

SBAC Data:
Next Steps

1. Working independently, take a moment and the performance level for your students on each of the claims.

Claim 1 Reading			Claim 2 Writing		
Below Standard	At/Near Standard	Above Standard	Below Standard	At/Near Standard	Above Standard
53%	42%	5%	46%	45%	9%

Which claim is your students' area of strength? Claim 2, Writing

Which claim represents an area of improvement for your students? Claim 1, Reading

2. Take a moment and compare your student areas of strength and improvement with the members of your department.

Which claim is your department's area of strength? Claim 2, Writing

Which claim is your department's area of improvement? Claim 1, Reading

3. Using the Claims/Targets/CCSS/RLH work you already completed as a department, select at least **one** claim/target to use as an area of emphasis for the 2015 – 16 school year.

Claim 1, Reading

We will work on **Target 1**, Key Details and **Target 12**, Analysis with or Across Text (See Claim/Target Analysis for connected Literacy in History/Social Studies Standards)

4. Use the **Achievement Level Descriptors (ALD)** to develop an action plan for the 15 s 16 school year that will allow you to accomplish your goals. What shifts will you make in your instruction?

Our department used the ALD level three score on the rubric for the two targets we selected as goals. We have determined that by using Reading Like a Historian lessons and the Historical Thinking Skills in our daily practice we will be able to better meet the needs of the Claims, Targets, and Literacy Standards. Targets 1 and 12 are deeply linked and we believe by being strategic in our instructional planning we will be able to address these targets by:

- Emphasizing the role of sourcing in document analysis
 - Emphasizing the role of sourcing in determining bias
 - Emphasizing the textbook as a source with an author or authors who may bring their own bias
 - Focus on close reading
 - Establish a new emphasis that evidence selected should be of the highest quality
5. Use the following questions to determine which data points your department needs to assess, in a formative manner, progress towards meeting your goals
- A. What data will we collect?
- We will share lesson/unit plans, making special note of how each of us uses the Reading Like a Historian lessons and Historical Thinking Skills to develop both content knowledge and disciplinary literacy.
 - We will collect student work samples (both completed and progress samples)
- B. How will we gather data?
- Lesson plans
 - Student work
 - Lesson study
- C. How will we review data?
- We will use a department created rubric to review student work samples
 - We will use a lesson study protocol to review our unit/lesson plans
- D. What role does the teaching of content play in developing disciplinary literacy?

For our department, it is impossible to separate the teaching of content and the teaching of disciplinary literacy. We believe they are fundamentally linked. You cannot be a critical consumer and producer of information without information to consume and produce and the skills to do so.