



## St Thomas More High School

### 2016-2017 Continuous Improvement

#### Cross-Cutting Goal

In accordance with the RCCSS mission statement – Developing Academic and Personal Excellence in the Catholic tradition -- excellence entails reviewing students' academic achievement results and observing the school culture to set school academic, personal, and spiritual goals for improvement. The St. Thomas More High School faculty set goals for the academic year. ACT Aspire and PSAT results were analyzed in the areas of reading, writing, mathematics, science, and social studies to guide instructional methods, staff professional development, and assessment practices in line with the RCCSS Strategic Design Plan 2014.

In reviewing the ACT Aspire, a consistent deficient found was in writing, specifically in

- *Develop and support AND Ideas and Analysis:* These items require students to demonstrate an understanding of, and control over, the rhetorical aspects of texts by identifying the purposes of parts of texts, determining whether a text or part of a text has met its intended goal, and evaluating the relevance of material in terms of a text's focus.
- *Organization, Unity, and Cohesion:* These items require students to use various strategies to ensure that a text is logically organized, flows smoothly, and has an effective introduction and conclusion.

Because reading and writing are critical across the high school curriculum, improving students' ability to extract and analyze information from various texts is critical.

#### Strategies/Interventions

- All teachers will integrate writing within subject curriculum, not just English and Social Studies Classes.
- Cross-curricular projects are encouraged.

**Assessments:** Social studies, science, and religion classes will have at least one major writing assignment which involves the analysis of a subject-specific text such as a book or journal article. The goal is for students to extract specific information from the text. There is a rubric attached for teachers to use.

**Goal:** All Class of 2020 students will be rated “Ready” or “Exceeding” for the Writing Section of the ACT Aspire.

## Textual Summary and Analysis Essay Rubric (12pts)

Grading Area	4 pts Exceptional	3 pts Skilled	2 pts Proficient	1pts Developing	1 pt Inadequate
<b>Summarizes the context and content of the selected article or text</b>	Provides a <b>very thorough, clear, and concise summary</b> of the article context and content	Provides a <b>clear and concise summary</b> of the article context and content	Provides a <b>clear but shallow summary</b> of the article; may be <b>excessively brief</b> or may include <b>some extraneous information</b>	Provides a <b>somewhat muddled, unclear and rambling summary</b> of the article	Provides an <b>unclear and unintelligible summary</b> of the article <b>OR No summary</b> at all.
<b>Identifies and describes your personal reaction to the article or text</b>	<b>Thoroughly describes</b> your personal reaction to the article; <b>includes discussion of the relevant</b> issues within the article.	<b>Describes</b> your personal reaction to the article; includes a <b>simplistic discussion of the relevant</b> issues within the article.	<b>Describes</b> your personal reaction to the article; includes <b>no discussion of the relevant</b> issues within the article.	<b>Attempts to describe</b> your personal reaction to the article, but <b>lacks a logical flow and reaction is muddled; no discussion of any relevant issues</b> in the article.	Provides an <b>unclear, unintelligible and illogical description</b> of personal reaction <b>OR No description of personal reaction</b> at all.
<b>Grammar, mechanics, and APA style for references and citations</b>	Contains <b>all correct</b> information regarding article title, author name, and article source and date. <b>Consistently</b> contains <b>accurate and proper</b> grammatical, spelling, and/or punctuation mistakes. <b>Clearly and consistently</b> uses proper APA or MLA formatting.	Contains <b>all correct</b> info regarding article title, author name, and article source and date. Contains <b>two or three</b> grammatical, spelling, punctuation APA or MLA for citations/reference mistakes.	Contains <b>mostly correct</b> info regarding article title, author name, and article source and date. Contains <b>three or four</b> grammatical, spelling, punctuation, and/or APA or MLA for citations/reference mistakes. Or there are fewer significant errors which <b>begin to interfere with</b> paper's meaning.	Contains <b>incorrect</b> info regarding article title, author name, and article source and date. Contains <b>five or six</b> grammatical, spelling, punctuation, and/or APA or MLA for citations/reference mistakes. Or there are fewer mistakes that <b>substantially interferes with paper's meaning.</b>	Contains <b>incorrect</b> info regarding article title, author name, and article source and date. Contains <b>seven or more</b> grammatical, spelling, punctuation, and/or PA or MLA for citations/reference mistakes. Or there are fewer mistakes that <b>substantially interferes with paper's meaning.</b>