

Louisiana Believes

Social Studies Practice Test:
More Than Just Facts
Teacher Leader Summit
June 2017



Introduction and Outcomes

Outcomes

By the end of this session you should be able to:

- Understand the development of, information in, and connections found in the practice tests
- Plan instruction implementing the instructional shifts for social studies.
- Use LDOE resources to support implementation of the instructional shifts for social studies.

Agenda

- Exploring the Social Studies Vision
 - instructional shifts
 - instructional implications
- Analyzing the Social Studies Practice Test
- Looking at Instructional Implications
 - scope and sequence
 - additional resources



Exploring the Social Studies Vision

Social Studies Vision

To be productive members of society, students must be critical consumers of information. They:

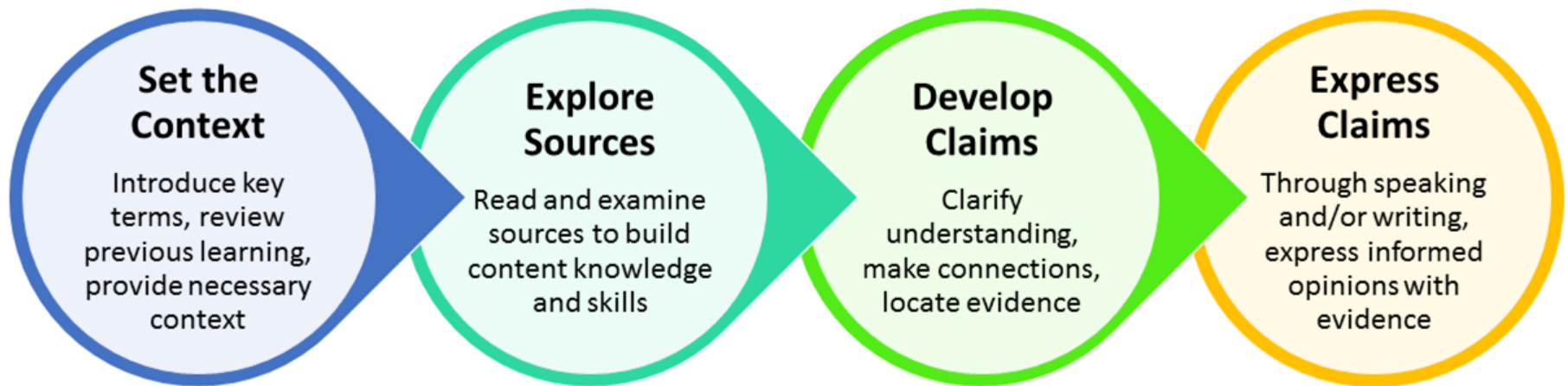
- Use sources regularly to learn content.
- Make connections among people, events, and ideas across time and place.
- Express informed opinions supported by evidence from sources and outside knowledge.

In social studies, this means students should build an understanding of **CONTENT** and then develop and express **CLAIMS** to demonstrate their understanding.

Connecting the Vision to Assessment

Turn and Talk:

- How is the set-based design of the operational assessment connected to the vision for Social Studies instruction?




Analyzing the Practice Tests

Practice Test “Then”

What has been the traditional view of a practice test?

- Given day or two prior to the test so students can “practice” the test
- Recall nature with fact driven questions
- Little to no connection to daily instruction





How can teachers use the
social studies practice
test in a purposeful way?

Practice with the Practice Test

Access the Task Set in the Grade 4 [Practice Test](#) on page 34.

Investigate the Practice Tests

Choose a grade level, item or task set.

- What content knowledge is needed?
- What key themes are explored?
- How are the students making connections across time and place?
- What claim are students making?

Case Files

Key Themes

LEAP 2025 Practice Test Teacher Access

LEAP 2025 Social Studies Practice Test Teacher Access		
Grade	User Name	Password
3	social3	demo1234
4	social4	demo1234
5	social5	demo1234
6	social6	demo1234
7	social7	demo1234
8	social8	demo1234

Practice Tests “Now” vs. “Then”

Turn and Talk:

- What connections can you make from the practice test to be used in classroom formative assessment?
- How have the practice tests shifted in design and information that can be obtained?
- How does the practice test reflect the vision for social studies instruction?

Assessment Framework

To illustrate the connection between the social studies vision and to support teachers in their use of the practice tests, a sample of items from each grade level has been annotated to illustrate the student thinking elicited by the items.

Access the Social Studies Assessment Framework [here](#).

LEAP 2025 Social Studies Overview

Assessment Guides for grades 3-8 can be found [here](#). All grades will included embedded field test items.

Grade	Item Sets	Task Set	Discrete Items
3	6	1	11
4	6	1	12
5	6	1	12
6	7	1	12
7	7	1	12
8	7	1	12

Looking at Instructional Implications

Why Change Instruction?

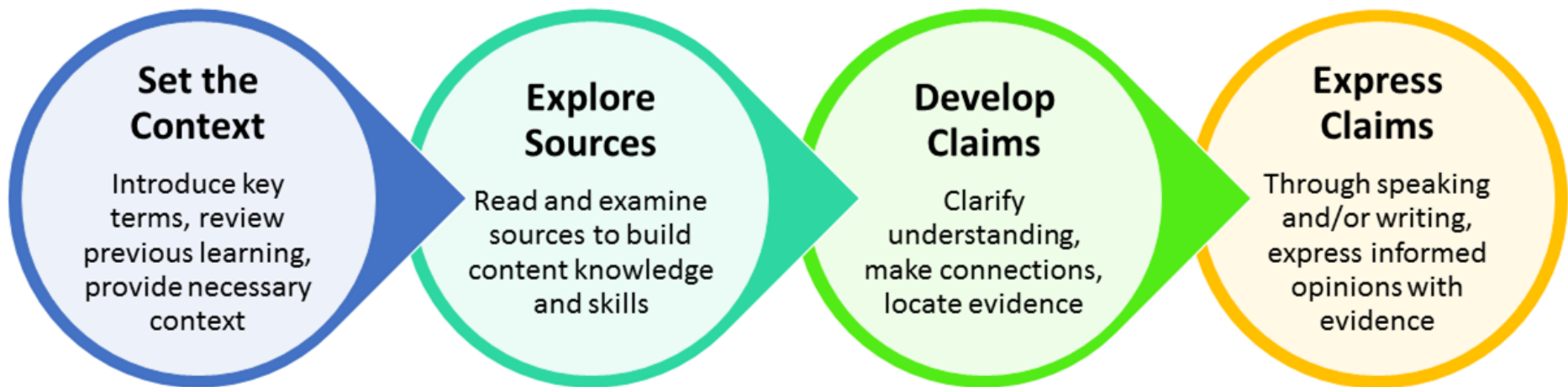
Traditional instruction has been focused on providing students with the information they need to know about social studies. In the Information Age, however, they have the information. What they need is a skillset to analyze and synthesize the information.

- **Deeper Understanding:** Students need to understand content at a deeper level to recognize patterns, make connections, draw conclusions, and form their own informed opinions about the content.
- **Critical Consumers of Information:** Students need to be critical consumers of breadth of information that they have available to them.

Instructional Process

Turn and talk:

- Share an example from your classroom that illustrates what each stage of this process looks like.



Breaking Down an Instructional Task

Access the sample instructional task.

Look at the sample task breakdown for examples of where you see each stage of instruction we discussed.

- Set the Context
- Explore Sources
- Develop Claims
- Express Claims

LDOE Resources

LDOE is providing multiple resources to support teachers in implementing the instructional shifts.

- **Scope and Sequence Documents:** We are creating detailed scope and sequence documents to support teachers in implementing the shifts.
 - [Grade 3 Draft](#)
 - [Grade 4 Draft](#)
 - [Grade 5 Final](#)
- **Social Studies EAGLE items:** We are developing item sets and task sets to populate EAGLE.

Additional Resources

We have integrated existing quality resources within the scope and sequence documents.

- [Stanford History Education Group](#) (SHEG): SHEG provides instructional tasks to engage students with authentic sources by employing historical thinking skills.
- [C3 Teachers](#): C3 Teachers has a variety of document-based inquiries for students in K-12 that encourage students to answer essential questions by analyzing sources.

Reflection and Next Steps

Questions

If you have additional questions please email us at
assessment@la.gov