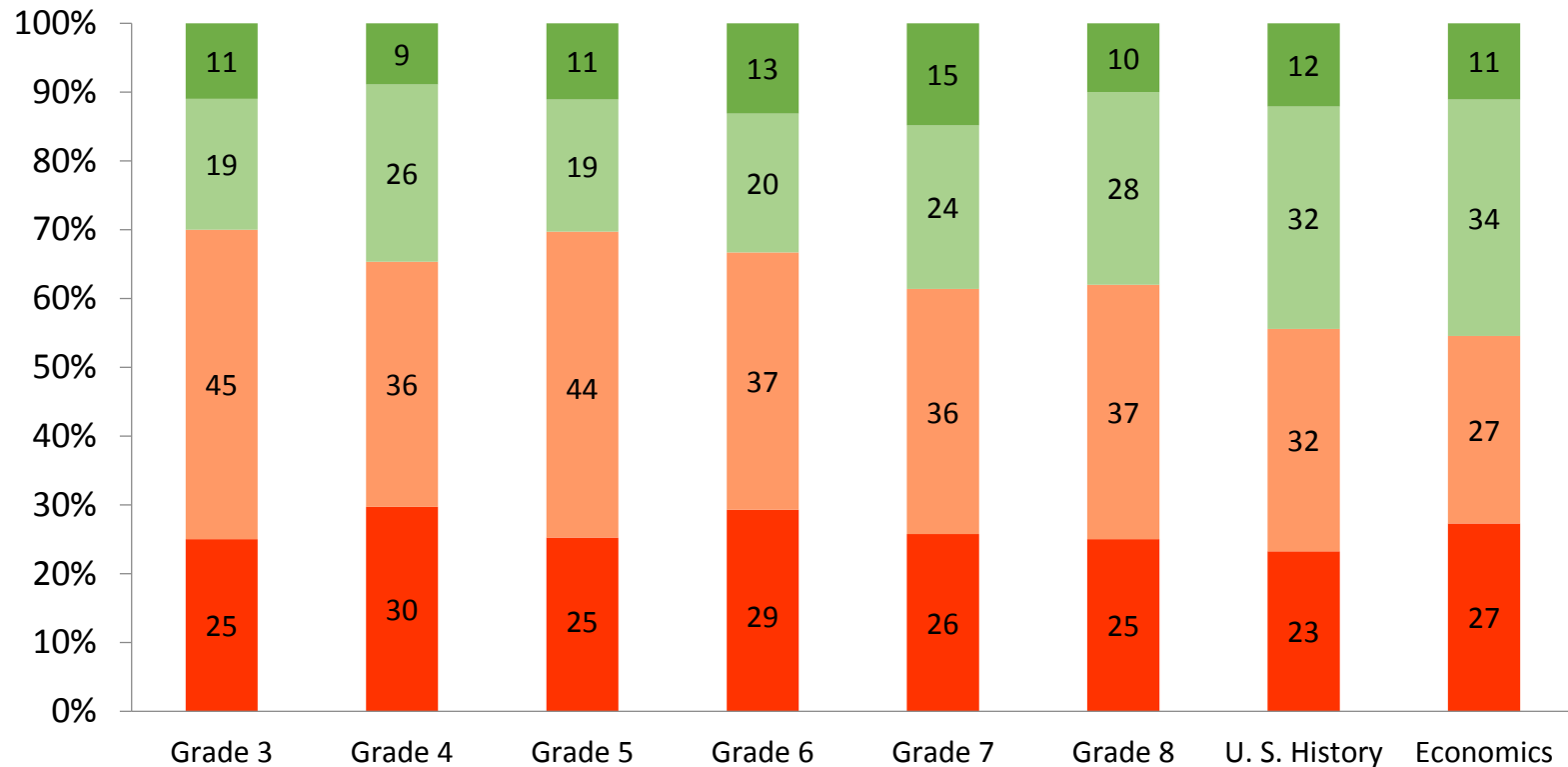


Social Studies Assessment Update

Georgia Council for the Social Studies
Annual Conference
October 13, 2016

Jan Reyes, Ed.D.
Program Manager, Test Development
jreyes@doe.k12.ga.us

Social Studies

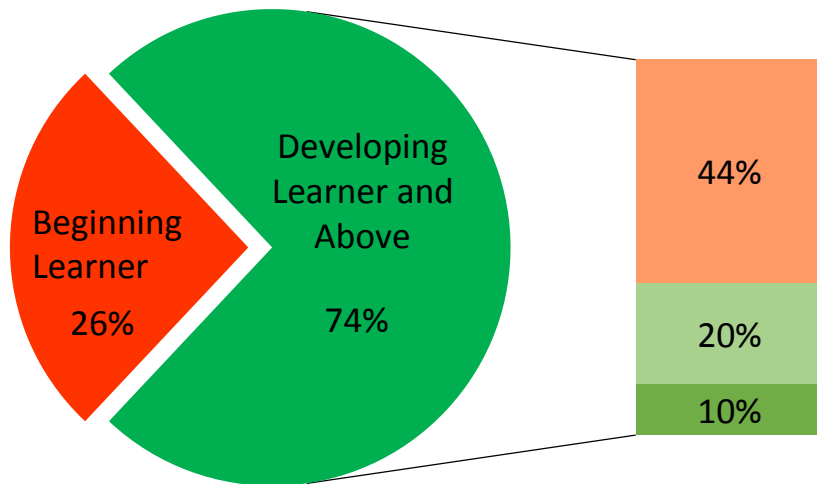


■ Beginning Learner
 ■ Developing Learner
 ■ Proficient Learner
 ■ Distinguished Learner

Due to rounding, percentages may not total 100%.

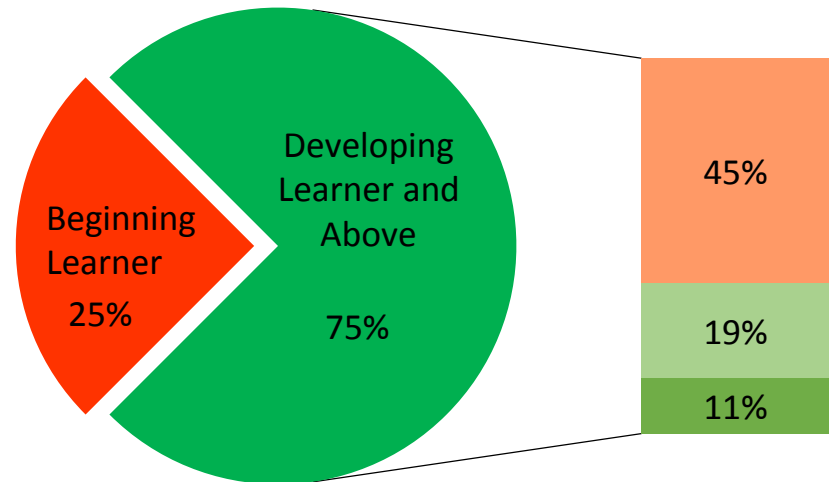
Grade 3 – Social Studies

2015



- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

2016

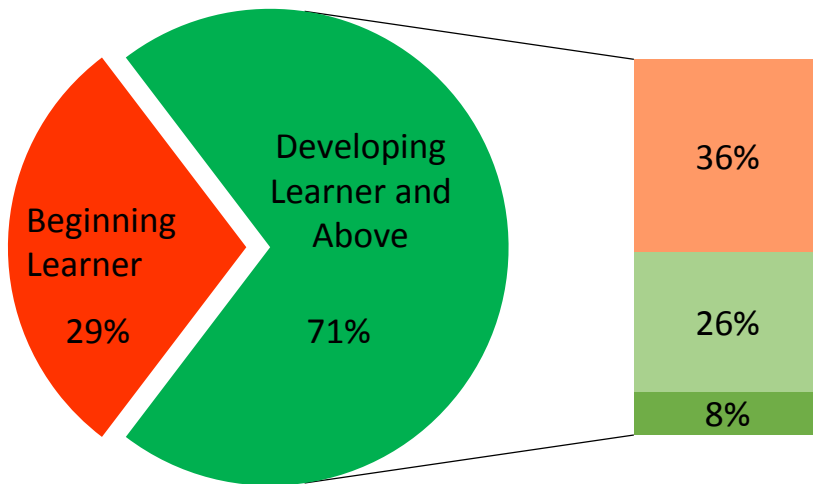


- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

Due to rounding, percentages may not total 100%.

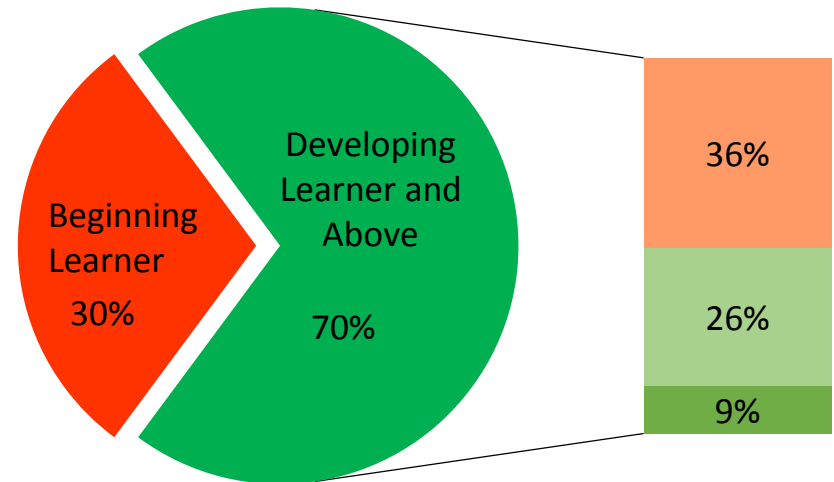
Grade 4 – Social Studies

2015



- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

2016

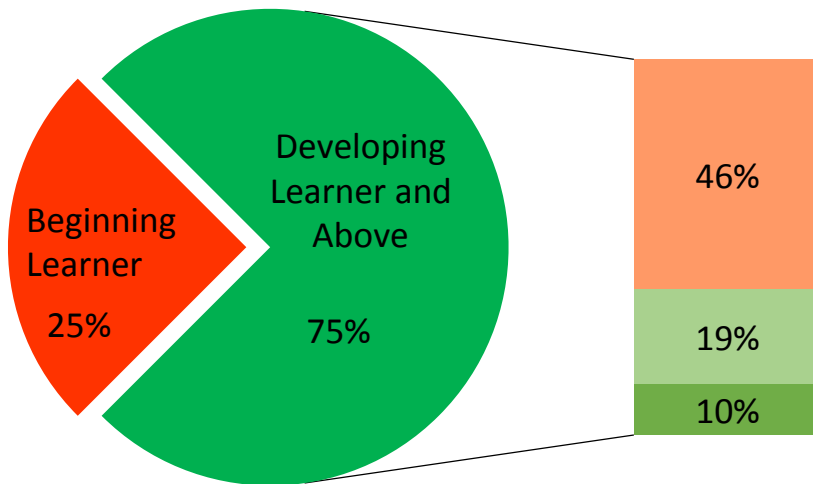


- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

Due to rounding, percentages may not total 100%.

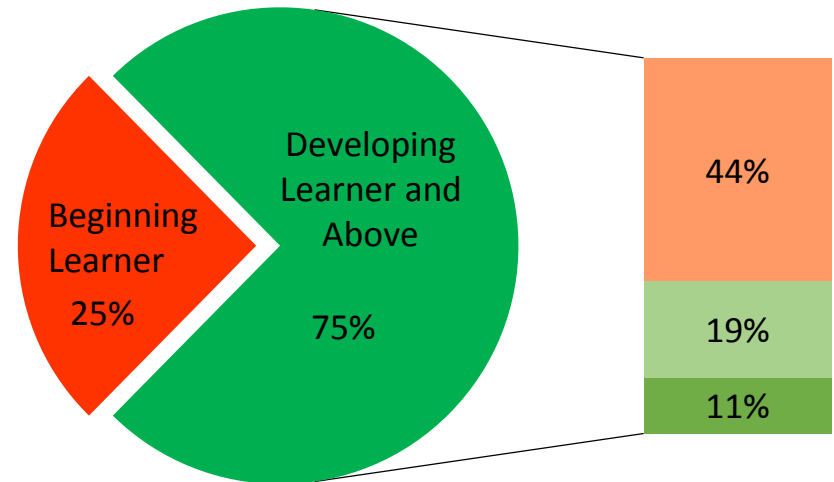
Grade 5 – Social Studies

2015



- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

2016

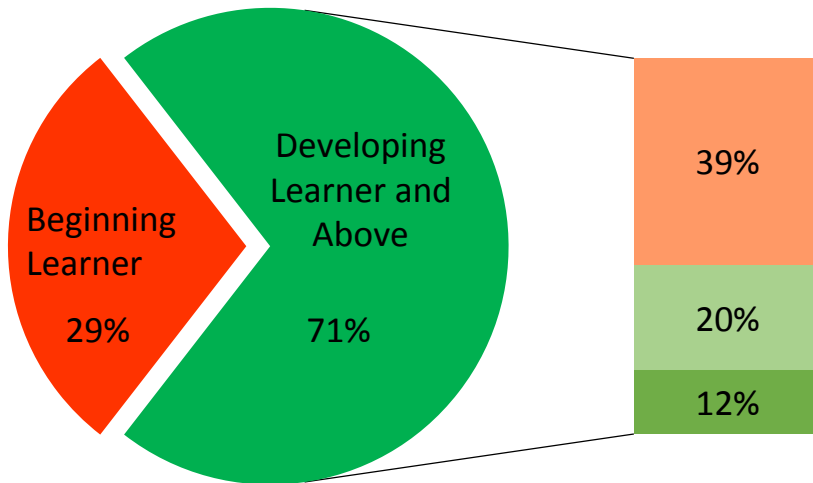


- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

Due to rounding, percentages may not total 100%.

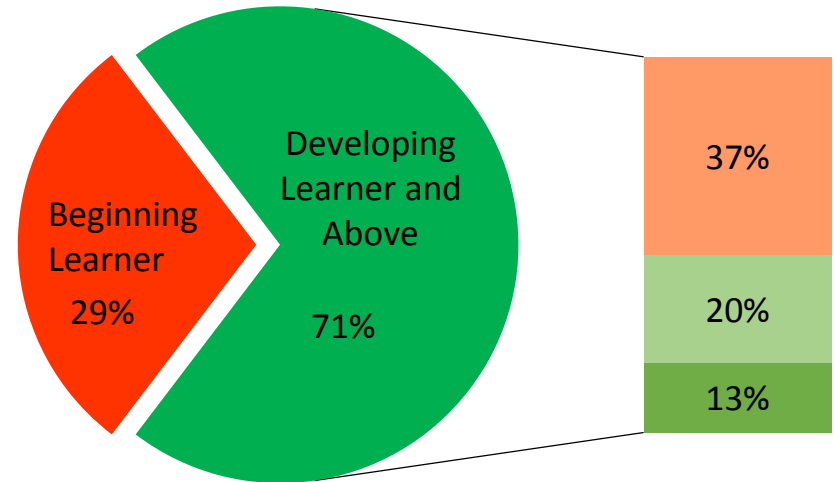
Grade 6 – Social Studies

2015



- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

2016

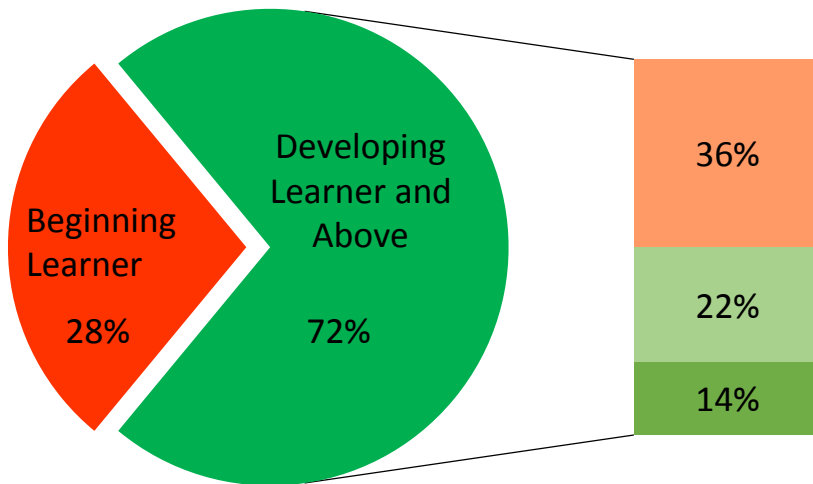


- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

Due to rounding, percentages may not total 100%.

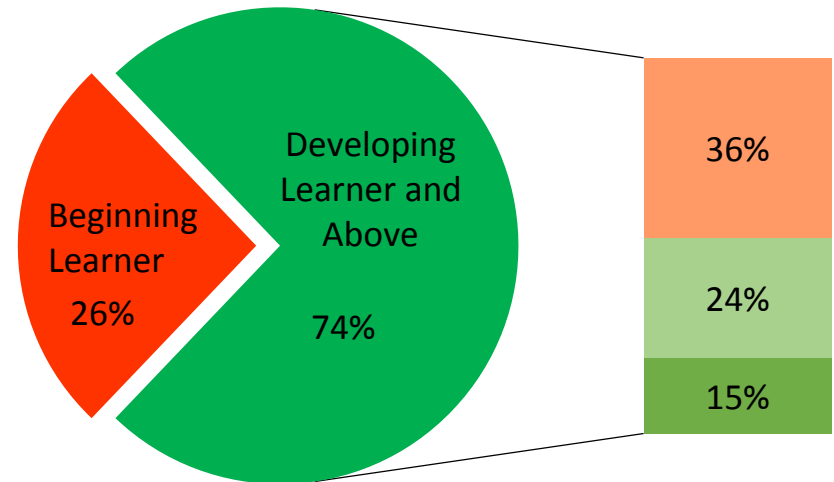
Grade 7 – Social Studies

2015



- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

2016

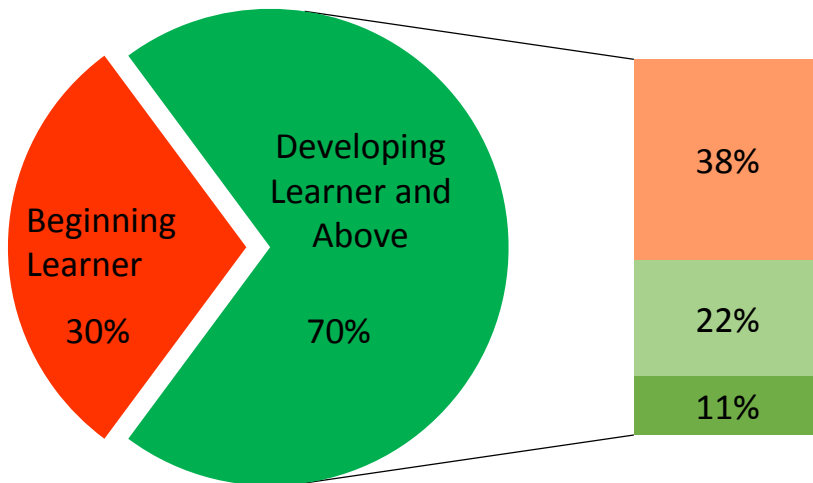


- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

Due to rounding, percentages may not total 100%.

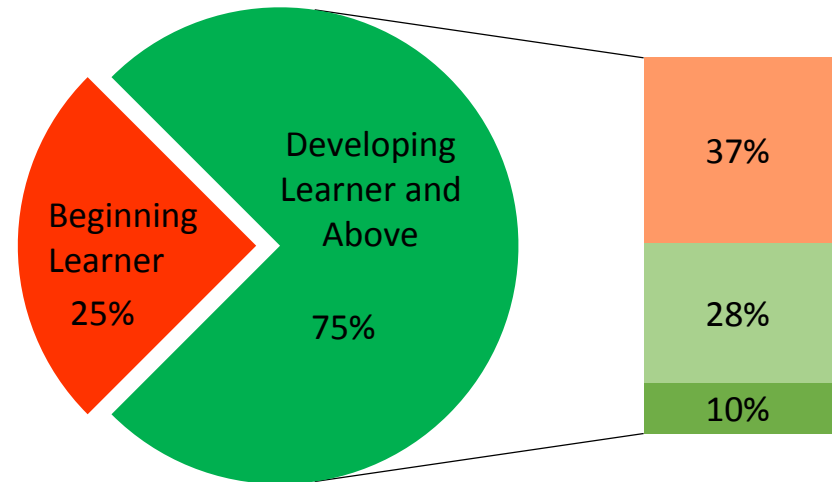
Grade 8 – Social Studies

2015



- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

2016

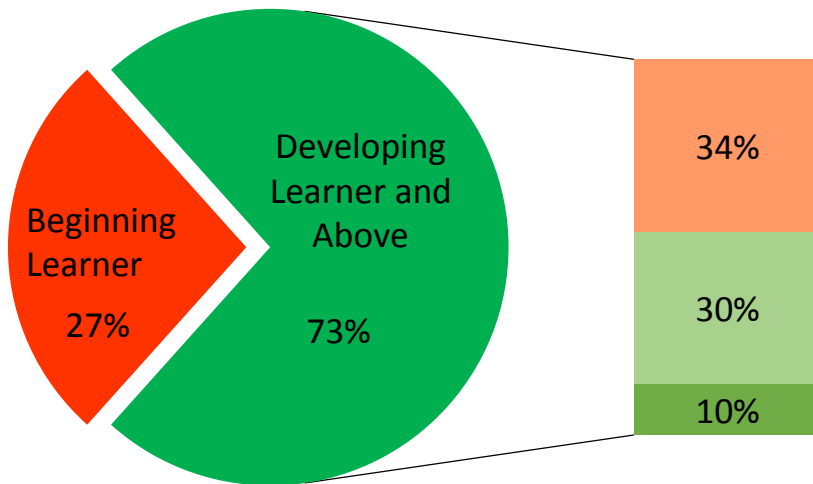


- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

Due to rounding, percentages may not total 100%.

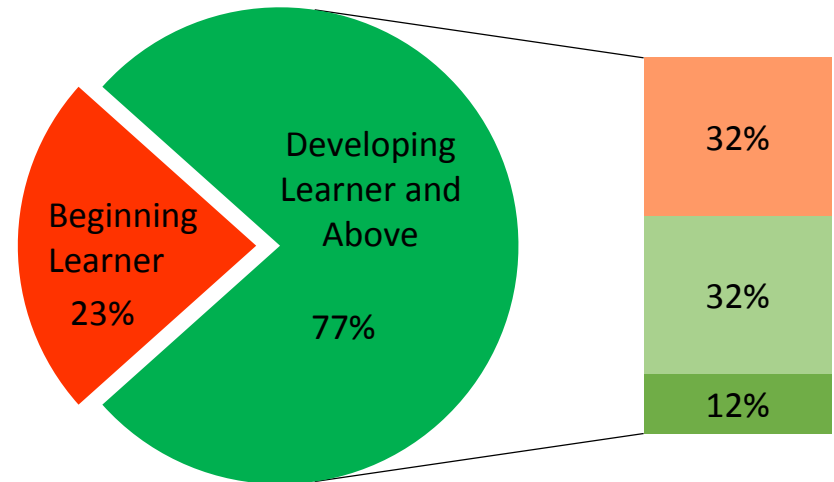
EOC – U. S. History

2015



- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

2016

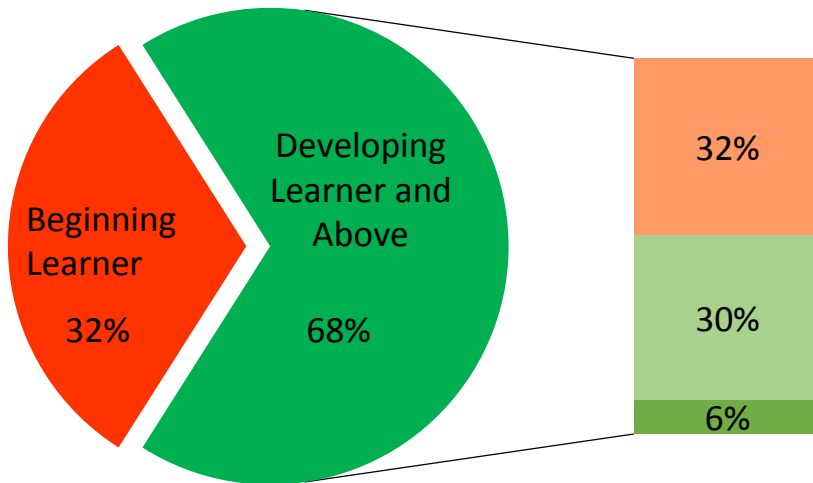


- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

Due to rounding, percentages may not total 100%.

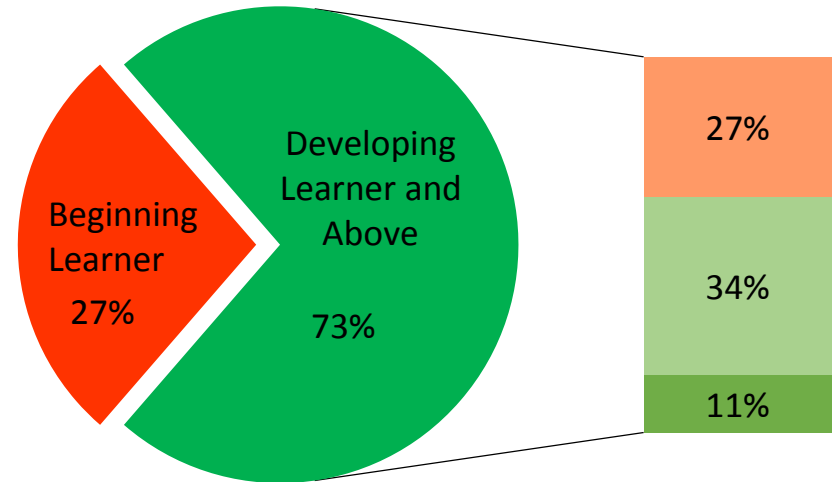
EOC – Economics

2015



- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

2016



- Beginning Learner
- Developing Learner
- Proficient Learner
- Distinguished Learner

Due to rounding, percentages may not total 100%.

Spring Median NPRs for Beginning Learners in Social Studies



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Grade	Social Studies		U.S. History		Economics	
	2015	2016	2015	2016	2015	2016
3	10	9	18	18	19	21
4	13	11				
5	15	16				
6	17	17				
7	20	18				
8	28	28				

Based on Georgia student performance on 20 NRT items embedded on the Georgia Milestones EOG or EOC.

Georgia Standards for Excellence



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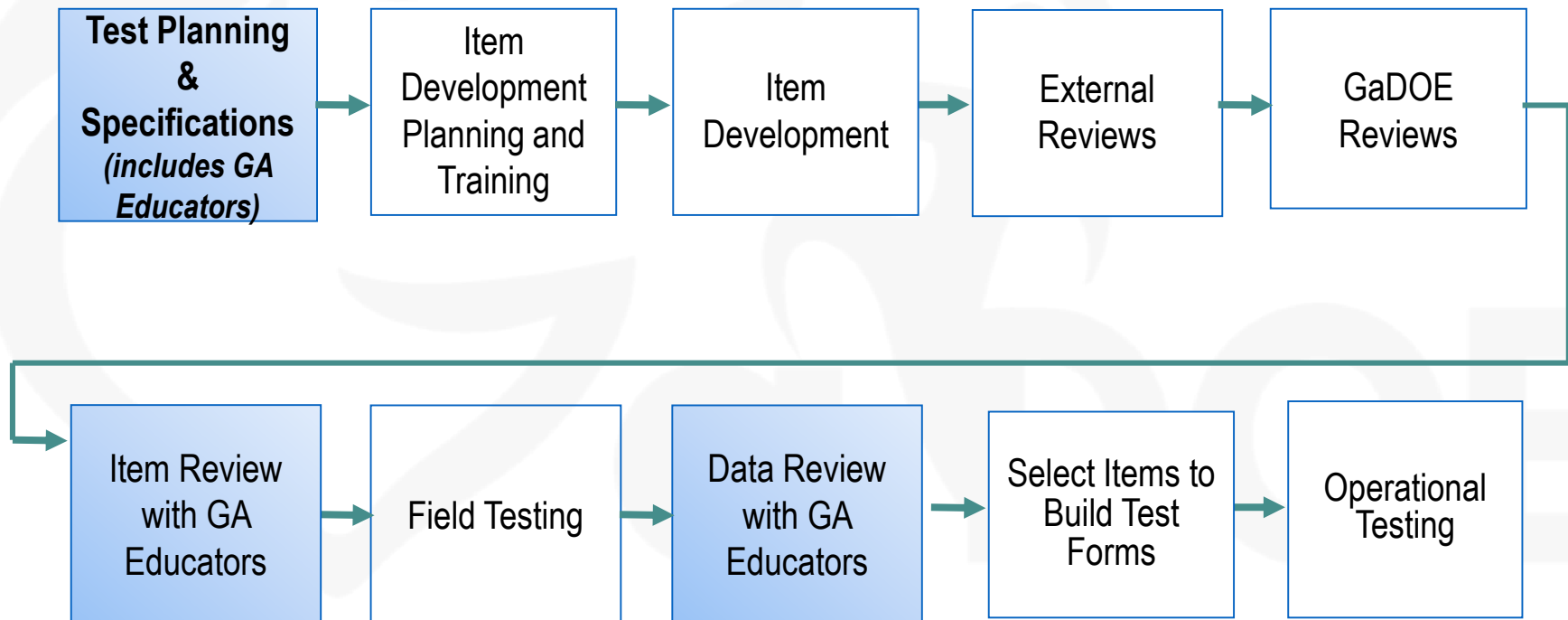
- Revised content standards – the [Georgia Standards for Excellence](#) – were adopted by the State Board of Education for implementation in the [2017-2018](#) school year.
- Committees of Georgia educators have recommended revised test blueprints based on the new standards.
- To prepare for operational administration, beginning with Winter 2017 EOC, items will be **field tested** in Spring 2017.
 - This means students may not have received direct instruction on some concepts and skills but the purpose of the field test is to evaluate the items, not students.
- The **first administration** of the GSE assessments in Social Studies will be Winter 2017 and Spring 2018.
 - Fall Mid-Month administrations of the GSE forms for US History and Economics will not be available; GPS-aligned forms will be available for make-ups and/or course completions.

It is possible we will need to seek an SBOE waiver for the [2017-2018](#) school year for the EOC given achievement standards will need to be revisited after the spring administrations. We anticipate that scores will be delayed for these content areas; districts and schools should plan accordingly.

Development of Test Items



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New Item Types



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Technology Enhanced (TE) Items

- TE items will be **field tested** in Science and Social Studies on the Spring 2017 Milestones Assessment
 - these include multi-part/multi-select items worth 2 points
 - examples are included as part of the [Experience Online Testing](#) website
- TE items will be **operational** in **ELA** and **Mathematics**

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Grades 3, 4, 6, and 7 Science & Social Studies Released Forms



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We are pleased to announce a new set of resources to support districts in the content areas of Science and Social Studies for grades 3, 4, 6, and 7.

- Senate Bill 364 (SB 364) provides that Science and Social Studies will be assessed in grades 5 and 8 only for students in elementary and middle school.
- With this change in the Georgia Milestones Assessment System, and to support formative needs/uses at the district level, we are releasing eight (8) intact test forms in PDF format.

Georgia public school districts, and state charter schools, can copy the released forms for district and school educational use. *You are permitted to post the actual, intact PDF document* into a local management system, but loading the individual items is not permitted. We cannot permit the tests themselves (in a format other than the PDF provided) to be loaded into local electronic programs/instructional management systems. We also ask that districts refrain from publically posting the PDFs on their websites.

Grades 3, 4, 6, and 7 Science & Social Studies Released Forms



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If your district has an interest in obtaining these released test forms:

1. Your System Testing Coordinator should email Joe Blessing at jblessing@doe.k12.ga.us to obtain the necessary *Agreement Form*
2. Once the *Agreement Form* is received, we will work to post the forms to your STC via the MyGaDOE Portal.
3. The posting will include
 - The released test forms in PDF (with field test items and other non-operational items removed)
 - Each document has between 45 and 47 test items for districts to use for assessment in your schools.
 - An item alignment spreadsheet that contains content standard information and a test key for each of the released forms.

Grades 3, 4, 6, and 7 Science & Social Studies Items in GOFAR



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- GSE-aligned items
- Approved by educator committees this past summer
- Will be loaded into GOFAR later this school year
- For formative use in classrooms

Georgia Department of Education

Social Studies Constructed Response Items in GOFAR



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gaDOE.org

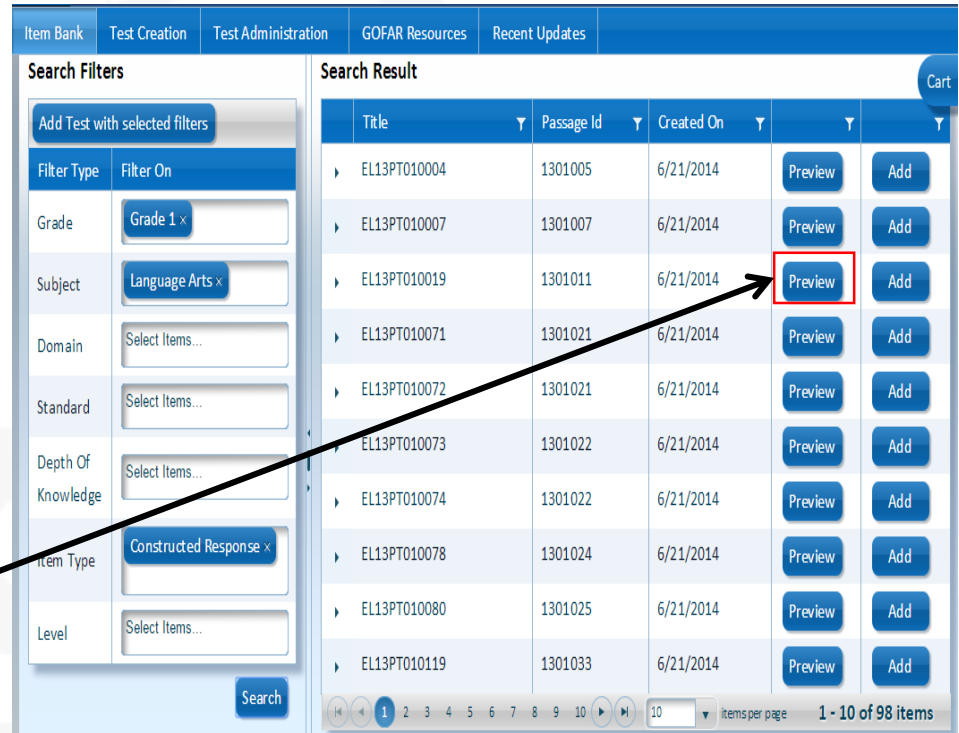
- Choose Social Studies for Subject
- Choose Constructed Response for Item Type

Item Bank	Test Creation	Test Administration
Search Filters		
<button>Add Test with selected filters</button>		
Filter Type	Filter On	
Grade	<input type="text" value="Select Items..."/>	
Subject	<button>Social Studies ×</button>	
Domain	<input type="text" value="Select Items..."/>	
Standard	<input type="text" value="Select Items..."/>	
Depth Of Knowledge	<input type="text" value="Select Items..."/>	
Item Type	<button>Constructed Response ×</button>	
Level	<input type="text" value="Select Items..."/>	
<button>Search</button>		

Preview a Constructed Response Test Item

- Under the **Search Result** list, click **Preview** in the desired row.

Click Preview to view
the Constructed
Response item.



The screenshot shows the GaDOE Item Bank interface. On the left, the 'Search Filters' panel includes options for Filter Type, Filter On, Grade (Grade 1), Subject (Language Arts), Domain, Standard, Depth Of Knowledge, Item Type (Constructed Response), and Level. A 'Search' button is at the bottom. On the right, the 'Search Result' table lists items with columns for Title, Passage Id, Created On, and buttons for Preview and Add. The 'Preview' button for item EL13PT010019 is highlighted with a red box and an arrow pointing to it from the text 'Click Preview to view the Constructed Response item.'

Title	Passage Id	Created On	Preview	Add
EL13PT010004	1301005	6/21/2014	Preview	Add
EL13PT010007	1301007	6/21/2014	Preview	Add
EL13PT010019	1301011	6/21/2014	Preview	Add
EL13PT010071	1301021	6/21/2014	Preview	Add
EL13PT010072	1301021	6/21/2014	Preview	Add
EL13PT010073	1301022	6/21/2014	Preview	Add
EL13PT010074	1301022	6/21/2014	Preview	Add
EL13PT010078	1301024	6/21/2014	Preview	Add
EL13PT010080	1301025	6/21/2014	Preview	Add
EL13PT010119	1301033	6/21/2014	Preview	Add

Preview a Constructed Response Item (cont'd)



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ga.gov

- The **Constructed Response** question is shown in the **Question Preview** box.
- Scroll down to view the rubric.

Question Preview

This task has more than one (1) part. Read each part carefully and respond.

Part A

How and why did westward expansion impact the relationship between Native Americans and the U.S. government during the 19th century?

Part B

How did events at Wounded Knee in 1890 impact relations between Native Americans and the U.S. government?

Be sure to complete ALL parts of the task.

Answer with complete sentences, and use correct punctuation and grammar.

Below is a generic rubric. To view a detailed item-specific rubric for scoring this item, click 'View Sample Paper' above. You will also see annotated student responses.

Score Designation	Description
4	Thoroughly

Question Preview

Score Designation	Description	
4	Thoroughly Demonstrated	The student demonstrates a thorough understanding of the standards assessed.
3	Clearly Demonstrated	The student demonstrates a clear understanding of the standards assessed.
2	Basically Demonstrated	The student demonstrates a basic understanding of the standards assessed.
1	Minimally Demonstrated	The student demonstrates a minimal understanding of the standards assessed.
0	Incorrect or Irrelevant	The response is incorrect or irrelevant.

Exemplar File

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Exemplar Papers



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- Prototype answer – the “ideal” response
- Set of responses from actual Georgia students, collected during item pilots
- Samples scored by trained raters using rubric
- Papers allow teachers to review and compare their own students' work to the sample responses for each score point
 - Helps standardize expectations of the standards
- Score point and annotations provided for each sample item response

*Note: The pilot was conducted using standard administration procedures in order to ensure that results were comparable across the state. When items/tasks are used during instruction, these administration rules do not have to apply and student results may vary; thus, teachers may want to modify the rubrics and even raise expectations. **Rubrics and exemplars should remain focused on high expectations.***

Exemplar File

Student Response

Part A) Settlers moving west encroached on land already inhabited by many native american tribe, and as a result there was much conflict between the indians and the settlers. In response, the U.S. government sent troops to protect the settlers and fight the indian in an organized fashion, which only worsened the relationship between the two. Part B) Wounded Knee was the Last major battle the Indain's fought agianst federal troops before submitting, for the most part, to the U.S. goverments will. After this battle native american agreed to move further west or on to reseres set aside for them. This served to put and end to most of the outright hostility between the native americans and the U.S. government. However, the relationship, although not violent anymore, was still filled with fear and distrust.

Score Annotation

The student's response thoroughly demonstrates knowledge and understanding of the growth of the western population and its impact on Native Americans through clear explanations and careful analysis. In part A, the student offers the main point, that (*Settlers moving west encroached on land already inhabited by many native american tribe, and as a result there was much conflict between the indians and the settlers*). The student explains that, as a result such land conflicts, (*the U.S. government sent troops to protect the settlers and fight the indian in an organized fashion, which only worsened the relationship between the two*). In part B, the student again offers the main point, that (*Wounded Knee was the Last major battle the Indain's fought agianst federal troops before submitting, for the most part, to the U.S. goverments will*). As further explanation, the student states that (*This served to put and end to most of the outright hostility between the native americans and the U.S. government. However, the relationship, although not violent anymore, was still filled with fear and distrust*).

Score

Score 4

Achievement Levels

- **Beginning Learners do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need substantial academic support*** to be prepared for the next grade level or course and to be on track for college and career readiness.
- **Developing Learners demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need additional academic support*** to ensure success in the next grade level or course and to be on track for college and career readiness.
- **Proficient Learners demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are prepared*** for the next grade level or course and are on track for college and career readiness.
- **Distinguished Learners demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are well prepared*** for the next grade level or course and are well prepared for college and career readiness.

ALDs

- ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators in March 2015 and July 2015. The ALDs are based on the state-adopted content standards.
- **ALDs show a *progression of knowledge and skills*** for which students must demonstrate competency across the achievement levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within his/her achievement level *as well as all content and skills in any achievement levels that precede his/her own, if any*. For example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

Sample ALDs



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Grade 5

Georgia End-of-Grade: Social Studies

September 2015

POLICY ALDs

Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.	Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.	Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

RANGE ALDs

Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
A student who achieves at the Beginning Learner level demonstrates minimal command of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to <ul style="list-style-type: none"> identify major Civil War battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea or the significance of Appomattox Court House; identify the role of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, or Thomas "Stonewall" Jackson; identify sharecropping, Jim Crow laws, or customs related to Jim Crow laws; identify the Black Cowboys of Texas, the Great Western Cattle 	A student who achieves at the Developing Learner level demonstrates partial command of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to <ul style="list-style-type: none"> explain the importance of Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, or Appomattox Court House; explain the role of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, or Thomas "Stonewall" Jackson in the Civil War; identify the 13th, 14th, and 15th amendments; identify the role of the Freedmen's Bureau; explain sharecropping; 	A student who achieves at the Proficient Learner level demonstrates proficiency of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to <ul style="list-style-type: none"> explain how the issues of states' rights and slavery increased tensions between the North and South; explain the importance of Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, or Appomattox Court House; analyze the significance of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, or Thomas "Stonewall" Jackson in the Civil War; explain the effects of war on the 	A student who achieves at the Distinguished Learner level demonstrates advanced proficiency of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to <ul style="list-style-type: none"> analyze how the issues of states' rights and slavery increased tensions between the North and South; explain the importance of Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, or Appomattox Court House; analyze the significance of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, or Thomas "Stonewall" Jackson in the Civil War;

Georgia Department of Education

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Questions & Answers



GaDOE Customer Service Survey:

<http://gadoe.org/surveys/AsAc-H8PBVZM>