

Performance Assessment

# History & Social Studies

*QUALITY CRITERIA FOR PERFORMANCE  
ASSESSMENTS*



**SCALE**

Stanford Center for Assessment, Learning, & Equity

# LESSON AGENDA



Introduce quality concern  
specific to History/Social  
Studies

Apply quality criteria to a  
history performance  
assessment



## Reading for Comprehension

Identify and define vocabulary

Summarize sentences

Identify document's structure

## Historical Reading & Thinking

What conditions were the authors responding to?

Who was the intended audience?

What were the authors' purposes?

What changes and continuities does this document represent?

IN CONGRESS, JULY 4, 1776.

# The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. — We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly we have suffered the longest Sufferance, while evils are sufferable; but when a long train of abuses, and usurpations, pursuing the same Object, evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient Sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated Injuries and Oppressions, all having in direct and indirect Purpose, to establish an absolute Tyranny over these States. For the sole Purpose of dissolving the British Colonies, he has refused to assent to or to sign the most equitable Laws for the Relief and Advancement of Commerce, and the Trade of these Colonies; — He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them and formidable to Tyrants only. — He has called together legislative Bodies at places unusual, uncomfortable, and distant from the Depository of their Public Records, for the sole Purpose of fatiguing them into Compliance with his Measures. — He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People. — He has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their Exercise; the State remaining in the mean Time exposed to all the Dangers of Invasion from without, and Convulsions within. — He has endeavoured to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands. — He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers. — He has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries. — He has created a multitude of New Offices, and sent hither Swarms of Officers to harass our People, and eat out their Substance. — He has kept among

**DO STUDENTS HAVE TO DEMONSTRATE HISTORICAL SKILLS AND UNDERSTANDING?**

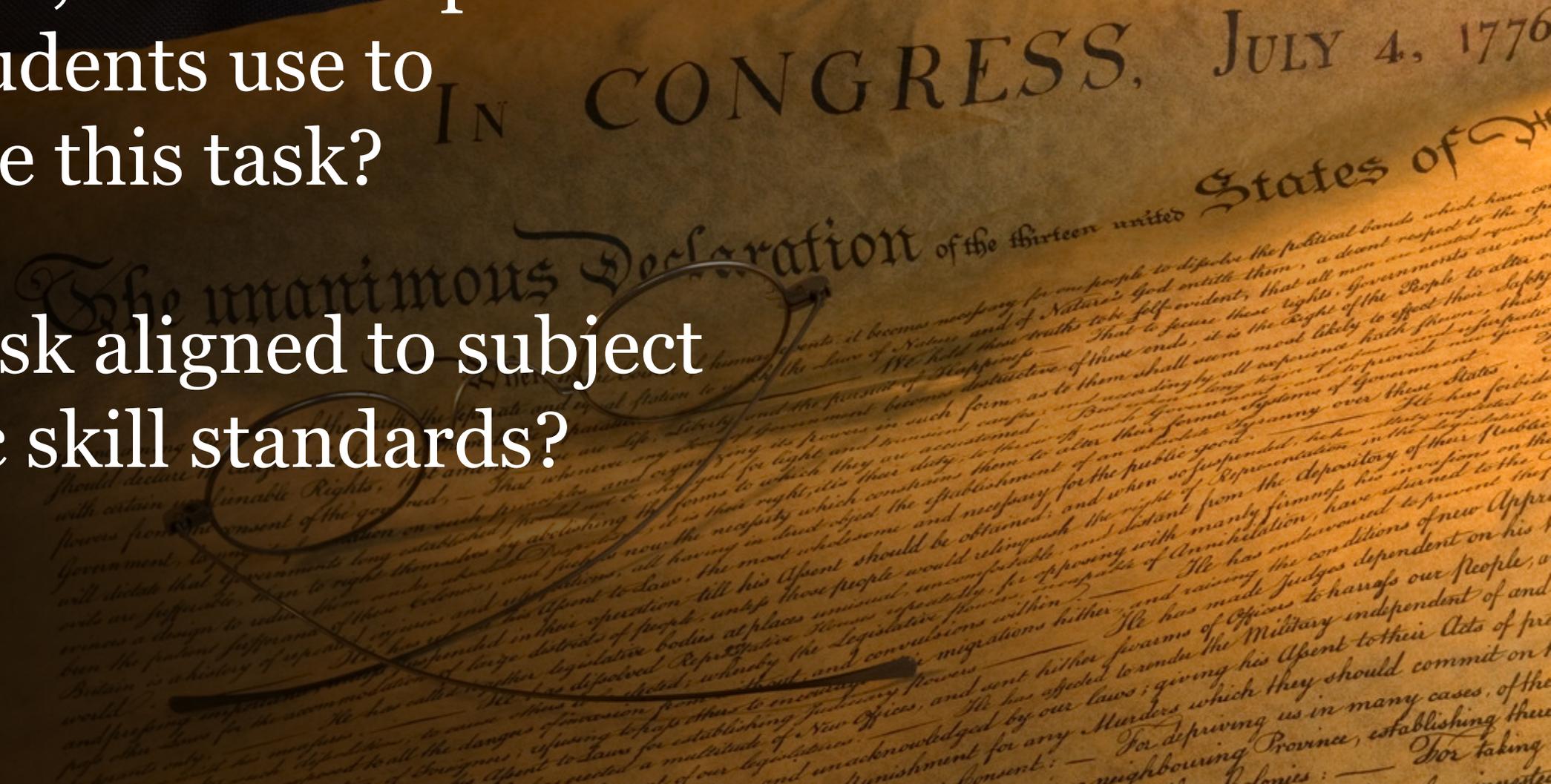


# ENGLISH LANGUAGE ARTS

LITERACY IN HISTORY/ SOCIAL STUDIES

What historical skills,  
processes, and concepts  
must students use to  
complete this task?

Is the task aligned to subject-  
specific skill standards?



# Evaluating a History Assessment's Quality

Area	3	2	1	0
Partnership	Each member must contribute at least one piece of information	All but one member contributes at least one piece of information	All but two members contribute at least one piece of information	All but three members contribute at least one piece of information
Sources	Sites used are listed, linked and working	Sites used are listed, linked and not working	Sites used are listed, not linked, and not working	No sites listed
Historical Accuracy	Subject is clearly expressed in virtual presentation without error	Subject is expressed in the virtual presentation with few errors	Subject is somewhat expressed in the presentation with few errors	Subject is somewhat expressed in presentation with major errors
Visuals	Has three appropriate visual aids	Has two appropriate visual aids	Has one appropriate visual aid	Has no appropriate visual aids

World's Columbian Exposition, Chicago's World Fair, 1893

# CURRICULUM-EMBEDDED TASK

Document-based Question:  
Why was the Chinese  
Exclusion Act passed?

*Use and cite evidence from  
the documents to support  
your argument.*



**1** Clear and Worthwhile  
Performance Outcomes

**5** Accessible

**3**

Relevance &  
Authenticity

**2**

Focused, Clear  
& Coherent

**6**

Curriculum  
Connected

**4**

Student Choice  
& Decision-Making



PAUSE

DOWNLOAD

REVIEW

Curriculum-embedded  
DBQ:  
Chinese  
Exclusion Act

Scan to evaluate quality

# WHY EVALUATE THIS TASK?

## PRACTICAL REASONS...

Of a moderate duration

Common history assessment

Includes mini-tasks

Quality features, but also room for improvement

# SIX QUALITY CRITERIA

**1** Clear and Worthwhile  
Performance  
Outcomes

**5** Accessible

**3**  
Relevance &  
Authenticity

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Focused, Clear  
& Coherent

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Connected

**4** Student Choice  
& Decision-Making





# COMMON CORE STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



## CCSS ELA HSS Reading Standard 1 Grades 11-12

*Students cite specific textual evidence to support analysis of primary... sources...*



## CCSS ELA HSS Reading standard 7 Grades 11-12

*Students integrate information from diverse sources ...*



## CCSS ELA HSS Writing Standard 1

*Students will write arguments focused on discipline-specific content.*



*Grapple with*  
**CORE CONTENT**



*Read multiple*  
**PRIMARY SOURCES**



*Make sense of*  
**VARIED PERSPECTIVES**



*Make connections to the*  
**HISTORICAL CONTEXT**



*Make an argument about*  
**CAUSE**



1

Clear &  
Worthwhile  
Performance  
Outcomes

1 Clear and Worthwhile  
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5 Accessible

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6 Curriculum  
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# Focused, Clear & Coherent

## Focused prompt

Document-based Question:  
Why was the Chinese Exclusion Act  
passed?

*Use and cite evidence from the documents  
to support your argument.*

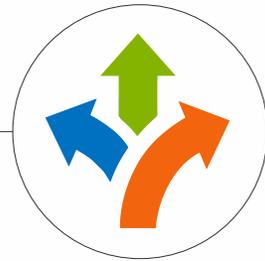


# Focused, Clear & Coherent



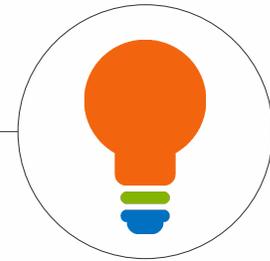
## **Focused prompt**

“Less is more”



## **Clear prompt**

Unambiguous  
wording and  
directions



## **Coherent**

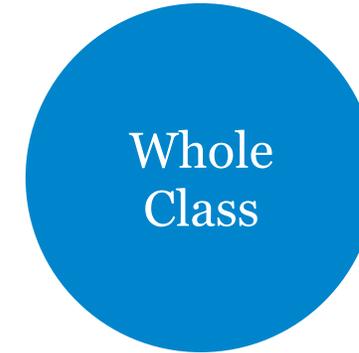
Alignment of  
prompt, resources,  
and response formats  
with purpose

# 5 ACCESSIBLE

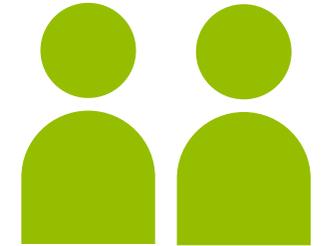
Resources are carefully selected and prepared

## READING & LEARNING TOGETHER

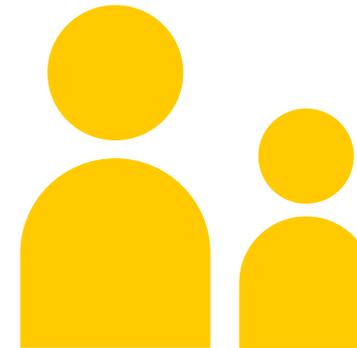
Large Group Instruction



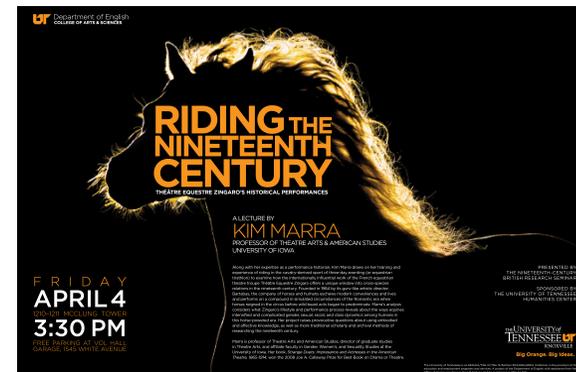
Pairwork



Modeling



Purposeful Reading



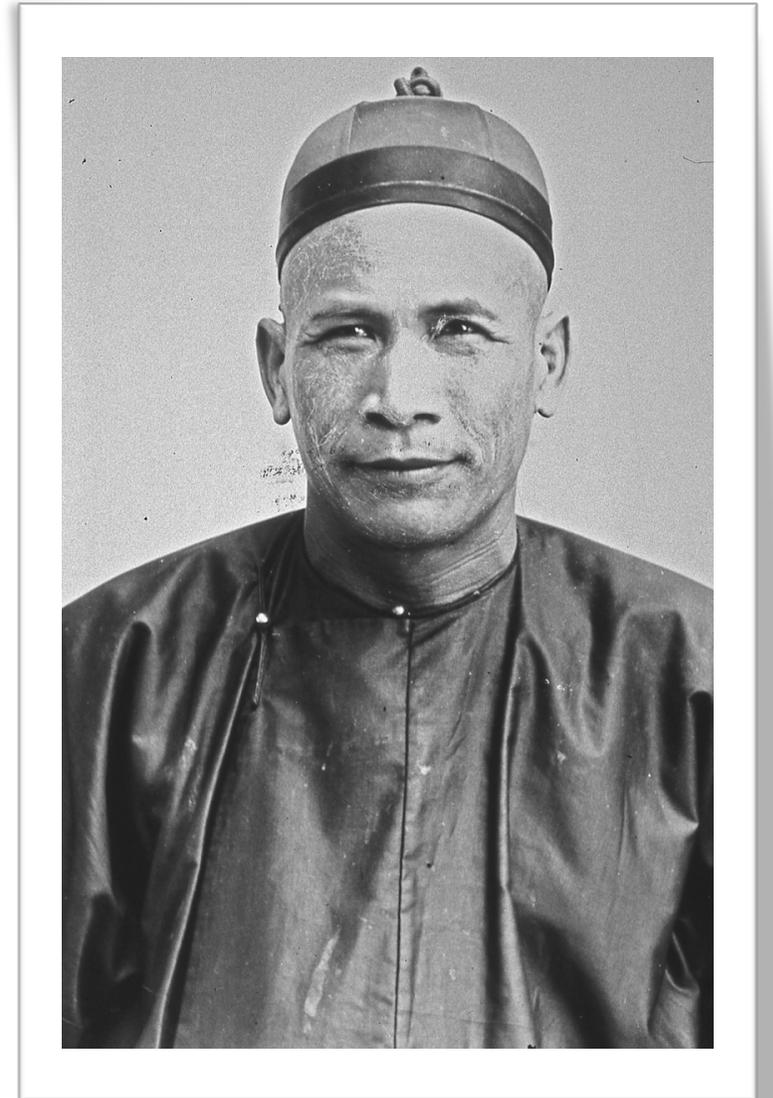
## Document F: Memorial (MODIFIED)

The Board of Supervisors of San Francisco held a convention to support extending the Chinese Exclusion Act beyond its ten year renewal. The convention adopted this “memorial” or petition to the U.S. Congress and President.

*“The purpose, no doubt, for enacting the exclusion laws for periods of ten years is because Congress intends to observe the progress of those people under American institutions, and now it has been clearly demonstrated that they cannot, for the deep and ineradicable [stubborn] reasons of race and mental organization, assimilate [blend in] with our own people, and be molded as are other races into strong and composite American stock.*

*Civilization in Europe has been frequently attacked . . . by the barbaric hordes of Asia. . . . But a peaceful invasion is more dangerous than a warlike attack. We can meet and defend ourselves against an open foe [enemy], but an insidious foe [deceitful enemy], under our generous laws, would be in possession of the citadel [fort] before we were aware. The free immigration of Chinese would be for all purposes an invasion by Asiatic barbarians . . . It is our inheritance to keep [civilization] pure and uncontaminated, as it is our purpose and destiny to broaden and enlarge it. We are trustees for mankind. ”*

Source: For the re-enactment of the Chinese Exclusion Law: California’s Memorial to the President and Congress of the United States adopted by the Chinese Exclusion Convention called by the Board of Supervisors of the City and County of San Francisco, San Francisco, CA, around 1901. Star Press., pages 4-5 and 8-9.



# Day 1

1 class period

1. Introduce the task
2. Set historical context
3. Analyze two documents
  - Inquiry question
  - Model analysis
  - Pair work
  - Discussion
4. Close





**Clear & Worthwhile  
Learning Targets**



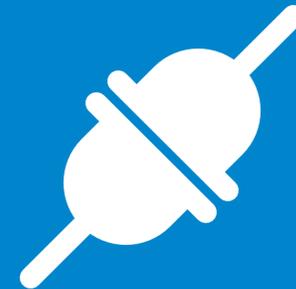
**Focused, Clear  
& Coherent**



**Accessible**



**Curriculum-Connected**



# 6

## Curriculum Connected

### OPPORTUNITY TO LEARN:

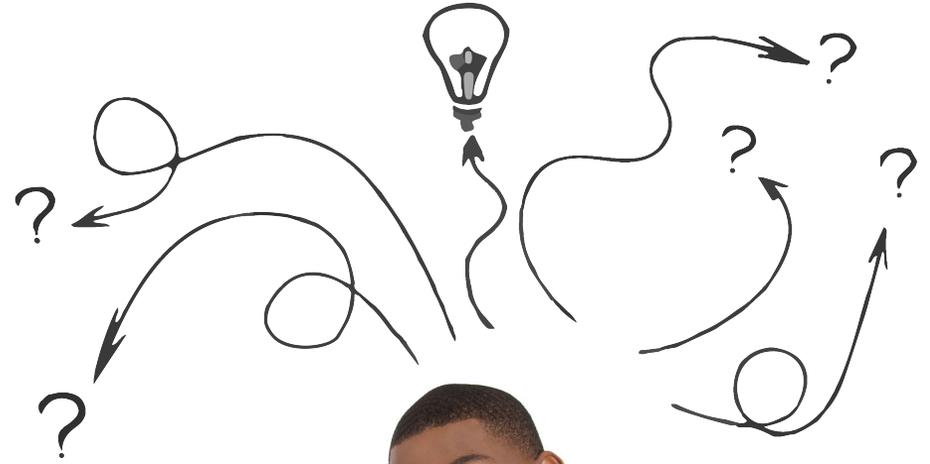
Aligned to the  
taught curriculum

Aligned to the skills  
that have been  
developed over time

# Relevance & Authenticity



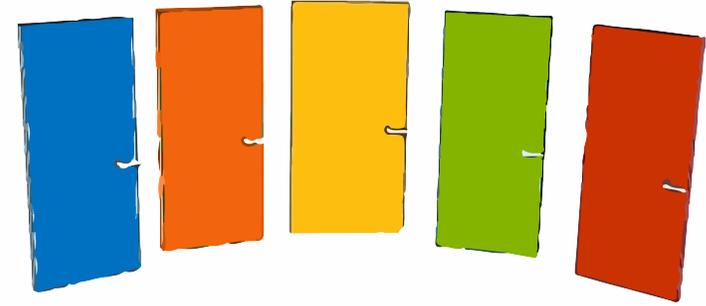
# Student Choice & Decision-Making





## Relevance and authenticity

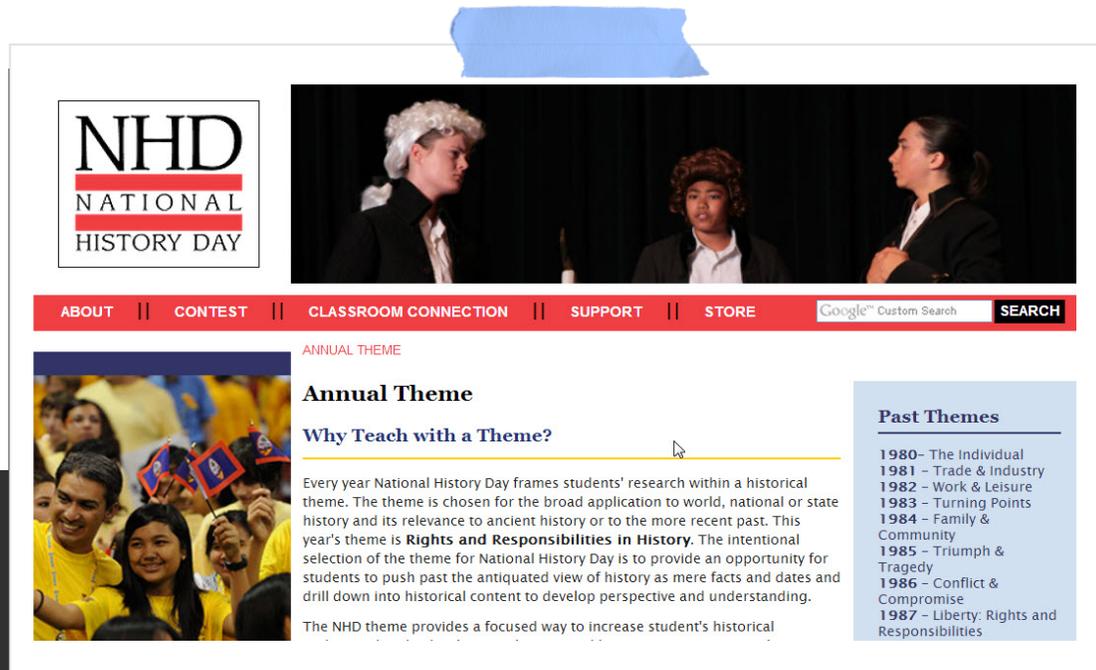
*Audience?*



## Student choice and decision-making

*Require individual research?  
Revise and resubmit?*

# NATIONAL HISTORY DAY



The screenshot shows the National History Day website. At the top left is the NHD logo. To its right is a photograph of three students in historical costumes. Below the logo is a red navigation bar with links for ABOUT, CONTEST, CLASSROOM CONNECTION, SUPPORT, and STORE. A search bar is also present. The main content area features a section for the 'Annual Theme' with the heading 'Why Teach with a Theme?' and a paragraph explaining the theme's purpose. To the right is a 'Past Themes' list.

**NHD NATIONAL HISTORY DAY**

ABOUT || CONTEST || CLASSROOM CONNECTION || SUPPORT || STORE

Google Custom Search SEARCH

ANNUAL THEME

### Annual Theme

#### Why Teach with a Theme?

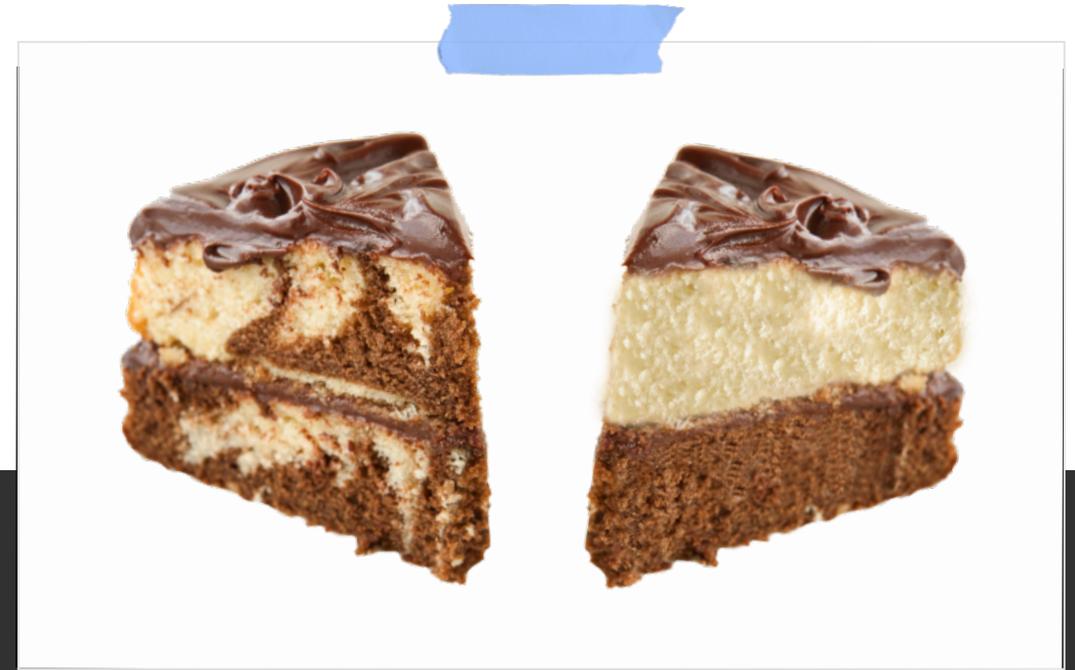
Every year National History Day frames students' research within a historical theme. The theme is chosen for the broad application to world, national or state history and its relevance to ancient history or to the more recent past. This year's theme is **Rights and Responsibilities in History**. The intentional selection of the theme for National History Day is to provide an opportunity for students to push past the antiquated view of history as mere facts and dates and drill down into historical content to develop perspective and understanding.

The NHD theme provides a focused way to increase student's historical

#### Past Themes

- 1980 - The Individual
- 1981 - Trade & Industry
- 1982 - Work & Leisure
- 1983 - Turning Points
- 1984 - Family & Community
- 1985 - Triumph & Tragedy
- 1986 - Conflict & Compromise
- 1987 - Liberty, Rights and Responsibilities

# FEDERALISM



CHANCES TO REVISE AND AUDIENCES  
BEYOND THE TEACHER



# Is it truly a History/Social Studies task?



Next time: History & Social Studies Rubrics