KANSAS STATE DEPARTMENT OF EDUCATION

FACT SHEET

HGSS Classroom Based Assessments (CBA) Q&A

The HGSS CBA is REQUIRED to be conducted EACH YEAR by all districts in Kansas.

- Can the CBAs count as a classroom grade?
- When should the CBA be administered?
- Who scores the CBA?

Below is a series of Questions with corresponding answers concerning the HGSS Classroom Based Assessment (CBA).

Q: Can schools administer more than one CBA assessment during the testing window (academic school year)?

A: Yes.

Q: Can educators alter, change, or ignore sections of the State CBA rubric?

A: No. When using the State CBA rubric to score a student product that will be officially reported, you may not alter, change, or ignore rubric cells/sections.

Q: Who scores a CBA?

A: The classroom educator is responsible for scoring each CBA using the State CBA rubric. Scores for each student response in each scoring category (Claim/Thesis, Evidence, and Reasoning), for a total of three different scores: 1—Beginning, 2—Developing, 3—Proficient, 4—Exemplary.

Q: When/How are scores reported?

A: Each district will have a slightly different recording system. Required scores are reported by Districts using the EOYA KIDS Collection.

Q: What grades are responsible for reporting CBA scores?

A: Grades 4, 7, and 10-12*.

*(*For grades 10-12, the district determines one grade, either 10, 11, or 12, to administer and report CBA scores in EOYA Collection.*)

Q: Could a CBA serve as my end of the course exam?
A: Yes.

Q: Could a CBA replace or serve a dual purpose as a summative Unit assessment?
A: Yes. During a unit when you are teaching the content. For example, if you are teaching about the Civil War in October, and one of your CBAs is over the Civil War, you could administer a CBA at the end of the Civil War unit.

Q: Can CBA assessments count as classroom grades?
A: Yes. It is a Classroom Based Assessment. Educators in grades 4th, 7th, and 10th-12th are responsible for recording scores and should be using the CBA as part of their normal scope and sequence.

Q: Can educators use differentiation, accommodations, and supports for students during a CBA?
A: Yes. In the same way you modify, scaffold, translate, and adapt resources to support students daily, educators should also use these best practices for CBAs.

Q: Can students use educator feedback to make improvements to CBAs?
A: Yes. The CBA is unique because of the power of feedback and having students learn from it. Students may revise and resubmit their responses.

Q: Can students revise a CBA product for a better score or take multiple CBAs that improve their score?
A: Yes, and Yes. The goal of a CBA is to support and encourage critical thinking skills in the social studies disciplines and so it should not be a single snapshot assessment of a student's abilities. To truly ensure a long-term measurement of learning, educators should consider delivering multiple CBA activities throughout the school year and evaluate student progress over time.

Q: Can students be assessed using the same and/or different compelling questions?
A: Yes.

Q: Can HGSS educators use the CBA rubric to score other student products, or if not teaching 4th, 7th, or 10th-12th?

A: Yes. All HGSS grade levels and content areas are encouraged to use their respective grade band level rubric to help guide and support high-quality instruction.

Q: Is there a date, after which, a new student is not required to take the HGSS Assessment?

A: Yes, if a student is new to your district after April 15, you are not required to assess them.

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