

SCHOOL LEVEL TARGET PLAN – CAPT SCORES

School: New Fairfield High School

Grade: 9 - 10

Step 1: Identify strengths and limitations of student learning.

a) What does your analysis of student performance reveal are the strength of student learning?

STRENGTHS: Writing Across the Disciplines

Sixty-one percent (61 %) of the 10th graders (142 of 224) are on goal which means that they are able to take a clear and persuasive position and are able to demonstrate a clear awareness of audience. Their positions are well supported, using information from each of the source materials. Their supporting ideas are well developed and information is accurate and relevant. Their responses are well organized and contain one or more controlling ideas. Digressions are rare if at all. Their ideas are clearly expressed and their writing is fluent with the use of transitions.

In analyzing the data, New Fairfield’s average writing scale score is 261.2. The base score for achieving “On Goal” is 250.

The average Interdisciplinary Writing Scores for New Fairfield are 8.1 and 8.0, while the Editing & Revising Score is 14.5.

The “On Goal” score of 250 can be achieved with a combination of scores on all three of these tasks. An arbitrary base line target is the ability to achieve an 8 out of a possible 12 on the Interdisciplinary Writing I Score, an 8 out of a possible 12 on the Interdisciplinary Writing II Score, and a 14 out of a possible 18 on the Editing & Revising Score.

Fourteen students score in the range from 240-249. Twenty-one students score in the range from 230-239.

b) What does your analysis of student performance reveal are the limitations of students' current levels of achievement?

LIMITATIONS; Writing Across the Disciplines

Twenty-three and one tenths percent (23.1%) of the 10th graders (52 of 224) are able to take a position, but the position is not clearly developed. They may or may not show some awareness of their audience. Their supporting ideas are few and/or only somewhat developed, while some information may be inaccurate or irrelevant. Their responses are somewhat organized, but there may be digressions or abrupt shifts that interfere with meaning. Some ideas may not be clearly expressed and/or fluency and transitions may be lacking.

Eleven and one tenths percent (11.1%) of the 10th graders (24 of 224) may take a position and address the problem however little if any audience awareness is demonstrated. Their responses contain only superficial support and/or may use information from only one or two of the source materials. Their supporting ideas are poorly developed and/or illogical and inconsistent. The information may be inaccurate or irrelevant. Their responses lack focus and a controlling idea. Digressions and/or abrupt shifts may interfere with meaning. Ideas may be difficult to understand. Fluency and transitions are lacking.

Two and seven tenths percent (2.7%) of the 10th graders (6 of 224) fall below this standard.

Student responses to the "Writing Across the Disciplines parts I and II" indicate that they are not developing a clear position, and/or are not using all three sources, and/or are not demonstrating an awareness of their audience, and/or are not writing enough.

Step 2: State the priorities of improving student learning in clear, concise, measurable targets.

Based on your analysis of students' performance, what are the priorities for improving student learning?

PRIORITIES FOR IMPROVING STUDENT LEARNING:

Writing Across the disciplines

- 1. Students will be able to develop a clear position when writing their responses to the assigned task.**
- 2. When writing their responses, students will cite evidence from all three sources.**
- 3. Students will demonstrate an awareness of their audience.**
- 4. Student responses will be a minimum of three pages in length.**

Step 3: State performance indicators and evidence of attainment for the identified target priorities.

Writing Across the Disciplines

Priorities:	Performance Indicators (What is student able to do?)	Evidence of Attainment
<i>Target:</i> Clear Position	Take clear & persuasive position	Introductory Paragraph with clear position
<i>Target:</i> Cite All Three Sources	Utilize information from three sources	Three paragraphs citing evidence from three sources. Cited evidence will be labeled i.e. :“(Doc. 1)”,“(Doc. 2)”,“(Doc. 3)”
<i>Target:</i> Awareness of Audience	Writing suited to audience	Addressed to specific audience
<i>Target:</i> Substantive Amount of Writing	Substantive persuasive evidence in Support of position	Minimum of three pages

Step 4: TEACHER STUDENT PLAN:

Writing Across the Disciplines

Between October 15, 2002 and November 1, 2002, 10th grade social studies teachers will administer an initial CAPT “Interdisciplinary Writing” exercise. At the end of one class students will be introduced to the exercise. The next day they will read three short articles on “Organ Donation” and write a persuasive letter to their state legislator. All papers will be scored using the attached rubric. These scores will be weighted as a major test grade according to the following scale: 6 = 100

5 = 90

4 = 80

3 = 70

2 = 60

1 = 50

Teachers will identify exemplars and demonstrate them to the class.

Based on the creation of an Intervention Lab:

10th graders receiving a score of 70 or less will be assigned to the Intervention lab two periods per week during their study. Students will work with social studies teachers on areas of skill

building using CAPT exercises. A portfolio of the student's progress will be maintained in the Intervention lab.

Additionally, all 10th graders will take curriculum related CAPT tests. (Minimum: 1 per quarter). Teachers will identify exemplars and demonstrate them to the class.

9th graders will take curriculum related CAPT tests (minimum: 1 per quarter). Teachers will identify exemplars and demonstrate them to the class. All 9th graders will take the Pre-CAPT test during CAPT testing for 10th graders in May, 2003.