

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth.



## Domain 3: Instruction

	<b>3A - Communicating with students</b>	Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination. When expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. The teacher's use of language is vivid, rich and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>Expectations for Learning</li> <li>Directions and Procedures</li> <li>Explanation of Content</li> <li>Use of Oral and Written Language</li> </ul>	<ul style="list-style-type: none"> <li>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</li> <li>The teacher's explanation of the content contains major errors.</li> <li>The teacher's spoken or written language contains errors.</li> <li>The teacher's spoken or written language contains errors of grammar or syntax</li> <li>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</li> <li>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</li> <li>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</li> <li>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.</li> <li>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experiences.</li> <li>During the explanation of content, the teacher invites student intellectual engagement.</li> <li>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher links the instructional purpose of the lesson to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding.</li> <li>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interest.</li> <li>Students contribute to extending the content and help explain concepts to their classmates.</li> <li>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</li> </ul>	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> <li>The teacher points out possible areas of misunderstanding.</li> <li>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>All students seem to understand the presentation.</li> <li>The teacher invites student to explain the content to the class or to classmates.</li> <li>Teacher uses rich language, offering brief</li> </ul>	<p><b>Critical Attributes</b></p> <ul style="list-style-type: none"> <li>At no time during the lesson does the teacher convey to the student what they will be learning.</li> <li>Students indicate through their questions that they are confused about the learning task.</li> <li>The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li>Students indicate through body language or questions that they don't understand the content being presented.</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher's communications include errors of vocabulary or usage.</li> <li>The teacher's vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary and usage are correct but unimaginative.</li> <li>Vocabulary is too advanced or too juvenile for the students.</li> </ul>	<p>thinking.</p> <p>teacher's vocabulary and usage are correct and completely suited to the lesson. The teacher's vocabulary is appropriate to the students' ages and levels of development.</p> <ul style="list-style-type: none"> <li>The teacher says, "By the end of today's lesson, you're all going to be able to factor different types of polynomials."</li> <li>In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"</li> <li>The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.</li> </ul>	vocabulary lessons where appropriate.
<p><b>Possible Examples</b></p>	<ul style="list-style-type: none"> <li>A student asks, "What are we supposed to be doing? But the teacher ignores the question."</li> <li>The teacher states that to add fractions they must have the same numerator.</li> <li>Students have a quizzical look on their faces; some may withdraw from the lesson.</li> <li>Students become disruptive, or talk among themselves in an effort to follow the lesson.</li> <li>The teacher uses technical terms with an elementary class without explaining their meanings.</li> <li>The teacher tends to say "ain't."</li> </ul>	<ul style="list-style-type: none"> <li>The teacher mispronounces some common words.</li> <li>The teacher says, "And oh, by the way, today we're going to factor polynomials."</li> <li>A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.</li> <li>Students ask, "What do I write here?" in order to complete a task.</li> <li>Having asked students only to listen, the teacher says, "Watch me while I show you how to..."</li> <li>A number of students do not seem to be following the explanation.</li> <li>Students are inattentive during the teacher's explanation of content.</li> </ul>		<ul style="list-style-type: none"> <li>The teacher says, "Here's a spot where some students have difficulty . . . be sure to read it carefully."</li> <li>The teacher asks a student to explain the task to other students.</li> <li>When help is needed a student offers clarification about the learning task to classmates.</li> <li>The teacher explains passive solar energy by inviting student to think about the temperature in a closed car on a cold but sunny day or by the water in a hose that has been sitting in the sun.</li> <li>The teacher says, "Who would like to explain this idea to us?"</li> <li>The teacher pauses during an explanation of civil rights movement to remind students that the prefix "in" as in "inequality," means "not" and the prefix "un" means the same thing.</li> </ul>

A written model of Lincoln's VISION....

***The Gettysburg Address***

Use Lincoln's *Gettysburg Address* as a model to reflect on and consider your vision of what social studies teaching should look like.

Directions: Use the graphic organizer to write your own reflections about: ***The Past, The Present, The Renewal & The Future*** related to your thoughts about social studies teaching.

The PAST

OUR TEACHING... where have we been?

The PRESENT

OUR TEACHING...where are we now?

The RENEWAL

OUR TEACHING...what unfinished work, are we dedicated to reviving?

The FUTURE

OUR TEACHING...how do we really want it to look?

**Lincoln Principles:  
Preach a VISION and Continually Reaffirm it**

#1.) Provide a clear, concise statement of the direction of your organization, and justify the actions you take.

#2.) Everywhere you go, at every conceivable opportunity, reaffirm, reassert, and remind everyone of the basic principles upon which your organization was founded.

#3.) Effective visions can't be forced on the masses. Rather, you must set them in motion by means of persuasion.

#4.) Harness your vision through implementation of your own personal roving leadership style.

#5.) When you preach your vision, don't shoot too high. Aim lower and the common people will understand you. They are the ones you want to reach – at least they are the ones you ought to reach.

#6.) When effecting renewal, call on the past, relate it to the present, and use them both to provide a link to the future.

#7.) You must realize that the process of renewal releases the critical human talent and energy necessary to insure success.

**How do Lincoln's Leadership Principles apply to teacher leaders in your school/district?**

### Gettysburg Address - "Nicolay Copy" Transcription

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that "all men are created equal."

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great **battle field** of that war. We have come to dedicate a portion of it, as a final resting place for those who **died here, that the** nation might live. **This we may, in all propriety do.** But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow, this ground—The brave men, living and dead, who struggled here, have **hallowed** it, far above our poor power to add or detract. The world will little note, nor long remember what we say here; **while it** can never forget what they **did** here.

It is rather for us, **the living, we here be** dedicated to the great task remaining before us —that, from these honored dead we take increased devotion to that cause for which they here, gave the last full measure of devotion—that we here highly resolve these dead shall not have died in vain; that **the** nation, shall have a new birth of freedom, and that government of the people by the people for the people, shall not perish from the earth.

*(Differences between the texts of the two drafts are indicated by **emphasis** type. Please note that the Nicolay and Hay versions of the Gettysburg Address differ somewhat from the generally printed Bliss version.)*

### Gettysburg Address - "Hay Draft" Transcription

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived, and so dedicated, can long endure. We are met **here** on a great **battlefield** of that war. We have come to dedicate a portion of it as a final resting place for those who **here gave their lives that** that nation might live. **It is altogether fitting and proper that we should do this.**

But in a larger sense we can not dedicate—we can not consecrate—we can not hallow this ground. The brave men, living and dead, who struggled, here, have **consecrated** it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, **but** can never forget what they **did** here. **It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on.** It is rather for us **to be here** dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion—that we here highly resolve **that** these dead shall not have died in vain; that **this** nation shall have a new birth of freedom; and that **this** government of the people, by the people, for the people, shall not perish from the earth.

*(Differences between the texts of the two drafts are indicated by **emphasis** type. Please note that the Nicolay and Hay versions of the Gettysburg Address differ somewhat from the generally printed Bliss version.)*

### Gettysburg Address Bliss Transcription standard text engraved at Lincoln Memorial

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

## Domain 2: The Classroom Environment

	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<p><b>2B - Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Importance of the Content and Learning Expectations for Learning and Achievement</li> <li>• Student Pride in Work</li> </ul>	<p>A "culture of learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p> <ul style="list-style-type: none"> <li>• The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</li> <li>• Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom culture is characterized by little commitment to learning by teacher or students.</li> <li>• The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</li> <li>• The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</li> <li>• The teacher conveys that with hard work students can be successful.</li> <li>• Students understand their role as learners and consistently expend effort to learn.</li> <li>• Classroom interactions support learning and hard work.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</li> <li>• The teacher conveys high expectations for learning by all students and insists on hard work.</li> <li>• Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</li> </ul>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</li> <li>• The teacher conveys to at least some students that the work is too challenging for them</li> <li>• Students exhibit little or no pride in their work.</li> <li>• Class time is devoted more to socializing than to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off".</li> <li>• The teacher conveys high expectations for only some students.</li> <li>• Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.</li> <li>• Many students indicate that they are looking for an "easy path".</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.</li> <li>• The teacher demonstrates a high regard for student abilities.</li> <li>• Teacher conveys an expectation of high levels of student effort.</li> <li>• Students expend good effort to complete work of high quality.</li> </ul>	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> <li>• The teacher communicates a genuine passion for the subject.</li> <li>• Students indicate that they are not satisfied unless they have complete understanding.</li> <li>• Students' questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.</li> <li>• Students recognize the efforts of their classmates.</li> <li>• Students take initiative in improving the quality of their work.</li> </ul>
<p><b>Possible Examples</b></p>	<ul style="list-style-type: none"> <li>• The teacher tells students that they're doing lessons because it's on the test, in the book, or mandated by the district.</li> <li>• Teacher says to a student, "Why don't you try this easier problem?"</li> <li>• Students turn in sloppy or incomplete work.</li> <li>• Students don't engage in work, and the teacher ignores it.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher says, "Let's get through this."</li> <li>• Teachers says, "I think most of you will be able to do this."</li> <li>• Students consult with one another to determine how to fill out a worksheet but do not encourage each other to questions their ideas.</li> <li>• Teacher does not encourage students who are struggling.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher says, "This is important: you'll need to speak grammatical English when you apply for a job."</li> <li>• Teacher says, "This idea is really important! It's central to our understanding of history."</li> <li>• Teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says, "It's really fun to find the patterns for factoring polynomials."</li> <li>• Student asks a classmate to explain a concept or procedure since she didn't quite follow the teacher's explanation.</li> <li>• Students question one another on answers</li> <li>• Student asks the teacher whether he can redo a piece of work since he now sees how it could be strengthened.</li> </ul>
<p><b>Possible Examples (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Only some students get down to work after an assignment is given or after entering the room.</li> <li>• Almost all of the activities are busy work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts the comment without complaint.</li> <li>• Students get down to work right away when an assignment is given or after entering the room.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work even when the teacher isn't working with them or directing their efforts.</li> </ul>	

# #Kysnet

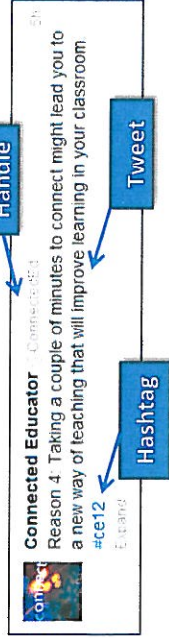
## Twitter for Teachers: A Primer



### Vocabulary

- Twitter** Social media site found at twitter.com
- Tweet** Written microblog of 140 characters or less posted through Twitter
- PLN** Professional/Personal Learning Network; professionals you follow on Twitter
- Handle** Name on Twitter (@\_?\_?)
- Hashtag** Used to link tweets together by like topic or subject (#\_?\_?)
- Chats** Discussions that occur at a given time and are linked through a hashtag
- Follow** Allows you to see all tweets sent out by a particular person or group
- Follower** Someone who follows your Twitter handle

### Anatomy of a Tweet



### Basic Etiquette Expectations

1. Create a specific Twitter account (handle) for your educational endeavors
2. Remember to include "Thoughts and tweets are my own" in your profile
3. Be professional at all times
4. Be active and engaged, but also be willing to listen and learn
5. Start small and grow as you feel comfortable
6. If you are unsure of something, ask
7. Provide resources to share with colleagues (taking is OK, but remember to also give)

### Good Starting Points for Following

- Eric Sheminger (@NMHS\_Principal) Principal of New Milford High School in NJ
- Todd Whitaker (@toddwhtaker) Author/Professor from Indiana
- Jeffrey Bradbury (@teachercast) Educator Resource Site from Philadelphia
- Jerry Blumengarten (@cybraryman1) Over 30,000 Resources

### Major Chats, Times, and Focus

Chat	Focus	Time
#edchat	Covers everything education. Chat stream is ongoing, but chat officially runs twice a week.	Tuesday 1:20PM and 7PM
#ptchat	Covers a wide variety of topics, but mainly covers parental engagement in schools and communities.	Wednesday 9PM
#saatchat	Covers issues administrators face at the school and district level. Good discussion for those interested in becoming an administrator.	Saturday 7:30AM - 10:30AM
#21stedchat	Focuses on 21 <sup>st</sup> Century teaching and learning.	Sunday 8PM
#edtech	Educational technology.	Ongoing
#mathchat	Mathematics education.	Thursday 8PM
#ageduchat	Agricultural education.	See facebook.com/theageduph
#apbio	Advanced Placement Biology.	Monday 8PM
#sschat	Social Studies.	Monday 7PM
#engchat	English.	Monday 7PM
#musedchat	Music Education.	Monday 8PM
#spedchat	Special Education.	Tuesday 8:30PM
#libchat	School Librarians/Media Specialists.	Wednesday 8PM
#ntchat	New Teacher Chat.	Wednesday 8PM
#chemchat	Chemistry.	Wednesday 8:30PM
#langchat	Language Teachers.	Thursday 8PM
#psychat	Psychology Teachers.	Thursday 8PM
#teachchat	General discussion for teachers.	Wednesday 9PM
#lmchat	Discussion on learning.	Thursday 8:30PM
<b>State Chats</b>		
#alededchat	Alabama EdChat.	Monday 10PM
#arkedchat	Arkansas EdChat.	Thursday 9PM
#edchatri	Rhode Island EdChat.	Sunday 8PM
#iaedchat	Iowa EdChat.	Sunday 9PM
#mdedchat	Maryland EdChat.	Tuesday 8PM

\*All times listed are Eastern Standard Time

FOR ADDITIONAL CHATS PLEASE VISIT: <http://www.ctbraryman.com/edhighlights.html>

# #Kyedchat Thurs. 8pm



### The Chat Process

There are hundreds of educational chats occurring each week on Twitter. These chats are made up of tweets that link through a common hashtag. The chat process is simple, but takes some practice to maximize learning.

### The Process

- Step 1: Locate the hashtag (i.e. #mdechat) for the chat that you wish to participate in
- Step 2: Enter the hashtag into the search box on Twitter (upper right – magnifying glass) or onto a feed application (i.e. HootSuite, TweetDeck)
- Step 3: The moderator will introduce the topic and ask that everyone identify themselves
- Step 4: The moderator will offer a question (often written "Q1: How do...")
- Step 5: Reply to the question by creating a tweet that begins with..."A" and the number of the question
- Step 6: Continue engaging in the chat by responding to questions or by engaging individuals in conversations related to responses
- Step 7: Many chats archive the chat through some means (i.e. Storify). Tweet the link to your followers to keep the conversation going and to share the discussion

### Chat Etiquette

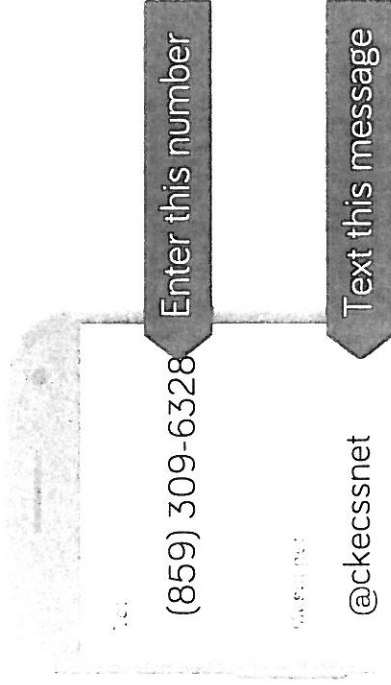
While there are no rules for Twitter chats, there are some general accepted practices:

1. Do not argue through the chat. The chats are professional conversations; it is OK to disagree and to debate, but the tone should stay positive.
2. If you see a response you like, retweet or favorite it. Share the wealth with your PLN
3. When responding to the moderator's initial questions, use an "A" followed by the question number before your response (i.e. A5: Educators should...)

**It is not uncommon for a chat hashtag to be used away from the chat to link resources. If you feel it is worth sharing you want more to see it, so tag the tweet with the hashtag for chats that may find the resource useful.**

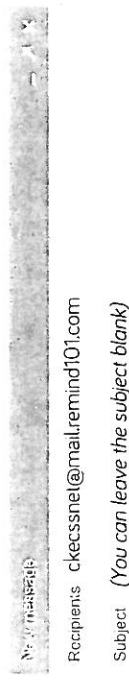
## How to sign up for Mrs. Waggoner's CKEC Social Studies Network messages:

remind101



To receive messages via text, text  
**@ckecssnet** to **(859) 309-6328**. You  
can opt-out of messages at anytime  
by replying, 'unsubscribe  
**@ckecssnet**'.

\*Standard text message rates apply.



Or to receive messages via email, send  
an email to  
**ckecssnet@mail.remind101.com**. To  
unsubscribe, reply with 'unsubscribe' in  
the subject line.

# Can Assessment Improve Learning? Thoughts on the C3 Framework

Bruce VanSledright

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards charts a bold new path, which differs in a number of ways from standards and frameworks of the past. Its pivotal idea is that deep understanding of the sociocultural world—a key objective of a social studies learning experience in school—depends heavily on inviting children and adolescents to investigate, inquire into, and build knowledge about that world. Its design and message displace the old approach that turned on an image of learners holding passive acquisition roles in the face of other people’s understandings. Instead, if pursued as developed, the C3 Framework asks learners to engage in actively participating in their own knowledge growth under the expert tutelage and guidance of social studies teachers.

The design and structure of the C3 Framework is deeply rooted in decades of research on how children and adolescents learn.<sup>1</sup> Those who have conducted empirical studies on that learning process have noted repeatedly that, if deep understanding is the goal, children and adolescents must ask questions about what they do not understand, embark on an investigative journey that begins to address those questions, explore resources for learning, develop evidence-based understandings, and be able to communicate them cogently and coherently. Because they are novices, children and adolescents need guides and facilitators in the form of teachers who assist and help to discipline and focus the process in order to insure success.

With some exceptions, this has not been what we typically do, nor is it what we do today. Rather, we ask learners to sit much more passively as we adults tell them how things are, how the sociocultural world works. We ask them to trust that we are telling them

the right story. To see if they trust us, we ask them to repeat the story back to us, most famously on tests we give them periodically. Then a curious thing happens. Because we are so busy telling so many stories, telling learners what they need to know, we have no time to remedy learning difficulties, or misunderstandings, or lack of understandings, if we see them appear on tests. Instead, we march on. After all, educators are charged with following the pacing guide rooted in broad, complex social studies content standards and their indicators of learning.

To the extent that a state or a school district tests and evaluates social studies programs periodically or at the end of a year, learners need to be prepared for those tests—or so the argument goes. However, at this point the entire practice repeats itself because, even if those tests show misunderstandings or lack of knowledge, we seldom stop to remedy them, but simply press on because there is so much to tell.

My point here is to argue that this practice is a deeply flawed effort, uneducative at best and fundamentally irresponsible at worst, particularly if deep understanding is the goal. To understand, students need to learn how to question, to think, to investigate the sociocultural world, to do that in disciplined ways, and to communicate what they understand in defensible forms. They need to have substantial practice at this enterprise. That practice will take time. The C3 Framework recognizes this concern and is structured to provide guidance as a means of steering around it. What it does not speak to quite as clearly is that the remedy involves at least two major accompanying changes. One is a change in social studies state content standards and their indicators, refocusing them around rich questions and reducing their breadth at any given grade level. The second involves approaches to assessment. The latter change is the focus of my comments here.

### **New Framework, New Assessments**

The approach to assessment that I suggest is based upon the need to move away from testing and toward assessment. It coheres closely with the design of the C3 Framework, and in fact, I would maintain that it is necessitated by that design. Broadly speaking, it involves shifting the conversation away from tests as a means of sorting and ranking students and towards embracing

assessment as a means of educating in social studies.<sup>2</sup> The approach I outline is a classroom-based, teaching and learning approach. Some refer to this as formative assessment. I will call it diagnostic performance assessment; as I proceed, I hope to make the meaning of that concept clear.

The suggestions I make, although geared toward classrooms and close to teaching and learning in those types of contexts, apply more broadly to the way states assess social studies learning. For example, the state of Maryland accomplished this feat for a decade prior to the inception of No Child Left Behind. The approach was called The Maryland State Performance Assessment Program (MSPAP).<sup>3</sup> It was designed to ask children and adolescents to show how well they understood what they had learned through experiences in which they performed them, individually and sometimes in small groups.

#### An Assessment Structure

The design and administration of diagnostic performance assessments for classroom use should be based on a structure that supports the dimensions and flow of the C3 Framework. My suggestion here follows principles outlined by a group of scholars commissioned by the National Research Council to generate advice about constructing assessments that produce the best evidence possible about what students know and what they could do with that knowledge.<sup>4</sup> The last clause is important. Knowledge by itself can be rather shallow. It matters most when we can put it into action and accomplish brilliant things with it. It represents an authentic measure of what we know. Traditional and typical testing approaches are flawed precisely because they miss this point. They test for bits of knowledge divorced from the powerful and rich ways in which knowledge enables us to think clearly, act, and critically and reflectively navigate our worlds. In many ways these tests tell us little more than whether or not learners can read and comprehend

and memorize. They tell us precious little about a learner's capabilities. In contrast, the design of the C3 Framework is all about growing learners' capabilities. Assessment approaches and outcomes need to make sense of those capabilities if they are to be enhanced. Therefore, asking learners to demonstrate their sociocultural knowledge becomes a rich guide for understanding their current capabilities and how to stretch these

capabilities farther. That is what much of a social education is about; it frames a good share of the work of social studies teachers.

The assessment structure has three interconnected parts: cognition, observation, and interpretation. They form the three pillars upon which strong assessments are built. Assessment begins with the cognition pillar. Cognition refers to the thinking learners need to do in order

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to understand and address a question being posed, such as the one presented in the C3 Framework: How bad was the recent Great Recession?<sup>5</sup> If we approach this question from a historical angle, say, in the context of an eighth-grade history

course, then it would be important to know something about the kind of thinking of which eighth graders are capable in addressing this question. We also need to know about the kinds of resources necessary to assist these students in broaching

the question, along with the sorts of concepts (e.g., change over time, evidence, historical significance, and context) they would need to understand and be able to apply to it. Fitting these pieces together would require a theory of how students would (a) pose the question and search out sources to address it; (b) read, think strategically, and use concepts to make sense; (c) draw evidence from the sources in order to make claims of understanding; and (d) communicate those understandings. The research literature on learning history is useful here as a source for drawing up a robust theory of cognition in history.<sup>6</sup> All of these portions of cognition and how they fit together, of course, would frame how this question would be investigated and taught.

Observation refers to the way in which diagnostic performance-assessment tasks would be designed to observe learning in action. We cannot see learning or cognition take place in the mind; all we can see at present are their proxies.

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Therefore, we need tasks that allow learners to display for us how they think and understand. If assessment is to give us diagnostic power, we must have tasks that require *both* displays of thinking and the understandings that derive from them. These tasks can take on myriad forms, from the DBQ-essay response, to constructing a small website that details the learning process and the evidence-based claims advanced to address a question, to an oral presentation in class, or a blog.<sup>7</sup>

Once observations are complete, we effectively hold evidence of student thinking and understanding (or its absence) that must be interpreted consistently, signaling the introduction of the interpretation pillar. Therefore, we need interpretive tools, often referred to as rubrics. Rubrics must be linked to the theory of cognition we began with. Rubrics must gauge thinking processes, and the concepts required to do so, as well as the understandings of the question (i.e., claims students make). They must be robust and reasonably sensitive to both the thinking processes and the goals of those processes. I cannot overstate how important it is to develop and

use sharp, sensitive rubrics that are tied as closely as possible to the cognition pillar. The C3 Framework contains a number of indicators in the History section of the document (Tables 20-23) that could serve as the basis for designing rubrics.<sup>8</sup> The numerous tables in the C3 Framework used to cross-reference the indicators of the Common Core Standards for English Language Arts and Literacy in History/Social Studies can also be useful.<sup>9</sup>

Table 1 contains a sample rubric for one of the indicators for high school history in the C3 Framework:

*D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.*

This indicator requires identification of the document, the correct attribution of the document to its author, and the identification of the perspective of the author.

If rubrics are thorough, robust, and applied consistently, they generate evi-

dence of student learning, and problems and impasses to that learning. They expose where little learning has taken place either in thinking capability, subsequent understanding, or both. Equipped with this evidence, we are then better able to diagnosis where the problems are, and why learning breaks down. This allows for opportunities to adjust teaching practices, reteach, and then reassess in an ongoing, cyclical effort to improve learner's capabilities to think and understand, in this case historically, but also in other social studies subjects.

The most apt analogy that comes to mind is from medicine. Serious physical maladies require treatment. Doctors assess patients to diagnose the problem largely because the problem's source is often invisible. The assessment data serve as evidence for a diagnosis and for prescribing a treatment. The treatment, tailored to the patient, arrests the malady. In my foregoing example, the same set of assessment-diagnosis-treatment-reassessment principles and cycles are at work, only in a classroom context. The cycles begin with a deep and strong grasp of what it means to learn social studies. The C3 Framework attempts to lay out

**Table 1. Sample Rubric for Indicator D2.His.11.9-12\***

<b>Identification: Identifying an Account</b>	<b>Attribution: Attributing an Account to an Author</b>	<b>Perspective: Assessing Author's Perspective</b>
<b>3</b> Clearly and correctly identifies the account, dates it, and speaks to its origins	<b>3</b> Attributes the account to the correct author and speaks to who the author is	<b>3</b> Clearly describes the author's perspective using context-embedded cues from the text (or painting, photo, etc.)
<b>2</b> Correctly identifies the account, adds the date, but does not note the origin	<b>2</b> Only notes the correct author	<b>2</b> Describes the author's perspective, but without noting any context cues
<b>1</b> Only correctly states the account's identification by name	<b>1</b> Notes an incorrect author	<b>1</b> Notes a perspective but misses details and/or appears to misinterpret the author
<b>0</b> Does not identify the account or provides a mistaken identity	<b>0</b> Does not attribute the account	<b>0</b> Neglects to assess the author's perspective

\* The indicator is in *College, Career, and Civic Life (C3) Framework for Social Studies State Standards: State Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*, 48. The C3 Framework is accessible online at [www.socialstudies.org/c3](http://www.socialstudies.org/c3). The rubric is adapted from Bruce A. VanSledright, *Assessing Historical Thinking and Understanding: Innovative Designs for New Standards* (New York: Routledge, 2014), 94.

clearly and concisely what that learning looks like and how to teach to it. It presents a powerful guide. We need powerful assessments to assist in bringing it all together. ●

#### Notes

1. For example, see the research reviews in *Handbook of Research in Social Studies Education*, eds. Linda S. Levstik and Cynthia A. Tyson (New York: Routledge, 2008).
2. It is entirely unclear what educative effect this sorting and ranking has. Policymakers have argued that it would drive better teaching practice. Legislation such as No Child Left Behind was built around testing as a means of driving improved practice, at least in rhetoric. However, policy analysts, for instance, who have carefully studied such tests-as-leverage approaches, remark on how little real influence they have on improving learning or teaching. Children are still left behind for many of the reasons I am describing here. For a cogent analysis of this, see David K. Cohen and Susan Moffitt, *The Ordeal of Equality: Did Federal Regulations Fix the Schools?* (Cambridge, Mass.: Harvard University Press, 2009).
3. For more on this program, see [www.msde.state.md.us/msdap/mdassessment.html](http://www.msde.state.md.us/msdap/mdassessment.html).
4. James W. Pellegrino, Naomi Chudowsky, and Robert Glaser, eds., *Knowing What Students Know: The Science and Design of Educational Assessment* (Washington, D.C.: National Academy Press, 2001).

5. National Council for the Social Studies (NCSS), *College, Career, and Civic Life (C3) Framework for Social Studies State Standards: State Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History* (Silver Spring, Md.: NCSS, 2013): 66–68, 72, 76, and 81. Accessible online at [www.socialstudies.org/c3](http://www.socialstudies.org/c3).
6. See, for example, reviews of this literature by Keith C. Barton, “Research On Students’ Ideas About History,” in *Handbook of Research in Social Studies Education*, 239–258; David Hicks, Stephanie van Hover, Peter Doolittle, and Phillip VanFossen, “Learning Social Studies: An Evidence-based Approach,” in *APA Educational Psychology Handbook: Vol. 3, Application to Learning and Teaching*, eds. Karen Harris, Steve Graham, and Tim Urdan (Washington, D.C.: American Psychological Association, 2012): 283–307; and especially the explanation of Peter Lee, “Putting Principles Into Practice: Understanding History,” in *How Students Learn: History in the Classroom*, eds. M. Suzanne Donovan and John Bransford (Washington, D.C.: National Academies Press): 31–78.
7. In history, examples of such tasks can be found at <http://beyondthebubble.stanford.edu>; <http://historicalthinking.ca/resources/assessment>; and in considerable detail in Bruce A. VanSledright, *Assessing Historical Thinking and Understanding: Innovative Designs for New Standards* (New York: Routledge, 2014). This latter volume integrates some of the indicators of the historical literacy strands of the Common Core State Standards in English Language Arts and Literacy in History/Social Studies.
8. *College, Career, and Civic Life (C3) Framework for*

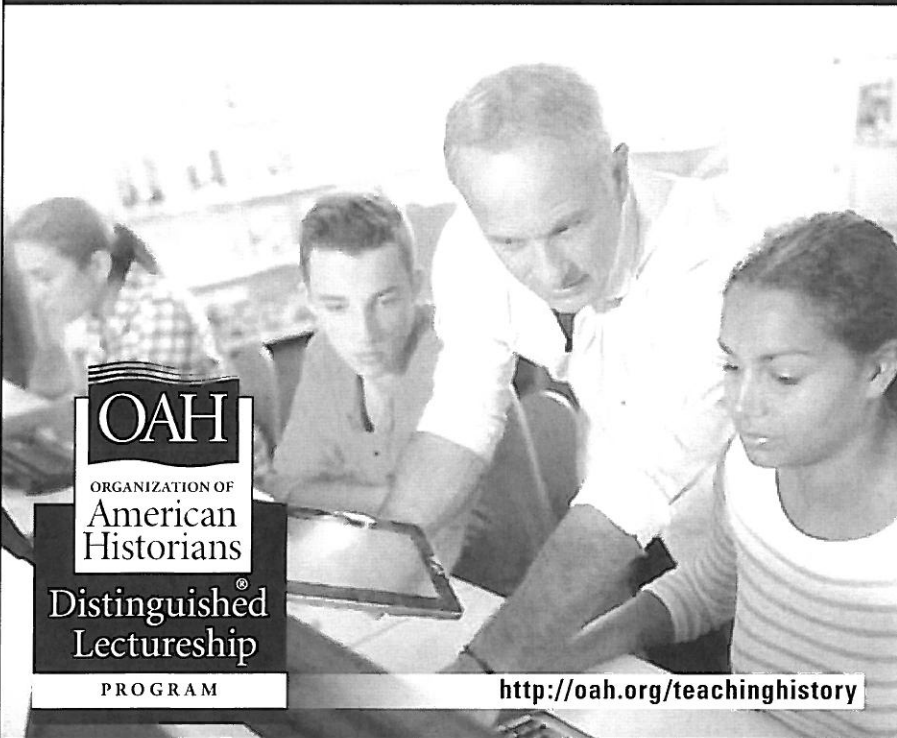
*Social Studies State Standards: State Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History*, 46–49.

9. Sample rubrics can also be found at the sources cited in Note 7. For additional guidance, see also the work of the Smarter Balanced Assessment Consortium at [www.smarterbalanced.org/sample-items-and-performance-tasks/](http://www.smarterbalanced.org/sample-items-and-performance-tasks/) and Chauncey Monte-Sano, “What Makes a Good History Essay? Assessing Historical Aspects of Argumentative Writing,” *Social Education* 76 (November/December, 2012), 294–298.

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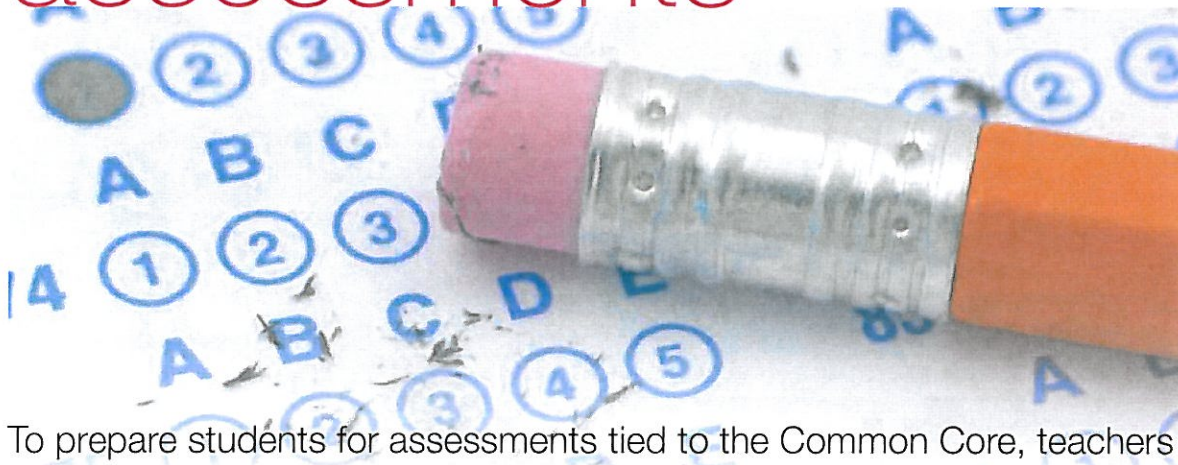
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## Beyond the bubble in history/social studies assessments



To prepare students for assessments tied to the Common Core, teachers need tools and tests that help students analyze primary and secondary sources and develop written historical arguments.

**By Joel Breakstone, Mark Smith, and Sam Wineburg**

**T**he wait is over. The Common Core State Standards have arrived in public schools. Like a long-awaited Hollywood blockbuster, the Common Core has been the subject of intense anticipation, speculation, and scrutiny. Teachers and administrators hurried to get ready. A mini-industry of how-to guides, curriculum maps, and professional development workshops has sprouted. Yet, despite all this effort and the welcome focus on literacy, teachers of history/social studies still lack adequate resources to implement these standards. The biggest trouble spot is assessment.

The Common Core introduces ambitious goals for student learning. In history/social studies, students are expected to analyze primary and secondary sources, cite textual evidence to support arguments, consider the influence of an author's perspective, corroborate different sources, and develop written historical arguments — crucial skills if students are to succeed in college and beyond. They also represent a radical turn from what was emphasized during a decade of relentless standardized testing. But if students are to master these skills, teachers need tools to monitor growth, identify where students are having trouble, and figure out how best to help them. What tools do teachers have to do this?



**JOEL BREAKSTONE** and **MARK SMITH** are codirectors of the Teaching with Primary Sources program, and **SAM WINEBURG** ([wineburg@stanford.edu](mailto:wineburg@stanford.edu)) is the Margaret Jacks Professor of education and history, all at Stanford University, Stanford, Calif.

Multiple-choice tests continue to dominate assessment across all subjects, but especially in history (Martin, Maldonado, Schneider, & Smith, 2011). It's easy to understand the affinity for multiple choice tests: They're quick and inexpensive, and the number-right score provides a seductive (if false) sense of precision. But expecting multiple-choice tests to measure sophisticated cognitive capacities is like using a pocket-knife to do surgery. Multiple-choice questions are perhaps suited to measure aspects of factual recall, but they are ineffective for gauging the higher-order thinking demanded by the Common Core.

**If students are to master analytical skills, teachers need tools to monitor growth, identify where students are having trouble, and figure out how best to help them.**

But this doesn't stop state departments of education from trying to use them, often with absurd results. Consider this standard from California's History/Social Science Framework. It asks students to "interpret past events and issues within the context that an event unfolded rather than solely in terms of present day norms and values" (California State Department of Education, 1998, p. 41). Historians refer to this as the ability to overcome presentism (Hunt, 2002), seeing beyond our brief lifetime into the expanse of human history and how people in the past conceived of their world.

Now, consider an item used to measure this understanding on California's year-end state test:

Which was one outcome of World War II?

- A. England and France increased their overseas possessions.
- B. The communists gained control over most of Western Europe.
- C. Japan and Germany became dominant military powers in their regions.
- D. The Soviet Union emerged as an international superpower. (California State Department of Education, 2009, p. 23)

Strong students will readily identify D as the correct answer, but what happened to interpretation? Or placing events in context? What happened, in short, to *thinking*? If we want students to develop the skills laid out in the Common Core, it makes little sense to ask them to pick facts from a bounded list of dubious distracters.

But what are the alternatives? In history/social studies, the most highly touted one is the document-based question made famous by the College Board's

Advanced Placement Program. Widely known by its acronym, the DBQ asks students to read 10 to 12 documents, formulate a thesis on their basis, plan an argumentative essay, compose that essay, and then proofread it for clarity, coherence, and correctness — all in one hour. To its credit, the DBQ calls on many of the literacy skills identified by the Common Core: the ability to read multiple sources, evaluate claims, and mount arguments using evidence.

Still, given all of these moving parts, it is unclear what, exactly, the DBQ measures. Is it students' ability to engage in historical thinking and arrive at a defensible thesis? Their ability to sort through and organize disparate documents? Or their ability to express themselves in writing while wiping beads of sweat from their brows under timed conditions? Clearly, the DBQ is a worthy writing task. But is it the best tool for gauging skills like those identified by the Common Core: "attending to the . . . date and origin of the information" in a source, or identifying "aspects of a text that reveal an author's point of view or purpose" (National Governors Association/Council of Chief State School Officers, 2010, p. 61)?

In one of the few studies that actually examined how students approached the DBQ, Katherine McCarthy Young and Gaea Leinhardt (1998) found that students often raided documents for appropriate quotes and facts but failed to analyze them as historical evidence. If students struggle with this college-level task, pinpointing why is hard to do since so many things are going on simultaneously. Where are the focused assessments that can determine student needs and help them build skills to succeed on a DBQ?

### History assessments of thinking

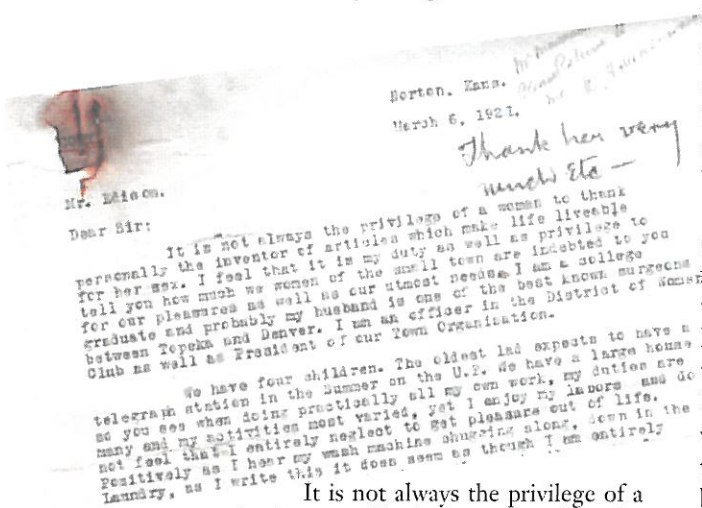
When we surveyed the available options, we were struck by the chasm between the rote recall demanded by multiple-choice tests and the complex orchestration of skills required by a DBQ. And, lest we forget, before students can analyze 10 documents, they must be able to analyze one. Where are the assessments for that?

With support from the Library of Congress's Teaching with Primary Sources Program ([www.loc.gov/teachers/tps/](http://www.loc.gov/teachers/tps/)), we set out to create short, focused tasks that ask students to analyze documents from the Library's vast collection of letters, books, photographs, prints, speeches, interviews, radio broadcasts, and film clips. In partnership with the San Francisco (Calif.) Unified School District and Lincoln (Neb.) Public Schools, we have spent two years constructing, piloting, and revising assessments that provide teachers with new options. We call our exercises History Assessments of Thinking, or HATs. Each HAT asks students to consider his-



torical documents and justify their answers in three to four sentences. HATs are well suited for formative assessment, one of the most effective tools for improving student achievement (Black & William, 1998). Focused assessments not only show what students are thinking, they allow teachers to locate where students are having trouble and give them ideas for which concepts to reteach. HATs can be completed in under 10 minutes, some in less than five. Even a teacher with a class of 35 students can quickly scan a set of responses to sense how well students have grasped a particular idea.

Consider this assessment targeting a Common Core history/social studies standard: “Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information” (NGA/CCSSO, 2010, p. 61). The task asks students to evaluate a 1921 letter written by Mrs. W.C. Lathrop, a homemaker from Norton, Kan., thanking Thomas Edison for improving her life:



It is not always the privilege of a woman to thank personally the inventor of articles which make life livable for her sex . . . I am a college graduate and probably my husband is one of the best known surgeons between Topeka and Denver . . . [Our] house is lighted by electricity. I cook on a Westinghouse electric range, wash dishes in an electric dish washer. An electric fan even helps to distribute heat all over the house. . . I wash clothes in an electric machine and iron on an electric mangle and with an electric iron . . . I rest, take an electric massage and curl my hair on an electric iron.

Please accept the thanks Mr. Edison of one truly appreciative woman. I know I am only one of many under the same debt of gratitude to you.

After reading the letter, students are presented with four facts:

1) George Westinghouse invented the electric range, not Thomas Edison.

- 2) Before the Rural Electrification Act of 1936, less than 10% of rural America had electricity.
- 3) The 19th Amendment, which guaranteed women the right to vote, was passed only one year before this letter was written.
- 4) At the time of Mrs. Lathrop’s letter, less than 5% of American women were college graduates.

While each statement is true, students must choose the two that can help them determine if Lathrop was a typical American woman of the 1920s. Unlike a multiple-choice item, students must explain their reasoning in writing — a harder task than it might seem.

Many students have trouble figuring out which statements place Lathrop in the context of her time. Some alight on inconsequential details: “Mrs. Lathrop, who claims to have graduated from college, should have known that it was not Edison that invented the electric range, but Westinghouse.” Another wrote, “George Westinghouse invented the electric range, not Thomas Edison. If she was a typical 1920s woman, she would have known that. Therefore, she’s atypical.”

Other students are better able to set Lathrop against the backdrop of the times. As one student wrote, “Fact 4 says that less than 5% of American women were college graduates in the 1920s. Mrs. Lathrop writes in her letter that she is a college graduate, making her atypical of American women in the 1920s.” Some students strengthened their answers with specific examples from the letter: “Fact 2 states that less than 10% of rural America had electricity before the Rural Electrification Act of 1936. This letter was written in 1921, which leads to the assumption that Mrs. Lathrop is atypical because she lists many examples of her use of electricity, such as an electric curling iron, electric lighting, and an electric dishwasher.” This student rightly questions whether Lathrop’s expensive appliances were the norm in rural Kansas.

If students interpret the document through the lens of its time and place and provide a clear rationale for their answer, teachers can move on to more complex tasks. If students struggle, their short written responses give teachers clues about where to go next.

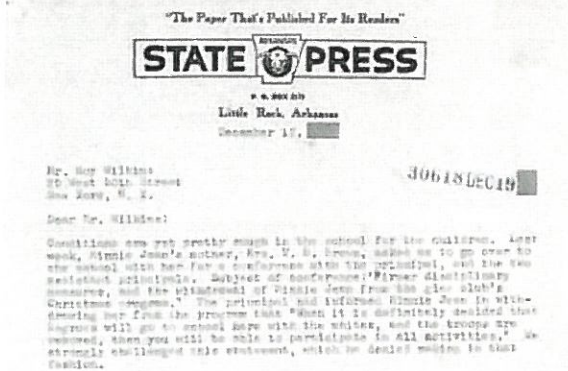
### Flexibly assessing student understanding

The letter to Edison is an example of an assessment that focuses on historical context and students’ ability to make, in the language of the Common Core, “an argument focused on discipline-specific content” (NGA/CCSSO, 2010, p. 64). But there

are many other aspects of historical understanding. Teachers need a variety of options to monitor student progress across the full spectrum of content and skill.

**Before students can analyze 10 documents, they must be able to analyze one. Where are the assessments for that?**

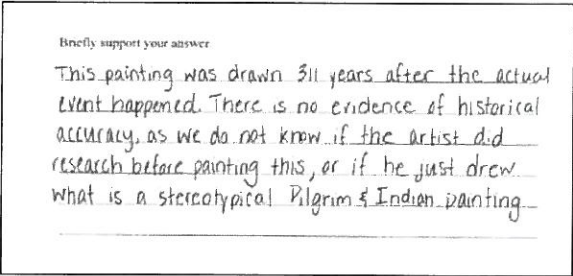
Our assessments seek to address these needs. Consider a HAT that presents students with two letters drawn from the archives of the NAACP. Letter A references the President's reluctance to intervene at the state level to stop the brutal lynching of blacks. Letter B describes the challenges faced by black children in a previously all-white school. The dates are removed from both letters, leaving students to answer a key question: Which was written first? Instead of emphasizing the rote memorization of particular dates, this task taps into whether students can interpret documents as well as understand key components of the Civil Rights Movement.



Even a two-line response provides a window into student thinking. Some students placed letter B before letter A, arguing that the integration of previously all-white schools prompted aggrieved whites to lynch blacks. Such a claim has a certain logical appeal. But it's wrong. These students lack an understanding of the narrative arc in the struggle for racial equality (by the time the Supreme Court ruled to desegregate schools in the 1950s, lynching had been virtually eradicated).

A different type of HAT addresses a Common Core expectation that students will consider a document's date and origin when making judgments about

its trustworthiness (NGA/CCSSO, 2010, p. 61). Students are presented with an image of the first Thanksgiving, painted in 1932, and must explain whether it would be useful to historians trying to reconstruct relations between Pilgrims and Indians in 1621. A 311-year gap separates the painting from the event. Yet many students skip over this information entirely. Rather than considering the three intervening centuries, ample time for distortions, myths, and legends to seep into collective memory, many students focus exclusively on the painting's rich details, never considering its attribution. One wrote, "You can see how they are interacting with each other. Without any picture, you couldn't really see how Wampanoag Indians and the Pilgrims acted." Other students, however, demonstrated a firm understanding of the importance of a document's date: "This painting was drawn 311 years after the actual event happened. There is no evidence of historical accuracy, as we do not know if the artist did research before painting this, or if he just drew what is a stereotypical Pilgrim and Indian painting." In both cases, the students' written responses provide teachers with information that informs future instruction.



We know that effective formative assessment requires continually monitoring student progress. If students do not master a particular concept, teachers can revisit it to assess students again. To do this well, students may need to complete multiple versions of the same type of assessment. To that end, and to give teachers maximum flexibility, we have created parallel versions of each HAT that contain documents from different eras.

**Conclusion**

We have long understood that the form and content of tests profoundly influence the type of classroom instruction that students receive (Frederiksen,

The Stanford History Education Group's HATs are freely available on a new web site ([beyondthebubble.stanford.edu](http://beyondthebubble.stanford.edu)). In addition to offering these assessments, the site features annotated samples of student work and easy-to-use scoring rubrics. There are also short videos with tips for teaching with historical sources and implementing HATs.

This work is generously supported by the Bill & Melinda Gates Foundation and the Library of Congress's Teaching with Primary Sources Program. However, no endorsement of the views expressed here should be inferred from this support.

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1984; Madaus, Russell, & Higgins, 2009). If we want students to achieve the benchmarks set out in the Common Core State Standards, then we need assessments that are aligned to these skills. The educational community has shown that it can produce high-quality standards documents that lay out inspiring and worthy educational goals. But without concrete tools that assess student progress toward those goals, this new round of standards, like previous rounds, may founder on the shoals of rhetoric and verbiage. HATs will not solve this problem. But they may help ignite our creativity so that we can develop effective, efficient, and worthy tools for assessing student understanding. **K**

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