

Disciplinary Literacy:
Meaningful
Assessments of
Student Growth in
Teacher Evaluation

Hello!

I am Julia McBride

Principal @ Pinckney Community
High School in SE Michigan

I am here because...



Education. Innovation. Possibilities.

Education legislation in MI requires that the student growth and assessment component of a teacher's evaluation consist of the state student growth and assessment measurement standards and a local student growth assessment.

How do you currently approach your *local* student growth assessment?

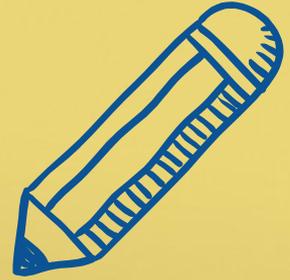


Pinckney's Evolving Approach

2017-Now

Why Disciplinary Literacy?

"...the ability to read critically and then write effectively ranks at or near the top of what equips students for everything from state assessments to college and career success" (Conley, 2007; Schmoker, 2018).



PCHS Vision

Connected. Empowered. Prepared.

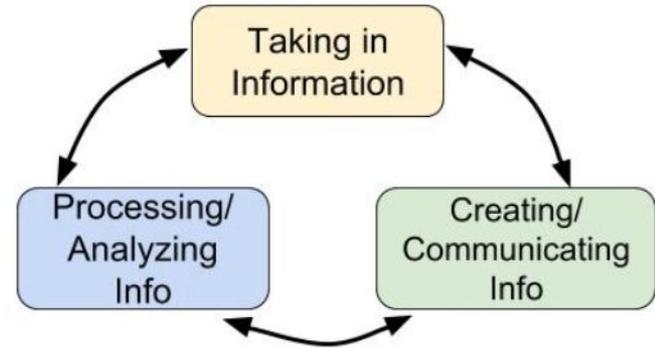
What is Disciplinary
Literacy?

This isn't English teachers trying to get
someone else to do their job.

ELA and Language based disciplines
tend to think of literacy as:



More broadly this is really about:



Disciplinary Literacy = what these three
boxes look like in different disciplines.

The View from the Balcony: **Disciplinary Literacy** Cycles of Inquiry

Year 1: Disciplinary Writing Dec & May

Year 2: Disciplinary Writing Dec & May

Year 3: Disciplinary Writing Dec & May



Students Prepared to Succeed in Path of Choosing



Years 1 & 2: What do patterns in writing tell us about where we need to grow?

Year 3: Cross-Dept Analysis of Student Work



Year 1: More intentional scaffolding of how to make a claim.

Year 2: Specific scaffolds for organizing students' claim-evidence-reasoning in preparation for writing

Year 3: Re-harness RA strategies to develop deeper disciplinary reading comprehension in service of deeper disciplinary writing, specifically ability to use evidence supported by sound reasoning to support claim

Goal: Disciplinary Literacy Tasks: Each of my students will improve at least one performance level in at least 1 of the 2 indicators on our [SAT Scoring Rubric](#) from fall to spring, measured by their ability to connect relevant evidence to a claim using sound reasoning on two different disciplinary literacy tasks relevant to my content area.

My student growth rating will be:

- Highly Effective - 60-100% of my students measured meet growth goal
- Effective - 40-59% of my students measured meet growth goal
- Minimally Effective - 20-39% of my students measured meet growth goal
- Ineffective - 0-19% of my students measured meet growth goal

Action Steps

- Design 2 disciplinary literacy tasks (i.e. one for fall and one for spring, or 2 within a semester course) where students can make a claim supported by evidence and reasoning in ways relevant to your discipline.
- Deploy each literacy task, scaffolding students' skills in the areas of making a claim supported by evidence and reasoning as a part of the process of students completing each task.
- Assess student work on the disciplinary literacy tasks using a common assessment tool (i.e. our [SAT Scoring Rubric](#)) and capture scores on each of the 2 rubric indicators in a spreadsheet ([here is a template to consider using!](#)) for easy comparison and growth measurement from task 1 to 2.
- Provide students targeted feedback on their disciplinary literacy tasks, aligned with the common rubric language to help them develop their skills for their next task.
- Use the data captured in the spreadsheet to calculate the % of students who met the growth goal.

*Theory of Action: If we continue to prioritize disciplinary literacy as a staff, our students will be better prepared for college and careers, and will continue to make average or above-average growth on SAT Evidence-Based Reading and Writing.



Goal 2: Pinckney Community High School will show evidence that our students made average or above-average growth on the 2021 SAT Evidence-Based Reading and Writing, measured by MDE's value-added analysis of test-takers across the state of Michigan.

Rating Approach:

- Highly Effective - 60-100% of students achieved average or above-average growth
- Effective - 40-59% of students achieved average or above-average growth
- Minimally Effective - 20-39% of students achieved average or above-average growth
- Ineffective - 0-19% of students achieved average or above-average growth

Action Steps:

- This is a retroactive measure, and we use the MISchoolData Growth report provided by the State of Michigan.
- **Final Data suggests our outcomes on the SAT ERW section showed 79.5% of our students achieved average or above-average growth.** With our ongoing emphasis on disciplinary literacy, our theory continues to be that with a deliberate staff-wide focus of this kind, we are going to see outcomes on the SAT that exceed those of our students' demographically similar peers across the state of Michigan. Our initial 3-year average since starting this effort shows that our students are in fact showing significant evidence that they're making more progress than the growth standard.
- A continued emphasis on deliberate block period lesson planning and instruction, as well as ownership of the disciplinary literacy goal, will naturally contribute to positive outcomes on this external measure.



SAT-Aligned Scoring Rubric

PCHS Disciplinary Writing Rubric - Stating a Claim & Supporting Claim with Evidence & Reasoning

	1	2	3	4	Feedback
Writing: Stating a Claim	May lack a clear central claim or controlling idea.	May lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.	Includes a central claim or implicit controlling idea.	Includes a precise central claim/controlling idea.	
Analysis: Using Evidence & Reasoning to Support Claim	Contains little or no support for claim(s) made, or support is largely irrelevant.	Contains little or no support for claim(s) or point(s) made.	Contains relevant and sufficient support for claim(s) or point(s) made.	Contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made	

*Some teachers use a different rubric for greater relevance, such as AP ELA & Math Free Response Rubrics.

Growth Data Tracker Template

		Disciplinary Literacy Task						Disciplinary Literacy Task	
Student Name/ID		Task 1 Stating a Claim	Task 1 Evidence & Reasoning to Support Claim	Task 2 Stating a Claim	Task 2 Evidence & Reasoning to Support Claim	Growth %	Task Growth Y/N	Total Number of Students	
1						#DIV/0!		Total Number of Students with growth	
2						#DIV/0!		Total % of students with growth	#DIV/0!
3						#DIV/0!			
4						#DIV/0!			
5						#DIV/0!			
6						#DIV/0!			
7						#DIV/0!			
8						#DIV/0!			
9						#DIV/0!			
10						#DIV/0!			

Sample Prompts

Math

Using accurate Mathematical terminology, compose a written defense of your answer. How do you know it's correct?

Biology

After researching about the wolf and moose population on Isle Royale, formulate an opinion on whether or not humans should reintroduce wolves to the island. Be sure to use evidence from the article and website to support your opinion.

Auto Tech

After diagnosing the vehicle's malfunction(s), compose a work order following the specific work order format.

Psychology

Using the film *Awakenings* as a guide, answer the following question: Just because we can, should we?

ELA

Explain how the article, "Drug Overdose Deaths Cause US Life Expectancy to Drop for 2nd Year" builds an argument to persuade the audience that the opioid crisis is causing the US life expectancy to drop.

Economics

After researching the primary and secondary texts concerning progressive taxes, write an email to our federal representatives in which you cite specific textual evidence to support your perception of the fairness of progressive income taxes.

Spanish

Write a letter to an incoming foreign exchange student about the best way to get connected at Pinckney Community High School.

Impact of Our Efforts - Snapshots

SAT

In 2018 and 2019, PCHS students made more progress than the Growth Standard on SAT Evidence Based Reading and Writing, measured by a value-added analysis of test-takers across the state of Michigan. (No 2020 test.)

In 2021, 79.5% of 11th graders achieved average or above average growth on SAT ERW, exceeding county and state percentages.

College Entrance Exams

Washtenaw CC entrance exam data shows 88% of PCHS grads' writing to be at college level (higher than any others in the county).

Local Professionals

Panel of local professionals expressed that this focus of ours - reading, processing, and communicating in the ways of our disciplines - is very relevant to what their jobs demand of them on a daily basis.

Anecdotal Feedback

Anecdotal feedback from SAT tutors and practice test administrators have echoed the observation that PCHS writing stands out.

REFLECT

I used to think.... But now I think...

Implications for your work moving forward?



Thanks!

Any questions?

You can find me at:

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