

# Social Studies Standards and Assessment

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WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Slides & Recording

Slides can be accessed at <https://dpi.wi.gov/social-studies/standards> by the end of this week.

The recording will be sent via email to those registered and to the listserv, and will be posted on the DPI Social Studies webpage. Note that there is a slight lag, as we must ensure accessibility.

# Introductions - DPI Consultants

## Kris McDaniel

Social Studies consultant

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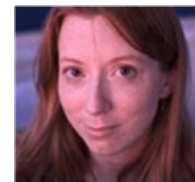


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Forward Assessment Consultant

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# Wisconsin Standards for Social Studies (2018)

- **Completely revised standards adopted in 2018**
  - **Content strands have not changed, added Inquiry strand**
  - **MORE content expectations overall, tied to specific social studies skills and disciplinary literacy**
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# Wisconsin Standards for Social Studies (2018)

## Content Expectations:

SS.Econ2.a.3-4

Compare two product markets found in the local community.

Differentiate between goods and services.

SS.Econ2.b.m

Investigate the relationship between supply and demand.

Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.

SS.Econ3.c.m

Define Gross Domestic Product (GDP), and compare the GDP of different nations.

SS.Econ3.c.h

Connect the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP.

SS.Geog1.c.4-5

Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics.

Identify and construct regions (digital or paper) in Wisconsin and the United States.

SS.Geog2.c.h

Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

SS.Geog3.b.h

Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions.

Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).

SS.PS1.b.4-5

Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.

Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.

Apply key elements of the Wisconsin Constitution to the local community.

SS.PS1.b.m

Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.

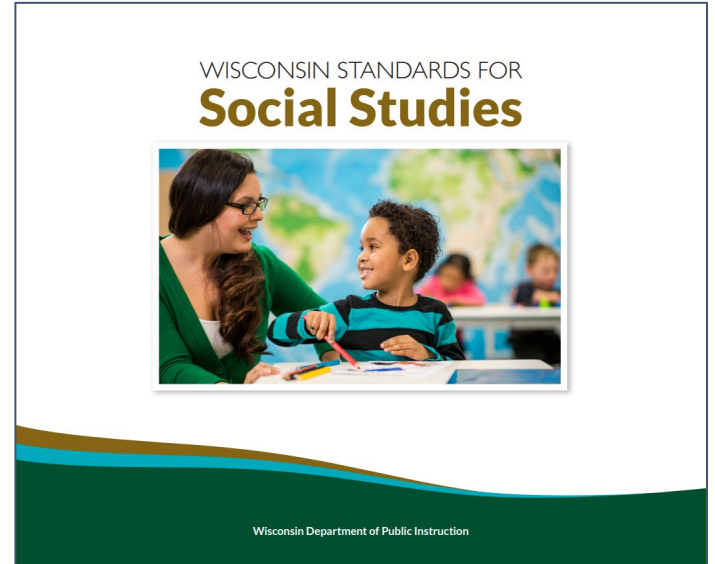
Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.

Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.

# Wisconsin Standards for Social Studies (2018)

## Shifts from the old standards to the new:

- Inquiry
- Integration
- Balance
- Progression
- Civic Engagement
- Authentic Audience



# Test Development Process

Wisconsin educators play an integral role in the development of the state's academic content standards, achievement standards, and assessments.

More information on the test development process is available at:

<https://dpi.wi.gov/assessment/forward/resources#development>



# Test Blueprints and Designs

Reporting Categories	Operational Points per Reporting Category		
	Grade 4	Grade 8	Grade 10
Behavioral Sciences (Inquiry Practices and Processes)	6-8	6-8	6-8
Economics (Inquiry Practices and Processes)	6-8	6-8	6-8
Geography (Inquiry Practices and Processes)	8-12	8-12	8-10
History (Inquiry Practices and Processes)	8-12	8-12	8-10
Political Science (Inquiry Practices and Processes)	6-8	6-8	8-10
<b>Total Operational Points</b>	<b>40</b>	<b>40</b>	<b>40</b>

More information on the test blueprints and designs is available at <https://dpi.wi.gov/assessment/forward/resources#development>.



# Question Development and Review

Question development and review are important steps in the development of the Forward Exam. Wisconsin educators review all new questions created for the exam for:

- Content
- Grade level appropriateness
- Link to correct standard
- Bias and sensitivity issues
- Depth of Knowledge
- Difficulty
- Fairness

Forward Exam Educator Involvement webpage  
<https://dpi.wi.gov/assessment/forward/educator-involvement>.

# Item Data Review

**All Forward Exam Items (questions) are field tested prior to regular use on the assessment.**

- **Field test items are placed throughout the content area test but not included in a student's score.**
- **Field test data are reviewed by DPI and the test vendor to make sure the items performed as intended and do not contain problems or bias toward a specific group of students.**
- **Items are rejected from future use on the Forward Exam if they do not meet criteria.**

# Standard Setting Process

## Determining Performance Levels (Cut Scores)

### Academic Standards Review

- Educators review and discuss the Academic Content Standards for a specific content area (ELA, Mathematics, Science, Social Studies) and grade level.
- Educators establish the minimum acceptable knowledge and skills at each performance level based on the standards.

### Test Question Review

- Educators review test questions to understand the relationship between questions and the content standards.

### Discuss and Recommend Cut Scores

- Each educator makes an initial cut score recommendation.
- Additional rounds of test question review with group discussion and data review are done to improve on initial recommendations.
- Each educator makes final cut score recommendation.

### Final Cut Scores

- Final educator cut score recommendations are presented to the State Superintendent.
- State Superintendent establishes the final cut score recommendations for each performance level.

More information about Standard Setting:

<https://dpi.wi.gov/assessment/forward/data#resources>

# New Social Studies Forward Exam

## What to Expect:

- Passage based items linked to multiple questions (an item set).
- Every item is aligned to a Social Studies Standard.
- Some items are also aligned to SS inquiry standards.
- DPI, Data Recognition Corporation (DRC), and Wisconsin educators worked to ensure items are aligned to Social Studies Standards.

Practice tests are available at  
<https://dpi.wi.gov/assessment/forward/sample-items>.

**Session 1 - Grade 10 Social Studies**  
Question 4

Read the information in the box. Then answer the questions.

**Preamble to the Charter of the United Nations**

We the peoples of the United Nations determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, and in the equal rights of men and women and of nations large and small, and to establish conditions under which justice can be done to all and to promote social progress and better living conditions in freedom,

And for these ends to practice tolerance, to live together in peace, good neighborliness, and mutual understanding, to ensure, by the adoption of such measures, that armed force shall never again be used to injure the rights of peoples, and to employ international law for the promotion of economic and social cooperation and development and to foster respect for the rights and obligations of all peoples and nations, and to have resolved to commit ourselves to these purposes, Accordingly, our representatives assembled in the city of San Francisco in 1945, and by their representatives have assembled in the city of New York, have approved and signed this present Charter of the United Nations, and have resolved to commit ourselves to these purposes,

reduced dependence on new technology

planned communities in urban areas

decreasing population in developed countries

destruction of natural habitats and ecosystems

increased consumption fueled by global trade

**Session 1 - Grade 8 Social Studies**  
Question 7

Use the list to complete the table. Choose...

Cause

**Grade 4 Social Studies - Session 1**  
Question 2

Read the definitions in the box and look at the chart.

**Factors of Production**

**land**—natural resources used to make a good  
**labor**—a person who works to produce a good or service  
**capital**—manufactured goods used to produce a good or service  
**entrepreneurship**—the act of creating and developing a business

(Practice Hint: Use the Pointer tool to select the boxes in the table to show which factor of production each part of the business represents.)

A pizza restaurant uses all the factors of production. For each part of the business listed in the chart, click a box to show which factor of production that part represents.

	Land	Labor	Capital	Entrepreneurship
Owner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Firewood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Grade 4 Geog1.c.4-5 Example



What is the best title for the map based on the darkest shaded area?

- (a) The Canadian Border
- (b) The Northeast Region
- (c) The Great Lakes Region
- (d) The Midwest Tribal Lands

# Grade 4 Hist4.c.i Example

Look at the poster. It was created by the U.S. government during World War II. It shows an office worker, a welder, and a factory worker.

The U.S. government most likely created the poster to

- (a) persuade women to save money
- (b) encourage women to attend school
- (c) support women working in the home
- (d) encourage women to help in the war effort



Source: Library of Congress

# Grade 8 Hist4.d.m Example

Read the excerpt from the Gettysburg Address.

It is rather for us, the living, we here dedicated to the great task remaining before us—that, from these honored dead we take increased devotion to that cause for which they here, gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain; that the nation, shall have a new birth of freedom, and that government of the people[,] by the people[,] for the people, shall not perish from the earth.

—President Abraham Lincoln, Gettysburg Address, November 19, 1863

How did President Lincoln's point of view affect his writing?

- (a) As president of the United States, he sought to negotiate a peace proposal.
- (b) As president of the United States, he sought to improve his image for the next election.
- (c) As commander in chief of the victorious army, he sought to inspire the living and honor the dead.
- (d) As the general of the victorious army, he sought new recruits to replace the men lost in the battle.

# Grade 8 PS2.a.m Example

Read the information in the box. Then answer the questions.

Minors of the [African American] race, through their legal representatives, seek the aid of the courts in obtaining admission to the public schools of their community on a nonsegregated basis. In each instance, they had been denied admission to schools attended by white children under laws requiring or permitting segregation according to race.

—from the Supreme Court decision in *Brown v. Board of Education of Topeka*, 1954

With which principle of the U.S. government does the *Brown v. Board of Education of Topeka* decision most closely align?

- (a) majority rule
- (b) individual rights
- (c) equal opportunity
- (d) freedom of speech



# Grade 10 PS1.b.h Example

Read the list of some of the rights outlined in Article I of the Wisconsin Constitution.

- Equality; inherent rights
- Slavery prohibited
- Free speech; libel
- Right to assemble and petition
- Trial by jury; verdict in civil cases
- Equal property rights for aliens and citizens
- Rights of suitors
- Maintenance of free government
- Transportation of school children
- Use of school buildings
- Right to keep and bear arms
- Right to fish, hunt, trap, and take game

Which statement best describes why some of the rights in this list are similar to the rights outlined in the Bill of Rights?

- (a) The federal government dictates laws to the states.
- (b) Residents of Wisconsin are also citizens of the United States.
- (c) The laws of the federal government are stronger than the laws of the states.
- (d) People in the United States are guaranteed the same rights as the people of Wisconsin.

# Grade 10 Econ4.b.h Example

The table shows some government actions. Consider the effects of the government actions on prices and unemployment. Select the most likely effects of each action.

	Prices Increase	Prices Decrease	Unemployment Increases	Unemployment Decreases
Increase Taxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decrease Taxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase Spending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decrease Spending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# The Best Preparation for the Test

The best preparation for the Social Studies Forward Exam is to ensure you are teaching to the standards (your curriculum should align to the grade level expectations provided in the standards for all strands). Each item on the exam is directly aligned to a Social Studies standard and performance indicator.

Wisconsin Standards for Social Studies are available at:

[https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/2018\\_WI\\_Social\\_Studies\\_Standards.pdf](https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/2018_WI_Social_Studies_Standards.pdf)

Practice tests - Online Tools Training and Item Sampler available at:

<https://dpi.wi.gov/assessment/forward/sample-items>.

# WISEdash Public Portal & Statewide Data

The screenshot displays the WISEdash Public Portal interface. At the top, there is a navigation menu with options: Home, Digital Equity, ESSA, Student Engagement, State Tests (selected), Coursework, Graduation, School Information, Downloads, and Help. Below the menu, the page title is "WISEdash Public Portal" and the current view is "Forward".

Filters are applied: [Filter Data], [All Students], [Forward], [2021-22], [Social Studies], and [Statewide].

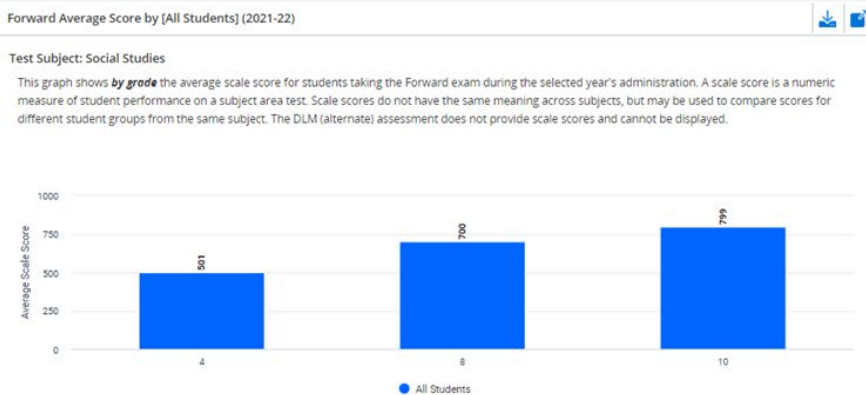
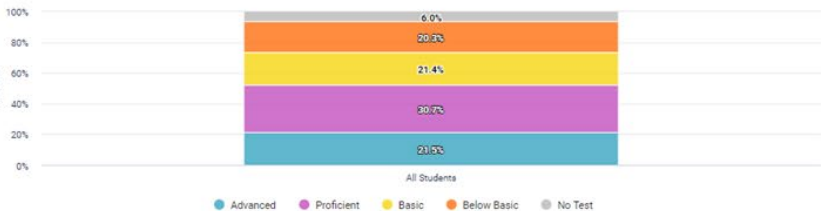
Dashboard Help links include: Glossary, No graph data?, FAQ, Get help, and Data files. About the Data links include: Forward Exam and DLM Alternate Assessment.

A "DATA NOTES AND DATA ERRATA" section contains a "Special Notice": "In 2021-2022, the standards for social studies were changed, as a result you will not see 2021-22 results in the trends graph for Forward social studies."

Two main data visualizations are shown:

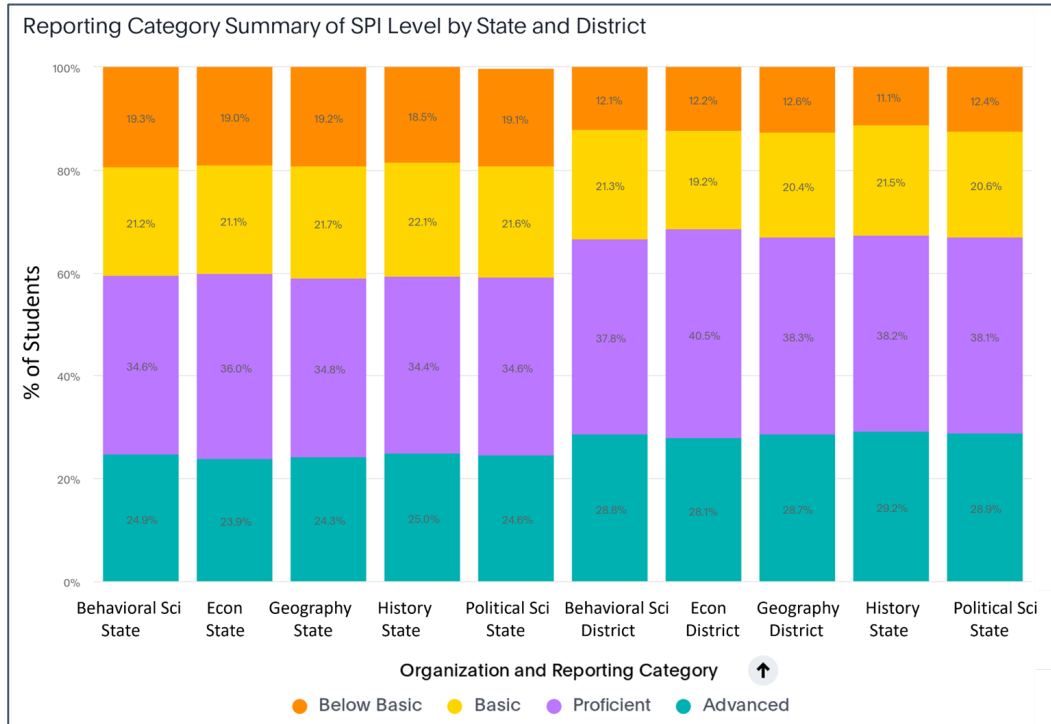
- Forward Performance Category by [All Students] (2021-22)**: A stacked bar chart showing the percentage of students in each performance category. The categories and their percentages are: Advanced (21.5%), Proficient (30.7%), Basic (21.4%), Below Basic (20.3%), and No Test (6.0%).
- Forward Average Score by [All Students] (2021-22)**: A bar chart showing the average scale score for students taking the Forward exam during the selected year's administration, broken down by grade. The average scores are: Grade 4 (581), Grade 8 (700), and Grade 10 (799).

<https://wisedash.dpi.wi.gov/Dashboard/dashboard/22275>



# Forward Exam Vendor Portal

## DRC INSIGHT Portal (access granted via District Assessment Coordinator)



# Information Provided by the Data

The data can help you determine if your curriculum is aligned to the new standards.

- There should be direct alignment between test scores and alignment to standards.
- If your curriculum is aligned to all parts of the Social Studies Standards, data should reflect that.
- If the school or districts data shows low performance in one of the strands (Geography, History, Economics etc.), check your curriculum directly to the standards of that strand to ensure alignment.
- Schools and districts may need to supplement their curriculum to have coverage of all expectations in the standards.

# Curricular Expectations and Support

- The *Wisconsin Standards for Social Studies* are a K-12 progression.
- Districts in WI must adopt a set of social studies standards (state law). If your district chooses not to adopt the WiSSS, understand that the Forward exam is aligned to those standards and the test might reflect your district's curricular decisions.
- There are [resources on the social studies standards page](#) that can help you with curriculum work to align to the 2018 standards.

# Frequently Asked Question

**How is the current Social Studies assessment different than a reading comprehension test?**

We (DPI, DRC, and WI educators who worked on item review) spent many hours ensuring that items do not just require reading a paragraph (or map, or graph) and answering a question with no other information required. Reading is still an expectation on this exam, but this test represents alignment to the social studies standards (rather than literacy standards).



# Frequently Asked Question

SS.Geog1.c.4-5

Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics.

Identify and construct regions (digital or paper) in Wisconsin and the United States.

SS.Econ3.b.m

Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).

SS.PS1.b.h

Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States.

Analyze the foundational ideas of United States government that are embedded in founding era documents.

## What content knowledge is required?

Although the history strand does not have specific names, dates, and places for students to memorize, there is explicit content in other strands such as geography (example), economics (example), and political science (example). Any of this content knowledge is considered open for testing on the Forward exam.

# Frequently Asked Question

## How were 10th grade items written with 12th grade standards?

We (DPI, DRC, and WI educators who worked on item review) reviewed multiple iterations of questions to ensure that 10th grade questions made sense for what is typically taught by 10th grade. The 10th grade questions are NOT based on 8th grade but on 12th grade indicators.

SS.Geog1.b.m

Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.

SS.Geog1.b.h

Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.

SS.Econ4.d.m

Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.

SS.Econ4.d.h

Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living.

# Frequently Asked Question

How were 10th grade items written with 12th grade standards?

SS.Hist1.a.i

Use evidence to draw conclusions about probable **causes** of historical events, issues, and problems.

SS.Hist1.a.m

Use multiple perspectives to analyze and explain the **causes** of issues or events within and across time periods, events, or cultures.

SS.Hist1.a.h

Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended **causes** from both long- and short-term perspectives.

Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.i

Use evidence to draw conclusions about probable **effects** of historical events, issues, and problems.

SS.Hist1.b.m

Use multiple perspectives to analyze and explain **effects** of issues or events within and across time periods, events, or cultures.

SS.Hist1.b.h

Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended **effects** from both long- and short-term perspectives.

Evaluate how different groups and individuals contributed to the effect.

# Q&A



# Thank you!

Questions may be directed to:

**Kris McDaniel**

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