



# **College, Career, and Civic (C3) Life Alignment Project and Social Studies Standards Updates**

State Board of Education Meeting  
March 17, 2015

# Objectives

Share examples of how the Arc of Inquiry might support the learning experience for students

Address how learners can demonstrate understanding through assessments at different levels of the education system

Share considerations for local and statewide assessment of learning of new standards

# Improving Performance Through Instruction

Student Success

Quality Instruction

C3 Framework

Michigan Content Standards

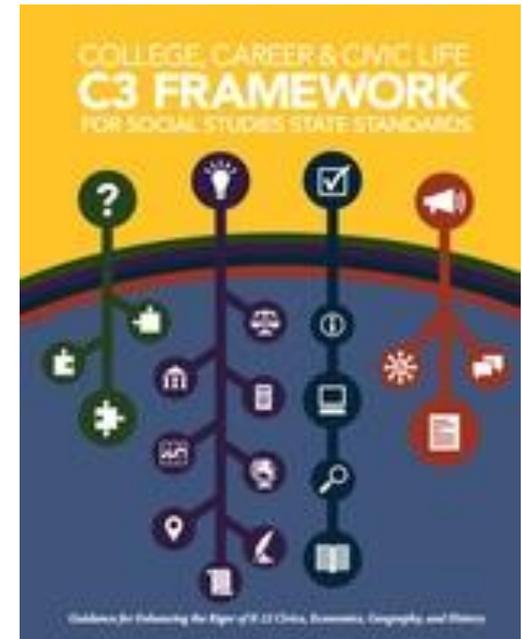
# Arc of Inquiry (organizing structure)

Developing Questions and Planning  
Inquiries

Applying Disciplinary Concepts &  
Tools

Evaluating Sources & Using  
Evidence

Communicating Conclusions & Taking  
Informed Action



# An Example – Compelling and Supporting Questions



## Who is a citizen of our classroom?

- What is a citizen?
- How do we define "this classroom?"
- How do we include new citizens?
- Does a visitor to our classroom become a citizen?
- Is the teacher a citizen of our classroom?

Developing Questions and Planning Inquiries

Applying Disciplinary Concepts & Tools

Evaluating Sources & Using Evidence

Communicating Conclusions & Taking Informed Action

# An Example – Applying Disciplinary Concepts and Tools



## Who is a citizen of our classroom?

P3.1 - Identifying and Analyzing  
Public Issues

P3.3 - Persuasive Communication  
About a Public Issue

P4.2 - Citizen Involvement

Developing Questions and  
Planning Inquiries

Applying Disciplinary  
Concepts & Tools

Evaluating Sources & Using  
Evidence

Communicating Conclusions &  
Taking Informed Action

# An Example – Evaluating Sources and Using Evidence



## Who is a citizen of our classroom?

- Is it just the people who are on the teacher's class list?
- Do citizens of our classroom need to follow the class procedures?
- What if someone does not follow school rules?

Developing Questions and Planning Inquiries

Applying Disciplinary Concepts & Tools

Evaluating Sources & Using Evidence

Communicating Conclusions & Taking Informed Action

# An Example – Communicating Conclusions and Taking Informed Action



## Who is a citizen of our classroom?

- Creating a personal declaration of citizenship in the classroom (and what that means to the learner)
- Creating a class declaration of what it means to be a citizen of the classroom

Developing Questions and Planning Inquiries

Applying Disciplinary Concepts & Tools

Evaluating Sources & Using Evidence

Communicating Conclusions & Taking Informed Action

# A Similar Example for High School

- Developing Questions and Planning Inquiries
- Applying Disciplinary Concepts & Tools
- Evaluating Sources & Using Evidence
- Communicating Conclusions & Taking Informed Action



# Assessment Considerations

- Local
  - Development of Student Learning Objectives
  - Common local assessments and rubrics
  - Use of formative data to improve classroom instruction
  - Student artifacts and performance assessments
- Regional
  - Performance Assessments of Social Studies Thinking (PASST)



## Approach for Statewide Assessment Item Design

Updated standards require higher order thinking

Need new item types to assess increased Depth of Knowledge (DOK):

- Continue to use multiple choice
- Add technology-enhanced items (drag/drop, select text, radio dial, hotspot, graphing)
- Add constructed-response items

# Technology Enhanced Items for Social Studies Assessments

In the statement below, highlight the phrase that best reflects the Constitutional Concept of the legal argument made in U.S. v Nixon (1973)

Enter the inline interactive text and highlight the selectable words using the hot text tools provided.\*



U.S. v. Nixon (1973)

Senate committee hearings revealed that President Richard M. Nixon secretly recorded conversations in the Oval Office. It was subpoenaed (ordered to) that the tapes be handed over for further investigation with regards to executive responsibilities. Although it acknowledged that the president could, under certain circumstances, successfully assert a circumstance of "executive privilege, it held that this privilege is not absolute. If this decision were decided in favor of the president then individual rights would have been violated.

Make Each Word Hot text    Make Each Sentence Hot text    Remove All Hot Text

Add interaction    Hot Text

# Assessment Timeline



LEA	Develop / refine common rubrics and assessments	Develop and implement SLOs; Use formative data -> instruction	Review student artifacts and implement performance assessments across multiple grades
Region	Pilot PASST efforts	Implement PASST combined with professional learning	Integrate social studies data and assessments into MTSS data tools for schools
State	Develop revised assessment plan to integrate new standards	Begin item pilots in state assessments	Depending on assessment landscape, implement new social studies assessments based on standards

# Partners



[ Michigan Geographic Alliance ]

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