

21st Century Item Writing for WESTEST 2 - Social Studies

Check Here	Area	Use on Test
		The focusing lens of the items should be based upon the interpretation of the skill sets of the CSOs. (It is easy to miss the intended skill set of the CSO. An example: The CSO skill set is to interpret relationships, but the item provided was actually measuring the student's ability to compare graphs.)
	Test Format	Set the stage with high interest engaging topics; use graphic organizers, Venn diagrams, graphs, etc. that can be completed in the test booklet. <i>Tie documents together—Refer to DBQ, Venn diagram examples</i>
	Rigor	Items skill sets MUST match the rigor of the CSO skill sets. <i>Refer to "Norm Webb's DOK Explanations"</i>
	Language of 21st Century Skills	Use the types of skill sets found in the CSOs that students are expected to be able to use and apply. <i>Have high expectations—incorporate skills-- i.e. identify, evaluate, define, apply, compare/contrast, analyze, interpret, etc.</i>
	21st Century Tools	Use Information, Media and ICT (Information, Communication & Technology) Literacy Skills to develop item stems, answers, and scenarios. For example, you can build your items using <ul style="list-style-type: none"> ▪ appropriate technology tools/scenarios ▪ information and communication technologies ▪ examples of ways to access, manage, integrate and evaluate information ▪ scenarios that might include audio, video, and other media and multimedia and digital tools ▪ item stems, answers, and scenarios that might include electronic probes, iPods, electronic white boards, etc. snap shots, graphics, and resources with access to online learning communities and resources. <i>Use 21st C Context as you write items—i.e. sample item 04.04.04</i>
	Real World Application	Frame language in the item to real life experiences and applications in the 21 st Century. Use examples, applications and settings from students' lives, communities and modern workplaces to frame items. <i>Make items relevant—place the student in a real life situation</i>
	Critical Thinking	The clear, precise and purposeful use of higher order thinking skills and strategies to include extrapolation and application <i>Show reasoning behind. Make inferences/predictions or applications to novel situations based on evidence. Outcome based. i.e.—the best place to build an amusement park using various pieces of data.</i>
	Problem Solving	Identify a problem, evaluate options, propose solutions and evaluate results. Problem solving items built upon the context of the grade level CSOs that align to thinking skills in the objectives. <i>The dollar is sinking in value against international currencies. What options does the Federal Reserve have? CSO examples at each grade level include(but are not restricted to): 3.1.5/ 4.1.5/ 5.4.5/ 6.5.14/ 7.4.9/ 8.5.13/ 9.1.3/ 10.1.4/ 11.5.9</i>

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		When writing items the areas below are to be used to provide context, formats and scenarios, when appropriate, to the specific content of the CSOs. Please note, Policy 2520.14 will not be part of an alignment study, but certainly these are rich tools and skills to utilize in the manner defined above.
	Information and Media Literacy	How modern media combines sound, image and text to communicate meaning. <i>How does different media interact to trigger critical thinking skills? --Incorporate these into items as much as possible.</i>
	Visual Literacy	Use images to communicate a message <i>E.G. – news images and advertising images create strong impressions and often are more important than text. Look at this newspaper ad. Look at this magazine ad. Why would you be more likely to buy this product?—webpages, political cartoons, bus/subway maps or schedules—McD’s employees-charts on how to build a salad.</i>
	Communication Skills	Convey messages across cultures and media. <i>When possible, emphasize the multi-cultural aspects of a passage or concept using various types of media--Items should convey cultural diversity/interaction and a variety of 21st C media formats.</i>
	Systems Thinking	Recognize patterns. Understand how parts interact and how they form a whole system. <i>Use documents that show connections—DBQ sample.</i>
	Adaptability	Ability to adapt to changing situations and environments while keeping in mind time constraints, budgets etc. <i>Given a situation with stated limitations, introduce new conditions and possible solutions—analyze changing environments.</i>
	Ethical Behavior	Act with integrity. <i>Items should emulate Moral Conduct—role models.</i>
	Social/Personal accountability	Accepting responsibility for one’s own behavior. Understanding common good. <i>Making decisions for the good of the community as opposed to individual gain.</i>
	Project Planning and Development	Organize work (projects) and achieve goals. <i>Read this passage about X project. Now look at this schedule. Look at these tasks. How would you budget your time? Trade-offs—need for planning.</i>
	Global awareness	Learning from and working with people from diverse cultures, religions and lifestyles. To include “green” environmental issues. <i>Include international issues/ problem solving-how WV is connected to the world—farming, coal, etc.</i>
	Financial, Economic and Business Literacy	Understanding business, economics and finance (personal too). <i>Read this passage about X project. This was the project budget. How could they have created a better budget?—supply/demand, advertising, production, etc.</i>
	Civic Literacy	Understanding one’s role in government and how government affects our lives. <i>Standards 1 and 2--Read this passage about elections in XXX. How are these elections different than American elections? What might be the impact on daily life?</i>
	Health and Wellness Literacy	Understanding healthy lifestyles and their benefits. <i>Stress the importance of healthy lifestyle, as appropriate.</i>