CTSE 7540: Evaluation of Program in Social Science Education
3 Semester Hours
No prerequisites or co-requisites

Instructor: **Class Sessions:**
John Saye   Haley Center 1414;
5054 Haley Center   Mon; Wed; 3-6 p.m
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Course Description: This class examines issues related to assessment of students and social studies programs. Conventional and alternative assessment strategies are analyzed and evaluated in the light of contemporary understandings of learning and transfer.

Course Objectives:
Students will be able to:
1. Describe contemporary uses of assessment to evaluate students, teachers, and programs.
2. Assess the current research on learning and assessment as it applies to the social studies.
3. Explain and evaluate current standards for social studies learning.
4. Develop and defend a proposal for social studies assessment that reflects findings in cognitive science and meets the demands of citizenship education
5. Evaluate commonly used test item formats and specific test items as used in routine classroom assessment and in standardized end-of-course assessments.
6. Construct both conventional and alternative assessments of social studies learning at the classroom level that reflect current research on learning and transfer.

Course Content:
1. 5/18: Course Organization and Orientation
Establishing an Research-based Assessment Model
2. 5/20: Aligning Classroom Assessment With Current Understandings Of Learning
3. 5/27: Applying A Sociocultural Cognitive Model For Learning To Social Studies
4. 6/1:   Aligning Instruction And Assessments With Standards: the Common Core & the C3 Framework for Social Studies
5. 6/3:   Translating Principles into Practice: Formative Assessment & Scaffolding
6. 6/10: *Clinic:* Authentic Intellectual Work: Instruction
Designing Classroom Assessments
7. 6/8:   Performance-based Assessments: Rationale & Assumptions
8. 6/15: *Clinic:* Authentic Intellectual Work**:** Tasks
9. 6/17: Modifying Conventional Classroom Assessments To Align With Current Understandings Of Learning And Transfer
10. 6/22: Issues In Item Design For Conventional Classroom Assessments
11. 6/24: The Long View: Course Design to Promote Progression and Transfer.
            Design Considerations for End-of-Course Assessments: AP Government & US History
12. 7/22   **Present:** Alternative Assessment Exemplars
13. 7/24: **Present**: Conventional Assessment Exemplars

Course Requirements
1. Critique various options for developing strong conventional and alternative assessments.
2. Propose a district plan for social studies assessment that addresses the findings of cognitive science and the demands for citizenship education.
3. Develop a conventional social studies unit assessment that reflects current understandings of learning and transfer.
4. Develop an alternative social studies unit assessment that reflects current understandings of learning and transfer.

Evaluation
1. Class discussion   on-going   25%
2. Position paper on district-level assessment   6/17   25%
3. Alternative classroom-based assessment   7/16   25%
4. Conventional classroom-based assessment   7/20   25%

Class Policy Statements
1. : Attendance is required for all classes unless excused prior to class meeting.
    a. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook: http://www.auburn.edu/student_info/student_policies/). for more information on excused absences.
    b. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins. .
2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code found in University Policies (https://sites.auburn.edu/admin/universitypolicies/default.aspx) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee
3. Disability Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
4. Course contingency : If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
5. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
    a. Engage in responsible and ethical professional practices
    b. Contribute to collaborative learning communities
    c. Demonstrate a commitment to diversity
    d. Model and nurture intellectual vitality

Reference List

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Saye, J., & Social Studies Inquiry Research, C. (2014). Achieving authentic pedagogy: Plan units, not lessons. *Social Education*, 78(1), 33-37.

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Wineburg, S. S. (1991). Historical problem solving: A study of cognitive processes used in the evaluation of documentary and pictorial evidence. *Journal of Educational Psychology*, 83(1), 73-87.

Course Readings (Tentative listing)

Date	Topic	Readings/Assignment
5/18	Course Organization	
5/20	Aligning classroom assessment with current understandings of learning	• Bransford et. al: How People Learn; Chaps 1-3: 6: http://www.nap.edu/catalog.php?record_id=9853
5/27	Applying a sociocultural cognitive model for learning	• VanSledright: Assessing historical thinking & understanding Chaps 1-2. • Wineburg: Historical problem solving • Shepard: The Role of Assessment in a Learning Culture
6/1	Aligning instruction & assessment with Common Core & the C3 Framework for Social Studies	• McMillan Classroom Assessment; Chapter 2 • College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards • Common Core Standards: Literacy in History; Grades 11-12 • Excerpts: AL State Course of Study; CCRS Depth of Knowledge Levels • Black Power reading
6/3	Translating Principles into Practice: Formative Assessment	• Saye & Brush: Comparing teachers' strategies for supporting student inquiry • Saye & Brush: Promoting civic competence through problem-based learning environments • Grant: Inquiry Design Model: pp. 5-13; Wage Gap IDM excerpts

6/08	Performance-based Assessments: Rationale & Assumptions	• McMillan: Chap. 3
		 • Wiggins
		    o Chap 6. Individual Performance Tasks
		    o Blog on Rubrics: http://grantwiggins.wordpress.com/2013/02/05/on-rubrics-and-models-part-2-a-dialogue/
		 [click on the link to Advanced Topics in Unit Design at the beginning of this blog post for more detailed discussion]
		 • Black Death Parliamentary Hearing

6/10	Clinic: Authentic Intellectual Work: Instruction	• King, Newmann, & Carmichael: Authentic intellectual work: Common standards for social studies. • Saye & SSIRC (2013). Authentic pedagogy: Its presence in social studies classrooms and relationship to student performance on state-mandated tests: AIW Rubrics pp. 37-40 • Saye & SSIRC (2014): Achieving authentic pedagogy: Plan units, not lessons • Walter Doyle: Academic Work.
6/15	Clinic: Authentic Intellectual Work: Tasks	• Saye & SSIRC (2013). Authentic pedagogy: AIW Rubrics pp. 37-40. • SSIRC AIW Sudent Work rubric. • Swan & Hofer (2013). Examining student-created documentaries as a mechanism for engaging students in authentic intellectual work
6/17	Clinic: Modifying classroom assessments to align with current understandings of learning and transfer	• VanSledright: Chaps 3-4 • McMillan: Chaps 6-7 • Monte-Sano: What makes a good historical essay? Assessing historical aspects of argumentative writing **PAPER DUE**
6/22	Issues in item design for conventional assessments	• Breakstone: Try, try, try again: The process of designing new history assessments • Gerwin: What lies beyond the bubble? • Monte Sano et al.: Implementing a disciplinary-literacy curriculum for US history
6/24	Course design to promote progression & transfer	• Parker et al:. Beyond Breadth-Speed-Test • Parker & Lo: Content selection in advanced courses • AP materials

7/22	Present	Alternative Assessment Exemplars
7/24	Present	Conventional Assessment Exemplars