Performance Assessment

History & Social Studies

QUALITY CRITERIA FOR PERFORMANCE ASSESSMENTS
Lesson Agenda

Introduce quality concern specific to History/Social Studies

Apply quality criteria to a history performance assessment
In the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them. It is the Right of the People to alter or to abolish it, and to institute new Government.
Reading for Comprehension

- Identify and define vocabulary
- Summarize sentences
- Identify document’s structure

Historical Reading & Thinking

- What conditions were the authors responding to?
- Who was the intended audience?
- What were the authors’ purposes?
- What changes and continuities does this document represent?
Do students have to demonstrate historical skills and understanding?
ENGLISH LANGUAGE ARTS

LITERACY IN HISTORY/SOCIAL STUDIES
What historical skills, processes, and concepts must students use to complete this task?

Is the task aligned to subject-specific skill standards?
Evaluating a History Assessment’s Quality

<table>
<thead>
<tr>
<th>Area</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership</td>
<td>Each member must contribute at least one piece of information</td>
<td>All but one member contributes at least one piece of information</td>
<td>All but two members contribute at least one piece of information</td>
<td>All but three members contribute at least one piece of information</td>
</tr>
<tr>
<td>Sources</td>
<td>Sites used are listed, linked and working</td>
<td>Sites used are listed, linked and not working</td>
<td>Sites used are listed, not linked, and not working</td>
<td>No sites listed</td>
</tr>
<tr>
<td>Historical Accuracy</td>
<td>Subject is clearly expressed in virtual presentation without error</td>
<td>Subject is expressed in the virtual presentation with few errors</td>
<td>Subject is somewhat expressed in the presentation with few errors</td>
<td>Subject is somewhat expressed in presentation with major errors</td>
</tr>
<tr>
<td>Visuals</td>
<td>Has three appropriate visual aids</td>
<td>Has two appropriate visual aids</td>
<td>Has one appropriate visual aid</td>
<td>Has no appropriate visual aids</td>
</tr>
</tbody>
</table>

World’s Columbian Exposition, Chicago’s World Fair, 1893
Document-based Question: Why was the Chinese Exclusion Act passed?

Use and cite evidence from the documents to support your argument.
Clear and Worthwhile Performance Outcomes

Focused, Clear & Coherent

Curriculum Connected

Student Choice & Decision-Making

Relevance & Authenticity

Accessible
Curriculum-embedded DBQ:
Chinese Exclusion Act
WHY EVALUATE THIS TASK?

PRACTICAL REASONS...

Of a moderate duration

Common history assessment

Includes mini-tasks

Quality features, but also room for improvement
Six Quality Criteria

1. Clear and Worthwhile Performance Outcomes
2. Focused, Clear & Coherent
3. Relevance & Authenticity
4. Student Choice & Decision-Making
5. Accessible
6. Curriculum Connected
CCSS ELA HSS
Reading Standard 1
Grades 11-12
Students cite specific textual evidence to support analysis of primary... sources...

CCSS ELA HSS
Reading standard 7
Grades 11-12
Students integrate information from diverse sources ...

CCSS ELA HSS
Writing Standard 1
Students will write arguments focused on discipline-specific content.
Grapple with
CORE CONTENT

Read multiple
PRIMARY SOURCES

Make sense of
VARIED PERSPECTIVES

Make connections to the
HISTORICAL CONTEXT

Make an argument about
CAUSE
Clear & Worthwhile Performance Outcomes
Clear and Worthwhile Performance Outcomes
Focused, Clear & Coherent
Curriculum Connected
Student Choice & Decision-Making
Accessible
Relevance & Authenticity
Focused, Clear & Coherent

Focused prompt

Document-based Question:
Why was the Chinese Exclusion Act passed?

*Use and cite evidence from the documents to support your argument.*
Focused, Clear & Coherent

**Focused prompt**
“Less is more”

**Clear prompt**
Unambiguous wording and directions

**Coherent**
Alignment of prompt, resources, and response formats with purpose
5 ACCESSIBLE

Resources are carefully selected and prepared.
The Board of Supervisors of San Francisco held a convention to support extending the Chinese Exclusion Act beyond it’s ten year renewal. The convention adopted this “memorial” or petition to the U.S. Congress and President.

“The purpose, no doubt, for enacting the exclusion laws for periods of ten years is because Congress intends to observe the progress of those people under American institutions, and now it has been clearly demonstrated that they cannot, for the deep and ineradicable [stubborn] reasons of race and mental organization, assimilate [blend in] with our own people, and be molded as are other races into strong and composite American stock.

Civilization in Europe has been frequently attacked . . . by the barbaric hordes of Asia. . . . But a peaceful invasion is more dangerous than a warlike attack. We can meet and defend ourselves against an open foe [enemy], but an insidious foe [deceitful enemy], under our generous laws, would be in possession of the citadel [fort] before we were aware. The free immigration of Chinese would be for all purposes an invasion by Asiatic barbarians . . .. It is our inheritance to keep [civilization] pure and uncontaminated, as it is our purpose and destiny to broaden and enlarge it. We are trustees for mankind.”

Source: For the re-enactment of the Chinese Exclusion Law: California’s Memorial to the President and Congress of the United States adopted by the Chinese Exclusion Convention called by the Board of Supervisors of the City and County of San Francisco, San Francisco, CA, around 1901. Star Press., pages 4-5 and 8-9.
Day 1
1 class period

1. Introduce the task
2. Set historical context
3. Analyze two documents
   • Inquiry question
   • Model analysis
   • Pair work
   • Discussion
4. Close
Clear & Worthwhile Learning Targets

Focused, Clear & Coherent

Accessible

Curriculum-Connected
Curriculum Connected

Opportunity to Learn:

- Aligned to the taught curriculum
- Aligned to the skills that have been developed over time
Relevance & Authenticity

Student Choice & Decision-Making
Relevance and authenticity

Audience?

Student choice and decision-making

Require individual research?
Revise and resubmit?
National History Day

Annual Theme

Why Teach with a Theme?

Every year National History Day frames students' research within a historical theme. The theme is chosen for the broad application to world, national, or state history and its relevance to students' history or to the more recent past. This year's theme is Rights and Responsibilities in History. The intentional selection of the theme for National History Day is to provide an opportunity for students to push past the antiquated view of history as mere facts and dates and drill down into historical context to develop perspective and understanding.

The NHD theme provides a focused way to increase student's historical knowledge and understanding.

Past Themes

1990 - the Industrial Revolution
1991 - Trade & Industry
1992 - Work & Leisure
1993 - Turning Points
1994 - Family & Community
1995 - Triumph & Tragedy
1996 - Conflict & Compromise
1997 - Liberty, Rights, and Responsibilities

Federalism

Chances to Revise and Audiences Beyond the Teacher
Is it truly a History/Social Studies task?
Next time: History & Social Studies Rubrics