28:

Explain to participants that these are the three key elements to think about when designing an assessment – ask participants to pick an assessment they currently use and mention that you will explain each of these in upcoming slides and reflect on the assessment they have chosen.

Slides 29 and 30:

Read through the slide –

Alignment is critical to a well-designed assessment because it ensures that an assessment measures what teachers intend it to measure. If the content in an assessment is different from the content in the standards and skills teachers intends to measure, teachers may unintentionally measure their students' ability to do something else. For example, if teachers were to write an assessment item to measure their students' ability to add fractions, they could unintentionally measure their students' advanced reading ability if they use vocabulary that is well above grade level.

Remind participants that alignment also allows you to analyze assessments to identify any additional skills or knowledge demands in the assessment that do not align to the learning goal and serve as barriers that may prevent learners from showing what they know. Also highlight

- Some standards contain just one skill.
- Other standards address a range of skills.
- Unpacking the standards allows you to “call out” or identify all the skills that you will need to teach and measure.
- It is perfectly OK if an item does not cover every skill in the standard.
- When you design an assessment or an assessment item, you may plan to measure some skills in a standard or standards and not others. You know as a teacher that you may not teach all of the skills at once and, therefore, you may design an assessment to see how your students are doing on some skills before moving on to the other skills in a standard.

To access the Minding the Gap module mentioned in bullet #2 on slide 30, visit the Social Studies Professional Learning Modules page on www.kystandards.org. The direct link to the Social Studies Professional Learning Modules page may be accessed here:

<https://kystandards.org/standards-resources/ss-resources/ss-pl-modules/>

Slide 31:

Have participants review the assessment they brought. Ask a few to share.

Slides 32 and 33:

Read through the slide – share this example: *For example, vocabulary items in English Language Arts are usually not very complex in terms of the kind of thinking a student must do, but they can be quite difficult, whether because the tested word is completely unknown to the student and/or because the context in the passage is challenging to interpret.*

Remind participants:

- To ensure that the rigor or cognitive complexity of each assessment item matches the rigor or cognitive complexity of the skill you intend it to assess, you can study the standard to determine the complexity of each skill embedded within it.

Slide 34:

Look at sample evidence of learning, mention the following to participants: *Students can discuss current issues in small or whole group settings. When current issues are identified, students can collaborate to collectively understand and access how to address current issues and have possible opportunities for civic engagement.*

When you are engaging with 5.I.CC.4, it is important to note that this standard is a Grade 5 standard where students engage with the theme Colonization to Constitution. When engaging with the Communicating Conclusion standards for Grade 5, students are required to:

- Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.
- Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.
- Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.

Thus, when students engage with 5.I.CC.4, they use a range of deliberative and democratic procedures to identify strategies on how to address a current issue based on what they learned from investigating the theme Colonization to Constitution.

Slide 35:

Review the tools on the slide – ask participants if they are familiar with any of them:

- [Webb's Depth of Knowledge](#)
- [Bloom's Taxonomy](#)

- [Hess' Cognitive Rigor Matrix](#)

Resources:

- Hess, Karin K. (2005) *Applying Webb's Depth-of-Knowledge (DOK) Levels in Social Studies*. National Center for Assessment:
https://www.nciea.org/publications/DOKsocialstudies_KH08.pdf
- Armstrong, Patricia. (n.d.). *Bloom's Taxonomy*. Vanderbilt University Center for Teaching: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
- Consortium on Reaching Excellence in Education. (n.d.) *Putting DOK into Practice with Hess' Cognitive Rigor Matrix*. <http://www.corelearn.com/wp-content/uploads/2016/08/dok-rigor-guide.pdf>

Slide 36:

Ask participants to review their assessments for levels of rigor. Ask a few to share out.

Slide 37:

Read through the slide.

Explain: Precise items do not contain typos or factual errors, and they do contain accurate and clear instructions so that students understand where and how to respond. They include all of the information that students need to demonstrate their knowledge and skills. This precision assists in the elimination of barriers in the assessment. Through removal of these additional barriers or challenges for students that are not connected with the intended learning goal, the assessment is made more accessible.

Slide 38:

Ask participants to review their assessment for precision. Ask a few to share out.

Slide 39:

Read this slide as a reminder of the complexity of assessment design.

Slide 40:

Introduce this slide by asking participants – what does assessment look like in social studies? Ask participants to individually read the [Assessment White Paper](#) and take notes in their [Notetaking Guide](#).

If time permits, ask participants to share out.

Resource:

- Grant, S.G, Swan, K., and Lee, J. *Assessment White Paper*. New York State K-12 Social Studies Toolkit.
<https://iowacore.gov/sites/default/files/socialstudiesassessmentwhitepaper.pdf>

Slide 41:

Remind participants to jot down any new learning or thoughts in the [Continuous Reflection Tool](#).

Slide 42:

Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.

Survey Link: [Performance Assessment](#)

Module 6b: Connecting Standards to Assessment**Slide 43:**

Materials needed for this module:

- [Notetaking Guide](#)
- [Continuous Reflection Tool](#)
- *Minding the Gap Module*- To access the Minding the Gap module mentioned here, visit the Social Studies Professional Learning Modules page on www.kystandards.org. The direct link to the Social Studies Professional Learning Modules page may be accessed here: <https://kystandards.org/standards-resources/ss-resources/ss-pl-modules/>. In this section of the Performance Assessment Module, participants will need to start with section 2b of the Minding the Gap Module where they unpack the standards:
https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Facilitator's_Guide_Module_2_Minding_the_Gap.pdf
- [Tool To Unpack Standards and Identify Gaps](#)

Slides 44 and 45:

Officially welcome the participants. Introduce yourself (if necessary). Explain: Module 6 is intended to provide guidance on how to assess the [KAS for Social Studies](#). This section, 6b, connecting standards to assessment, will focus on understanding how to unpack standards and build assessments based on the key elements of the standards.

Explain: "I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions." Point out the location of the parking lot for questions. This may be a poster on which participants write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of the parking lot is to provide participants with a safe way of asking questions. Remember that you may not know all of the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the regular webinars for facilitators. If the

question is pressing and doesn't appear to be addressed in the sections of Module 6, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to standards@education.ky.gov. Explain: "Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms." After people are finished, ask: "Would you like to revise, edit or add any norms to the list?" If so, make changes on the slide; if not, move on to your discussion of the parking lot.

Slide 46:

Explain: The goals for Module 6 are on this slide. The star highlights the goal of section 6b.

Slide 47:

Remind participants to jot down any new learning or thoughts in the [Continuous Reflection Tool](#).

Slide 48:

Warm Up: Ask participants to think about the questions on the slide. Have them jot their thoughts on the [Notetaking Guide](#). Ask a few participants to share out their thoughts.

Facilitator notes: If it is virtual you can ask them to jot down their thoughts to each question in the chat box (put the question in the chat box and have them respond and then post the next question and have them respond). You could also create a shared google doc with the questions and give access to participants and ask them to share their thoughts in a common document and discuss as a large group.

Slide 49:

Review the content of the slide – Explain that it is important to clearly understand and unpack each piece of a standard in order to be able to implement it with fidelity.

Slide 50:

Remind participants of DuFour's questions. The first question to answer when planning learning experiences is "what do students need to know and be able to do?". Highlight that the answer to the question in the standards.

Explain: Within the architecture, the standards place an equal importance on both the mastery of important social studies concepts and disciplinary practices. The three organizing structures (like the big ideas participants focused on earlier) are disciplinary strands, inquiry practices and disciplinary concepts and practices. These were built using a review of international, national and state documents to determine what the big ideas are of social studies. Throughout a child's social studies education, students engage in the inquiry practices – questioning, investigating, using evidence and communicating conclusions.

Students use these practices to acquire, refine and extend knowledge and understanding of key social studies concepts within the four disciplinary lenses of civics, economics, geography and history. As indicated by the graphic on page 14 of the [KAS for Social Studies](#), concept knowledge cannot be achieved effectively without the practice of inquiry. Neither development of the practices nor development of the knowledge and understanding within the lenses is sufficient on its own to equip young people with the knowledge and skills necessary to carry on the ideals of the founders.

Slide 51:

Explain these are the key components of the [KAS for Social Studies](#): Disciplinary Strands, Inquiry Practices and Disciplinary Concepts and Practices.

Slide 52:

Explain these are the guiding principles behind the development of the [KAS for Social Studies](#) key components: Disciplinary Strands, Inquiry Practices and Disciplinary Concepts and Practices.

Slide 53:

Use the following slides to share explanations of each of the components at the heart of the learning progressions: Disciplinary strands.

Slide 54:

Use the following slides to share explanations of each of the components at the heart of the learning progressions: Inquiry practices. The Inquiry Practices outlined in the [KAS for Social Studies](#) are Questioning, Investigating using disciplinary concepts, Using Evidence and Communicating Conclusions.

Slide 55:

Use the following slides to share explanations of each of the components at the heart of the learning progressions: Concepts and practices.

Slide 56:

Read the slide, emphasizing why it is important to unpack a standard.

Slide 57:

Remind participants a place to start is [Module 2b](#) – unpacking the standards – https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Facilitator's_Guide_Module_2_Minding_the_Gap.pdf

To access the Minding the Gap module mentioned here, visit the Social Studies Professional Learning Modules page on www.kystandards.org. The direct link to the Social Studies Professional Learning Modules page may be accessed here:

<https://kystandards.org/standards-resources/ss-resources/ss-pl-modules/>

Slide 58:

Review the questions that are necessary for educators to ask in order to unpack the standards. Ask participants to reflect on the questions.

Slide 59:

Tell participants to go to [module 2b](#) to learn how to unpack standards. This is a first step to be able to connect them to assessments.

To access the Minding the Gap module mentioned here, visit the Social Studies Professional Learning Modules page on www.kystandards.org. The direct link to the Social Studies Professional Learning Modules page may be accessed here:

<https://kystandards.org/standards-resources/ss-resources/ss-pl-modules/>.

Slide 60:

Note to the facilitator: Participants will need the [Tool To Unpack Standards and Identify Gaps](#). For this portion of the work, the participants should engage with the first four columns of this tool.

Explain participants can use the Tool to Unpack Standards and Identify Gaps to begin to unpack their standards. The tool is a step by step process to begin to unpack a specific set of standards. Section 2b focuses on the first four steps of the tool:

Step 1: Identifying the standards you want to unpack

Step 2: What Knowledge/Concepts/ Vocabulary do students need to know to reach this standard?

Step 3: What skills do students need to be able to do to reach this standard?

Step 4: What level of proficiency do students need to be at in order to reach this standard?

Slide 61:

Read slide and allow 1 minute for discussion and reflection of quote.

Slide 62:

Remind participants of the DuFour questions from the opening module. Unpacking the standards help with answering the first question. The next question, "How do we know they learned it?" is the question that connects to assessment.

Slide 63:

Explain to participants that module 2b stops at step 4 because the purpose is to better understand the standards. This module is adding one more step in order to begin to connect standards to assessments.

Slide 64:

Read through the statements on the slide. Remind participants that the answer to step 5 is not only a summative assessment and isn't only asked at the end of learning but rather that formative and summative assessments need to be used throughout a unit/lesson to continuously check if students are reaching the [KAS for Social Studies](#).

Slide 65:

Ask participants to think about a current social studies unit they teach. Have them go through and unpack standards that connect to the unit using the [Tool to Unpack Standards and Identify Gaps](#). Once they complete unpacking the standards ask them to begin to think opportunities for students to demonstrate what they are learning using formative and summative assessments. Tell participants to place their thoughts on the [Notetaking Guide](#).

Slide 66:

Ask participants to reflect on the questions on the slide in the [Notetaking Guide](#).

Slide 67:

Remind participants to jot down any new learning or thoughts in the [Continuous Reflection Tool](#).

Slide 68:

Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.

Survey Link: [Performance Assessment](#)

6c: Performance Assessments in Social Studies

Slide 69:

Materials needed for this module:

- [Notetaking Guide](#)
- [Continuous Reflection Tool](#)
- [Performance Assessment Audit Tool](#)
- [Tool to Unpack Standards](#)
- [Performance Assessment Planning Map](#)
- The Teach Hub Team. (2010, May 27). *Top 12 Ways to Bring the Real World Into Your Classroom*. TeachHub.com. <https://www.teachhub.com/classroom-activities/2010/05/top-12-ways-to-bring-the-real-world-into-your-classroom/>
- Gonzalez, Jennifer. (2018, November 4). *To Learn, Students Need to DO Something*. Cult of Pedagogy. <https://www.cultofpedagogy.com/do-something/>
- Kobialka, James. (2016, May). *7 Reflection Tips for Assessment, Empowerment and Self Awareness*. Edutopia. <https://www.edutopia.org/blog/reflection-assessment-empowerment-self-awareness-james-kobialka>

Slide 70 and 71:

Officially welcome the participants. Introduce yourself (if necessary). Explain: Module 6 is intended to provide guidance on how to assess the [KAS for Social Studies](#). This section, 6c, performance assessments in social studies, will focus on understanding what a performance assessment is and how/when they can be used in a social studies classroom.

Explain: “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions.” Point out the location of the parking lot for questions. This may be a poster on which participants write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of the parking lot is to provide participants with a safe way of asking questions. Remember that you may not know all of the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the regular webinars for facilitators. If the question is pressing and doesn’t appear to be addressed in the sections of Module 6, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to standards@education.ky.gov. Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.

Slide 72:

Explain: The goals for Module 6 are on this slide. The star highlights the goal of section 6c.

Slide 73:

Remind participants to jot down any new learning or thoughts in the [Continuous Reflection Tool](#).

Slide 74:

Engage participants in the warm-up activity-remind them to jot down their ideas in the [Notetaking Guide](#). If in person, ask a few participants to share ideas. If virtual, have participants place their thoughts in the chat box or set up a [polleverywhere](#) – where they can enter the words into a word cloud and then share the word cloud with the larger group.

Slide 75:

Ask participants to read the quote on the slide and reflect.

Slide 76:

Explain: read the statements on the slide to help participants begin to understand what performance assessments are. Ask participants to reflect.

Slide 77:

Read the information provided in the slide. Explain these are common questions about performance assessments.

Slide 78:

Read the information provided in the slide. Explain to participants these additional thoughts:

- *They can be so informal that students don't even realize that they are happening, highly structured and standardized, or somewhere in between.*
- *They can last only a few minutes or take place over the course of a month.*
- *You can use them for formative, interim or summative purposes.*
- *You can include a performance task as an item within an assessment, or a single performance task can make up the entire assessment.*

Slide 79:

Read the information provided in the slide. Ask participants if there are other challenges they can think of.

Slide 80:

Read the information provided in the slide.

Note to facilitators: Here are additional thoughts on the components if needed:

- *Performance tasks establish novel and authentic contexts for performance. These tasks present realistic conditions and constraints for students to navigate. For example, a mathematics task would present students with a never-before-seen problem that cannot be solved by simply "plugging in" numbers into a memorized algorithm. In an authentic task, students need to consider goals, audience, obstacles, and options to achieve a successful product or performance. Authentic tasks have a side benefit — they convey purpose and relevance to students, helping learners see a reason for putting forth effort in preparing for them.*
- *Performance tasks provide evidence of understanding via transfer. Understanding is revealed when students can transfer their learning to new and "messy" situations. Note that not all performances require transfer. For example, playing a musical instrument by following the notes or conducting a step-by-step science lab require minimal transfer. In contrast, rich performance tasks are open-ended and call "higher-order thinking" and the thoughtful application of knowledge and skills in context, rather than a scripted or formulaic performance.*
- *Performance tasks are multi-faceted. Unlike traditional test "items" that typically assess a single skill or fact, performance tasks are more complex. They involve multiple steps and thus can be used to assess several standards or outcomes.*

- Performance tasks can integrate two or more subjects as well as 21st century skills. *In the wider world beyond the school, most issues and problems do not present themselves neatly within subject area “silos.” While performance tasks can certainly be content-specific (e.g., mathematics, science, social studies), they also provide a vehicle for integrating two or more subjects and/or weaving in 21st century skills and Habits of Mind. One natural way of integrating subjects is to include a reading, research, and/or communication component (e.g., writing, graphics, oral or technology presentation) to tasks in content areas like social studies, science, health, business, health/physical education. Such tasks encourage students to see meaningful learning as integrated, rather than something that occurs in isolated subjects and segments.*
- Performances on open-ended tasks are evaluated with established criteria and rubrics. *Since these tasks do not yield a single answer, student products and performances should be judged against appropriate criteria aligned to the goals being assessed. Clearly defined and aligned criteria enable defensible, judgment-based evaluation. More detailed scoring rubrics, based on criteria, are used to profile varying levels of understanding and proficiency.*

Slide 81:

Explain: These are the key attributes of a high-quality performance assessment. Direct participants to the [Performance Assessment Audit Tool](#) for more detail. Ask participants to review the tool and reflect on the attributes.

Slide 82:

Ask participants individually or with a partner to choose a performance assessment they currently use or one of the ones linked below:

- ▶ [Elementary](#)
- ▶ [Middle](#)
- ▶ [High School](#)

Remind them if they chose one from the above list – they should first connect it to the [KAS for Social Studies](#). In other words, the performance assessment examples provided here are from other states. Therefore, if you select one of the examples provided here, you must first modify the example to align with the [KAS for Social Studies](#).

Have participants use the audit to reflect on the assessment they choose.

Ask them to share out their reflections, focusing on:

- Identify the strengths from the “above and beyond” column
- Identify the gaps from the “opportunities for growth” column and propose actions to strengthen

Resources:

- Comprehensive Social Studies Assessment Project. (n.d.) *Getting Involved in the Community*. A Collaboration of States Supporting the Development of Standards-Based Assessments in Social Studies (CSSAP II).
https://applications.education.ne.gov/distrib/web/social_studies/CSSAP%20Modules/CSSAP%20First%20Phase%20Modules/community/
- Colorado Department of Education. (n.d.) *Sample Performance Assessment*.
<https://www.cde.state.co.us/sites/default/files/docs/assessmentresourcebank/SocialStudies/PerformanceAssessments/Grade7/SS-Changes-Grade7/SS-Changes-Grade7-PA.pdf>
- Pretlow, Aiesha and Belrose, Angela. (n.d.) *A Deeper Look into Cold War Events- A. Prelow – HHS*. Literacy Design Collaborative.
<https://coretools ldc.org/mods/3a465fcb-7510-4103-9e71-ac325ae24705>

Slide 83:

Tell participants they will now engage in a process to begin to understand how to develop performance assessments in social studies.

Slide 84:

Explain: Remind participants that the inquiry portion of the standards provides a pathway to performance assessments.

Facilitator notes: Here are some notes regarding the “why” behind performance assessments.

- *All call for educational outcomes that demand more than multiple-choice and short answer assessments as evidence of their attainment. Rather than simply specifying a “scope and sequence” of knowledge and skills, these new standards focus on the performances expected of students who are prepared for higher education and careers.*
- The [KAS for Social Studies](#) highlight a set of fundamental performances that are central to the Inquiry Practices. These include Questioning, Investigating Using Disciplinary Concepts, Using Evidence and Communicating Conclusions.
- The inquiry process is critical for effective student understanding of civics, economics, geography and history. Inquiry instruction requires teachers and students to ask questions that drive student investigation of the subject matter and eliminates the “skills vs. content” dilemma in social studies as both are needed to successfully engage in inquiry. Students will engage in inquiry using the tools, conceptual understandings and the language of political scientists, economists, geographers and historians at a developmentally appropriate level. Students will craft arguments, apply reasoning, make comparisons, corroborate their sources and interpret and synthesize evidence as political scientists, economists, geographers and historians.

The [KAS for Social Studies](#) focus on developing transferable processes (e.g., problem solving, argumentation, research, and critical thinking), not simply presenting a body of factual

knowledge for students to remember. A fundamental goal reflected in these standards is the preparation of learners who can perform with their knowledge.

Slide 85:

Remind participants of the discussion from earlier and module 2b - how to unpack the standards. This is the first step to building performance assessments. Participants can use the first four steps of the [Tool to Unpack Standards](#) to begin the process.

Slide 86:

Ask participants to choose a current performance assessment or a topic/unit they would like to create a performance assessment for.

Then have them take out the [Tool to Unpack Standards](#). They completed as part of module 2b. They will use this to help design their performance assessments.

Introduce the [Performance Assessment Planning Map](#). Explain the purpose of this map is to help frame performance assessments for a particular unit of instruction that is based on the *KAS for Social Studies*.

Have participants open the [Performance Assessment Planning Map](#). Explain each portion of the map and how it directly connects to the tool”

Standards: these are the [KAS for Social Studies](#) that are being assessed (from step 1 of the tool)

Levels of Demonstration Required – This connects directly to the level of proficiency students are required to be at for a particular grade. (from step 4 of the tool)

Most often this can be identified using Bloom’s taxonomy and/or Webbs Depth of Knowledge

- https://schools.graniteschools.org/mathesonjr/files/2015/03/descrip_social_studies.pdf
 - http://bssd.org/UserFiles/Servers/Server_82120/File/DOK%20for%20Social%20Studies.pdf
- (You could put these into a common folder prior to meeting for participants to access.)

Content Required- This correlates to what knowledge, concepts and vocabulary students will need to understand in order to master the standards (from step 2 of the tool). Remind participants one resource to identify the knowledge, concepts and vocabulary are the disciplinary clarifications for each grade K-8 and high school grade span. The disciplinary clarifications offer suggestions teachers can use to more clearly determine the knowledge, concepts and vocabulary.

Skills required- Explain that this outlines the skills students will need to engage in in order to master the standards for this assessment. Explain this is usually determined by the verb at the start of the standards statement. (from step 3 of the tool)

Once they determine the topic/unit for the performance assessment they should first identify the standards that are key to the unit. They can then look through the [Tool to Unpack](#)

[Standards](#) and find the standards they unpacked and transfer that information into the matching boxes on the map.

For guidance on how to do this with assignments aligned to the [KAS for Social Studies](#), please see the examples below:

- [High School Example- Performance Assessment Planning Map](#)
- [Middle School Example- Performance Assessment Planning Map](#)
- [Grade 5 Example- Performance Assessment Planning Map](#)
- [Grade 3 Example- Performance Assessment Planning Map](#)
- [Kindergarten Example- Performance Assessment Planning Map](#)

Slide 87:

Explain you will be reviewing the next portions of the [Performance Assessment Planning Map](#).

Follow the instructions on the slide. Ask participants to skim the article, [Top 12 Ways to Bring the Real World into Your Classroom](#), and answer the questions on their [Notetaking Guide](#).

Resource:

The Teach Hub Team. (2010, May 27). *Top 12 Ways to Bring the Real World Into Your Classroom*. TeachHub.com. <https://www.teachhub.com/classroom-activities/2010/05/top-12-ways-to-bring-the-real-world-into-your-classroom/>

If time permits, ask participants to share their answers to the questions.

Ask participants to go back to their [Performance Assessment Planning Map](#) and brainstorm opportunities to connect to the real world that directly connect to the content and skills of the standards identified.

Slide 88

Move on by asking participants what are strategies they currently use for students to demonstrate their knowledge? Ask them to jot down their ideas on the [Notetaking Guide](#).

Click on the mouse and share the additional strategies. Ask participants to reflect on these.

Facilitator Note: If time permits you could also ask participants to read and reflect on the article titled ["To Learn, Students Need to DO Something"](#).

Resource:

Gonzalez, Jennifer. (2018, November 4). *To Learn, Students Need to DO Something*. Cult of Pedagogy. <https://www.cultofpedagogy.com/do-something/>

Ask participants to go back to their [Performance Assessment Planning Map](#) and brainstorm strategies to demonstrate learning that directly connect to the content and skills of the standards identified.

Facilitator Note: If needed – here are some examples of strategies to demonstrate learning in a virtual environment:

Different Perspective

- ▶ This online assessment asks each member of the audience to pick an issue that they have a strong position on. The task is to imagine that this belief is actually wrong. This change in perspective will train the student to seek facts to support different theses.

Agree to Disagree

- ▶ In this online assessment, online students need to think about a commonly held view in business or economics and then disagree with this point of view. Like the different perspective task above, students are then asked to formulate the arguments for their disagreement.

The Interview

- ▶ In this online assessment, online students have to answer various logic and creative thinking questions such as: “If you could remove any of the 50 states, which one would it be and why?” and “How would you make a tuna fish sandwich?”. These kinds of assessments train their critical thinking and problem-solving abilities. Some of the best examples of these types of questions can be found in the job interviews conducted by companies like Google, Apple, etc.

The Socratic Dialogue

- ▶ The Socratic dialogue is a formal method in which a small group (5-15 people), guided by a facilitator, finds a precise answer to a universal question like: What is happiness?, What is the meaning of life?, etc. It helps the group discover what something is, as opposed to what it isn't. This method involves group decision-making by consensus. Since there are no winners or losers, every objection, doubt, or insight is put on the table until everyone is satisfied by the final decision.

Slide 89:

Explain to participants they will now start to reflect on everything they have filled in on their [Performance Assessment Planning Map](#) and begin to develop the actual task for the performance assessment.

Ask participants to try using the sample task frame on the slide. Ask them to fill in the blanks based on the topic and standards. Ask some participants to share out.

Slide 90:

Read the examples on the slide.

Explain this is only one way to frame a performance assessment task.

Slide 91:

Explain participants can use this as a tool to build performance assessment tasks as well. They can choose one prompt from each row to build the task.

Ask participants to go back to their [Performance Assessment Planning Map](#) and brainstorm a task built off of what they already mapped out. Remind them the task should allow students to demonstrate their learning of the [KAS for Social Studies](#) that have been identified.

Slide 92:

Ask participants to read the following article, [7 Reflection Tips for Assessment, Empowerment and Self Awareness](#).

Resource:

Kobialka, James. (2016, May). *7 Reflection Tips for Assessment, Empowerment and Self Awareness*. Edutopia. <https://www.edutopia.org/blog/reflection-assessment-empowerment-self-awareness-james-kobialka>

Ask them to go to the [Notetaking Guide](#) and jot down their responses to the questions. If time permits, ask some participants to share out.

Ask participants to go back to their [Performance Assessment Planning Map](#) and brainstorm strategies for student reflection.

Slide 93:

Ask participants to review their maps using the [Performance Based Assessment Audit Tool](#).

Ask them to share out the results.

Slide 94:

Share the other templates for creating performance assessments. Ask participants which one they think would work best for them.

Slide 95:

Engage participants in the reflection questions on the slide. Ask them to jot down their thoughts on the [Notetaking Guide](#).

Facilitator Notes – reminders of benefits

- Performance tasks place **student demonstration of ability** at the center of assessment
- Performance tasks approximate **real-world** application of **complex skills**
- Allow **students** to **actively demonstrate** their **learning** and **skills**
- Performance tasks can measure **abilities beyond academic knowledge and skills**
- Performance tasks are typically **more engaging** for students

Slide 96:

Share the resources on the slide – explain these are places they can find performance assessments in social studies. All would need to be adjusted to meet the [KAS for Social Studies](#).

Slide 97:

Remind participants to jot down any new learning or thoughts in the [Continuous Reflection Tool](#).

Slide 98:

Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.

Survey Link: [Performance Assessment](#)

6d: Building Rubrics**Slide 99:**

Materials needed for this module:

- [Notetaking Guide](#)
- [Continuous Reflection Document](#)
- Gonzalez, Jennifer. (2014, May 1). *Know Your Terms: Holistic, Analytic, and Single-Point Rubrics*. Cult of Pedagogy. <https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/>
- Stanford Center for Assessment, Learning, & Equity. (n.d.) *SCALE Checklist for Quality Rubric Design*. <https://iowacore.gov/sites/default/files/scalechecklistforqualityrubricdesign.pdf>
- National Writing Project. (n.d.) *Civically Engaged Writing Analysis Continuum for Public Writing*. http://cevac.nwp.org/wp-content/uploads/2018/03/CEWAC_2.0.pdf

Slides 100 and 101:

Officially welcome the participants. Introduce yourself (if necessary). Explain: Module 6 is intended to provide guidance on how to assess the [KAS for Social Studies](#). This section, 6d, building rubrics, will focus on strategies to develop rubrics connected to the performance assessment.

Explain: “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions.” Point out the location of the parking lot for questions. This may be a poster on which participants write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of

the parking lot is to provide participants with a safe way of asking questions. Remember that you may not know all of the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the regular webinars for facilitators. If the question is pressing and doesn't appear to be addressed in the sections of Module 6, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to standards@education.ky.gov. Explain: "Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms." After people are finished, ask: "Would you like to revise, edit or add any norms to the list?" If so, make changes on the slide; if not, move on to your discussion of the parking lot.

Slide 102:

Explain: The goals for Module 6 are on this slide. The star highlights the goal of section 6d.

Slide 103:

Remind participants to jot down any new learning or thoughts in the [Continuous Reflection Tool](#).

Slide 104:

Explain: Think back to previous learning about the performance assessments in social studies.

Ask participants to think through the questions on the slide and place their thoughts in the [Notetaking Guide](#).

If time permits, ask participants to share out.

Slide 105:

Use this slide to remind participants where performance assessments fit within learning theory.

Explain that a key piece of answering this question is to have a rubric. Mention these reasons:

- Scoring is Key for Teacher Learning
- Provides information about student strengths and areas for growth
- Enables you to provide specific feedback to students
- Guides instruction and next steps
- Identifies needed revisions for the assessment

Slide 106:

Read this slide outlining the purpose of rubrics.

Remind participants....

- *When using a rubric to assess student work, it is important to remember that you are trying to find the best description of the student work that you are assessing.*
- *Effective rubrics identify the most important qualities of the work AND have clear descriptions of performance for each quality.*

Slide 107:

Read the information provided in the slide.

Slide 108:

Read through the slide – outlining why to use rubrics from the teacher and student perspective.

Facilitator note: If you need more information on criterion reference assessments, click on the link in the slide.

Resource:

University of Tasmania. *Teaching & Learning: Criterion Referenced Assessment.*

[https://www.teaching-learning.utas.edu.au/assessment/criterion-referenced-assessment#:~:text=Criterion%20referenced%20assessment%20\(CRA\)%20is,1998%3B%20Harvey%2C%202004](https://www.teaching-learning.utas.edu.au/assessment/criterion-referenced-assessment#:~:text=Criterion%20referenced%20assessment%20(CRA)%20is,1998%3B%20Harvey%2C%202004)

Slide 109:

Review the characteristics of a good rubric on the slide with participants.

Slide 110:

Ask participants to read through [Know Your Terms: Holistic, Analytic, and Single-Point Rubrics](#) and jot down the benefits and limitations of each in the [Notetaking Guide](#).

Resource:

Gonzalez, Jennifer. (2014, May 1). *Know Your Terms: Holistic, Analytic, and Single-Point Rubrics*. Cult of Pedagogy. <https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/>

Slide 111:

Review each type of rubric on the slide.

Slide 112:

Review the text on the slide.

Slide 113:

Review the information on the slide with participants. Ask participants to add any other thoughts and ideas from their notes.

Slide 114:

Review the text on the slide.

Slide 115:

Review the information on the slide with participants. Ask participants to add any other thoughts and ideas from their notes.

Slide 116:

Review the information on the slide with participants. Ask participants to add any other thoughts and ideas from their notes.

Slide 117:

Review when to use each rubric.

Slide 118:

Read through the slide with participants – outlining the 4 stages of creating rubrics.

Highlight the following:

Think about the standards being addressed and the claims you wish to make about the student knowledge and skills to assess behaviors that will provide evidence for the knowledge and skills.

Identify specific observable attributes that you want to see (as well as those you don't want to see) your students demonstrate in their product, process, or performance.

Specify the characteristics, skills, or behaviors that you will be looking for, as well as errors you do not want to see.

Brainstorm characteristics that describe each attribute. Identify ways to describe above average, average, and below average performance for each observable attribute previously identified.

Slide 119:

Review the additional considerations on the slide with participants.

Slide 120:

Review the following rubric with participants: [SCALE Quality Rubric Checklist](#). Ask them what resonates with them? What challenges them?

Resource:

- Stanford Center for Assessment, Learning, & Equity. (n.d.) *SCALE Checklist for Quality Rubric Design*.
<https://iowacore.gov/sites/default/files/scalechecklistforqualityrubricdesign.pdf>

Slide 121:

Guide participants through the activity on the slide.

Review the following Rubric:

- [Civically Engaged Writing Analysis Continuum for Public Writing](#)

Resource:

National Writing Project. (n.d.) *Civically Engaged Writing Analysis Continuum for Public Writing*. http://cewac.nwp.org/wp-content/uploads/2018/03/CEWAC_2.0.pdf

Use the following tool to reflect: [SCALE Quality Rubric Checklist](#)

- Identify and explain any issues.
- Propose actions to improve or resolve the issues.

Ask them to jot down notes in the [Notetaking Guide](#).

If time permits, ask participants to share out their ideas.

Slide 122:

Share the task on the slide with participants. Give them time to create a rubric for the performance task the created in Module 6c. Pick the rubric type that best fits the task and will provide the most helpful feedback to students to enhance the learning process and facilitate student success on the task.

Once participants get a draft of a rubric have them individually or in small groups use the [SCALE Quality Rubric Checklist](#) to give feedback and make adjustments.

Slide 123:

Ask participants to answer the questions on the slide in their [Notetaking Guide](#).

If time permits, ask a few participants to share out.

Slide 124:

Remind participants to jot down any new learning or thoughts in the [Continuous Reflection Tool](#).

Slides 125-126:

Facilitators can use these slides for additional readings if needed.

Gonzalez, Jennifer. (2015, August 19). *How To Turn Rubric Scores Into Grades*. Cult of Pedagogy. <https://www.cultofpedagogy.com/calculate-points-with-rubrics/>

Slide 127:

Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.

Survey Link: [Performance Assessment](#)

6e: Reflecting and Adjusting

Slide 128:

Materials needed for this module:

- [Notetaking Guide](#)
- [Continuous Reflection Tool](#)
- [Performance Assessment Audit Tool](#)
- [Module 5: Assignment Review Protocol](#)
- [Student Work Protocol](#)

Slides 129 and 130:

Officially welcome the participants. Introduce yourself (if necessary). Explain: Module 6 is intended to provide guidance on how to assess the [KAS for Social Studies](#). This section, 6e, reflecting and adjusting, will focus on reviewing the student data once a performance assessment is administered to determine what adjustments to make.

Explain: “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions.” Point out the location of the parking lot for questions. This may be a poster on which participants write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of the parking lot is to provide participants with a safe way of asking questions. Remember that you may not know all of the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the regular webinars for facilitators. If the question is pressing and doesn’t appear to be addressed in the sections of Module 6, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to standards@education.ky.gov. Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.

Slide 131:

Explain: The goals for Module 6 are on this slide. The star highlights the goal of section 6d.

Slide 132:

Remind participants to jot down any new learning or thoughts in the [Continuous Reflection Tool](#).

Slide 133:

Ask participants to engage with the warm-up activity on the slide. They should jot down their ideas in the [Notetaking Guide](#).

Slide 134:

Walk participants through the process on the slide. Explain the importance of reviewing student work to gauge the effectiveness of the performance assessment. Mention this is best done with partners or teams – grade level or Professional Learning Communities (PLCs) – but can be done individually.

Slide 135:

Explain to participants the following slides explain the process. This process should be the next steps after implementing the performance assessment with students.

Explain the components on the slide. Reviewing the assessment first using the [Performance Assessment Audit Tool](#) is important prior to looking at student work. This lays the groundwork and builds a common understanding of the expectations of the performance assessment.

Slide 136:

Explain to participants the next step is to review student work. Remind participants to review [module 5](#) on the Assignment Review Protocol to understand how to use the student work protocol.

Module 5 Assignment Review Protocol is available on www.kystandards.org under the Social Studies Professional Learning Modules section which may be accessed here: <https://kystandards.org/standards-resources/ss-resources/ss-pl-modules/>.

Resource:

Social Studies Student Work Review Protocol is available on www.kystandards.org under Standards Resources and at the following link: https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Social_Studies_Student_Work_Review_Protocol.docx

Slide 137:

Explain individual reflection is the final part of the process. It is important to look at all of the feedback and data to make purposeful adjustments to ensure the performance assessment is giving students the opportunity to demonstrate their learning of the [KAS for Social Studies](#).

Slide 138:

Have participants jot down their thoughts to the questions on the slide in the [Notetaking Guide](#).

Slide 139:

Remind participants to jot down any new learning or thoughts in the [Continuous Reflection Tool](#).

Slide 140:

Use this slide as an overall reflection with participants once completing all of the modules.

Slides 141-142:

Share the quote from Grant Wiggins with participants. Then ask participants if there are any questions comments or concerns.

Slide 143:

Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.

Survey Link: [Performance Assessment](#)