



Module 6: Performance Assessments in Social Studies

Module at a Glance

Design of Module:

- Module 6 explains the value of creating and implementing effective performance assessments in social studies.
- Each section of Module 6 is designed to be administered in a Professional Learning Community (PLC) session. 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.
- Module facilitators may include, but are not limited to: district leaders, school administrators, instructional specialists/coaches, department chairs, and/or teacher leaders. With that in mind, the facilitator's guide includes information and instructional materials intended to provide support to a facilitator engaging in this work.

Goals of Module 6:

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 *Kentucky Academic Standards (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.

Section 6: Introduction

- Essential objective: To share an overview of Module 6.
- Key features: Introduces the goals and overview of the module, examines why this work is important, and provides a self-reflection.

Section 6a: Classroom Assessments in Social Studies

- Essential objective: To learn about different types of assessments in social studies.
- Key features: Provides a warm-up and explains the purposes and types of assessments, why assessments are important, and an introduction to assessment design. Additionally, there is an opportunity to review the alignment, rigor and precision of an assessment currently being utilized by the participant.

Section 6b: Connecting Standards to Assessments

- Essential objective: To learn how to use standards to build assessments to identify if students are reaching the standards.
- Key features: Provides an overview of the *KAS for Social Studies* and a discussion of the value of unpacking standards. Participants unpack the standards for a unit and brainstorm opportunities for formative and summative assessments.

Section 6C: Performance Assessments in Social Studies

- Essential objective: To identify strategies for building performance assessments in social studies and understanding the inquiry practices of the *KAS for Social Studies*.
- Key features: Contains a warm-up and a detailed explanation of performance assessments, including its characteristics, advantages and challenges, and provides examples and steps for creating a performance assessment.

Section 6d: Building Rubrics

- Essential objective: To build an understanding of high quality rubrics in social studies.
- Key feature: Provides a warm-up, characteristics of good rubrics and an overview of holistic, analytic and single-point rubrics. Additionally, an opportunity to review rubrics and a reflection are included.

Section 7F: Reflecting and Adjusting

- Essential objective: To plan how to review and revise assessments using student work.
- Key features: A warm-up is provided, the process for sharing and reflecting is described, and a reflection is included.