

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 long by suffering, while evils are sufferable; — But when a long train of abuses, and usurpations, pursuing such a course, tends to establish a Government by the Force of the Sword, which 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 obvious Purpose to annihilate the British Colonies, and to extend his Kingdom to the Westward of the Atlantic. He has refused to assent to Laws, the most wholesome and necessary for the People; — 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 along 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 erected a multitude of New Offices, and sent hither Swarms of Officers to harass our People, and eat out their Substance. — He has kept among



**COMMON CORE**  
STATE STANDARDS INITIATIVE  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

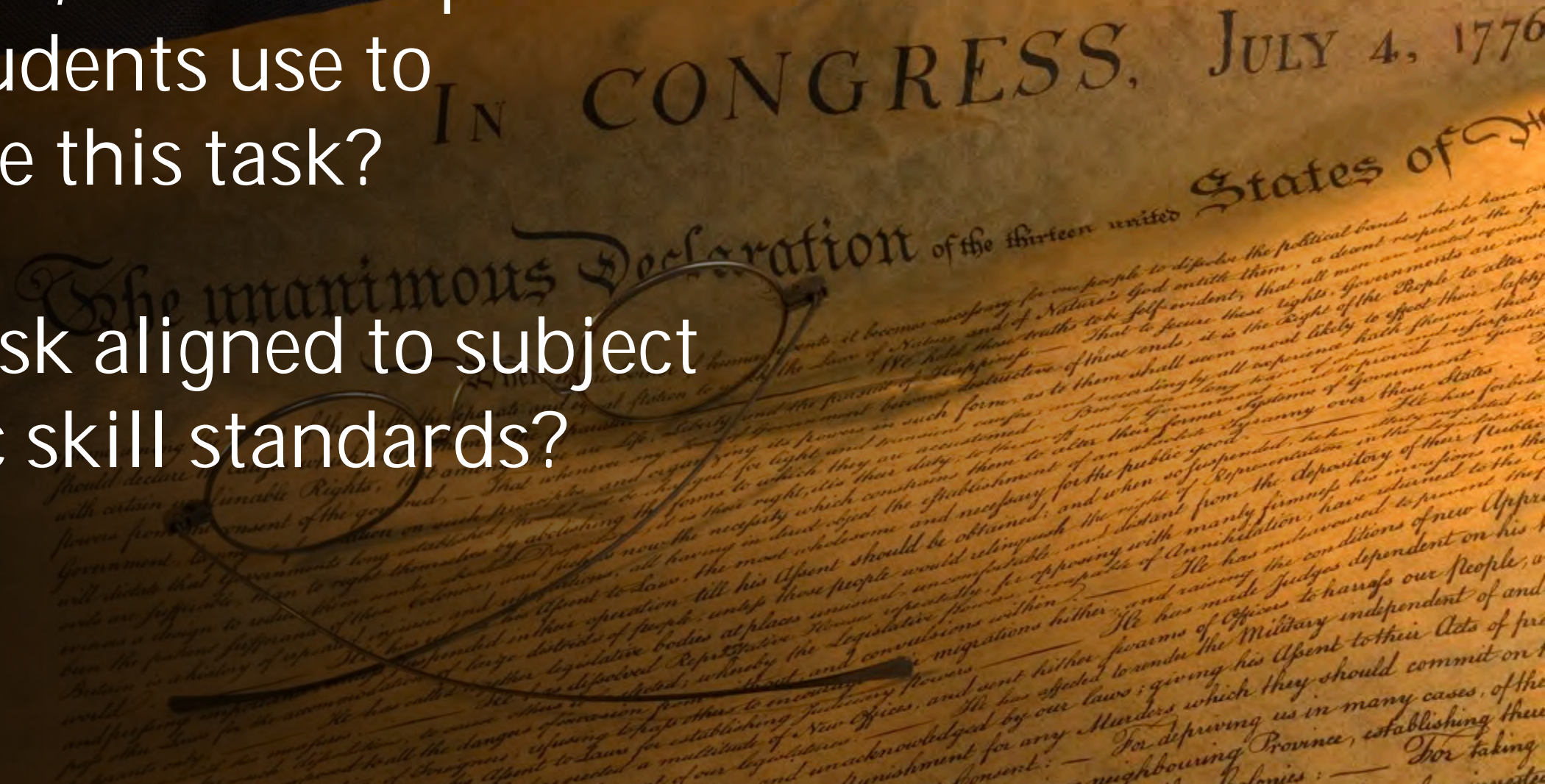
# ENGLISH LANGUAGE ARTS

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





# 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 Performance Outcomes

5 Accessible

3 Relevance & Authenticity

2 Focused, Clear & Coherent

6 Curriculum Connected

4 Student Choice & Decision-Making





# Focused, Clear & Coherent

## Focused prompt

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

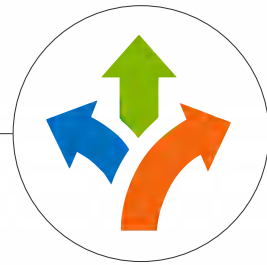
*Use and cite evidence from the documents  
to support your argument.*



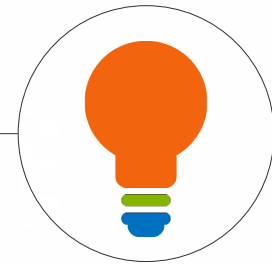
# Focused, Clear & Coherent



**Focused prompt**  
"Less is more"



**Clear prompt**  
Unambiguous  
wording and  
directions



**Coherent**  
Alignment of  
prompt, resources,  
and response formats  
with purpose

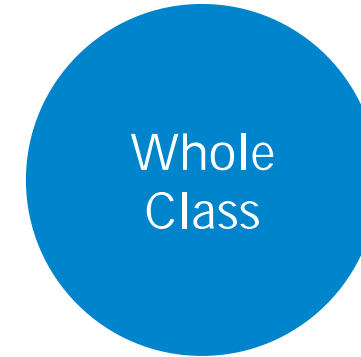
# 5

# ACCESSIBLE

Resources are carefully selected and prepared

## READING & LEARNING TOGETHER

Large Group Instruction



Pairwork



Modeling



Purposeful Reading





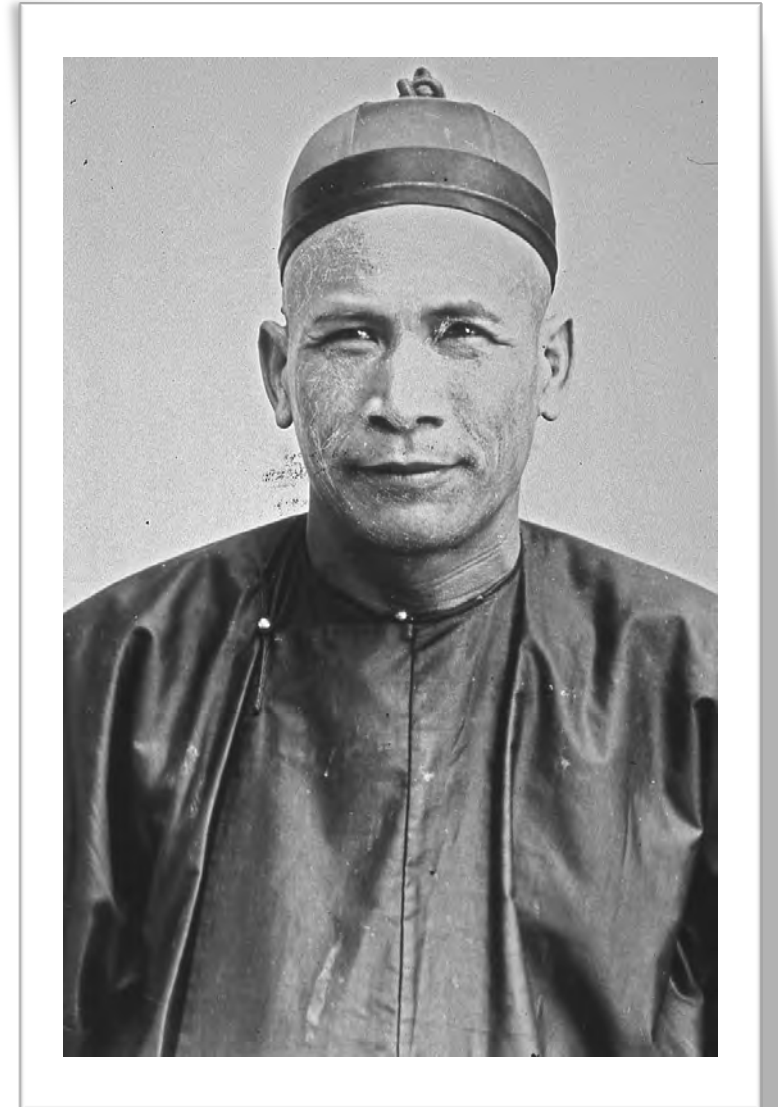
## Document F: Memorial (MODIFIED)

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



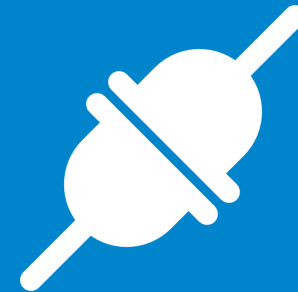
Focused, Clear  
& Coherent



Accessible



Curriculum-Connected





# 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

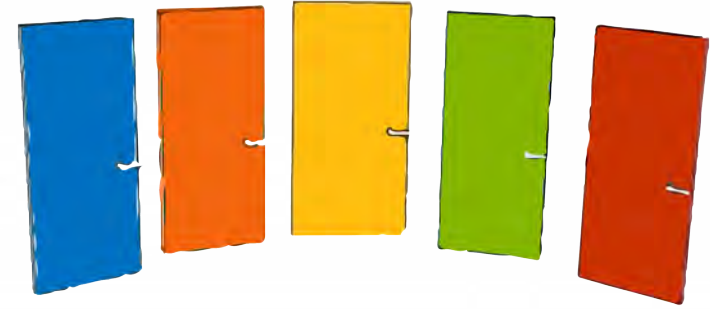






## Relevance and authenticity

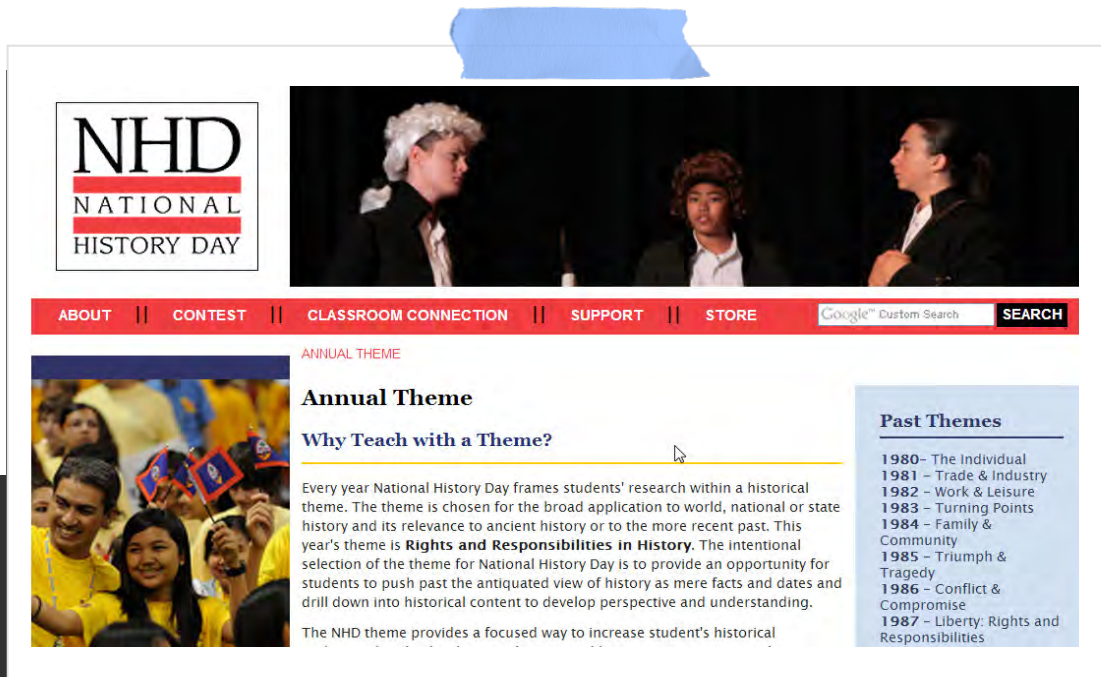
*Audience?*



## 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 logo: "NHD NATIONAL HISTORY DAY" with "NHD" in a large serif font and "NATIONAL HISTORY DAY" in a smaller sans-serif font below it, separated by two horizontal red bars. To the right of the logo is a photograph of three people in 18th-century period costumes. Below the logo and photo is a red navigation bar with white text: "ABOUT || CONTEST || CLASSROOM CONNECTION || SUPPORT || STORE". To the right of the navigation bar is a search bar with the text "Google Custom Search" and a "SEARCH" button. Below the navigation bar, the page is divided into two columns. The left column has a sub-header "ANNUAL THEME" and a section titled "Annual Theme" with a sub-section "Why Teach with a Theme?". Below this is a paragraph of text: "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." Below the paragraph is a small image of a group of students in yellow shirts. The right column has a sub-section titled "Past Themes" with a list of years and themes: "1980 - The Individual", "1981 - Trade & Industry", "1982 - Work & Leisure", "1983 - Turning Points", "1984 - Family & Community", "1985 - Triumph & Tragedy", "1986 - Conflict & Compromise", and "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