Middle School Humanities Department

Goals and Interim Results
2009-2010
Goal:
65% of students will achieve mastery at least once on each department wide assessment

- **Reading Assessment:**
  - Fountas and Pinnell Levels
  - TC’s Reading and Writing Project Running Records

- **Writing Assessment:**
  - Consortium DYO
  - DYO rubric
Reading Assessment

- Every 10 - 15 books
- 3 - 4 times a year
- Benchmarks:
  - Level V by the end of 6th grade
  - Level X by the end of 7th grade
  - Level Z by the end of 8th grade
Reading Assessment

Results

- Grade 6
- Grade 7 - 62% at X
- Grade 8 - 77% at Z
Reading Assessment

**Implications and Lessons**
- 65% may be too low a number for reading goal
- REACH can rotate students through when they pass benchmark
- Kids who don’t move
- Summer reading losses
Writing Assessment: Consortium DYO

- 5 times a year
- #1 is diagnostic task on demand
- #5 is summative task on demand
- We use the same rubric for all writing assignments and add genre specific bullets as needed
- We use the same rubric across 6-8
- Many teachers decided all DYO assignments should be task on demand (not required by Consortium)
Writing Assessment: DYO Rubric

- Students were to achieve mastery at least once in the four performance categories:
  - **Ideas and Elaboration** - thesis or "heart," evidence or details, idea development and focus
  - **Organization** - structure matches genre, purpose, content
  - **Voice, Tone and Fluency** - individual voice, appropriate tone for purpose and audience, word choice, cadence and flow
  - **Conventions** - spelling, grammar and citations
Interim Writing Assessment: Results

DYO 1&2

DYO 3 (&4 in 8th)

Grade 6
Grade 7
Grade 8
Writing Assessment: DYO 1 and 2

- 6th grade:
  - Needed to work on ideas, elaboration and conventions
- 7th grade:
  - Needed to work on ideas, elaboration and voice
- 8th grade:
  - Needed to work on ideas, elaboration, tone and conventions
Writing Assessment: DYO 3 and 4

- 6th Grade -
  - Guided groups on conventions needed on: elaboration, voice/tone/fluency
  - Strengths are organization and ideas

- 7th Grade -
  - Guided groups needed on how to revise, writing process, and conventions
  - Strength is ideas

- 8th Grade -
  - Guided groups needed on voice/tone/fluency and conventions (especially punctuation when citing quotes)
  - Strengths are ideas/elaboration and organization
Writing Assessment: Next steps

- We need to norm the rubric for what is mastery in 6, 7 and 8
- Finish binder with examples of benchmark papers
- Highlighted differences in approaches to teaching writing
- We need more PD around conventions (grammar and vocabulary instruction)
- Technology and research as part of the writing process
- Student publishing
Working on now...
Social Studies/History Assessment

- Track growth of research and critical thinking skills more purposefully in existing projects
- Modeled after the writing DYO (5x per year)
- Creating and norming a common rubric for social studies/history projects
- Final project of 8th grade year acts as a benchmark/exit project