

**WESTEST 2  
Social Studies**

**March 2008 School Leadership Team Conference  
Charleston Civic Center**

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## 21<sup>st</sup> Century Item Writing for WESTEST2 Checklist

Area	Use on Test	RLA	MA	SS	SC
Overall, the focusing lens, when writing test items for 21 <sup>st</sup> century summative assessment, should be based upon the interpretation of the <b>content</b> and the <b>skill sets</b> of the CSOs.				√	
Test Format for Graphic Organizers	Set the stage with high interest engaging topics; use graphic organizers, Venn diagrams, graphs, etc. that can be completed in the test booklet.			√	
Rigor	Items skill sets <b>MUST</b> match the rigor of the CSO skill sets.			√	
Language of 21 <sup>st</sup> Century Skills	Use the types of skill sets found in the CSOs that students are expected to be able to use and apply. (Use PISA items as a guide for items to address extrapolation and application.)			√	
21 <sup>st</sup> Century Tools	Use Information, Media and ICT (Information, Communication & Technology) Literacy Skills to develop item stems, answers, and scenarios. For example, you can build your items using <ul style="list-style-type: none"> <li>▪ appropriate technology tools/scenarios</li> <li>▪ information and communication technologies</li> <li>▪ examples of ways to access, manage, integrate and evaluate information</li> <li>▪ scenarios that might include audio, video, and other media and multimedia and digital tools</li> <li>▪ item stems, answers, and scenarios that might include electronic probes, iPods, electronic white boards, etc.</li> <li>▪ snap shots, graphics, and resources with access to online learning communities and resources</li> </ul>			√	
Real World Application (also called <b>authentic assessment</b> )	Frame language in item to real life experiences and applications in the 21 <sup>st</sup> Century. Use examples, applications and settings from students' lives, modern workplaces and school communities to frame items.			√	
Critical Thinking	The clear, precise and purposeful use of higher order thinking skills and strategies to include extrapolation and application.			√	
Problem Solving	Identify a problem, evaluate options, propose solutions and evaluate results. Problem solving items built upon the context of the grade level CSOs that align to thinking skills in the objectives.			√	

Area	Use on Test	RLA	MA	SS	SC
<b>When writing items the areas below are to be used to provide scenarios, formats and items, when appropriate, to the specific content of the CSOs.</b>				√	
<b>Information and Media Literacy</b>	<b>How modern media combines sound, image and text to communicate meaning.</b>			√	
<b>Visual Literacy</b>	<b>Use images to communicate a message .</b>			√	
<b>Communication Skills</b>	<b>Convey messages across cultures and media.</b>			√	
<b>Systems Thinking</b>	<b>Recognize patterns. Understand how parts interact and how they form a whole system.</b>			√	
<b>Adaptability</b>	<b>Ability to adapt to changing situations and environments while keeping in mind time constraints, budgets etc.</b>			√	
<b>Ethical Behavior</b>	<b>Act with integrity.</b>			√	
<b>Social/Personal Accountability</b>	<b>Accepting responsibility for one's own behavior. Understanding common good.</b>			√	
<b>Project planning and development</b>	<b>Organize work (projects) and achieve goals.</b>			√	
<b>Global Awareness</b>	<b>Learning from and working with people from diverse cultures, religions and lifestyles. To include "green" environmental issues.</b>			√	
<b>Financial, Economic and Business Literacy</b>	<b>Understanding business, economics and finance (personal too).</b>			√	
<b>Civic Literacy</b>	<b>Understanding one's role in government and how government affects our lives.</b>			√	
<b>Health and Wellness Literacy</b>	<b>Understanding healthy lifestyles and their benefits.</b>			√	

## 21<sup>st</sup> Century Item Writing for WESTEST - Social Studies

Check Here	Area	Use on Test
		The focusing lens of the items should be based upon the interpretation of the skill sets of the CSOs. (It is easy to miss the intended skill set of the CSO. An example: The CSO skill set is to interpret relationships, but the item provided was actually measuring the student's ability to compare graphs.)
	<b>Test Format</b>	Set the stage with high interest engaging topics; use graphic organizers, Venn diagrams, graphs, etc. that can be completed in the test booklet. <i>Tie documents together—Refer to DBQ, Venn diagram examples</i>
	<b>Rigor</b>	Items skill sets <b>MUST</b> match the rigor of the CSO skill sets. <i>Refer to "Norm Webb's DOK Explanations"</i>
	<b>Language of 21<sup>st</sup> Century Skills</b>	Use the types of skill sets found in the CSOs that students are expected to be able to use and apply. <i>Have high expectations—incorporate skills-- i.e. identify, evaluate, define, apply, compare/contrast, analyze, interpret, etc.</i>
	<b>21<sup>st</sup> Century Tools</b>	Use Information, Media and ICT (Information, Communication & Technology) Literacy Skills to develop item stems, answers, and scenarios. For example, you can build your items using <ul style="list-style-type: none"> <li>▪ appropriate technology tools/scenarios</li> <li>▪ information and communication technologies</li> <li>▪ examples of ways to access, manage, integrate and evaluate information</li> <li>▪ scenarios that might include audio, video, and other media and multimedia and digital tools</li> <li>▪ item stems, answers, and scenarios that might include electronic probes, iPods, electronic white boards, etc.</li> </ul> snap shots, graphics, and resources with access to online learning communities and resources. <i>Use 21<sup>st</sup> C Context as you write items—i.e. sample item 04.04.04</i>
	<b>Real World Application</b>	Frame language in the item to real life experiences and applications in the 21 <sup>st</sup> Century. Use examples, applications and settings from students' lives, communities and modern workplaces to frame items. <i>Make items relevant—place the student in a real life situation</i>
	<b>Critical Thinking</b>	The clear, precise and purposeful use of higher order thinking skills and strategies to include extrapolation and application <i>Show reasoning behind. Make inferences/predictions or applications to novel situations based on evidence. Outcome based. i.e.—the best place to build an amusement park using various pieces of data.</i>
	<b>Problem Solving</b>	Identify a problem, evaluate options, propose solutions and evaluate results. Problem solving items built upon the context of the grade level CSOs that align to thinking skills in the objectives. <i>The dollar is sinking in value against international currencies. What options does the Federal Reserve have? CSO examples at each grade level include( but are not restricted to): 3.1.5/ 4.1.5/ 5.4.5/ 6.5.14/ 7.4.9/ 8.5.13/ 9.1.3/ 10.1.4/ 11.5.9</i>

Check Here	Area	Use on Test
		When writing items the areas below are to be used to provide context, formats and scenarios, when appropriate, to the specific content of the CSOs. Please note, Policy 2520.14 will not be part of an alignment study, but certainly these are rich tools and skills to utilize in the manner defined above.
	<b>Information and Media Literacy</b>	How modern media combines sound, image and text to communicate meaning. <i>How does different media interact to trigger critical thinking skills? --Incorporate these into items as much as possible.</i>
	<b>Visual Literacy</b>	Use images to communicate a message <i>E.G. – news images and advertising images create strong impressions and often are more important than text. Look at this newspaper ad. Look at this magazine ad. Why would you be more likely to buy this product?—webpages, political cartoons, bus/subway maps or schedules—McD’s employees-charts on how to build a salad.</i>
	<b>Communication Skills</b>	Convey messages across cultures and media. <i>When possible, emphasize the multi-cultural aspects of a passage or concept using various types of media--Items should convey cultural diversity/interaction and a variety of 21<sup>st</sup> C media formats.</i>
	<b>Systems Thinking</b>	Recognize patterns. Understand how parts interact and how they form a whole system. <i>Use documents that show connections—DBQ sample.</i>
	<b>Adaptability</b>	Ability to adapt to changing situations and environments while keeping in mind time constraints, budgets etc. <i>Given a situation with stated limitations, introduce new conditions and possible solutions—analyze changing environments.</i>
	<b>Ethical Behavior</b>	Act with integrity. <i>Items should emulate Moral Conduct—role models.</i>
	<b>Social/Personal accountability</b>	Accepting responsibility for one’s own behavior. Understanding common good. <i>Making decisions for the good of the community as opposed to individual gain.</i>
	<b>Project Planning and Development</b>	Organize work (projects) and achieve goals. <i>Read this passage about X project. Now look at this schedule. Look at these tasks. How would you budget your time? Trade-offs—need for planning.</i>
	<b>Global awareness</b>	Learning from and working with people from diverse cultures, religions and lifestyles. To include “green” environmental issues. <i>Include international issues/problem solving-how WV is connected to the world—farming, coal, etc.</i>
	<b>Financial, Economic and Business Literacy</b>	Understanding business, economics and finance (personal too). <i>Read this passage about X project. This was the project budget. How could they have created a better budget?—supply/demand, advertising, production, etc.</i>
	<b>Civic Literacy</b>	Understanding one’s role in government and how government affects our lives. <i>Standards 1 and 2--Read this passage about elections in XXX. How are these elections different than American elections? What might be the impact on daily life?</i>
	<b>Health and Wellness Literacy</b>	Understanding healthy lifestyles and their benefits. <i>Stress the importance of healthy lifestyle, as appropriate.</i>

# **Depth of Knowledge**

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## Level 1 Recall

Recall of a fact, information, or procedure.

## Level 2 Skill/Concept

Use information or conceptual knowledge, two or more steps, etc.

## Level 3 Strategic Thinking

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer.

## Level 4 Extended Thinking

Requires an investigation, time to think and process multiple conditions of the problem.

## Grade 3—Geography

SS.O.3.4.1 construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).

*Depth of Knowledge 2*

**Directions:** Your soccer team was in Charleston for a big match. Both the coach from Huntington and the coach from Harpers Ferry invited your team to come to their school to play a scrimmage game. Use the map below to answer the question.



About how much farther is it to travel from Charleston to Harpers Ferry than it is to travel from Charleston to Huntington?

- A. 500 miles
- B. 250 miles
- C. 180 miles
- D. 10 miles

## Grade 8—Civics/Government

SS.O.8.2.8---**Explain** major principles of American constitutional government (e.g., federalism, **separation of powers**, the elastic clause, checks and balances, government by consent of the governed, individual rights) and locate these principles in the West Virginia Constitution.

*Depth of Knowledge--2*

Your class has been studying how the Founding Fathers ensured that the federal government would not be able to abuse the powers granted by the Constitution. You must prepare a PowerPoint slide to explain this principle. Below is a list of responsibilities and powers granted to the different branches of government. Place each in the chart under the appropriate heading and answer the question that follows.

Declares war

Judicial Review

Appropriates revenue

Approves treaties

Enforces law

Makes laws

Negotiates treaties

Vetoes Laws

Recommends bills

Interprets meaning of laws

Legislative Branch	Executive Branch	Judicial Branch

Which explanation demonstrates one way the Constitution ensures that all branches will be involved in decisions that affect our country?

- A. One recommends war, one declares war, and one approves money for troops
- B. Two work together to prepare a budget for the country and the third must approve
- C. One recommends laws, one enacts laws, and one can overturn laws
- D. All have the power to recommend and disapprove of unnecessary laws

## Grade 10---Civics/Government

SS.O.10.2.1 **Identify** and describe the **fundamental democratic principles and values** in the nation's core American documents, relate them to the subsequent periods in U.S. history, and identify the discrepancies between the expressed ideals and realities.

*Depth of Knowledge- 2*

To prepare for a debate on American democratic principles, you have researched several historic documents.

The Emancipation Proclamation best epitomizes which basic fundamental principle of American democracy?

- A. Majority rule
- B. Individual liberty
- C. Religious freedom
- D. Popular sovereignty

**Content Area:** Social Studies

**CSO:** SS.O.4.1.2 Identify and explain the commonly held democratic values, principles, and beliefs expressed in the Declaration of Independence and the significance of patriotic symbols, holidays, celebrations, and famous people.

**DOK:**2

**Using the checklist and DOK charts – Write an item in the lines below.**


- A.
- B.
- C.
- D.

**Content Area:** Social Studies

**CSO:** SS.O.6.3.3 Compare and contrast the basic characteristics of communism, socialism, and capitalism.

**DOK:**2

**Using the checklist and DOK charts – Write an item in the lines below.**


- A.
- B.
- C.
- D.

**Content Area:** Social Studies

**CSO:** SS.O.11.5.14 Describe the effect of technology and its impact in creating a global community (e.g., computers, space exploration, medicine).

**DOK:**2

**Using the checklist and DOK charts – Write an item in the lines below.**


- A.
- B.
- C.
- D.

**FURTHER REFLECTION TO ITEM WRITING**

**a. Did you use authentic assessment language when writing your item? If not, please re-work your item to frame the question or scenario. For example:**

- Your third grade class is going on a field trip.....**
- You have borrowed your friend's laptop computer.....**
- Your school community service program.....**
- Your grade level elections indicate.....**

**Rework item in the space below.**

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**b. Did you use a graphic organizer when writing your item? If not, please re-work your item to include some type of graphic organizers. For example: Venn diagram, matrix, rankings, webbing, tables, other)**

**Rework item in the space below**

# SAMPLE

## Document Based Question

*The following documents represent only a **sample** of the type of document based questions that will appear in the Social Studies test of WESTEST 2. This **sample** is incomplete. Document Based Questions will contain up to eight documents depending on grade level.*

Your social studies teacher uses historical themes to help you understand events in our country's past. One such theme is "Leadership." You have completed a unit on the founding of the United States and must answer the following question:

**How effective was George Washington in establishing a precedent of democratic leadership?**

Study the documents and answer the accompanying questions.

SS.O.05.05.07 explain the issues faced by Washington when he became the first United States President.  
Depth of Knowledge--1

## **THE MAKING OF A NATION #28 — September 4, 2003: New Nation / George Washington**

Excerpt found at <http://www.voanews.com/>

The president was ready to begin work on the nation's urgent problems. And there were many. One problem was Spain's control of the lower part of the Mississippi River. American farmers needed to use the river to transport their crops to market. But the Spanish governor in Louisiana closed the Mississippi to American boats. There also were problems with Britain. The United States had no commercial treaty with Britain. And Britain had sent no representative to the new American government. Equally urgent were the new nation's economic problems. Two major issues had to be settled. One was repayment of loans made to support the American army in the war for independence. The other was creation of a national money system. Both issues needed quick action.

1. Which of the following was a major issue George Washington had to face when he became the first president?
  - A. Winning the war to gain independence from Great Britain
  - B. Repaying money borrowed from other nations
  - C. Establishing the Constitution
  - D. Freeing the slaves

# SAMPLE

SS.O.05.05.04 interpret quotes of famous Americans from various periods of history and explain how songs, symbols and slogans demonstrate freedom of expressions (e.g., patriotism, abolition of slavery, women's suffrage, labor movements, Civil Rights Movement)

Depth of Knowledge--2

“Integrity and firmness is all I can promise: these, be the voyage long or short, never shall forsake me although I may be deserted by all men.”

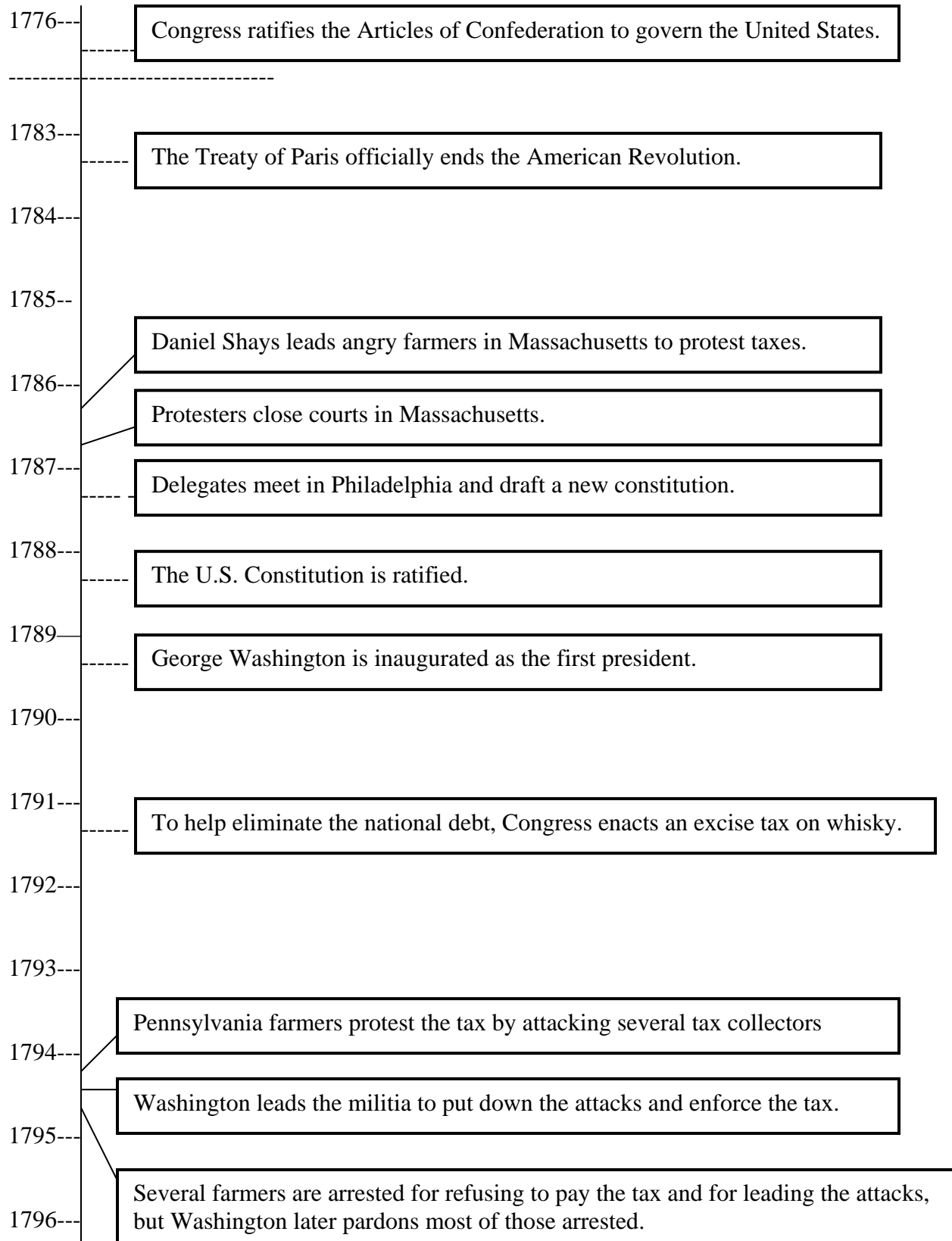
--1789

2. Based on this quote by George Washington, which statement best illustrates his philosophy for leading the new nation?

- A. When others desert him, he will use integrity and firmness to restore their loyalty.
- B. On trips to represent the country, he will always exhibit the qualities of integrity and firmness.
- C. However long he serves, he will always act with determination and honesty.
- D. Because of his determination to act with honesty, he expects others to desert him.

# SAMPLE

## Some Major Events 1776-1796



# SAMPLE

SS.O.05.02.01 judge whether local, state and national governments do or do not provide for the needs and wants of people, establish order and manage conflict.

Depth of Knowledge--3

3. While researching the Revolutionary period and George Washington's presidency, you locate the timeline shown on the opposite page.

Which statement is best supported by the evidence presented in the timeline?

- A. The Articles of Confederation were effective in guiding the revolution and providing for the needs of the new nation.
- B. Citizens were satisfied with the Articles of Confederation and the majority was against ratification of the Constitution.
- C. The Constitution proved more effective at establishing justice and promoting the general welfare of the new country.
- D. Events show that the Articles of Confederation and the Constitution were equally effective at providing for the needs of the country.

# SAMPLE

SS.O.05.05.05 research important figures and their reactions to events and judge their significance to the history of our democracy (e.g., George Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, Eleanor Roosevelt and Martin Luther King, Jr.).

*Depth of Knowledge--4*

Your class made a list of what you consider to be necessary qualities of a leader in a democratic republic. They are listed below along with the rating guide that your class established. Based on the documents and your knowledge, put a check beside the items that apply to George Washington.

- |   |   |
|---|---|
| <input type="checkbox"/> Intelligence                                       | <input type="checkbox"/> Shows fairness and compassion          |
| <input type="checkbox"/> Military experience/knowledge                      | <input type="checkbox"/> Respect, integrity, honesty            |
| <input type="checkbox"/> Belief in rule of law                              | <input type="checkbox"/> Vision to make the country better      |
| <input type="checkbox"/> Patriotism, civic virtue                           | <input type="checkbox"/> Considers the past in making decisions |
| <input type="checkbox"/> Acts for the common good                           |   |
| <input type="checkbox"/> Determination, not easily swayed by public opinion |   |

9-10 checkmarks: Excellent

6-8 checkmarks: Good

3-5 checkmarks: Poor

0-2 checkmarks: Failure

4. Based on your scale, what description should George Washington receive in establishing a precedent of democratic leadership?

- A. Excellent
- B. Good
- C. Poor
- D. Failure

**NOTE:** An actual DBQ would contain additional documents that would support a complete analysis.

## **Document Based Questions**

Document-based questions (DBQs) will be used at all grade levels of the social studies test of WESTEST 2, with one DBQ per test. Each DBQ will consist of 3-7 documents, depending on grade level, with 4-9 accompanying questions. They assess the student's ability to compare and contrast particular issues from multiple perspectives, reconciling differing positions, evaluating the strength of particular arguments, providing authentic opportunities at a high level of thinking, and developing life skills.

### **Items:**

- incorporate an engaging array of source documents which include journal entries, letters, maps, illustrations or photos, posters, cartoons, historic data (graphs, charts, etc.), speeches, poems/literature, laws, proclamations, artifacts, etc., which require students to draw meaningful insights/conclusions.
- include an introduction that provides an authentic setting.
- are written as multiple-choice questions that address each individual document.
- are designed to scaffold knowledge and skill level—starting with questions written at lower Depth of Knowledge (DOK) and progressing to questions with higher DOK.
- are designed to culminate in an essential question (DOK Level 4) that engages students.
- are designed to guide students through the process of extracting information from the documents in order to determine the answer to the essential question.
- are written so that the final item requires students to synthesize information from evidence found in all the documents in order to answer the essential question.