Social Studies Assessment Results Make the Case: Scoring Student Responses to Extended-Response Tasks
Objectives:

1. Based on statewide patterns in overall student responses, teachers understand the need to include more opportunities for students to develop claims supported by evidence and content knowledge in both instruction and assessment.

2. Teachers will learn and apply a collaborative scoring process to score student responses to practice test extended-response tasks.

Agenda:

1. Vision and Purpose
2. Results Make the Case
3. Couch to 5K & Networking
4. Be Bob
Louisiana believes access to the highest quality education allows all students, no matter their zip code, the opportunity for success.

The assessments school systems and teachers use must be connected to standards-aligned curriculum and professional development.

In this session, we will focus on applying best practices when scoring extended-response items in order to support scaffolded instruction that leads to success with content and claims.
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.
Results Make the Case
Patterns and Feedback

What patterns are evident in student responses?

• Responds with mostly content recall
• Provides a summary of source material that lacks analysis
• Misunderstanding of sources
• Missing connections between claims and content
• Partially responds, leaving out key components for a full response
Teachers provide students with **scaffolded support** in responding to ER tasks.

**Networking**
Teachers facilitate **frequent, structured** opportunities for students to **talk through** the sources and content.

**Be Bob**
Teachers **measure student understanding** by scoring ER responses, **appraising patterns**, and **constructing future lessons** with **targeted feedback**.
Couch to 5K & Networking

### Couch to 5K
- Stay on grade or course level
- Start with smaller versions
- Add scaffolding to larger versions

### Networking
- Facilitate scaffolded discussions
- Provide opportunities for students to score responses and to examine scored responses
- Design lessons around student discussion of smaller versions
Be Bob: Build Knowledge of Content and Claims
## Rubric Overview

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Thorough knowledge</td>
<td>4</td>
<td>Valid claim</td>
</tr>
<tr>
<td>3</td>
<td>General knowledge</td>
<td>3</td>
<td>Relevant claim</td>
</tr>
<tr>
<td>2</td>
<td>Limited knowledge</td>
<td>2</td>
<td>Inadequately developed claim</td>
</tr>
<tr>
<td>1</td>
<td>Minimal knowledge</td>
<td>1</td>
<td>Substantially flawed claim or unsubstantiated claim</td>
</tr>
<tr>
<td>0</td>
<td>Blank, incorrect, does not address prompt</td>
<td>0</td>
<td>Blank, incorrect, too brief to evaluate, lacks a claim that addresses the prompt</td>
</tr>
</tbody>
</table>
Characteristics of a Strong Response

A strong response shows understanding of the topic by **analyzing** required sources and including **well-chosen evidence** from the sources.

A strong response also includes important **information beyond what is presented** in the sources.

A strong response is **logically organized**. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.
Working Through the Scoring Process

- Read and deconstruct the prompt.
- Read and examine the sources.
- Read responses.
- For each response
  - Identify the claim.
  - Identify the evidence.
  - Identify outside content knowledge.
Prompt:
Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.
The Silk Road was the road of trade. It wasn't just the trade of goods, but the trade of ideas.

One way the Silk Road affected the social development of Europe and Asia is that they can spread their cultures with other cultures. This is called cultural diffusion. Socially, religion was spread, like Buddhism. For example, Buddhism was a popular religion in India. This religion traveled throughout China because of the Silk Road. John Major, from source 4, stated, "Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was ... a multi-way street."

Economically, the countries of Eurasia procurred resources that weren't available in their own countries. Intricate glass from Rome was traded for jade and horses from China. China set up many customs posts along the Silk Road as stated in Source 3. At these places, traders paid taxes and tariffs on goods.
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Calibrating

1. Access your session packet.

2. Review the sources, prompt, and rubric.

3. Analyze each response for a claim, supported with evidence from sources and background knowledge.

4. Discuss how the response earned the given score, and what is missing to obtain a higher score.
Scoring

1. Access your session packet.

2. Review the sources, prompt, and rubric as needed.

3. Individually score each sample response, providing rationale for the scores for both the content and claim dimensions.

4. Once you a rationale for your scores, come together as a group. Read the first sample aloud and discuss each individual’s rationale for the score.

5. As a group, come to a consensus on the scores for each response.
Reflect and Share

What “ah-ha” moments did you experience while engaging in the scoring process?

How is the collaborative scoring process beneficial for teachers and students?

What next steps will you take to help students build their skills in expressing content and claims?
Next Steps
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- Consider ways to scaffold (Couch to 5K)
- Consider ways to develop frequent, structured student discussion (Networking)
- Consider ways to build content and claim knowledge (Be Bob)
- Email assessment@la.gov with any questions.