



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
2002-2003

FINAL REPORT

Constructing Document Based Questions

The final report must be word-processed and submitted both in print and on disk using this form. Include information under each of the following headings.

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

The initial goal of the group was to write two DBQs (Social Studies and Science) that would apply to our present sixth grade curriculum. We want to take these new DBQs and implement them into the current year. We had to adjust our original essay questions because of the difficulty we encountered researching documents that pertained to our original questions.

Describe how the action plan was implemented.

Initially, as a single group we brainstormed and researched the topics. We then separated into two groups, one for Social Studies and the other for Science, to do the more detailed investigation. Several sessions were spent researching books in the library, exploring the internet resources in our computer lab and then sharing these results. We all attended Teacher Center and Roberson classes that related to curriculum and DBQs. Returning as a single group, we studied the process of DBQ writing and formulated draft DBQs. We finalized the DBQs after a couple of proof readings.

What methods were used to evaluate your original intended results?

To evaluate our results, we role-played as sixth grade students and answered each task of the DBQ. Then we had to edit and revise our draft after we answered questions from a student's perspective. We did this for the Social Studies and the Science topics.

Evaluation of the impact of the study group effort on teacher/student performance.

- What evidence is there that the goals of the study group has/has not been met?
- What evidence is there that teaching practices have changed?
- What evidence is there that student achievement is improving?

Since DBQs became part of the New York State Testing program, there have never been DBQs that were meaningful to the sixth grade curriculum. Our DBQs will apply to our present syllabus. This will include topics in our texts and enrichment materials. Our goal was to write meaningful DBQs for this grade level and to teach the students the DBQ process thus preparing them for future testing.

Comment on the value of the study group process? Did it work for you?

This time was very valuable to all the members of the group. We filled a need that was missing for some time. We have gained confidence in the administration of a DBQ. The exchange of ideas and the discovery of new teaching resources were of tremendous value.