

## Arlington Public Schools Social Studies Office

### ALTERNATE ASSESSMENTS- PERFORMANCE ASSESSMENT TASKS

#### TEACHER NOTES:

In the spring of 2013, the Virginia General Assembly passed legislation that replaced the USI and USII SOL Assessments with a district created “alternate assessment”. State guidelines from the Virginia Board of Education published in late fall 2014 requires these alternate assessments to align with the reporting categories of the USI and USII courses. In Arlington Public Schools, there are **four required alternate assessments** to be administered that align with these reporting categories.

The PATs developed as alternate assessments require students to develop a position, recommendation, or course of action based on analysis of **primary** and **secondary documents** by developing and communicating a **product** that gives evidence of their understanding.

The scoring criteria in the PAT **rubric** assess

- content knowledge and accuracy
- basic historical comprehension skills
- analysis and interpretation skills
- application and synthesis skills
- communication skills

These performance assessment tasks (PAT) **are assessments to be used at the end of a unit after the students have been taught the content of the unit.** The PATs assess the student’s ability to demonstrate their **deeper understanding** of a “big idea” from the unit and apply **higher order thinking skills**. A list of these higher order thinking skills is attached. **In addition to meeting the state guidelines**, these PATs can be used as the assessment tool for units in lieu of or in addition to other evaluation measures.

Performance on each of the **four** (4) grade level PATs will give evidence of a student’s growth over the course of a school year on these criteria.

It is important to complete the PATs as outlined in order to maintain the integrity of purpose. Nonetheless, PATs are not high stakes tests, therefore, modifications for individual student needs are permissible. PATs are a measure of an **individual student’s** growth in the identified facets of understanding.

Teachers may use the PATs as part of their **SMART** goals for teacher evaluation purposes. Teachers may also use PAT products for grading purposes.

Because **the administration of the PATs are required by the Board of Education**, verification of administration is also required. Directions for this verification will be provided to teachers and administrators at the beginning of the school year 2016/17.

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### SELECTION OF PAT TO BE ADMINISTERED:

At Grades 6 and 7, the PATS are aligned with reporting categories. Additionally teachers have the choice of three versions of each PAT to use when administering these alternate assessments. They include:

**PATs-** Designed for 4-5 class periods, this PAT can be used with advanced learners. Leveled documents are included if used with the entire class.

**Mini-PATs-** Designed for 1-2 class periods, this PAT is designed for all learners

**Mini-PATs Scaffolded-** Designed for 1-2 class periods, this PAT is designed for learners who need support

Teachers should chose the PAT to meet the needs of the individual students in the classroom, recognizing that students in the same class may be assessed by different levels of PATs. Information about the specific assignments are included below.

### Grade 6 PAT Selections:

Unit	Reporting Category	Name of Assessment	Brief Description
II	Columbian Times to the 1770s	PAT- The 13 Colonies	Create a brochure on the benefits of a specific colony to encourage settlement.
		Mini-PAT- The 13 Colonies	Create a newspaper ad about a specific colony to encourage settlement.
		Mini-PAT Scaffolded- The 13 Colonies	Create a poster that includes key information about a colony.
III	Revolution and the New Nation	PAT-Revolutionary War	Create a lengthy editorial to support a position in the fight for independence.
		Mini-PAT-Revolutionary War	Create a short editorial to support a position in the fight for independence.
		Mini-PAT Scaffolded- Revolutionary War	Create a short editorial reasons for independence.
VIII	Expansion, Reform and the Civil War Geography	PAT- Westward Expansion	Create an Imovie that shows the reasons and challenges of Westward Expansion.
		Mini-PAT- Westward Expansion	Create a poster ( piccollage) that promotes a themed exhibit on westward expansion.
		Mini-PAT Scaffolded- Westward Expansion	Create a poster (piccollage) that highlights reasons for westward expansion.
IX	Civics and Economics	PAT -Abolition	Create a speech to deliver at an abolitionist rally.
		Mini-PAT-Abolition	Investigate slavery in the South and respond to comments by Frederick Douglass.
		Mini-PAT Scaffolded- Abolition	Write a newspaper editorial explaining your visit to the South to investigate slavery.

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**Grade 7 PAT Selections:**

<b>Unit</b>	<b>Reporting Category</b>	<b>Name of Assessment</b>	<b>Brief Description</b>
<b>II</b>	Reconstruction to Modern America Civics and Economics	PAT- Reconstruction	Create an editorial that responds to a speech by Frederick Douglass in 1896. Reconstruction has been a success or failure.
		Mini-PAT- Reconstruction	Create an editorial that explains whether Reconstruction has been a success or failure.
		Mini-PAT Scaffolded- Reconstruction	Create a report card grade on Reconstruction.
<b>V</b>	US Since World War II Civics and Economics	PAT- Civil Rights	Create an editorial which evaluates which branch of government was most effective in addressing civil rights.
		Mini-PAT-Civil Rights	Create an editorial which explains the effectiveness of one branch of government in addressing civil rights.
		Mini-PAT Scaffolded-Civil Rights	Create descriptive captions for photographs that highlight key civil rights events.
<b>VI</b>	Reconstruction to Modern America Geography	PAT- Industrialization	Write the opening statement for three industry leaders who are accused of ruining the country.
		Mini-PAT- Industrialization	Write a short argument on your opinion on whether to name a local library after three industry leaders.
		Mini-PAT Scaffolded- Industrialization	Create a short profile for a newspaper on three industry leaders.
<b>VIII</b>	Turmoil and Change Civics and Economics	PAT –New Deal	Create an audio tour of the FDR memorial while evaluating the role of government in people’s daily lives.
		Mini-PAT-New Deal	Write a short speech for a stop at the FDR monument related to Roosevelt changing the role of government in people’s daily lives.
		Mini-PAT Scaffolded-New Deal	Write a short speech for a stop at the FDR Memorial on how Roosevelt’s programs helped end the Great Depression.

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### ADMINISTRATION:

- Explain to students that the PAT is an evaluation of their deep understanding of the topic. The PAT asks them to **demonstrate** their knowledge through analysis of documents and development of a product.
- Read the PAT to students; dramatize the scenario
- Highlight the task expectations and product requirements
- Briefly introduce each document
- Discuss the reading of documents to gather evidence and citations to be noted on the PAT Document Organizer Graphic and used in the product
- Reference other organizers and/or “think about” questions
- Review the Rubric criteria
- Provide timeline for completion
- Remind students that work is to be completed in class
- Give due date for the REFLECTION (only in the PAT)

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**PATs 2015  
History and Social Science CONTENT and SKILLS LIST**

**CONTENT**

- Content is accurate
- Content is complete

**BASIC SKILLS**

- Use relevant parts of a text, document, visual, audio, or electronic source
- Define and use content vocabulary/concepts
- Describe people, places, events and the connections among them
- Use maps, globes, graphic representations/tools
- Identify geographic features and locations
- Sequence events/information in chronological order
- Differentiate fact from opinion
- Distinguish between relevant and irrelevant information
- Identify patterns, interactions, connections, relationships, points of view/perspectives
- Determine similarities/differences, cause/effect, time/order, costs/benefits

**ANALYSIS/INTERPRETATION SKILLS**

- Analyze connections among eras, regions, issues
- Interpret history through artifacts, cartoons, primary and secondary sources
- Interpret patterns, interactions, relationships, points of view/perspectives
- Relate information from several sources or disciplines
- Predict and/or draw inferences/conclusions from factual materials
- Evaluate sources for validity, credibility, bias, propaganda, censorship

**APPLICATION/SYNTHESIS SKILLS**

- Formulate and construct reasoned arguments/questions from diverse perspectives/frames of reference
- Elaborate on evidence
- Reinterpret information from one format into another e.g. *print to visual, text to data tables, charts, graphs, diagrams, cartoons*
- Translate or link issues/events into meaningful situations/actions/other disciplines in the present or future
- Generalize/connect task to enduring understandings, key concepts e.g. *events from the past can inform the future; geographic regions can be defined in political, cultural, or physical terms*

**COMMUNICATION SKILLS**

- Use content accurately and meaningfully
- Use varied types of resources
- Express ideas clearly
- Communicate effectively in oral, written, visual formats
- Use appropriate mechanics for the selected product
- Use computer-based technology, media/communication technology to prepare products