



A Fundamental Truth:

How History, Government, and Social Studies Classrooms Advance *High-Quality Instruction & Balanced Assessment*.

Kansas leads the world in the success of each student.

Introduction



Adam Topliff

- 21 years in the Classroom (7-12)
- 9-12 Social Studies Teacher (Wamego High School)
- Humanities Program Manager - HGSS (Starting August 3rd)





Learning Goals

Share your learning on social media! Use **#KSHGSS** and tag **@KSDEtchrleaders**

Identify characteristics of high-quality HGSS instruction aligned to Kansas accreditation priorities.

Analyze how compelling questions and primary source inquiry create deeper student thinking.

Examine how the Kansas Classroom-Based Assessment serves as an authentic balanced assessment model.

Develop strategies for using CBA data throughout the school year to strengthen instruction and monitor student growth.



If I walked into your strongest HGSS classrooms...

What would I see?



If I walked into your strongest HGSS classrooms...

What would I see?

Discussing
Debating
Investigating
Reading evidence
Asking questions
Writing
Solving problems

High Quality Instruction

We ensure instruction reflects high expectations.
in Social Studies.



High Quality Instruction In The HGSS World

Essential Question

Inquiry

Primary Sources - Secondary Scholarly Sources

Discussion - Civil Discourse - Debate

Communicating Student Learning

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High Quality Instruction In The HGSS World

Great HGSS instruction doesn't begin with content. It begins with **curiosity**.

How do we create curiosity in our HGSS classrooms?



The purposeful work to build Compelling Questions.

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Compelling Questions

- questions that we ask about topics, events, or ideas
- Open to different interpretations or opinions
- Have multiple possible answers
- Tell who, why, or how something happened
- Make a claim that is backed by facts and evidence

What Compelling Questions Are NOT

- Do not have clear answers
- Do not tell what happened
- Are not obvious
- Not supporting questions (describe, define, and show processes)

High Quality Instruction In The HGSS World

Kindergarten

How can we make our classroom fair?

Grade 2

Why do communities change?

Grade 4

Who really settled Kansas?

Grade 5

Was the American Revolution revolutionary for everyone?

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High Quality Instruction In The HGSS World

Middle School

6th Grade - Ancient Civilizations

How does geography shape the success and survival of a civilization?

7th Grade - Kansas History

Whose story should define the history of Kansas?

8th Grade - American History

Should freedom ever be limited?

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High Quality Instruction In The HGSS World

High School Government

Who should have power in America?

Economics

Should governments solve poverty?

World History

Can one person change history?

US History

When is protest patriotic?

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High Quality Instruction In The HGSS World

When is protest patriotic?



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High Quality Instruction In The HGSS World

When is protest patriotic?



PROJECT ZERO

High Quality Instruction

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SEE - THINK - WONDER

CHART

Name _____ Class _____ Date _____

01



I SEE...

02



I THINK...

03



I WONDER...

See Think Wonder



SEE

What do you see?



THINK

What do you think is going on?



WONDER

What does it make you wonder?







WATER
IS
LIFE

DEFEND
the
SACRED

High Quality Instruction In The HGSS World

What evidence do you notice?

What questions emerge?

How does this connect to our compelling question?



When is protest patriotic?

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High Quality Instruction In The HGSS World

When is protest patriotic?



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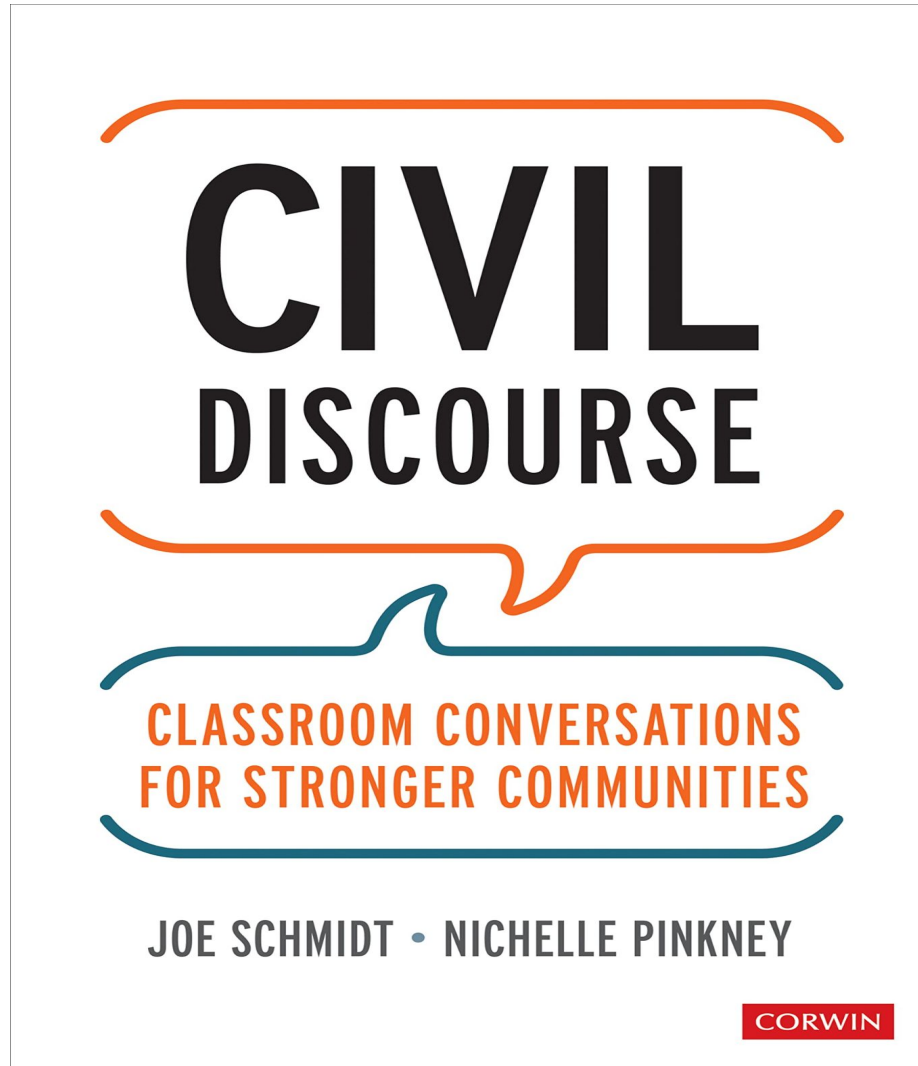
Communicating Student Learning

High Quality Instruction

We ensure instruction reflects high expectations. in Social Studies.



High Quality Instruction In The HGSS World



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High Quality Instruction In The HGSS World

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Communicating Student Learning

High Quality Instruction

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High Quality Instruction In The HGSS World

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Communicating Learning - Assessing Learning

**High Quality
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High-quality instruction deserves equally meaningful assessment.



Balanced Assessment In The HGSS World

High-quality instruction deserves equally meaningful assessment.



Balanced Assessment Systems

We use relevant data to make instructional decisions.



Balanced Assessment In The HGSS World

High-quality instruction deserves equally meaningful assessment.

Clearer Understanding Of The CBA

Frequently Asked Questions (FAQ)

Balanced Assessment Systems

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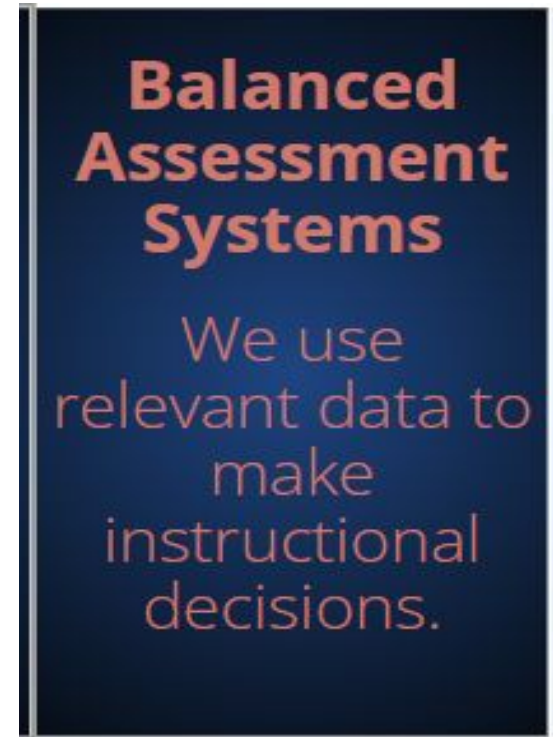
Balanced Assessment In The HGSS World

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Using The CBA As A Measurable Part Of School Improvement

The CBA structure should be treated as an ***instructional framework*** not simply an assessment.

The CBA structure should be treated more like a ***through-year*** model of assessing learning not a stand alone state assessment.



Middle School CBA Rubric

This classroom-based assessment (CBA) rubric will be used to measure student products that **MUST** include claim/thesis, evidence and reasoning.

CBA compelling question:

Standard(s) addressed by the compelling question:

MIDDLE SCHOOL

Scoring Category	PERFORMANCE LEVELS				Score
	1 Beginning	2 Developing	3 Proficient	4 Exemplary	
Claim/ Thesis: A statement that answers the compelling question using evidence.	The Claim/Thesis is absent OR is unclear.	The Claim/ Thesis is unclear, inaccurate or vague AND includes only one relevant reason OR includes a reason or reasons that do not provide support for the argument.	The Claim/Thesis includes a clear and accurate argument that answers the compelling question AND includes two relevant reasons that support the argument using evidence.	The Claim/ Thesis includes a detailed and complex argument that answers the compelling question AND includes at least three relevant reasons that support and strengthen the argument using evidence.	Claim Score:
Evidence: The details from the sources that supports the claim and prove it to be true.	The Evidence is absent OR includes only vague information or background knowledge that is unrelated to the compelling question AND is not appropriately cited.	The Evidence is unclear, inaccurate or vague AND includes only one relevant and accurate primary and/or secondary source that inadequately supports the claim/thesis AND is not appropriately cited.	The Evidence is from two relevant primary sources from two perspectives (secondary source as needed). It is credible; clear; accurate; supports the claim/ thesis; answers the compelling question, showing an understanding of source material; AND is appropriately cited.	The Evidence is from three or more relevant and corroborated primary and secondary sources from multiple perspectives. It is credible; clear; accurate; contextualized; supports the claim/ thesis; answers the compelling question, showing a comprehensive understanding of source material that advances the argument; AND is appropriately cited.	Evidence Score:

Dissecting the CBA Rubric

We should take the CBA rubric apart and create *formative assessments* that target one specific aspect of the rubric and can be tracked for growth.

We should be encouraging non-testing grades to gather data using the CBA rubric to better identify areas of success and growth.

We need to provide teachers time, training and resources to work on scoring calibration to better align the data that is being collected.

We need to consistently curate and communicate that data to our stakeholders.



Sample Data Collection Template: Individual Classroom

Student Name/ID	Grade	Teacher Name	School	Assessment Date	Assessment Topic	Claim Score	Evidence Score	Reasoning Score	Total CBA Score
Marcus T.	6	Sarah Chen	Lincoln Middle	10/15/2024	Rights & Responsibilities	3	3	3	9
Jamie L.	6	Sarah Chen	Lincoln Middle	10/15/2024	Rights & Responsibilities	2	2	2	6
Alex R.	6	Sarah Chen	Lincoln Middle	10/15/2024	Rights & Responsibilities	4	4	3	11
Sophia M.	6	Sarah Chen	Lincoln Middle	10/15/2024	Rights & Responsibilities	3	2	2	7
Jamal K.	6	Sarah Chen	Lincoln Middle	10/15/2024	Rights & Responsibilities	2	2	1	5
Emma P.	6	Sarah Chen	Lincoln Middle	10/15/2024	Rights & Responsibilities	3	3	4	10



Sample Data Collection Template: Whole Grade

Teacher Name	Grade/Class Period	# Students Assessed	Avg. Claim Score	Avg. Evidence Score	Avg. Reasoning Score	Avg. Total CBA Score	% Proficient/ Exemplary (3-4)
Sarah Chen	Grade 6, Period 3	28	2.89	2.82	2.71	8.43	75%
Marcus Williams	Grade 6, Period 5	25	3.12	3.04	2.96	9.12	88%
Jennifer Lopez	Grade 7, Period 2	26	2.65	2.58	2.50	7.73	62%
Robert Davis	Grade 8, Period 4	30	2.90	2.93	3.07	8.90	80%
Amanda Torres	Grade 6, Period 1	24	3.21	3.08	3.17	9.46	92%



Sample Data Collection Template: Individual Student Growth Tracking

Student Name	Assessment 1 Date	Assessment 1 (Claim/Evidence/Reasoning = Total)	Assessment 2 Date	Assessment 2 (Claim/Evidence/Reasoning = Total)	Assessment 3 Date
Marcus T.	10/15/2024	3/3/3 = 9	11/12/2024	3/3/3 = 9	12/10/2024
Jamie L.	10/15/2024	2/2/2 = 6	11/12/2024	2/2/2 = 6	12/10/2024
Alex R.	10/15/2024	4/4/3 = 11	11/12/2024	4/4/4 = 12	12/10/2024
Jamal K.	10/15/2024	2/2/1 = 5	11/12/2024	2/2/1 = 5	12/10/2024



Sample Date Collection Template: District Comparison

Dashboard

School Name	# Classes	Total Students Assessed	Avg. Claim Score	Avg. Evidence Score	Avg. Reasoning Score
Lincoln Middle School	12	287	2.91	2.87	2.84
Jefferson Elementary	8	156	2.78	2.71	2.65
Roosevelt High School	10	245	3.04	3.08	3.12
Washington Middle School	9	198	2.82	2.79	2.71
Kennedy High School	11	267	2.95	2.91	2.88



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Communicating Student Learning

Curate, Collaborate & Communicate Your Data

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Balanced Assessment Systems

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Many schools today are sacrificing social studies, the arts and physical education so children can cover basic subjects like math, English and science.

–Geoffrey Canada

If we want our school profiles to reflect what truly matters, HGSS must move beyond showcasing occasional activities or culminating projects. These classrooms should be viewed as a vital source of evidence demonstrating the quality of teaching, the depth of student thinking, and the continuous learning, growth, and improvement that define successful schools.





26-27 KSDE Regional PLCS

A Journey Towards Improvement

#RoadTrip26-27



“There are two educations. One should teach us how to make a living and the other how to live.”

- John Adams





Adam Topliff

Humanities Program Manager - History, Government & Social Studies
Division of Teaching and Learning

adam.topliff@ksde.gov

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