



**POLK COUNTY**  
**PUBLIC SCHOOLS**

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**Polk County Public Schools**

**Student Achievement Objectives**

*Improving the Quality*

***Good to Better:***

**High School U.S. History**

**Example**

## High School U.S. History Example

### LEARNING GOAL

**Directions for Establishing a Learning Goal:** Use the planning information to refine and contextualize the description of the learning goal.

**Learning Goal:** a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.

#### **Learning Goal for this SAO**

##### *Good*

Students in U.S. History (grades 10 and 11) will analyze multiple primary and secondary sources of information, cite specific textual evidence to support analysis of those sources, and then construct a well-crafted essay in response to a prompt addressing an historical real-world problem or situation.

##### *Explanation*

The Learning Goal includes some specific knowledge and skills that students will learn (analyzing primary and secondary sources, citing evidence, and writing an essay) and how they will demonstrate their knowledge (responding to an historical real-world problem or situation). **This Learning Goal would be strengthened by clearly articulating what specific information students are expected to demonstrate from the primary and secondary sources of information (e.g., historical significance, impact on the audience, description of social-cultural aspects of American life), what skills are students expected to demonstrate when using these concepts, and whether students are being measured on their ability to write an essay or just their ability to comprehend social studies concepts.**

Students are expected to integrate their understanding of source documents to write their essay This complex expectation is a rigorous year-long expectation in a high school U.S. History course.

This Learning Goal is a “slice” of the curriculum that will extend beyond a unit as students will be engaged in learning and demonstrating the ability to read and comprehend primary and secondary sources relative to multiple topics in U.S. History. Students will need to select evidence that supports a prompt and expects the synthesis of information. Students will need to analyze the evidence in order to elaborate upon the topic/concept and justify its use in response to a prompt, as well as integrating the components of an essay.

##### *Better*

Students in U.S. History will analyze multiple primary and secondary sources of information for historical significance, impact on the intended audience, and their description of social-cultural aspects of American life. Students will respond to the prompt by explaining and elaborating the concepts, citing specific textual evidence to support analysis of the expected topic and concepts, and then construct a well-crafted essay that includes a purpose, focus, organization, explanation, elaboration, and grade-appropriate English language arts grammar conventions.

## LEARNING GOAL PLANNING QUESTIONS

**Directions for Establishing a Learning Goal:** After completing the entire table, use the planning information to write the description of the learning goal.

<b>Learning Goal:</b> a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.
<b>Planning Information for Writing the Learning Goal</b>
<p style="text-align: center;"><i>Good</i></p> <p><b>Big Idea:</b> Critical thinking skills in U.S. History are essential to understanding America’s past in order to make future decisions for the good of the country and world.</p>
<i>Explanation</i>
Identifies that the content is important within a real-world application.
<i>Better</i>
{Nothing else is required.}
<i>Good</i>
<p><b>Content Standards:</b>            SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.            SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.            SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.            LAFS.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.            LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.            LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.            LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.            LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.            LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.            LAFS.1112.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<i>Explanation</i>
Including the standard number and the wording of the standard allows for ensuring that the standard aligns to the expectations of the Learning Goal. These are significant reading and writing expectations in high school history and social studies classes. <b>Since this Learning Goal expects students to demonstrate the ability to write a complete essay, the argument and informational writing standards and their subparts should be included in this section.</b>
<i>Better</i>
Reading and writing Standards identified above along with the following standards:  LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
- LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

***Good***

**Important and Meaningful:**

Throughout college and/or career, students will be required to read and analyze information from documents/sources, synthesize the information, and apply it to a real-world situation.

***Explanation***

This statement is true for all students and supports the big idea. **What is required here is for an explanation as to why this Learning Goal was selected for the teacher's students. Referencing a need based on school, district, or even past history of the teacher would strengthen the explanation as to why the Learning Goal is important and meaningful.**

***Better***

This Learning Goal is significant for students that are in this and other high school history courses in my school, as they often struggle with making meaning of primary source documents and how the author's meaning relates to information presented in secondary sources. Students in this school do well with analyzing fictional text in their English classes and integrating the information into an essay. It is important that they learn how to transfer this knowledge and skill by making meaning of primary and secondary texts, while continuing to synthesize the information into a well-written essay.

***Good***

**Deep Understanding:**

By having to analyze primary and secondary sources through historical thinking activities, students are engaging in using critical thinking skills. For example: by answering a writing prompt in a real world context, students will use their historical thinking skills to respond through an essay.

***Explanation***

This Learning Goal does represent a DOK Level 4 expectation. The explanation provides details that support this level of cognitive rigor. **The teacher will want to identify the DOK level to ensure and supporting information that aligns with the cognitive rigor expected of the combined standards.**

***Better***

This learning will require students to work at a DOK level 4. Students are required to use complex thinking skills in order to read multiple and different sources of information, and/or multiple works by the same author, or time period analyzing complex or abstract themes and to be able to synthesize this information to write an informational or argumentative essay.

***Good***

**Instruction:**

Through direct instruction, students will engage in primary source activities often in the classroom through the Stanford Reading Like a Historian curriculum which embeds historical thinking skills with that of critical readers. When analyzing both primary and secondary texts, students will be taught through modeling and think-alouds how to comprehend the author's message given a specific time period and previous historical knowledge and to use the text evidence to respond to a prompt. Graphic organizers or other instructional outlines will be modeled to allow students to know how to gather important information.

Instructional methods vary, but the most common one I will use when introducing a primary source is the use of the gradual release model with the integration of Kagan collaborative strategies. Another method of instruction is the discovery model where students have documents across the room at different stations and rotate in groups to each document while gathering information on a graphic organizer following a set of focus questions.

In this classroom, students are often engaged in the use of primary and secondary sources. Often using single topic lessons via the Sheg model. Because of the fast pace of the course, a lengthy written response is not always possible. However, in this unit, there are three larger projects that are used where students spend an increased amount of time on projects and they create a final written product. Each project will be scaffolded and sample student outcomes will be discussed while discussing the rubric.

Often these written responses will be answered in the form of a letter or journal with the student imagining they are a person from that time period. By pretending they are from that time period, students are able to better apply historical thinking skills to their writing process. This letter or journal writing will be modeled allowing students to understand both of these writing forms and how to create arguments or provide information through these forms.

The scoring rubric will be used as a way to illustrate what a proficient journal or letter looks and sounds like. The rubric will be used whole group for model papers and students will have an opportunity to review each other's writing to provide peer feedback prior to receiving teacher feedback and ultimately a grade.

***Explanation***

A clear description of the instructional strategies the teacher will use is included. The use of modeling, think-alouds, and small group discussions are identified along with specific instructional strategies. This section is intended to describe what the teacher will do to instruct students, not what students are expected to do. This teacher combined the two in a way that illustrates the instructional process, and individualized instruction is identified.

***Better***

{ Nothing else is required. }

***Good***

**Time Span:**

Daily class periods are 50 minutes each, and instruction using primary and secondary sources takes place on a daily basis. This type of instruction will continue until the end of the course material with embedded application activities, until mid-April when exam preparation will begin.

***Explanation***

The Learning Goal is complex and will require significant amounts of time as noted in the response. Given the nature of this class the concepts are generally embedded within the reading of primary and secondary documents.

Therefore this time span is expected.

***Better***

{Nothing else is required.}

***Good***

**Appropriate and Sufficient:**

The U.S. History course is chunked into three major sections: Late Nineteenth and Early Twentieth Century, 1860-1910 (32 % of the EOC), Global Military, Military, Political, and Economic Challenges, 1890-1940 (34% of the EOC), and The United States and the Defense of the International Peace, 1940-Present (32% of the EOC). I use the first chunk of time to acquire baseline data on students as the course moves rather quickly according to district pacing maps. The first of the three writing prompts will be given shortly into the second major section.

***Explanation***

The statement provided reiterates why this Learning Goal is important for students to learn and that a significant amount of time is necessary to teach these concepts. **However, what is expected here is an explanation of how the learning goal is attainable within this period of time. In other words, why is the amount of time appropriate for this “slice” of the curriculum given these major sections?**

***Better***

The U.S. History course is chunked into three major sections: Late Nineteenth and Early Twentieth Century, 1860-1910, Global Military, Military, Political, and Economic Challenges, 1890-1940, and The United States and the Defense of the International Peace, 1940-Present. Throughout each of these sections students will be expected to read primary and secondary sources and comprehend them based on the time period and then integrate this knowledge into the second major time period. Given the amount of historical information necessary to learn, synthesize, and integrate into a written response, it will require the entire course for students to deepen their understanding of the critical historical concepts and to demonstrate these understandings in an essay.

## **ASSESSMENTS AND SCORING**

**Directions for Documenting Assessments and Scoring:** Use the planning information to refine and tailor the description and use of assessments you described.

**Assessments and Scoring:** Assessments should be of high quality and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.

### **Assessments for this SAO**

***Good***

Students will analyze primary and secondary sources in the classroom, and will response to a number of writing prompts.

Formative prompts will ask students to summarize their learning of one or more texts or respond to a short response through a Document Based Question (DBQ).

Students will respond to three summative prompts in the form of a written essay.

A sample essay may include writing a letter about building an army base in Tampa Bay after the Spanish American war, a journal entry of what it was like to take part in the Treaty of Versailles negotiations, or a letter of a person who took part in the Great Migration writing to their family back home, describing their arduous journey.

***Explanation***

The example formative and summative assessments align to the expectations of the Learning Goal in which students are expected to use multiple texts to write in response to a prompt. The explanation of the summative assessment includes that students will write three essays throughout the year. **While the prompts indicate letters or journal entries related to a specific period of time, the actual prompt is not provided. Consequently, it is**

unclear whether the prompt measures the specific social studies expectations identified in the Learning Goal, including the analysis of primary and secondary sources. The provided prompt could be a summary of the event(s) rather than an analysis of the issues related to the social studies concepts. Additionally, within the prompt, the specific criteria that will be scored should be clearly identified.

### **Better**

Students will analyze primary and secondary sources in the classroom, and will response to a number of writing prompts. Formative prompts will ask students to summarize their learning of one or more texts or respond to a short response through a Document Based Question (DBQ). Students will respond to three summative prompts in the form of a written essay.

A sample essay may include writing a letter or journal such as:

#### **SAMPLE PROMPT:**

After reading the provided documents about the support and resistance to civil rights for African Americans and the Great Migration, write an informational letter to President Woodrow Wilson that explains the situation leading to the Great Migration, and describes social-cultural effects of the civil rights of for African-Americans during this time period. In your letter be sure to include information from this historical period of time and how these events might impact future generations.

Be sure to:

- use and cite evidence from multiple sources;
- explain and elaborate by justifying the use of the selected evidence by making inferences and generalizations that support your controlling idea/thesis;
- organize your essay effectively;
- use appropriate style, tone, and conventions.

Formative assessments: {Nothing else is required}

### **Good**

#### **Defining and Scoring Performance:**

The formative and summative writing assessments will be scored using a scoring guide that is based on both ELA and content area standards and also evaluate what is needed stylistically for that specific project (such as letter components).

Scoring guide criteria for the highest score (50 points):

- Historical Evidence/Citations: Student properly uses evidence from at least three sources and cite them correctly.
- Analysis and supporting information: Response uses relevant information and facts to effectively support the main idea.
- Structure: Letter has all three parts of a letter: introduction, body, and conclusion.
- Body of Letter: sentences and paragraphs are complete, well-written, varied sentence structure and domain-specific- vocabulary. Meets minimum amount of sentences.
- Spelling/ Grammar: Student has 0-1 mistakes relating to spelling and grammar.
- Neatness: Legibly handwritten or typed with no distracting errors.

### **Explanation**

The explanation identifies the use of a scoring guide that permits up to 50 points. Identified are some aspects that align with the Learning Goal (use of historical evidence from at least three sources cited correctly, analysis of information). **There are a few areas of concern with the description of how the assessments are being scored:**

- 1) **Formative Assessments are part of adjusting instruction and consequently, should not be graded. Teachers should provide feedback and can use a scoring guide or rubric to provide students with a gauge as to how they are meeting the expectations, but formative assessments are not intended to serve as a graded assignment.**
- 2) **The scoring guide does not fully reflect the Social Studies/History and English language arts expectations**



based on the standards. The social studies/history standards do expect students to demonstrate the ability to select information from the primary and secondary sources, other expectations are included.

- 3) It is unclear how the number of points is assigned. In other words, what constitutes a score of 20 versus a score of 30? And, what do the scores represent in terms of a grade?
- 4) While we hope that students in high school are aware of the structure of a letter, the real focus is on the ELA expectations identified in the standards, which includes focus, organization, and well-developed evidence through explanations and elaboration.
- 5) Neatness should not be part of a score for demonstrating content information. Unless the writing is illegible, the demonstration of the content is what should be scored.

#### **Better**

The formative assessments will be reviewed and feedback provided based on the expectations in the scoring guide.

The summative writing assessments will be scored using a scoring guide that is based on both ELA and content area standards

Scoring guide criteria for the highest score (50 points):

#### ***Social Studies:***

- Selection of accurate and appropriate evidence from all selected or provided primary and secondary sources (maximum of 10 points).
- Explanation and elaboration of appropriate evidence from all primary and secondary sources to support analysis of historical significance, impact on the intended audience, and description of social-cultural aspects of American life (maximum of 10 points).
  - Smoothly integrated, thorough, and relevant evidence, including precise references to sources.
- Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text by making inferences and generalizations (maximum of 10 points).
- Clear and effective expression of ideas, using precise language (maximum of 5 points).

#### ***English Language Arts:***

- Well-constructed essay (may be in the form of a letter or journal) that includes a clear purpose, and focus, and claim (when appropriate) (maximum of 5 points).
  - Strongly maintained controlling idea with little or no loosely related material.
- Clear organizational structure (maximum of 5 points).
  - Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas.
  - Logical progression of ideas from beginning to end with a satisfying introduction and conclusion.
- Appropriate style and use of English language arts grammar conventions (maximum of 5 points).
  - Academic and domain-specific vocabulary clearly appropriate for the audience and purpose.
  - Varied sentence structure, demonstrating language facility.

### **ASSESSMENTS AND SCORING PLANNING QUESTIONS**

**Directions for Documenting Assessments and Scoring:** After completing the entire table of planning questions, use the planning information to write the description and use of assessments and scoring criteria or rubrics.

**Assessments and Scoring:** Assessments should be of high quality and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.

#### **Planning Information for Explaining the Use of Assessments and Scoring**

#### **Good**

**Collecting summative and formative data:**



Formative data will be collected on a weekly basis, including the short writing assignments as well as teacher observations.

Summative data will be collected and scored each nine weeks for the first three quarters. A baseline “summative” will be reviewed during the first 6 weeks of school.

**Explanation**

The response identifies an appropriate period of time for the collection of three summative assessments and the formative assessments.

**Better**

{Nothing else is required}

**Good**

**Use of Information:**

Collection of formative data on a weekly basis will be used to monitor student learning, and to determine where re-teaching is needed throughout the learning process. This will allow the teacher to be able to differentiate any learning necessary while students prepare for the summative assessment.

**Explanation**

A description of the purpose and use of the data and information collected is provided. **The description of the leveled student groups seems to focus on students in need of remediation. This description would be strengthened if information were provided on how the information will be used for both students in need of remediation and enrichment were provided.**

**Better**

The collected data will be used to reveal specific strengths and needs regarding the students’ ability to comprehend and analyze primary and secondary sources and demonstrate the different components of essay writing. Specifically:

- The formative assessments (DBQ and short summaries) will provide information on students’ knowledge of content based on primary and secondary sources and ability to select accurate and precise evidence.
- The baseline essay will allow the teacher and students to analyze the expectations of the scoring guide and to determine students’ strengths and needs.
- Summative essays will determine students’ understanding of content information and ability to create an essay that incorporates the critical components of the content.

All assessments and essays will provide information for determining small group instruction for needed support or enrichment, and will allow students to focus on areas that require improvement or expansion of ideas.

**TARGETS**

**Directions for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

**Targets:** identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

**Actual Performance from Baseline Data**

**Good**

**Baseline Data Sources:**

FSA 9<sup>th</sup> grade Writing Score-data provided will show previous year’s score based on the ability to write in response to text. This writing score reflects the same criteria that will be used to measure student results on the summative assessments for this class and will, therefore, provide information about students’ strengths and weaknesses in their skill set. This data may not generate information for all students.

Civics EOC Score-the score from the 9<sup>th</sup> grade social studies course will provide information related to the ability of students to select core content and to make meaning of content specific visuals.

Baseline essay #1-students will be given a primary and secondary text to read and a prompt that emulates the

format for the summative assessment. The assessment will be used to analyze students' current skill set for demonstrating social studies and writing abilities identified on the scoring criteria. This baseline source will help to identify student strengths, misconceptions or needs, and to identify class patterns or trends across classes to determine instructional next steps for each of these groups. Additionally, it will generate information for all students currently enrolled in the class and will help to confirm scores on the Civics EOC assessment and FSA writing score.

Teacher Observations-observations regarding students' ability to make meaning of primary and secondary documents based on small group discussions will be used as formative information about the depth of thinking demonstrated on the topics discussed in these documents.

Attendance and Disciplinary Data-will be reviewed for students who have low scores on the above assessments or appear to be struggling with making meaning of documents. This information will help to discern possible reasons for students who are struggling.

IEP Information-will be reviewed for students who require accommodations for instructional grouping and pedagogical decisions.

#### **Explanation**

The baseline data included for establishing starting levels provides an overall understanding of students' knowledge of social studies content and writing based on the specific criteria being evaluated through the assessments. In addition to scoring the Baseline Essay, it appears that results will be analyzed to identify strengths, misconceptions or needs, to identify class patterns or trends across classes and over time, and to determine instructional next steps for each of these groups.

#### **Better**

{Nothing else is required}

#### **Good**

##### **Target Levels Established:**

Three target levels have been established for this class with the following performance outcomes expected by the end of the year:

High Performing Level: Students in this level demonstrate content knowledge and appropriate high school writing.

Average Performing Level: Students in this level demonstrate partial content knowledge and ability to demonstrate appropriate high school writing.

Low Performing Level: Students in this level struggle with content knowledge and ability to demonstrate appropriate high school writing.

#### **Explanation**

This explanation includes the performance levels and a broad explanation of what students in each group are able to do. **This section would be strengthened with the addition of the end-of-year outcome data for each target level.**

#### **Better**

Three target levels have been established for this class with the following performance outcomes expected by the end of the year:

High Performing Level: Students in this level demonstrate content knowledge and demonstrate appropriate high school writing. Students should be consistently scoring between 85-100% in the expectations on the scoring criteria.

Average Performing Level: Students in this level demonstrate partial content knowledge and ability to demonstrate appropriate high school writing. Students should be consistently scoring between 70-85% in the expectations on the scoring criteria.

Low Performing Level: Students in this level struggle with content knowledge and ability to demonstrate appropriate high school writing. Students should be consistently scoring between 55-70% in the expectations on the scoring criteria.

It is not anticipated that any students will score lower than 55% on the summative assessments.

**Targets:** identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

**Groups and Targets – students should be sorted into the levels identified below based on the Target Level set for the student. For example, a student may have a baseline level of ‘Approaching Expectations’ and a target level of ‘Exceeding Expectations’ has been set for that student. This student’s information should be recorded in the “Exceeding Expectations” level.**

**After the Final Level has been identified, teachers should identify whether each student met or exceeded their target = Yes OR did not meet their target = **No**.**

Student Names	Baseline Level	Target Level	Final Level	Outcome (Yes-met or exceeded target No-did not meet target)
<b>High Performing Level</b>				
A	High	High		
B	Average	High		
C	Average	High		
D	Average	High		
E	Average	High		
F	Average	High		
<b>Average Performing Level</b>				
G	Average	Average		
H	Average	Average		
I	Average	Average		
J	Average	Average		
K	Average	Average		
L	Average	Average		
M	Average	Average		
N	Average	Average		
O	Low	Average		
P	Low	Average		
Q	Low	Average		
R	Low	Average		
S	Low	Average		
<b>Low Performing Level</b>				
T	Low	Low		
U	Low	Low		
V	Low	Low		

## TARGETS PLANNING QUESTIONS

**Directions for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

**Targets:** identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

### **Planning Information for Writing the Target Used to Define Teacher Performance**

#### *Good*

#### **Criteria for Baseline Levels:**

- FSA 9<sup>th</sup> grade Writing Score provides information related to the ability of students to read primary and secondary documents and respond to a document based question in response to the prompt. This information allowed me to determine both individual and class strengths and needs.
- Baseline essay reveals information about students' current skill sets in for demonstrating social studies and writing abilities identified on the scoring criteria.
- Civics EOC Score provides information related to the ability of students to select core content and to make meaning of content specific visuals.
- For each of the above assessments:
  - When the student baseline data showed a combination of advanced/proficient scores for all criteria he/she was determined to be in the High baseline level.
  - When the student baseline data showed a combination of proficient/low scores for all criteria he/she was determined to be in the Average baseline level.
  - When the student baseline data showed a combination of low and below for all criteria he/she was determined to be in the Low baseline level.

#### *Explanation*

Each assessment is identified and an explanation of the information provided from each assessment is included. The explanation includes specific criteria from each assessment used for placing students at the different starting levels. **The explanation should describe how all of the data sources were used in conjunction with each other. This information is included in the Setting Target Levels, but that section is intended to provide information about how the target level was determined.**

#### *Better*

In addition to the above information:

A cross-check between the FSA 9<sup>th</sup> Grade Writing Score, Baseline essay, and Civics EOC Score was conducted in an effort to determine if there were any major discrepancies. The observation information was used to confirm the results of the assessments and to add additional information that would reveal student thinking about concepts to make further determinations of ending level. Attendance, disciplinary data, and IEP information, when needed, would be used to help determine the root cause for the reasons students might struggle and the types of instructional grouping and pedagogical decisions that need to be made.

#### *Good*

#### **Setting Target Levels:**

A cross-check between the FSA 9<sup>th</sup> Grade Writing Score, Baseline essay, and Civics EOC Score was conducted in an effort to determine if there were any major discrepancies. The observation information was used to confirm the results of the assessments and to add additional information that would reveal student thinking about concepts to make further determinations of ending level. Attendance, disciplinary data, and IEP information, when needed, would be used to help determine the root cause for the reasons students might struggle and the types of instructional grouping and pedagogical decisions that need to be made.

#### *Explanation*

**The explanation provided identifies that how the data was used in conjunction with each other to make decisions**

about levels. However, what is expected here is information on what students demonstrated to be placed in a specific level. In other words, the explanation requires an identification of specific behaviors students would exhibit that indicate how the target level was established and what would be expected of students in each level by the end of the school year.

#### **Better**

Most students should be able to demonstrate growth by at least one level. Three students met the criteria for remaining in the below expectations target level.

- When the baseline data sources demonstrated consistent ability to select core content, to read and comprehend both primary and secondary documents, select evidence to support a claim, and to demonstrate the writing criteria, he/she was determined to be in the high performing target level.
- When the baseline data sources demonstrated a partial ability to select core content, read and comprehend primary and/or secondary documents, select some appropriate evidence to support a claim, and to demonstrate the a partial grasp of the writing criteria he/she was determined to be in the average performing target level.
- When the baseline data sources showed that the student required significant scaffolding and support to select core content, to read and comprehend primary and/or secondary documents, select some appropriate evidence to support a claim, and to demonstrate the a partial grasp of the writing criteria, he/she was determined to be in the low performing target level.

#### **Good**

##### **Ambitious and Realistic:**

The majority of the students in this group have tested as average or below their peers in ELA reading and writing, and some students still need to pass the 10th grade ELA FSA; however, the majority of the students passed the Civics EOC test. This combined social studies and writing learning goal will help them to comprehend and analyze text, and in this case primary and secondary sources, as well as social studies content, and it will also have the dual effect of helping them improve their writing ability. Consequently, these targets are both realistic and ambitious. The targets are based on the expectations of the standards and providing students with explicit instruction so that they can demonstrate progress.

#### **Explanation**

Based on the explanation provided above, the targets set for students are appropriate. **This explanation would be strengthened with the inclusion of why three students begin and end in the low level. Additionally, including information on how the target levels established for students demonstrates at least a year's worth of growth for a year's worth of instruction would be beneficial.**

#### **Better**

These targets are realistic and ambitious for this U.S. History class.

- One student began the year consistently demonstrating the ability to understand core content, read and comprehend both primary and secondary documents, select evidence to support a claim, and to demonstrate the writing criteria. This student led many small group discussions with exceptional insights and will be able to independently comprehend and analyze the texts and write coherently. This student will likely require enrichment and is expected to remain at the high performing level.
- Five students began the year demonstrating a general ability to understand core content, to read and comprehend both primary and secondary documents, select evidence to support a claim, and to demonstrate the writing criteria. These students were able to engage in small group discussions about both the primary and secondary sources locating evidence with some to minimal support. After support with the texts, these students were able to demonstrate the writing criteria. With targeted comprehension and analysis support, these students will be able to move to the high performing level.
- Eight students started at the average performing level and will remain at this level. These students were able to engage in small group discussions about both the primary and secondary sources locating evidence with some to minimal support. After support with the texts, these students required additional support with writing a response to a prompt. Targeted comprehension, analysis, and writing support will allow these students to remain in the average performing level.

- Three students beginning in the low performing level will be able to move to the average performing level. These students started the year on the border of the average level. They should be able to demonstrate the expectations of the average level by the end of the year with support in reading and writing.
- Three students began the year in the low performing level and will remain at this level. These students struggled with different aspects of reading, comprehension, analysis, and writing. One student is an English language learner, one student has an IEP, and the third student is chronically absent. Although remaining in the low level, these students will be supported on all aspects of the learning goal and should be able to demonstrate movement on at least one of the criteria necessary for success.