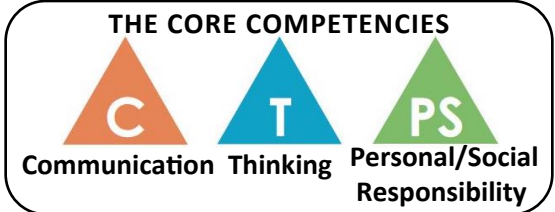
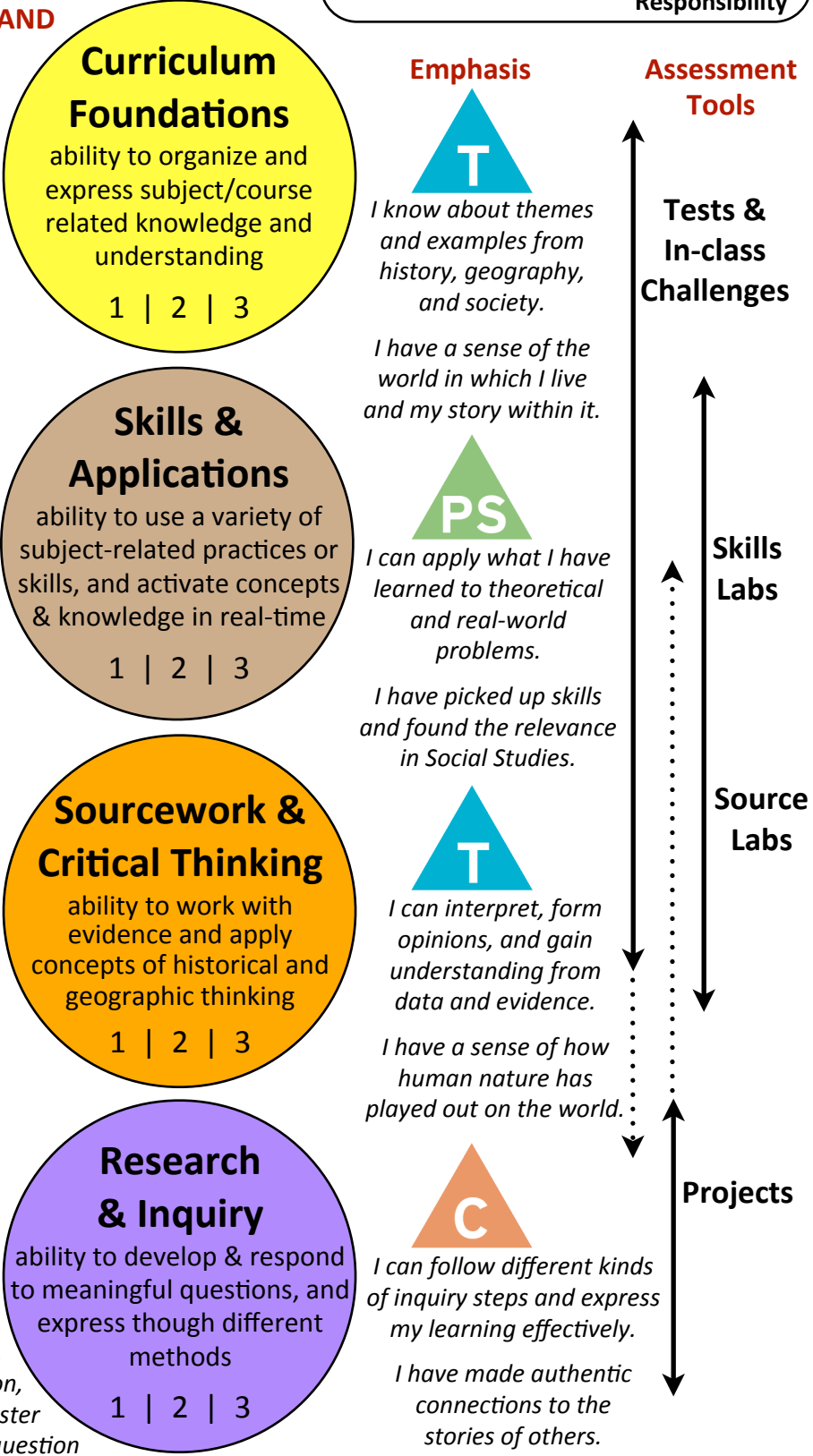
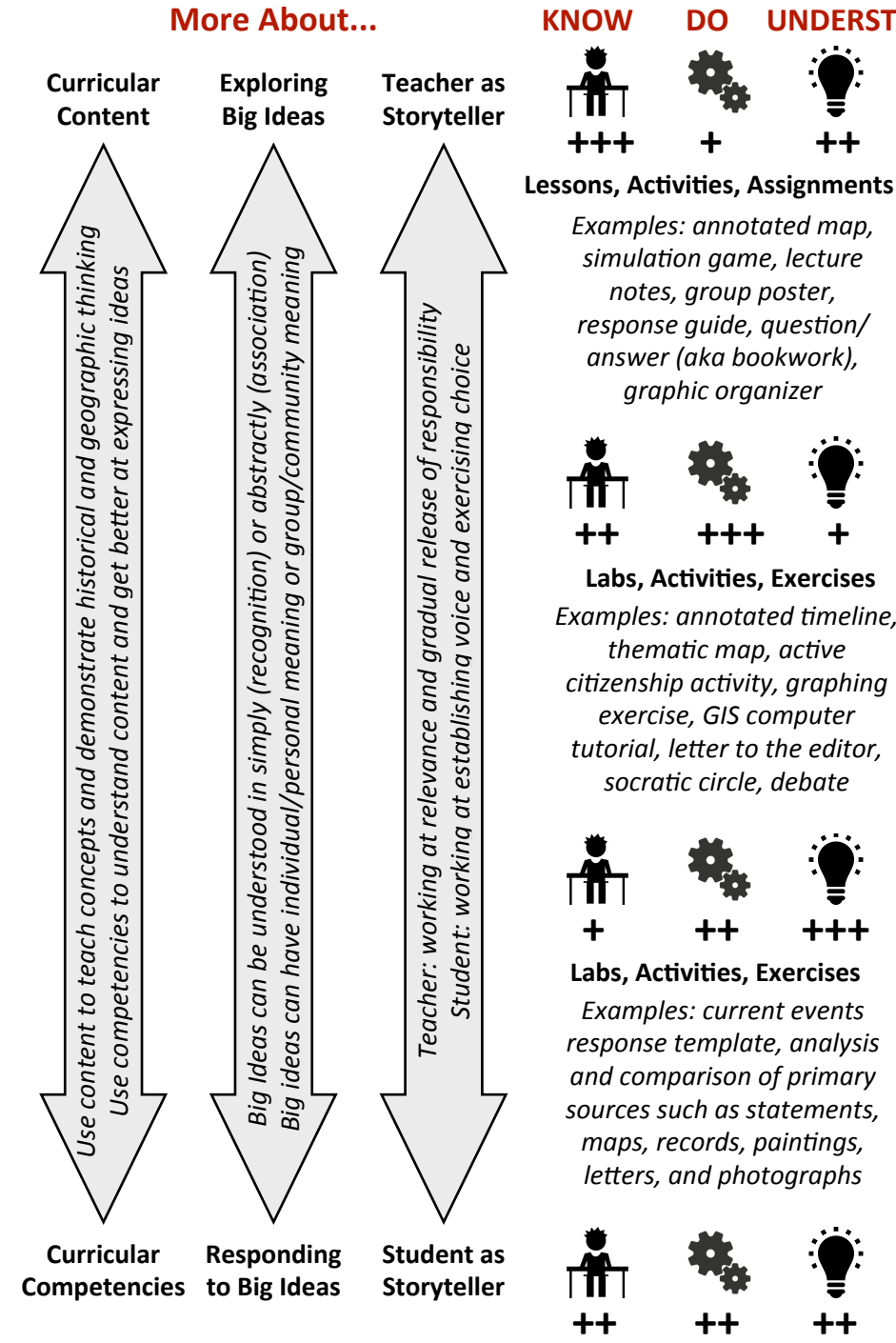
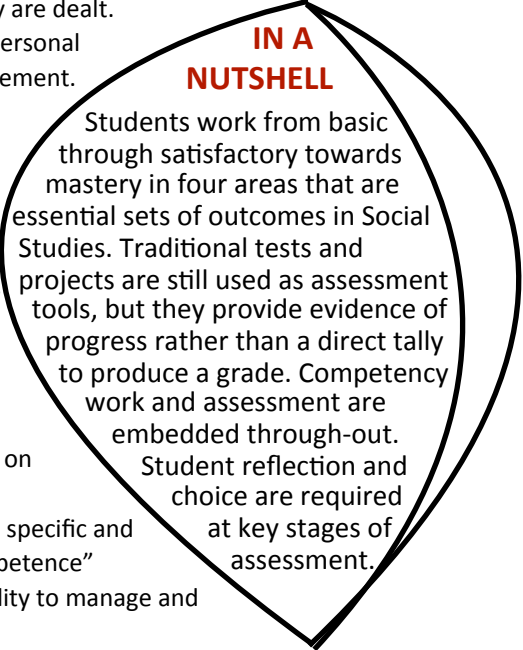


# A FRAMEWORK FOR ASSESSMENT IN RESPONSE TO THE REDESIGNED SOCIAL STUDIES 8-12 CURRICULUM



## Why do we need a new way to assess progress in Social Studies?

- Students (and teachers) often don't actually know what a grade means. Does a C+ signify an average job on some learning outcomes or failure at some and mastery of others? Do accumulated scores of 8/10, 10/10, 1/10, and 9/10 indicate a C+? Simply adding up scores does not always tell the story of what a student has learned or how they have progressed. Teachers are often confident that it should be straightforward for students to see the connection between what they do, how they are assessed, how they are graded, and what to do when they don't succeed. Many schemes allow or even encourage students to do the bare minimum in order to get to the next level -- setting 50% as a pass is often a poor indication of competency. Students should be meeting expectations in all areas that are key indicators of success -- if it is important, it is an expectation.
- The idea of separating work habits from assessment of learning has obscured the fact that habits & study skills, social conditions for learning, and personal achievement are hopelessly intertwined. Students need a way to move beyond the cards they are dealt. This requires an assessment practice that respects personal stories and allows students to "contract" for advancement. Assessment should be more like swimming lessons: areas of progress that students can track, with feedback that is useful for their next attempt. Assessment should focus on performance and aim for objectivity, but we can't be oblivious to the differentiated abilities and backgrounds of students, nor the need for elegance, nuance, and equity.
- It is not enough to simply assess content (whether factual recall or deeper understanding), nor is it any better to focus solely on the new (and partially developed) competencies. Similarly, schemes based on abstract or subjective standards make collection of meaningful data difficult. Something holistic and yet specific and clear is needed. We should be assessing both "competence" (ability to perform certain tasks) and "capacity" (ability to manage and complete many tasks).



AN EXAMPLE OF HOW TO USE THE 1-2-3 SYSTEM			
Teacher records assessment data and observations for each of the four Sets			
Students track their own progress by recording evidence for each of the four Sets			
Updates for students/parents include 1   2   3 status and feedback for getting to the next level			
1   2   3 Placements -- FORMATIVE			
Status	1	2	3
<b>Progress re Expectations</b>	Does not Meet or Not Yet Meeting	Minimally Meets/Meets	Fully Meets / Exceeds
<b>Accomplishment - What it means</b>	Basic or Developing; action needed* / not ready to advance	Satisfactory results; room to improve / ready to advance or refine**	Exemplary results; ready to advance / room for challenge or reflection
*may include an alternate assignment, challenge exercise, S-T conferences, school-based intervention			
** students wanting to progress from a 1 to 2 or 3 have opportunities to "contract" missed outcomes			
1   2   3 Placements -- SUMMATIVE			
three or four 1s	one or two 1s	two or three 2s, no 1s	three or four 3s
Failing Grade / Repeat Course or attempt by DL	Failing Grade / Complete Modules or Summer School to receive a pass	Passing Grade / assessment scores & Final Exam required to finalize mark	Passing Grade / assessment scores used to finalize mark; no exam required