## Student Growth Goal-Setting in Social Studies

Mr. Diamond is a social studies teacher at Benjamin Franklin High School. Using the C3 Framework and the Kentucky Core Academic Standards (KCAS) to guide the process, Mr. Diamond worked with the teachers in his content-based Professional Learning Community (PLC) to identify the following enduring skills for his 10th grade world history course:

* Construct compelling and supporting questions to develop inquiry skills.
* Use evidence to support a claim.
* Evaluate the credibility of sources.
* Communicate conclusions to a range of audiences
* Critique own work as well as the work of others.
* Take informed action.

Mr. Diamond and his colleagues determined that a Literacy Design Collaborative (LDC) module (the instructional ladder and a product requiring an informed call to action) would provide the opportunity to teach the enduring skills; however, to determine a baseline and measure growth an LDC Classroom Assessment Task (<http://ldc.org/sites/default/files/LDC-Template-Task-Collection-2.0.A.pdf>, page 14) would need to be administered. After reviewing data provided during the instructional ladder of a module implemented in August, Mr. Diamond believed that the greatest student need was with the enduring skill, *Use evidence to support a claim*. Mr. Diamond developed two LDC Classroom Assessment Tasks to assess students’ ability to demonstrate this skill. One task was implemented during the first unit of study and (and just following the implementation of the first LDC module) the second is designated for the last unit of study.

**Data Collection & Analysis**

*Assessments during the Instructional Ladder of the First LDC Module*

|  |  |
| --- | --- |
| **Instructional Ladder** | **Meets Expectations** |
| Preparing for the Task | 100% |
| Reading Process | 45% |
| Transition to Writing | 40% |
| Writing Planning and Development | 40% |
| Revision and Editing | 30% |

*LDC Classroom Assessment Task*

*(Results of the first LDC Classroom Assessment Task)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Scoring Elements** | **Not Yet****1** | **Approaches Expectations****2** | **Meets Expectations****3** | **Advanced****4** |
| Focus | 0% | 15% | 80% | 5% |
| Controlling Idea | 30% | 66% | 3% | 0% |
| Reading/ Research | 13% | 73% | 13% | 0% |
| Development | 33% | 33% | 33% | 0% |
| Organization | 0% | 10% | 90% | 0% |
| Conventions | 15% | 15% | 65% | 5% |
| Content Understanding | 10% | 15% | 75% | 0% |

After reviewing assessments from the instructional ladder of the first LDC module and the results of the LDC Classroom Assessment Task, Mr. Diamond was able to confirm that students, as a whole, struggled with using historical evidence to support a claim/argument. In addition, students also struggled with the ability to evaluate the credibility of a source.

**Baseline Data**

The baseline data for this enduring skill indicates that only 5% of students meet the expectation for the enduring skill, Use Evidence to Support a Claim (determined by using the three categories of the LDC Argumentation Rubric and grade-band expectations that support this skill). Mr. Diamond also believes that students’ ability to evaluate the credibility of a source will improve as their ability to use historical evidence to support a claim improves.

**Goal**

*Deciding the Student Growth Goal*

Together, Mr. Diamond and his principal reviewed the data and collectively agreed upon the following goal*: For the current school year, all of my 10th grade world history students in my 3rd block class will make measurable progress in the enduring skill, use evidence to support a claim. All students will move up at least 1 level in each of the three scoring elements and 75% of students will achieve at the 3 or higher level on the controlling idea, reading/research, and development areas of the LDC Argumentation Rubric.*

**Monitoring Growth**

Using the Plan-Do-Study-Act model, Mr. Diamond plans to work with his PLC to create and implement teaching and learning strategies. This will involve planning instruction to address the identified area for growth, implement specific strategies to support student learning (Mr. Diamond also addressed this need in his Professional Growth Plan), meet bi-weekly with his colleagues to discuss formative assessments related to the identified growth area, and use both qualitative and quantitative data to inform his next steps.

Baseline Assessment: World History 3rd Block

Enduring Skill: Use evidence to support a claim

LDC Classroom Assessment

Task Template 10 – Argumentation

After reading primary and secondary sources on the system of indentured servitude that developed as part of global economic changes in the nineteenth and twentieth centuries, write an essay in which you argue the cause(s) of indentured servitude and explain the effect(s) of the system. Support your discussion with evidence from the text(s).

D 4 In your discussion, address the credibility and origin of sources in view of your research

topic.

D 8 Include (e.g. bibliography, citations, references, endnotes).

The documents to support this LDC Classroom Assessment are borrowed from the 2003 AP World History Document-Based Question (DBQ), <http://apcentral.collegeboard.com/apc/public/repository/ap03_frq_world_histor_23090.pdf>.

Baseline Data: World History 3rd Block

Enduring Skill: Use evidence to support a claim

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Controlling Idea** | **Reading/Research** | **Development** |
| 1 | 1 | 1 | 1 |
| 2 | 1 | 2 | 1 |
| 3 | 2 | 2 | 2 |
| 4 | 2 | 2 | 1 |
| 5 | 1 | 1 | 1 |
| 6 | 3 | 3 | 2 |
| 7 | 2 | 3 | 2 |
| 8 | 1 | 2 | 1 |
| 9 | 2 | 2 | 1 |
| 10 | 2 | 2 | 2 |
| 11 | 1 | 1 | 1 |
| 12 | 2 | 2 | 2 |
| 13 | 2 | 2 | 2 |
| 14 | 2 | 3 | 2 |
| 15 | 2 | 2 | 3 |
| 16 | 2 | 3 | 3 |
| 17 | 1 | 1 | 1 |
| 18 | 2 | 2 | 3 |
| 19 | 2 | 2 | 3 |
| 20 | 1 | 2 | 2 |
| 21 | 2 | 2 | 3 |
| 22 | 2 | 2 | 3 |
| 23 | 1 | 2 | 1 |
| 23 | 2 | 2 | 3 |
| 25 | 2 | 2 | 3 |
| 26 | 2 | 2 | 3 |
| 27 | 2 | 2 | 3 |
| 28 | 2 | 2 | 2 |
| 29 | 2 | 2 | 2 |
| 30 | 1 | 2 | 1 |