

Name: _____

Class Period: _____

CONSTRUCTED RESPONSE

Rubric

| Points | Description |
|--------|--|
| 4 | Response correctly answers all parts of the question. Example: Explain two reasons..., describe two ways..., explain two different effects, identify challenges of, ...or discuss a cause and effect of... explain two reasons..., explain two different effects, or identify challenges of... |
| 3 | Response correctly explains one part of the answer AND correctly identifies a second one without explaining it. Completes 1/2 of the prompt. |
| 2 | Student correctly identifies the answer but does not explain OR Response correctly explains one of the answers but not both. Completes 1/2 of the prompt.Example: cause or effect, one way/instead of two. |
| 1 | Response correctly identifies one part of the explaining it OR Response includes correct directly relevant to the prompt but demonstrates limited knowledge about the prompt. |
| 0 | Response is blank, incorrect, or does not address the prompt. |

Teacher Tip:

Print out a copy of this rubric (next page) for students to store in their class binder or folder to reference all year for all Constructed Response items, print it out with each prompt, or attach to student work for grading.

Constructed Responses For Social Studies

Jinyoung Choi



Constructed Responses For Social Studies:

Large-scale Assessment Programs for All Students Gerald Tindal, Thomas M. Haladyna, 2012-12-06 The need for a comprehensive volume that reviews both the processes and issues involved in developing administering and validating large scale assessment programs has never been greater These programs are used for many purposes including instructional program evaluation promotion certification graduation and accountability One of the greatest problems we face is how to deal with special needs and bilingual populations Examining these processes and issues is the mission of this book It is organized into the following five sections Introduction Validity Issues Technical Issues Implementation Issues and Epilogue Each chapter follows a common structure Overview of critical issues review of relevant research descriptions of current assessment methodologies and recommendations for the future research and practice Written by nationally recognized scholars Large Scale Assessment Programs for All Students Validity Technical Adequacy and Implementation will appeal to anyone seriously involved in large scale testing including educators policymakers testing company personnel and researchers in education psychology and public policy

Tests That Teach Karen Tankersley, 2010-06-22 Now that the No Child Left Behind Act has left its mark on public education educators across the United States are all the more invested in preparing their students for state and national assessments In *Tests That Teach* Using Standardized Tests to Improve Instruction Karen Tankersley guides you with proven tips and instructional strategies to help your students perform to their potential Covering all core contents areas language arts social studies math and science and respecting all levels of student performance Tankersley Examines the various types of questions that routinely appear on these assessments Provides sample multiple choice and constructed response questions from the tests Offers guidelines on how to create daily lessons that encourage students to practice the skills and demonstrate the knowledge they ll need to use on the high stakes tests Suggests word lists games discussion topics and testing ideas for your classroom and Describes how school staff can create a learning community that fosters collaboration among teachers and high performance in students Also included are a wealth of online resources for lesson plans daily classroom activities and virtual field trips as well as links to every state s released materials on its own assessment As Tankersley explains teaching students the skills they need to do well on constructed response tests will better prepare students both to score well on state and national assessments and to take their place as thoughtful and organized thinkers in a rapidly changing competitive society

The Praxis Series Middle School Social Studies Study Guide (ebook) Educational Testing Service, 2009-02-20

Comprehensive Social Studies Assessment Christine Orciuch, 2002

Objective Examination Methods in the Social Studies Giles Murrell Ruch, Mark H. De Graff, W. E. Gordon, 1926

Tests in the Social Studies Alice Newman Gibbons, 1929

Cracking the TASC (Test Assessing Secondary Completion) The Princeton Review, 2016-04-26 All the strategies review and practice you need to earn your high school equivalency certificate Includes 2 full length practice exams and bonus online drills and tutorials This eBook edition has been

pecially formatted for on screen viewing with cross linked questions answers and explanations The TASC Test Assessing Secondary Completion is a new high school equivalency exam that some states are using as an alternative to the traditional GED test Currently offered in CA IL IN NC NJ NY NV SC WV and WY the TASC is made up of 5 separate tests covering Mathematics Reading Writing Science and Social Studies The Princeton Review s new Cracking the TASC Test Assessing Secondary Completion is a comprehensive guide to helping you conquer this new test Created to include the very latest exam updates this step by step guide includes Everything You Need to Know to Help Achieve a High TASC Score Complete coverage of Reading Writing Mathematics Social Studies and Science Easy to follow lessons with step by step guidance Customizable study road maps to help you create a clear plan of attack Practice That Takes You to Excellence 2 full length practice tests 1 in the book 1 online with detailed answer explanations Practice drills for all five test subjects Bonus Online Features for an Extra Edge Additional practice drills for the most challenging topics Tutorials for the technology enhanced and constructed response questions Sample responses to the essay prompts in the book Further skills and concepts lessons covering less frequently tested topics Techniques That Actually Work Essential strategies to help you work smarter not harder Expert advice to tackle the essay Key skills designed to maximize your performance Fundamentals and Flaws of Standards-Based Testing Charlie DePascale,2025-05-30 When put to the test will standards based reporting remain as fundamentally flawed as once feared or can next generation approaches refine the system for the better Fundamentals and Flaws of Standards Based Testing offers an inside perspective on the technical challenges encountered during each phase of the assessment cycle Careers in state testing are spent balancing technical logistical financial political psychological sociocultural emotional and measurement considerations while keeping an eye on the educational goals of the state assessment program This insightful and comprehensive book draws on measurement foundations and real life experiences in state testing to discuss critical and still unresolved technical and policy challenges that are being inherited by today s assessment specialists and psychometricians Going beyond core descriptions of psychometric and assessment development procedures and operational best practices in testing this book exposes graduate students and scholars of educational measurement and policy as well as testing industry professionals to real life pressures faced by those charged with designing implementing and maintaining a large scale state assessment program Standard setting test design score reporting validation and more are approached critically and with authentic context **NAEP 1994 U.S. history report card : findings from the National Assessment of Educational Progress** Alexandra S. Beatty,1996 This book describes results from the 1994 National Assessment of Educational Progress naep assessment in U S history conducted at grades 4 8 and 12 Included in this report card are the results of students achievement at each grade and within various subgroups of the general population The report discusses the relationships between student performance and instructional and home background variables This information gives educators a context for evaluating the U S history achievement of students and

the results that may be used to guide reform efforts Chapters include 1 naep 1994 U S History Assessment 2 U S History Results for the Nation and Regions 3 U S History Achievement Levels 4 Contexts in which Students Learn History and 5 What Students Know and Can Do in U S History A conclusion three appendices 52 tables and 13 figures complete the book Eh

Elementary Social Studies June R. Chapin, 2006 MyLabSchool Where the classroom comes to life Watch real classrooms in action in the MLS VideoLab Study for the PRAXIS exam using our video cases and practice test Prepare for your first or next job interview with the MLS Career Center Learn how to write effective research papers with Research Navigator Contact your local Allyn Bacon sales representative for more information about this great tool or for the Valuepack ISBN

Publications of the National Council for the Social Studies, 1929 **Bulletin - National Council for the Social Studies** National Council for the Social Studies, 1929

A Practical Guide to Middle and Secondary Social Studies June R. Chapin, 2007 Following in the vein of her best selling elementary book June Chapin focuses on key topics that are critical to the teaching of social studies in the middle and secondary classrooms This brief practical book enables readers to concentrate on the crucial relevant strategies and content to become effective social studies teachers who will be able to teach in a wide diversity of classrooms The goal for the reader is to teach social studies creatively and thoughtfully so that their students become knowledgeable and responsible citizens acting on core values and beliefs

The Praxis Series Official Guide with CD-ROM, Second Edition Educational Testing Service, 2009-12 Coming straight from the creators of the Praxis test this study guide includes a complete Praxis 1 PPST review six full length tests and an interactive CD ROM

A Survey of the Knowledge of Social Studies Concepts Possessed by Second Grade Children Previous to the Time These Concepts are Taught in the Social Studies Lessons Betty Lucille Lowry, 1963

NAEP 1994 U.S. History Report Card Alexandra S. Beatty, 1996 This book describes results from the 1994 National Assessment of Educational Progress NAEP assessment in U S history conducted at grades 4 8 and 12 Included in this report card are the results of students achievement at each grade and within various subgroups of the general population The report discusses the relationships between student performance and instructional and home background variables This information gives educators a context for evaluating the U S history achievement of students and the results that may be used to guide reform efforts Chapters include 1 NAEP 1994 U S History Assessment 2 U S History Results for the Nation and Regions 3 U S History Achievement Levels 4 Contexts in which Students Learn History and 5 What Students Know and Can Do in U S History A conclusion three appendices 52 tables and 13 figures complete the book EH

Four Methods of Using Programmed Materials in Social Studies Instruction Frank L. Ryan, 1966

Elementary Social Studies Teachers' Implementation of Curriculum-embedded Performance Assessment in South Korea Jinyoung Choi, 2005

Planning Curriculum in Social Studies Karen R. Prickett, 2001 The goal of the Wisconsin Model Academic Standards for Social Studies is to design a social studies program that develops knowledgeable active citizens who are able to recognize analyze and act on personal and public problems or decisions that affect the well

being of an individual group a nation or the world Following an introduction the guide is divided into 14 chapters 1 Organizing the Social Studies Curriculum Recommended Scope and Sequence in Wisconsin s Schools for Social Studies 2 Social Studies Skills Skills Related to Processes in Social Studies 3 Curriculum Connections Curriculum Connections Take Time and Teacher Knowledge 4 Geography People Places and Environments 5 History Time Continuity and Change 6 Political Science and Citizenship Power Authority Governance and Responsibility 7 Economics Production Distribution Exchange and Consumption 8 The Behavioral Sciences Individuals Institutions and Society Culture 9 Additional Studies within the Scope of Social Studies 10 Student Assessment in Social Studies 11 Technology in the Social Studies 12 Evaluating Programs and Resources 13 Professional Development and 14 Teaching and Learning Strategies Includes an appendix and a resources list

BT *Social Studies in a Changing World: Curriculum and Instruction* Frank J. Estvan,1968

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