



Middle School History and Social Sciences

Portfolio Common Assessment

New Bedford Public Schools

2011-2012

Goals of the Common Assessment

The following are the goals for the district-wide Middle School Common Assessment Tool in History and Social Sciences:

- (1) Provide a measurement for student growth and achievement in History and Social Sciences
- (2) Provide meaningful data and information to drive instruction in History and Social Sciences
- (3) Promote individualized student self-reflection and accountability
- (4) Support the district-wide goals for literacy
- (5) Implement standards that are defined in the new *Curriculum Framework for English Language Arts and the Common Core Standards for Literacy in History and Social Studies*.

To achieve these goals, the Middle School Social Studies Curriculum Committee has developed a plan for assessment that would embrace teacher and student creativity as well as provide us with a means to reflect upon instruction and assessment in the middle schools and into the high school level in a meaningful fashion.

Organization of the Portfolio Assessment

The student portfolio for the middle school History and Social Sciences Department has been designed to measure student progress in the content area by focusing on the following skills:

- Geography Skills
- Critical Thinking Skills
- Problem-solving Skills
- Content Vocabulary Usage
- Reading Comprehension
- Writing in the Content Area
- Technology Integration
- Research Skills

There are various ways in which students will demonstrate movement towards proficiency in each of the skill and content areas.

(1) It is expected that each student portfolio will contain a set of **required elements** to demonstrate growth in the identified skill areas. These **required elements** include:

- Open-Response Questions
- Primary Source Analysis Activities
- Projects/Oral Presentations (ie. PowerPoint)
- Assessments (quizzes, tests, etc)

Please note that each of these elements reflects the strands of the *Common Core Standards for Literacy in History and Social Studies*

- **WRITING**: *Open-Response Questions*
- **READING**: *Primary Source Analysis Activities*
 - Reading
 - Analyzing
 - Interpreting
- **SPEAKING AND LISTENING**: *Projects/Oral Presentations (ie. PowerPoint)*
- **READING, WRITING**: Assessments (quizzes, tests, etc)

(2) Teachers and students will also have the opportunity to identify and include **other elements** that are used in the instruction of the curriculum to display the mastery of skills and content in History and Social Sciences.

(3) It is also expected that each student portfolio will also include a **Student Reflection Piece**, which will allow students the opportunity to articulate the reasons they chose the pieces of work included in the portfolio, as well as their own understanding of their growth in mastering the content and skills required in a particular grade level.

Assessing the Portfolio Assessment

The student portfolio in History and Social Sciences is intended to provide teachers, students, and parents with a vehicle for an on-going conversation on student growth and achievement. However, it is expected that the portfolio will be formally reviewed twice a year (mid-year and end of the year). Each teacher may choose the means to best complete that review with their students, but it is expected that the rubric provided by the district will be used for this assessment. Each area will be assessed using the following:

- **ADVANCED (exceeds the standard/expectation)**
- **PROFICIENT (meets the standard/expectation)**
- **MAKING PROGRESS**
- **NEEDS IMPROVEMENT**

Teachers are also encouraged to offer comments which will provide guidance and encouragement for continued student growth and development in the skills and content area.

The data generated by the student portfolio will be collected, organized and reviewed by the Director of History and Social Sciences and the Middle School Social Sciences Curriculum Committee. The information will be disseminated in order to inform classroom instruction as well as precipitate discussion on the planning of curriculum, instruction and assessment in History and Social Sciences classes at the middle school level with teachers during content and/or department meetings. The data will also be shared with teachers at the high school level, particularly with those in freshman classes, to inform planning and instruction at that level.

Schools to Use Portfolio

Students in all middle school grades will be utilizing the portfolio assessment tool, including

Keith Middle School

Whaling City Alternative School

Normandin Middle School

Trinity Day Academy

Roosevelt Middle School

Pregnant-Parenting Teen Program

Reference Guide for the Areas of Assessment

GEOGRAPHY SKILLS:

- Analyze and interpret various types of maps;
- Apply an understanding of the five themes of geography.

CRITICAL THINKING SKILLS:

- Make judgments and decisions based on historical situations;
- Reason effectively
- *(Refer to page 4 of 9 in the 21st Century Skills Definition packet)*

PROBLEM-SOLVING SKILLS:

- Solve various problems using conventional and innovative ways;
- *(Refer to page 4 of 9 in the 21st Century Skills Definition packet)*

CONTENT-VOCABULARY USAGE:

- Integrate grade level content vocabulary into written and oral activities;
- *(refer to the Massachusetts Curriculum Frameworks for History and Social Sciences for content-specific vocabulary)*

READING COMPREHENSION:

- Read, analyze, and interpret primary and secondary sources
- *(See the new Curriculum Frameworks for English Language Arts and Literacy in History/Social Studies, Sciences and Technical Subjects, pages 65-67)*

WRITING IN THE CONTENT AREA:

- Write using various genres (narrative, informative/explanatory, and persuasive)
- *(See the new Curriculum Frameworks for English Language Arts and Common Core Standards for Literacy in History/Social Studies, Sciences and Technical Subjects, pages)*

TECHNOLOGY INTEGRATION:

- Use technology as a tool to research, organize, evaluate, and communicate information
- *(refer to pages 5 and 6 in the 21st Century Skills Definition Packet)*

RESEARCH SKILLS:

- Access historical information efficient and effectively
- *(refer to pages 5 and 6 in the 21st Century Skills Definition Packet)*

Student Name _____

Grade _____

School _____

	Open-Response	Primary Source Analysis	Projects/Oral Presentations (ie. PowerPoint)	Assessments	Other _____	Other _____	Other _____	Other _____
Geography Skills								
Critical Thinking Skills								
Problem-Solving Skills								
Content Vocabulary Usage								
Reading Comprehension								
Writing in the Content								
Technology Integration								
Research Skills								

Mid-Year Comments: _____

End of the Year Comments: _____

Scoring Codes:

CODE:

NI = Needs Improvement

M = Making Progress

P = Proficient

A = Advanced

Portfolio Rubric

A	<i>Advanced:</i> The student has exceeded the desired outcomes (see below)
P	<i>Proficient:</i> The student has met the desired outcomes (see below)
M	<i>Making Progress:</i> The student is beginning to meet the desired outcomes with or without assistance.
NI	<i>Needs Improvement:</i> The student, with direct instruction and support, is not meeting the desired outcomes.

Desired Outcomes

- Geography Skills
- Critical Thinking Skills
- Problem-Solving Skills
- Content Vocabulary Usage
- Reading Comprehension
- Writing in the Content Area
- Technology Integration
- Research Skills

Committee Members

James A. Calnan, Director of History and Social/Family Consumer Sciences

Jodie Braun – Normandin Middle School

Nicole Britton – Roosevelt Middle School

Americo Miranda – Normandin Middle School

Ryan Mitchell – Keith Middle School

Elaine Monteiro – Roosevelt Middle School

Carleatha Nichols – Keith Middle School

Araceliz Rodriguez – Normandin Middle School

Carol Taylor – Keith Middle School

Karen Wheeler – Keith Middle School

Warley Williams – Whaling City Alternative School