



Social Studies- District Assessments
Special Instructions

Purpose:

- District assessments in social studies have a three-fold purpose: 1) Results provide principals, teachers, curriculum coaches, students and parents with current levels of performance on learning targets; 2) They provide district committees with data that will assist in the continuous improvement of curriculum, instruction, and programming; and 3) The results provide school board members and the community with indicators of success toward meeting established district goals.

Preparation for Administration:

- It is permissible and advisable to preview the assessment to get a better perspective on the knowledge, understanding, thinking, and communication processes that students will need to be successful. Additionally, adherence to the curriculum maps/guides will better ensure students have the background knowledge and exposure to key concepts and ideas needed for success on the assessments.

Administration Protocol

- Copies of the assessments are available on the StAR website
 - Go to <https://cbcscd.m2sis.com/>
 - Select "Curriculum & Instruction" from the top horizontal bar
 - Then on the left hand side of the screen under "Curriculum & Instruction," select "Curriculum"
 - Then select "Secondary"
 - Select "Social Studies"
 - Your respective grade levels and courses will appear on the screen
 - This will allow you to access the curriculum maps, curriculum outlines, and course guides as well as the assessments themselves
- Included with this document are:
 - Directions for the logging of scores into your gradebook and then exporting them for submission to the District Assessment Office. (From here they can be transferred to Inform for permanent storage and access.)
- The assessment should be given to students as it was printed. No changes should be made except as directed by an IEP for accommodations.
- The assessment should be completed by students within one class period unless specified by a student's IEP or an extenuating circumstance affecting an individual or small group of students (sudden illness, call to the office, fire alarm, etc.)
- Permissible Resources include resources that were part of the learning process and the instruction. Examples of these include maps, charts, word banks, political cartoons, or timelines (if part of the learning of the concept).

- Non-Permissible Resources include individual student notes, textbooks, access to downloads, websites, or videos, etc.

Scoring Protocol

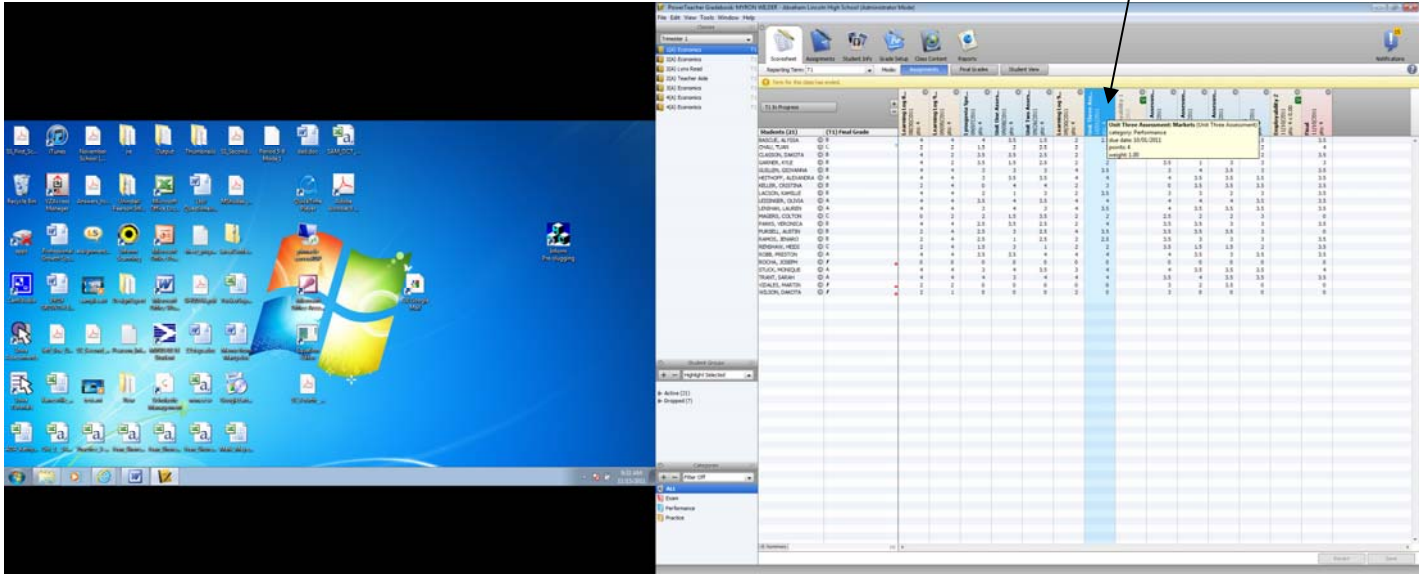
- Adhere fully to the scoring rubric.
- Determine first whether the student's response is proficient/meets standard (3-4) or not proficient/does not meet standard (1-2) since this first question determines success on the assessment.
- Next, determine the extent to which the student met the standard (4 = exceeded the standard or is at the advanced level versus 3 = meets standard or is at a solid level for meeting the standard outlined in the rubric) or the extent to which the student did not meet the standard (2 = came close to being proficient or approaches the standard though not actually making it versus 1 = substantially far from meeting the standard or being proficient).
- Once the level has been determined for each student, simply post the score in the PowerTeacher gradebook. **Be sure to give a title to the Performance which matches the assessment you gave and to the extent that space allows. An example for 8th grade Unit 1 might be: "Unit 1: Creating a Nation – 8th".**

Scoring and Grading Procedures

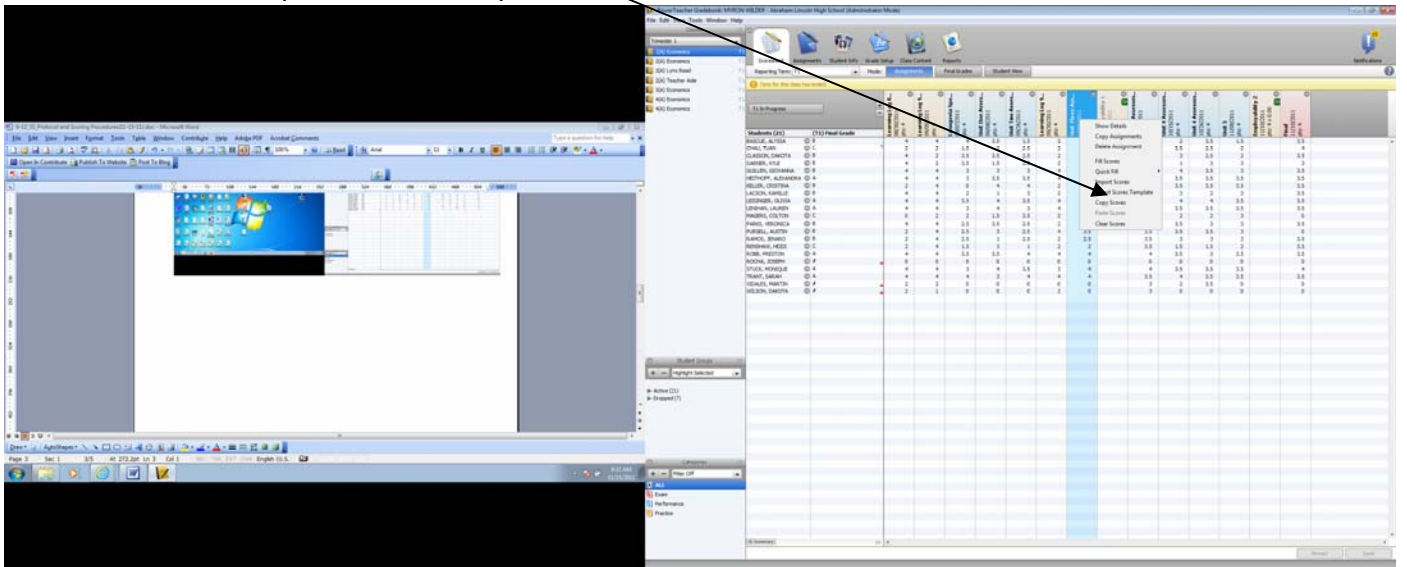
- When students have finished the assessment and when you have entered their score into the gradbook, you are ready to export and send to Charlotte Meade (cmeade@cbcsd.org) who will compile a master file for importing into Inform.
- Note that the score you enter in this column may or may not equate to a grade. Hence you can set your gradbook controls so that this column does NOT to count toward a grade and then enter another column specific to graded credit.
 - It's this new column that can change once the student retakes or otherwise improves according to the grading polity. However, the initial rubric score is what should be reported.
- When assigning a grade in the PowerTeacher Gradebook or considering the difference between a rubric score and a grade for part or all of the assessment, note the following
 - The distribution of student scores across all classes you teach
 - Your view of the "weight" of the one part of the unit assessment versus another
 - The various rubric scores for each part of the unit assessment
 - Remember you are reporting rubric scores for the entire unit, not the parts.

Exporting Instructions

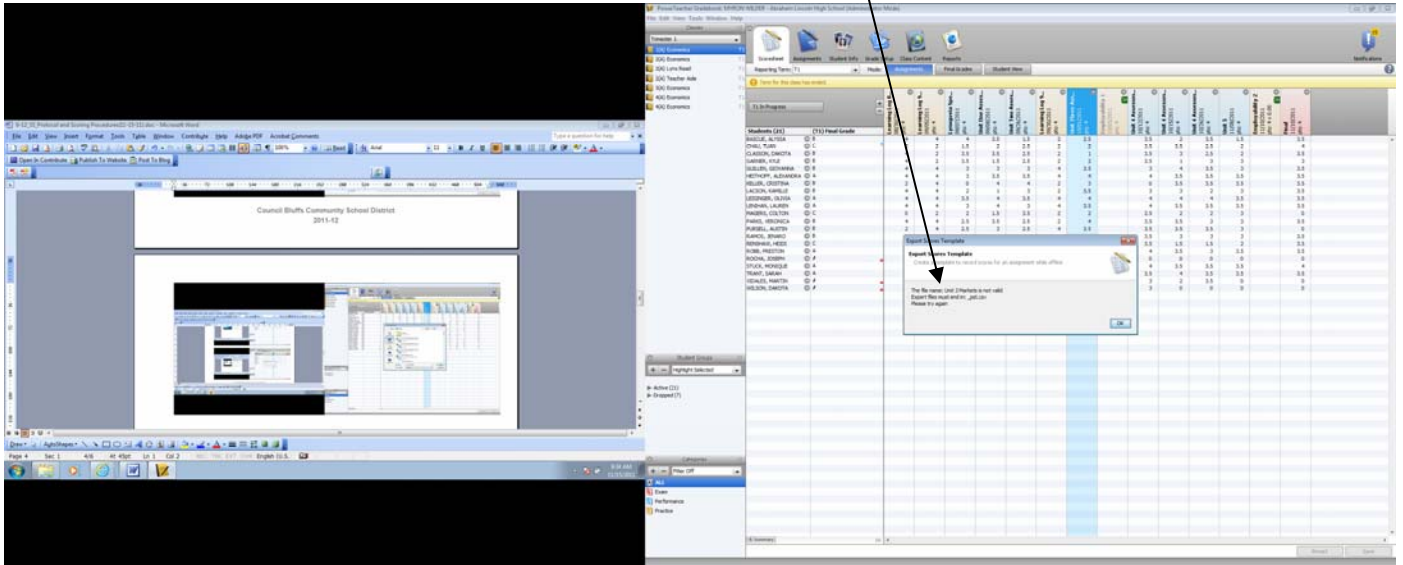
- Right click on the title of the Assessment Column you created for the particular unit



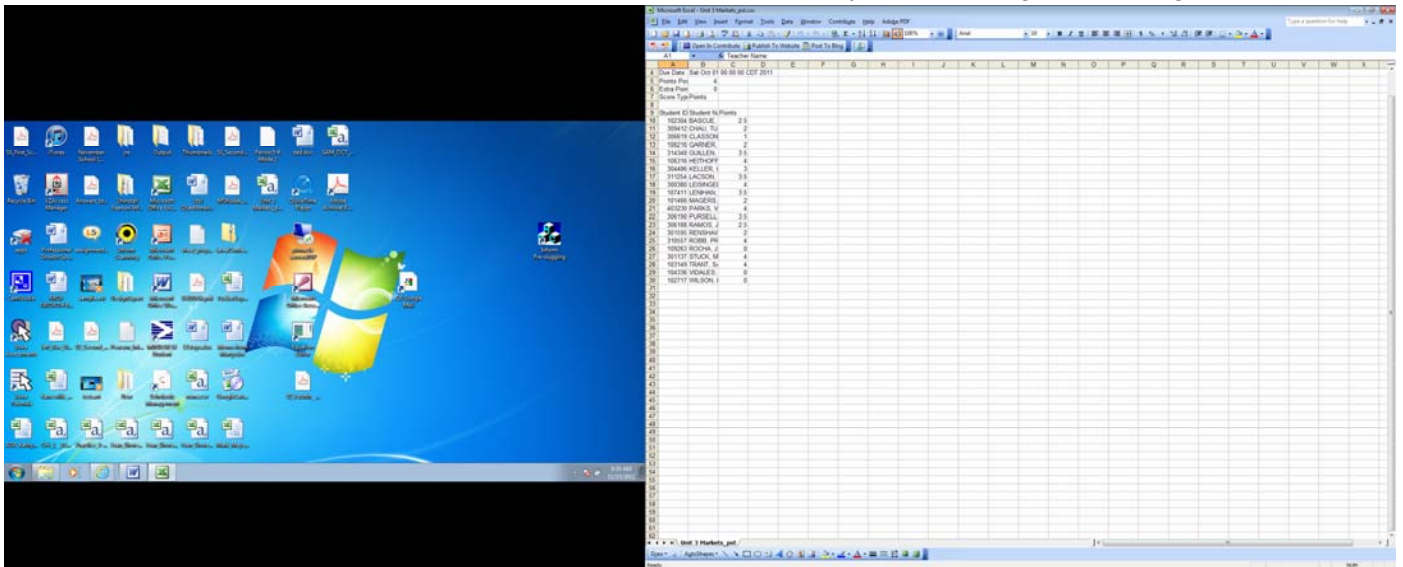
- You will see a grey box show up with a list of options
 - Select “Export Scores Template”



- If you name the file and click “Save” you will get a message saying that the file name needs to end in “_pst.csv” (Note the underscore before the pst.csv)



- When this occurs, simply make sure the “_pst.csv” is included in your file name and click “Save” again. If you open this template you will see the file as it will arrive at the District Assessment Office (student name, number, and score are all necessary for importing and storing in Inform).



- The final step is to simply e-mail each file as an attachment to Charlotte Meade (cmeade@cbcsd.org)