

From Standards to Success: USHC 2 Assessment Design Portfolio

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Use this assessment design portfolio to create a set of evidence-centered, EOCEP-style assessment items aligned to a USHC Standard 2 indicator. Complete each section to align assessment items with the intended historical thinking, content, Depth of Knowledge (DOK), and appropriate EOCEP item types while using Performance Level Descriptors (PLDs) to anticipate student performance and inform instructional support.

1. Selected-Response (SR) item

- Indicator:
- Historical Thinking Skill (HTS):
- DOK Level:
- Stem:
- Answer Choices (A-D):
- Correct Answer:
- Rationale

2. Evidence-Based Selected Response (EBSR)

- Indicator:
- Historical Thinking Skill (HTS):
- DOK Level:
- Part A (Content Question):
- Answer Choices (A-D):
- Correct Answer:
- Part B (Evidence/Support):
- Answer Choices (A-D):
- Correct Answer:
- Rationale

3. Technology-Enhanced (TE or TECR) Item

- Indicator:
- Historical Thinking Skill (HTS):
- DOK Level:
- Task Description (e.g., Drag key causes and effects into a timeline,” or “Use the map and source to explain how the turning point affected sectionalism.”):
- Student Prompt (if applicable):
- Scoring Criteria / Expected Response:

4. Assessment Alignment Reflection

In 1–2 paragraphs, explain how your assessment items align with the selected indicator, historical thinking, and intended DOK. Describe how the items provide evidence of student understanding and how PLDs can help you interpret student performance and plan instructional support.