



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 USI and USII SOL Assessments with a district created “alternate assessment”. State guidelines from the Virginia Board of Education require 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 each school year.

SELECTION OF PAT TO BE ADMINISTERED:

At Grades 6 and 7, the PATS (including DBQs) 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 choose 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 Options

Reporting Category	Alternate Assessment Options	Source
Columbian Times to the 1770s	The Thirteen Colonies	Canvas PAT
	Early Jamestown: Why Did So Many Colonists Die?	US/VA Binder 1 DBQ
Revolution and the New Nation	The American Revolution	Canvas PAT
	Valley Forge: Would You Have Quit	US/VA Binder 1 DBQ
Expansion, Reform and the Civil War	Westward Expansion	Canvas PAT
	How Free were Free Blacks in the North?	US/VA Binder 1 DBQ
	The Battle of Gettysburg: Why was it a Turning Point?	US/VA Binder 1 DBQ
	Was the United States Justified in Going to War w/ Mexico?	American Hist DBQ
Geography	Westward Expansion	Canvas PAT
	Was the United States Justified in Going to War w/ Mexico?	American Hist DBQ
Civics and Economics	Abolition and Suffrage	Canvas PAT
	How Did the Constitution Guard Against Tyranny?	Civics DBQ
	The Ideals in the Declaration: Which is the Most Important?	Civics DBQ
	The Preamble and the Federal Budget: Are We Slicing the Pie Correctly?	Civics DBQ
	Should Schools Be Allowed to Limit Online Speech?	Civics DBQ
	Should Americans Be Required to Vote?	Civics DBQ
	Should the Electoral College Be Abolished?	Civics DBQ

Grade 7

Reporting Category	Alternate Assessment Options	Source
Reconstruction to Modern America	Reconstruction	Canvas PAT
	Industrialization	Canvas PAT
	North or South: Who Killed Reconstruction	US/VA Binder 2 DBQ
	The Philanthropy of Andrew Carnegie	US/VA Binder 2 DBQ
Turmoil and Change	The New Deal	Canvas PAT
	Should the U.S. Have Annexed the Philippines?	US/VA Binder 2 DBQ
	Progressivism: Where Will You Put Your Million Dollars?	US/VA Binder 2 DBQ
	Prohibition: Why Did America Change Its Mind?	US/VA Binder 2 DBQ
	What Caused the Dust Bowl?	US/VA Binder 2 DBQ
	Why Did Japan Bomb Pearl Harbor?	US/VA Binder 2 DBQ
US Since World War II	Civil Rights	Canvas PAT
	Berlin, Korea, Cuba: How Did the US Contain Communism?	US/VA Binder 2 DBQ
	Politics or Principle: Why Did L.B.J. Sign the Civil Rights Act of 1964?	US/VA Binder 2 DBQ
	What Made Cesar Chavez and Effective Leader?	US/VA Binder 2 DBQ
Geography	Industrialization	Canvas PAT
	What Caused the Dust Bowl?	US/VA Binder 2 DBQ
	The Great Migration	World Geo. DBQ
Civics and Economics	Civil Rights	Canvas PAT
	The New Deal	Canvas PAT
	What Type of Citizen Does a Democracy Need?	Civics DBQ
	Campaign Propaganda: Which Strategies Would You Use	Civics DBQ

PAT 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)

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