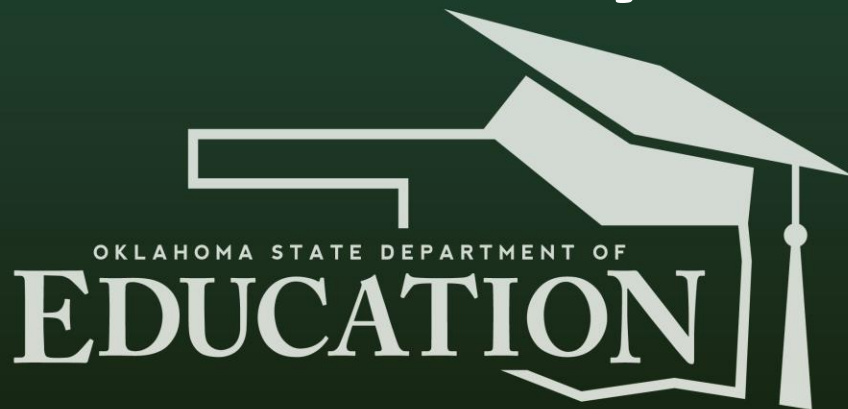




# SOCIAL STUDIES

## Instructional Analysis Toolkit



OKLAHOMA  
**ACADEMIC**  
STANDARDS



# **Social Studies Instructional Analysis Toolkit**

## **A Template For Criterion-Referenced Tests (CRTs) And End-of-Instruction Examination (EOI)**

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**Created and Designed  
by  
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## Grade 5 Social Studies Criterion Reference Test (CRT) Instructional Analysis

Complete the following chart with the proficiency level results:

Criterion Referenced Test (CRT)	Most Recent State Results	District/Site Results	Classroom Results
<b>Grade 5 Social Studies</b>			
<b>Advanced</b>	_____%	_____%	_____%
<b>Satisfactory</b>	_____%	_____%	_____%
<b>Limited Knowledge</b>	_____%	_____%	_____%
<b>Unsatisfactory</b>	_____%	_____%	_____%

### Standard and Objective Performance

Complete the following chart ranking the standards and objectives from highest to lowest by median percent. Use highlighters to distinguish the results based upon the Instructional Versus Curricular Diagnosis Table just below this chart.

Median %	Standard/Objective Summary
_____%	
_____%	
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## Instructional Versus Curricular Diagnosis Table

Color Key for Median Percent of Students Meeting Standard		
Proficiency Level	Curricular or Instructional Issue	Suggested Remedies
<b>Advanced:</b> 90% median score and above	Instructional Issue	Provide <u>aligned</u> enrichment. Extend learning through the use of activities/projects, problem-solving scenarios, and real-world opportunities. Use a blue highlighter.
<b>Proficient:</b> 70% - 89% median score	Instructional Issue	Spend more quality instructional time on High impact instructional strategies to yield greater student results. Use a green highlighter.
<b>Limited Knowledge:</b> 60% - 69% median score	Instructional Issue	Analyze instructional strategies to determine most effective teaching methods. Coordinate curriculum objectives across grade/course levels, making sure all objectives are taught. Use an orange highlighter.
<b>Unsatisfactory:</b> 59% median score and below	Curriculum Issue	Align classroom instruction to the <i>Oklahoma Academic Standards for the Social Studies</i> . The curriculum may not have been taught. It may not have been paced well. Design curriculum maps. Coordinate curriculum objectives across grade levels (all social studies teachers are "U.S. History teachers"). Make sure all objectives are taught. Before the state assessment. Use a red highlighter.

List the top three highest performed standard/objectives. If there are standards that have equal percentages, list the tied areas.

- 1.
- 2.
- 3.

List the three lowest performed standard/objectives. If there are standards that have equal percentages, list the tied areas.

- 1.
- 2.
- 3.

## Reflective Questions

These questions are designed to assist in the instructional reflection process based in student achievement data in order to help determine priority emphasis of instructional alignment and/or professional development assessment and planning. Compare the state results and standard and objective rankings to your district's, school's results, and/or individual teacher/classroom reports.

These questions may be used by an individual teacher, teams of teachers, and professional learning communities.

1. What patterns do you notice? What catches your attention? Are there any surprises? Are there any anomalies?
2. Was instruction (content and process and literacy strategies) purposefully aligned to the ***Oklahoma Academic Standards for the Social Studies***? How was this done? Who did the actual alignment?
3. Did your classroom instruction consider and utilize both **Anderson's taxonomy** and **Bloom's taxonomy** (verbs) found in the social studies standards? Was the **essential content** (nouns) taught? How do you document that essential content is taught and assessed?
4. Was the teaching and assessment appropriate to the **Depth-of-Knowledge (DOK)**? Were DOK levels considered in designing classroom instruction? Were the formal assessments designed using DOK 1, DOK 2, and DOK3? Are the majority of your assessment items written to DOK 2 and DOK3 levels? Can you design test items using DOK?
5. Do your informal and formal assessments use a variety of stimuli materials? Do you use stimuli materials that are textual, visual, and/or graphical? How often do you utilize documents in your classroom instruction? What documentary analysis strategies do you use during instruction?
6. What was taught and is now being taught in regards to particular objectives and/or content? Does this align to the Content Limits within the ***Test and Item Specifications*** document? How do you teach and engage students with **domain specific terminology**? What specific vocabulary strategies/process do you use? Does your instruction distinguish between **Basic Academic Vocabulary** and Academic Vocabulary?
7. How was the academic content taught and learned? What various **instructional strategies, high yield/high probability strategies**, and/or **"Best Practices"** were used? Is classroom instruction engaging (active) or passive (sit & get)? What instructional strategies dominate classroom teaching/learning?
8. What resources were used for instruction? Are additional instructional resources needed? If so, what instructional materials are needed? How will you academically justify this request to instructional leadership? How can those resources be acquired?
9. Are there any factors that especially stand out in regards to the standards/objectives areas the students performed well? How does that achievement differ from the areas in which student performance was lower?
10. When was the content actually taught (before or after the state assessment?). What significant events affected the instructional periods (e.g., holidays, assemblies, significant weather event, or other)?
11. Of the students who were not proficient, were there other factors that impacted their performance, such as behavior/discipline issues or attendance issues?
12. Is additional training in the course/grade level content needed by the teacher? Where can that additional help be found?

## Grade 7

### World Geography Criterion Reference Test (CRT)

#### Instructional Analysis

Complete the following chart with the proficiency level results:

Criterion Referenced Test (CRT)	Most Recent State Results	District/Site Results	Classroom Results
Grade 5 Social Studies			
Advanced	_____ %	_____ %	_____ %
Satisfactory	_____ %	_____ %	_____ %
Limited Knowledge	_____ %	_____ %	_____ %
Unsatisfactory	_____ %	_____ %	_____ %

#### Standard and Objective Performance

Complete the following chart ranking the standards and objectives from highest to lowest by median percent. Use highlighters to distinguish the results based upon the Instructional Versus Curricular Diagnosis Table just below this chart.

Median %	Standard/Objective Summary
_____ %	
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## Instructional Versus Curricular Diagnosis Table

Color Key for Median Percent of Students Meeting Standard		
Proficiency Level	Curricular or Instructional Issue	Suggested Remedies
<b>Advanced:</b> 90% median score and above	Instructional Issue	Provide <u>aligned</u> enrichment. Extend learning through the use of activities/projects, problem-solving scenarios, and real-world opportunities. Use a blue highlighter.
<b>Proficient:</b> 70% - 89% median score	Instructional Issue	Spend more quality instructional time on High impact instructional strategies to yield greater student results. Use a green highlighter.
<b>Limited Knowledge:</b> 60% - 69% median score	Instructional Issue	Analyze instructional strategies to determine most effective teaching methods. Coordinate curriculum objectives across grade/course levels, making sure all objectives are taught. Use an orange highlighter.
<b>Unsatisfactory:</b> 59% median score and below	Curriculum Issue	Align classroom instruction to the <i>Oklahoma Academic Standards for the Social Studies</i> . The curriculum may not have been taught. It may not have been paced well. Design curriculum maps. Coordinate curriculum objectives across grade levels (all social studies teachers are "U.S. History teachers"). Make sure all objectives are taught. Before the state assessment. Use a red highlighter.

List the top three highest performed standard/objectives. If there are standards that have equal percentages, list the tied areas.

- 1.
- 2.
- 3.

List the three lowest performed standard/objectives. If there are standards that have equal percentages, list the tied areas.

- 1.
- 2.
- 3.

## Reflective Questions

These questions are designed to assist in the instructional reflection process based in student achievement data in order to help determine priority emphasis of instructional alignment and/or professional development assessment and planning. Compare the state results and standard and objective rankings to your district's, school's results, and/or individual teacher/classroom reports.

These questions may be used by an individual teacher, teams of teachers, and professional learning communities.



1. What patterns do you notice? What catches your attention? Are there any surprises? Are there any anomalies?
2. Was instruction (content and process and literacy strategies) purposefully aligned to the ***Oklahoma Academic Standards for the Social Studies***? How was this done? Who did the actual alignment?
3. Did your classroom instruction consider and utilize both **Anderson's taxonomy** and **Bloom's taxonomy** (verbs) found in the social studies standards? Was the **essential content** (nouns) taught? How do you document that essential content is taught and assessed?
4. Was the teaching and assessment appropriate to the **Depth-of-Knowledge (DOK)**? Were DOK levels considered in designing classroom instruction? Were the formal assessments designed using DOK 1, DOK 2, and DOK3? Are the majority of your assessment items written to DOK 2 and DOK3 levels? Can you design test items using DOK?
5. Do your informal and formal assessments use a variety of stimuli materials? Do you use stimuli materials that are textual, visual, and/or graphical? How often do you utilize documents in your classroom instruction? What documentary analysis strategies do you use during instruction?
6. What was taught and is now being taught in regards to particular objectives and/or content? Does this align to the Content Limits within the ***Test and Item Specifications*** document? How do you teach and engage students with **domain specific terminology**? What specific vocabulary strategies/process do you use? Does your instruction distinguish between **Basic Academic Vocabulary** and Academic Vocabulary?
7. How was the academic content taught and learned? What various **instructional strategies, high yield/high probability strategies**, and/or **"Best Practices"** were used? Is classroom instruction engaging (active) or passive (sit & get)? What instructional strategies dominate classroom teaching/learning?
8. What resources were used for instruction? Are additional instructional resources needed? If so, what instructional materials are needed? How will you academically justify this request to instructional leadership? How can those resources be acquired?
9. Are there any factors that especially stand out in regards to the standards/objectives areas the students performed well? How does that achievement differ from the areas in which student performance was lower?
10. When was the content actually taught (before or after the state assessment?). What significant events affected the instructional periods (e.g., holidays, assemblies, significant weather event, or other)?
11. Of the students who were not proficient, were there other factors that impacted their performance, such as behavior/discipline issues or attendance issues?
12. Is additional training in the course/grade level content needed by the teacher? Where can that additional help be found?

**Grade 8**  
**United States History/Constitution/Government Criterion Reference Test (CRT)**  
**Instructional Analysis**

Complete the following chart with the proficiency level results:

Criterion Referenced Test (CRT)	Most Recent State Results	District/Site Results	Classroom Results
Grade 5 Social Studies			
Advanced	____%	____%	____%
Satisfactory	____%	____%	____%
Limited Knowledge	____%	____%	____%
Unsatisfactory	____%	____%	____%

**Standard and Objective Performance**

Complete the following chart ranking the standards and objectives from highest to lowest by median percent. Use highlighters to distinguish the results based upon the Instructional Versus Curricular Diagnosis Table just below this chart.

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# High School United States History End-of-Instruction Examination (EOI) Instructional Analysis

Complete the following chart with the proficiency level results:

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