Social Studies
Performance Assessments
Design Project
March 8, 2019
<table>
<thead>
<tr>
<th>Task Development Teams</th>
<th>Planning &amp; Support Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAU 8 - Concord</td>
<td>Paul Leather</td>
</tr>
<tr>
<td>SAU 16 - Exeter, Brentwood, Kensington, East Kingston, Newfields, and Stratham</td>
<td>Jon VanderEls</td>
</tr>
<tr>
<td>SAU 17 - Sanborn</td>
<td>Ellen Hume-Howard</td>
</tr>
<tr>
<td>SAU 23 - Woodsville, Haverhill</td>
<td>Ann Hadwen</td>
</tr>
<tr>
<td>SAU 24 - Henniker</td>
<td>Carisa Corrow</td>
</tr>
<tr>
<td>SAU 29 - Chesterfield, Harrisville, Keene, Marlborough, Marlow, Nelson and Westmoreland</td>
<td>Felicia Sullivan &amp; Blythe Armitage</td>
</tr>
<tr>
<td>SAU 30 - Laconia</td>
<td>Mariane Gfroerer</td>
</tr>
<tr>
<td>SAU 39 - Souhegan</td>
<td>Kathy White</td>
</tr>
<tr>
<td>SAU 43 - Newport</td>
<td>Ashley Hodson &amp; Nicole</td>
</tr>
<tr>
<td>SAU 54 - Rochester</td>
<td></td>
</tr>
</tbody>
</table>
Agenda  March 8, 2019

8:30 am- 9:15 am  Getting Started
   Looking at work study practices through the lens of social studies - Ann

9:15 am- 9:45 pm  Common Work Study Practice Rubric - Ellen

9:45 am- 12:00 pm  Time for Task Development - Carissa

12:00 am-12:45 pm  Lunch

12:45 pm- 1:45 pm  Integrating opportunities for self-direction and meta-cognition - Jon & Donna

1:50 pm- 2:30 pm  Task Tuning & Validation - Carissa

2:30 pm- 2:45 pm  Goal Setting

2:45 pm- 3:00 pm  Reflection
Timeline and Expectations
Social Studies Task Development Project Timeline 2019-2020

**Training**
- Task Development & work study practices

**Task Development**
- January 2019: Develop and tune local task with opportunities for self-direction
- March 2019: Develop and tune local task with opportunities for self-direction
- Spring 2019: Implement local tasks - Study participants collect data
- May 2019: Develop common task
- Summer 2019: Study participants calibrate student work and self-direction
- 2020: Develop and implement common tasks

**Common Tasks**
- 2019-2020: Implement and implement common tasks
Work Study Practices Through Lens of Social Studies
Framing Activity - Self-Direction in Action

Goal: Identify the instructional supports needed for students to become strategic, self-directed learners.

5 Components in Action

1. Self-Awareness
2. Initiative & Ownership
3. Goal-Setting & Planning
4. Engaging & Managing
5. Monitoring & Adapting
Framing Activity - Self-Direction in Action

1. Group Directions:
   - Label the chart paper with the component of self-direction
   - Identify the self-directed skills demonstrated by the student
     - What did the student do?
   - What strategies might a teacher have used to teach those skills?
     - What did the teacher(s) do?

2. Gallery Walk
   - Use Post-It notes to add to the thinking

3. Regroup, share out, reflect
Embedding Work Study Practices

5 Components of Collaboration
Drawing on existing research and theory, this framework defines collaboration in terms of five components that can map onto a variety of learning contexts and settings. Beyond process aspects of collaboration, this framework highlights self-awareness, and monitoring and adapting behaviors as components that guide an individual's contributions to group dynamics and outcomes. The components listed on the following page are illustrated in terms of how individuals demonstrate collaboration through interpersonal thinking processes, like reflection, as well as interpersonal engagement with others. Through deeper understanding of the multiple dimensions of the skill, individuals can focus on the essential parts that make up the skill as a whole.

5 Components of Self-Direction
Drawing on existing research and theory, this framework describes self-direction as a set of components. In addition to initiative, planning, and goal-setting, this framework emphasizes critical metacognitive skills. Self-awareness and the ability to monitor and adapt serve as pivotal pieces that give behavior purpose and the potential for success. The components listed on the following page are illustrated in terms of how individuals demonstrate self-directed learning skills through interpersonal thinking processes, like reflection, as well as interpersonal engagement.

**SELF-AWARENESS**
Reflecting on past experiences to evaluate own strengths, limitations, motivation, interests, and aspirations within different learning contexts.

**COMMUNICATING**
Speaking purposefully, listening actively, and contributing to group dialogue and encouraging participation of others.

**NEGOTIATING & DECISION-MAKING**
Understanding and valuing multiple perspectives, managing conflict and own emotional response, and advocating for group fairness.

**CONTRIBUTING & SUPPORTING**
Owning task assignments and work quality, sharing ideas, and providing feedback on the work and ideas of others.

**MONITORING & ADAPTING**
Reflecting on progress, overcoming obstacles, adjusting emotional reaction, supporting others through challenges, and modifying approach to benefit the group.

**INITIATIVE & OWNERSHIP**
Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.

**GOAL-SETTING & PLANNING**
Developing meaningful learning targets and long-term goals, identifying effective strategies, and planning out steps.

**ENGAGING & MANAGING**
Seeking out relevant resources and information to support learning goals, refining strategies, and maintaining effective pace, reaching short-term benchmarks and long-term goals.

**MONITORING & ADAPTING**
Evaluating progress, adapting strategies, seizing failure, building from mistakes, and attributing success to effort and motivation.
Task Template & Self-Direction Rubric
<table>
<thead>
<tr>
<th>Performance Task Framework for Social Studies</th>
<th>The Student Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>What do we want to claim about what students know and can do?</td>
</tr>
<tr>
<td><strong>Performance Task Name</strong></td>
<td><strong>1. Big Ideas:</strong> What are the big ideas of the content area(s) that are the ultimate target for student learning (global citizenship, history)?</td>
</tr>
<tr>
<td>Unique name given to this performance task</td>
<td><strong>2. Enduring Understandings:</strong> What are the enduring understandings that students should possess after participating in this learning experience (Students will understand ...)?</td>
</tr>
<tr>
<td><strong>Unit of Study</strong></td>
<td><strong>3. Competencies:</strong> What are the competencies for this performance task? (Local competencies)</td>
</tr>
<tr>
<td>What unit of study will the task be embedded in?</td>
<td><strong>4. College and Career Readiness:</strong> What ELA/Literacy competencies and standards will be incorporated into this task?</td>
</tr>
<tr>
<td><strong>Intended Use(s)</strong></td>
<td><strong>5. Dimension 1: Developing Questions and Planning Inquiries</strong></td>
</tr>
<tr>
<td>How are the results of tasks developed based on this template meant to be used? For example, are the results intended to be used for competency determinations either along with other information or on its own?</td>
<td>What questions and planning inquiries will be included in the task?</td>
</tr>
<tr>
<td><strong>Grade-Level/Course Name</strong></td>
<td>- List activities for developing questions and inquiries</td>
</tr>
<tr>
<td>For middle or high school tasks, indicate course name as well as grade level(s)</td>
<td><strong>6. Dimension 2: Disciplinary Tools and Concepts</strong> What tools and concepts are addressed in this task?</td>
</tr>
<tr>
<td></td>
<td>- List the relevant disciplinary tools and concepts</td>
</tr>
<tr>
<td><strong>Contributing Author(s)</strong></td>
<td><strong>7. Dimension 3: Evaluating sources and using evidence</strong></td>
</tr>
<tr>
<td>List the names, emails, and schools or agencies of ALL contributing authors.</td>
<td>- List the activities used for gathering and evaluating sources</td>
</tr>
<tr>
<td><strong>Citations/Attributions</strong></td>
<td>- List the strategies for developing claims and using evidence.</td>
</tr>
<tr>
<td>If this task is an adaptation of work published elsewhere, list all citations/attributions. Permission to include copyrighted work must be obtained by the author(s) listed above from the originator of the adopted work and documented here. Using hyperlinks does not substitute for proper citations/attributions.</td>
<td><strong>8. Work Study Practices:</strong> Please describe the Work Study Practices that students need to use to perform the task. Work Study Practices may include any or all of the following:</td>
</tr>
<tr>
<td></td>
<td>- Communication: Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.</td>
</tr>
</tbody>
</table>

Note: Task development is an iterative and cyclic process. As such, this template is meant to act as a framework rather than a prescriptive guide. Depending on the particular task developed, some parts of the template may ask for information provided in prior sections – this is intentional to ask designers to attend to important issues throughout the design process. Referencing or repeating information as needed is entirely acceptable.
# Student Learner Competencies

## Kindergarten - Grade 2

### Self-Directed

An individual's ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluating and collaboratively steering learning toward long-term goals and aspirations. Self-directed individuals take ownership of their learning.

<table>
<thead>
<tr>
<th>Self-Directed</th>
<th>Beginner</th>
<th>Emerging</th>
<th>Self-Directed (with direction/guidance)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I have done everything in level 3 +</td>
<td>I have done everything in level 2 +</td>
<td>I have done everything in level 1 +</td>
</tr>
<tr>
<td><strong>Criteria K-12</strong></td>
<td>Translated into student friendly language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Self-Awareness

Reflecting on past experiences to evaluate one’s own strengths, limitations, motivations, interests, and aptitudes within different learning contexts.

- Describes prior learning experiences, context, when prompted.
- Identifies preferences, given choice.
- Expresses personal strengths and areas for improvement.
- Expresses personal strengths and areas for improvement.

- Understands capacity, resources, and expectations of others, with support.

### Initiative & Ownership

Taking responsibility for learning, finding purposeful, critical questions, exploring opportunities to fit personal interests and learning style, and seeking input from others.

- Willing to engage in new experiences, with support.
- Explores personal interests through learning opportunities provided by others.
- Chooses a learning opportunity from options provided by others.
- Develops curiosity through observations and discoveries.
- Responds to opportunities to ask relevant questions.

### Goal Setting & Planning

Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.

- Identifies task-specific learning goals and distinguishes them from performance goals, with support.
- Works with others to set learning targets to meet goals.
- Considers strategies suggested by others.
- Looks up to a strategy set by others.

### Engaging & Managing

Seeking relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals.

- Uses provided sources of information.
- Seeks self-directed behavior and explores learning strategies, with support.
- Restates acquired information and comprehends with support.
- Follows guidance to continue forward progress.
- Attempts to meet goals and expectations set by others.

### Monitoring & Adapting

Evaluating progress, adapting strategies, setting failures in order to grow from mistakes, and maintaining access to effort and motivation.

- Applies time management suggestions to make adjustments.
- Applies time management and prioritizes goals based on understanding, identified by others, and addresses with support.
- Applies time management and prioritizes goals based on understanding, identified by others, and addresses with support.
- Applies time management and prioritizes goals based on understanding, identified by others, and addresses with support.

### Beginning Goals

- **Beginning Goals**
- Student engages in learning in response to basic motivation, with guidance and support.
- Student describes and connects prior learning experiences and interests with current context, (not yet able).
- Student describes and connects prior learning experiences and interests with current context, (not yet able).

---

**Rubric**

- Building on positive gains for a progression of learning

**Developmentally Appropriate**

- Goals based on child development in grade bands

**Student Sets Goals for Learning (not yet able)**

- Student sets goals for learning (not yet able).
<table>
<thead>
<tr>
<th>SELF-DIRECTION</th>
<th>I have done everything in level 3+</th>
<th>I have done everything in level 2+</th>
<th>I have done everything in level 1+</th>
<th>I have just started</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extending</td>
<td>I Can...</td>
<td>I Can...</td>
<td>I Can...</td>
<td>I Can...</td>
</tr>
<tr>
<td>GOALS &amp; PLANS</td>
<td>I can reflect on multiple options for learning goals and actions before establishing the learning plan.</td>
<td>I can set learning goals and sequence actions towards accomplishing the goal.</td>
<td>I can follow a process to set learning goals and begins sequence actions to accomplish goals.</td>
<td>I can follow a teacher directed process for setting learning goals.</td>
</tr>
<tr>
<td>KEEPING TRACK</td>
<td>I can respond to changing conditions by evaluating options and adjusting actions appropriately.</td>
<td>I can monitor learning and identify areas that need correction.</td>
<td>I can follow a process to periodically check learning performance.</td>
<td>I can adjust pace, work quality, and/or approach when prompted or as needed to maintain forward progress.</td>
</tr>
<tr>
<td>TASK SPECIFIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Grades 7-9 Performance Task Self-Direction Student Rubric

<table>
<thead>
<tr>
<th>Self-Direction Prompts</th>
<th>Describe Your Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About Me</strong></td>
<td></td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>• What did I learn?</td>
</tr>
<tr>
<td></td>
<td>• What did I do well?</td>
</tr>
<tr>
<td></td>
<td>• What problems did I need to solve?</td>
</tr>
<tr>
<td></td>
<td>• How did I draw on prior experience to be more successful?</td>
</tr>
<tr>
<td></td>
<td>• How did I support my classmates?</td>
</tr>
<tr>
<td><strong>My Interests</strong></td>
<td></td>
</tr>
<tr>
<td>Initiative &amp; Ownership</td>
<td>• What interests me about this topic?</td>
</tr>
<tr>
<td>Engagement</td>
<td>• How did I manage my time to meet deadlines?</td>
</tr>
<tr>
<td></td>
<td>• How did I support the learning environment in the classroom?</td>
</tr>
<tr>
<td></td>
<td>• How did I keep my focus on doing the work?</td>
</tr>
<tr>
<td></td>
<td>• How did I ask for help?</td>
</tr>
<tr>
<td><strong>Task Specific</strong></td>
<td></td>
</tr>
</tbody>
</table>
Norms for Collaboration

Celebrate Learning: Honor our learning and be respectful of the work of the teacher and student.

Bring a Growth Mindset: Embrace discomfort. Assume best intentions and tend to impact.

Trust the Process: It might not be the perfect process for you, but find gems in the work.

Focus: Keep feedback crisp and to the point. Engage tension. Don’t indulge drama.

Reflect: Don’t skip the debrief process.
Process

Microlab

Three people

Person 1, Person 2, Person 3
Person 2, Person 3, Person 1
Person 3, Person 1, Person 2
Question 1

Where in your task is there space to allow learners to support each other?
Question 2

In this development process, what am I doing well? Where do I need support?
Question 3

What am I excited to assess in this performance task? What do I hope learners will be excited about?
On a post it

How did I use the time I was given for development today?
Lunch
Developing Self-Direction Through Metacognitive Practices
Strategies for teaching metacognition

How do we teach students to be metacognitive thinkers?

Metacognitive strategies can be taught (Halpern, 1996),

Metacognitive strategies are associated with increased learning (Borkowski, Carr, & Pressley, 1987).
Visible Learning for Teaching-Hattie

John Hattie rank orders factors that have the greatest effect size in student achievement. Metacognitive strategies taught and used have an effect size of .69.

Anything above an effect size of .40 has more of an impact than just a typical year of academic experience and student growth. And an effect size of 1.0 or better is equivalent to advancing the student’s achievement level by approximately a full grade.
Embedding Work Study Practices-Metacognition

• Metacognition is “thinking about thinking…”

• Asking:
  • “Where am I?”
  • ”Where do I want to be?”
  • ”How do I get there?”
  • ”How will I determine growth?”
How can we further develop self-direction through metacognitive practices?

As students reflect on how they can improve their ability to be self-directed learners, develop a plan, and begin to monitor, ask them...

- **Why** did you create this plan?
- **What** about your plan worked?
- **Why** do you think it worked/didn’t work?
- **What** would you make adjust?
- **Why** would you make these adjustments??

*What do you notice about these questions?*
Strategies for Supporting Metacognitive Practices

Teachers need to set tasks at an appropriate level of difficulty (i.e., challenging enough so that students need to apply metacognitive strategies to monitor success but not so challenging that students become overwhelmed or frustrated—think about stretching on our tippy toes). Teachers need to prompt learners to think about what they are doing as they complete tasks.

(Biemiller & Meichenbaum, 1992)

- Scaffolding is critical!
Strategies for Supporting Metacognitive Practices

Teachers can continually prompt their students by asking questions such as:

“What do YOU think you should do next?”

“Why do you think this?”

“What might some of your obstacles be?”
As you plan for teaching students to be metacognitive...

Ask students to consider when they Self Reflect and Evaluate: “How well did I...

• accomplish my task?”

• manage my time?”

• stay on task?”

• use strategies to help me?”
Questions to Consider?

● Where in this unit do you see opportunities for students to become more aware of where they are within self-direction?
● Where do you see opportunities for students to monitor and adapt based upon feedback?
● Where do you see opportunities for students to set goals and plan THEIR pathway?
Identify/Define

High School Food Court

Contribute to the Community (Collaboration):

➢ Work effectively and respectfully in your group
➢ Do your fair share
➢ Listen and consider the ideas of others
➢ Value each other's contributions
➢ Know when to let others lead
Reflect

21st Century Skills Focus:

For each of the Work Study Practices listed below, rate yourself on a scale of 1-4, 4 being the highest. In the final column provide specific evidence that supports your rating, what did you do well, how could you improve, etc. Be specific!!

<table>
<thead>
<tr>
<th>Work Study Practice</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively Communicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibly Use Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Manage Their Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce Quality Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identify/Define: **Self Direction**

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can behave appropriately in class</td>
<td>I can use technological tools to monitor and manage my learning</td>
<td>I can recognize my strengths and weaknesses</td>
<td>I can independently seek information to further my learning</td>
<td></td>
</tr>
<tr>
<td>I can be respectful of myself and others</td>
<td>I can navigate various resources to find answers I need</td>
<td>I can appropriately motivate myself to complete work</td>
<td>I can seek appropriate challenge or modification</td>
<td></td>
</tr>
<tr>
<td>I can ask for help when I need it.</td>
<td>I can locate and use appropriate resources</td>
<td>I can set goals, stay on task, and meet deadlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask for work when I miss class</td>
<td>I can take responsibility for my own learning</td>
<td>I can make connections between my learning and real life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use proper listening skills to gain information</td>
<td>I can work without distraction</td>
<td>I can prioritize the time necessary to complete tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask questions relevant to the material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use class time appropriately to stay on task</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emerging Expert (4)</td>
<td>Strategic Learner (3)</td>
<td>Advanced Beginner (2)</td>
<td>Beginner (1)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>I demonstrate higher order thinking in my work</td>
<td>I am articulate when presenting my information</td>
<td>I make statements that show reasoning and demonstrate my thinking</td>
<td>I state my opinion as it relates to the task.</td>
</tr>
<tr>
<td><strong>Self Direction</strong></td>
<td>I meet deadlines without reminders from adults/peers</td>
<td>I prioritize, plan and manage work to achieve intended results</td>
<td>I double-check that everything is complete and that all requirement have been met</td>
<td>I ask for help when I need it.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>I am flexible, adapt, and take risks when I am creating</td>
<td>I demonstrate outside of the box thinking</td>
<td>I integrate content knowledge into an original product</td>
<td>I create a life product that is realistic</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task Tuning
Next Steps
Reflections
https://www.surveymonkey.com/r/MAR82019