

SBAC Analysis
Secondary History/Social Science

In a series of meetings, History/Social Science departments should work together to determine how the SBAC in ELA is supported by the work of the HSS departments.

Guiding Question: How does disciplinary literacy in history/social science support student success on the SBAC in ELA?

Looking at Targets and Claims
(1 – 2 meetings)

- Depending on the size of the department, teachers should work independently or in groups.
- Teachers should begin by selecting one of the four claims:
 - Reading
 - Writing
 - Speaking and Listening
 - Research/Inquiry
- Have teachers:
 - Read through the Claim and associated Targets. When reading teachers should:
 - Determine the main idea of the claim and each of the Targets
 - Connect the Targets to the Claim
 - Devise a method to explain the Claim and Targets to their colleagues
 - Present to one another
 - Those teachers listening to the presentations should annotate their papers, making note of key information

Connecting The Literacy in History/Social Studies Standards
(1 – 2 meetings)

Teachers will need the Literacy in History/Social Studies Standards for their grade level in order to complete this activity.

- Working with the same Claim teachers should:
 - Review the Claims and Targets
 - Read the Literacy in History/Social Studies Standards for their grade level
 - Make connections between the standards and the Claims and Targets
 - Prepare a presentation for the other members of their department on the connections
 - Present to one another
 - Those teachers listening to the presentations should annotate their papers, making note of key information

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Connections to Reading Like a Historian
(1 – 2 meetings)

Teachers will need to be able to access at least one Reading Like a Historian lesson.

- Working with the same Claim teachers should:
 - Read through the lesson materials, including the prompts for each lesson, available at: <http://achieve.lausd.hss>
 - Note the methods and strategies the Reading Like a Historian lessons that support the SBAC Claims and Targets for ELA.
 - Present to one another
 - Those teachers listening to the presentations should annotate their papers, making note of key information
- Working as a group, answer the following question:
 - How does disciplinary literacy in history/social science support student success on the SBAC in ELA?

Next Step Protocol

Step 1

- Teachers should begin by looking at their data report for their classes and identifying an area of strength and an area of improvement for their students.
 - Note: In the sample provided, At/Near Standard and Above Standard were added together to determine area of strength. Departments should determine which data points they would like to use to determine area of strength.
- Before moving on to department wide analysis, take a moment and reflect on the following question:
 - What do you notice about the data?

Step 2

- Next teachers should share their areas of strength and areas for improvement and look for trends.

Step 3

- Use these trends to select one claim and at least one target to focus on for instructional improvement during the school year.

Step 4

- Use the Achievement Level Descriptors (<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/11/Smarter-Balanced-ELA-Literacy-ALDs.pdf>) to determine an action plan to address the targets your department has selected

Step 5

- Determine what data points your department will use when measuring success in meeting your goals.
- Reflect upon the use of content to develop disciplinary literacy.

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