



Arlington
Public
Schools

Department of Teaching and Learning • 2110 Washington Boulevard • Arlington, Virginia 22204
Social Studies Office

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 Grade 3 History and Social SOL Assessment 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 content strands of the discipline. In Arlington Public Schools, there are four alternate assessment options to be administered that align with the Grade 3 content strands of History, Economics, Civics, and Geography.

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.

The PAT requires students to develop their product through the use of primary and secondary documents and then to create a product that gives evidence of their understanding.

The first three PATs should measure growth over time. Students are learning the skills and content through the PAT itself. The End-of-Year (EOY) PAT, Create a Civilization, is cumulative. **Teachers must administer at least two PATs over the course of the year; one must be the Create a New Civilization (EOY) PAT, full version or mini is acceptable. Teachers may administer more than two PATs.**

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 each school year.



PAT Title	Strands Covered	Estimated Time for Completion
New Place on the Map	Geography	4-5 days
Economics in Ancient Greece: Product or Service in the Agora	Economics	4-5 days
Ancient Inventions that Impact Modern Times Museum Exhibit	Economics and History	4-5 days
Create a new Civilization (EOY)	Geography, Civics, Economics and History	4-5 days
Create a new Civilization (EOY) – Mini-PAT <i>* To be used in place of Create a New Civilization If you have run short of time</i>	Geography, Civics, Economics and History	1-2 days

ADMINISTRATION DIRECTIONS:

- Explain to students that the PATs are a way for students to demonstrate their understanding of content.
- Read the PAT to students; dramatize the scenario.
- Highlight the product requirements.
- Briefly introduce each document.
- Discuss the reading of documents and recording of notes on the PAT Document Graphic Organizer.
- Review the Rubric criteria.
- Provide timeline for completion.
- Remind students that work is to be completed **in class**.
- Give due date for the REFLECTION. The REFLECTION is used to reinforce the learning by seeking student perspective.



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PATs 2015 History and Social Science Content and Skills List Elementary Version

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 topics and disciplines
- Interpret history through artifacts, cartoons, primary and secondary sources
- Interpret patterns, interactions, relationships, points of view/perspectives
- Relate information from two or more sources
- Predict and/or draw inferences/conclusions from factual materials
- Evaluate sources for validity

APPLICATION/SYNTHESIS SKILLS

- Formulate an arguments/questions from a specific perspective
- Elaborate on evidence
- *Reinterpret information from one format into another e.g. print to visual, text to data tables, charts, graphs, diagrams, cartoons*
- Connect task to enduring understandings and key concepts

COMMUNICATION SKILLS

- Use content accurately and meaningfully
- Use multiple 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