Administrator Student Learning Objective

Administrator Name: Samuel Kim   School Name: Marvin Middle School

Academic Year: 2015–16

Please populate each section of the *Administrator Student Learning Objective (SLO) Template* using the guidance provided before each field. Refer to the *Administrator SLO Checklist* while completing this template.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

This SLO focuses on middle school writing in the area of social studies.

The implementation of Ohio's Learning Standards requires our students to engage in more writing-focused tasks and demonstrate understanding through writing more often than in previous years. Although our students have generally shown adequate performance in
English language arts (ELA) on state assessments (near the state average), Ohio's State Assessment System focuses more on writing than the previous Ohio Achievement Assessment. Our teachers have recently begun to focus more on explicit writing instruction and writing-based learning outcomes across content areas to improve student learning in writing. In addition, teams of teachers have come together to create rubrics to assess students' writing in ELA, science, and social studies.

Being able to use reading and writing across content areas is critically important for middle school students, as they begin to use these skills to gain content knowledge, build critical thinking skills, and practice analytical processes. It is important that our students are confident and competent engaging in this type of learning to be successful in high school and beyond. This year, we are focusing specifically on supporting writing in social studies classrooms because of the existing collaborative relationships between ELA teachers and social studies teachers and the importance of reading and writing skills in social studies classrooms.

Baseline Data

The baseline data come from using the teacher-team-created performance rubric to assess students' writing performance at the beginning of the year. The rubric has five domains, where students can score between 0 and 4 points, for a total possible score of 20. The domains are as follows: Use of Evidence, Reasoning and Argument, Text Analysis, Clarity, and Style. These data are based on two short essay assignments given in the first quarter across sixth, seventh, and eighth grades. The baseline data (see Table 1) represent the average score for both assignments. We have used the following groups to describe student performance on the rubric:

- Group 4: High-performing students (16 points or higher on rubric)

- Group 3: Proficient students (13 points or higher on rubric)
- Group 2: Developing students (10 points or better on rubric)
- Group 1: Low-performing students (less than 10 points on rubric)

As described in Table 1, most students fall into Group 1 or Group 2 (indicated with gray shading), showing limited skills with regard to writing for social studies. Although all students generally scored similarly across domains, when disaggregated by domain on the rubric, the areas in which most students scored lowest were Use of Evidence, Text Analysis, and Style. We expect that students will improve in these areas, especially through extended explicit writing instruction through the school year.

Table 1. Baseline Student Performance on Writing in Social Studies

Performance Group	Grade 6 (467 students)	Grade 7 (479 students)	Grade 8 (457 students)
Students in Group 4, % (n)	6% (28)	2% (10)	3% (14)
Students in Group 3, % (n)	5% (23)	6% (29)	7% (32)
Students in Group 2, % (n)	41% (191)	39% (187)	45% (206)
Students in Group 1, % (n)	48% (224)	51% (244)	45% (206)

As our teacher team was developing and testing this rubric against student writing samples during 2014–15, we found that most students with the least developed writing skills (i.e., those performing in Group 1) were generally able to reach the next level of performance in each category (i.e., were able to obtain a mix of scores of 2 and 3 for each category rather than all scores of 1 or 2). Higher scoring students showed some improvement, although they generally showed improvement in one or two specific categories rather than overall.

Student Population

Which student population will be included in this SLO? When applicable, include subject, grade level, and number of students. Include the rationale for determining the student population by grade level, content area, or targeted needs, as appropriate.

This SLO includes all students in Grades 6–8 enrolled in social studies classes. Demographic information is included in Table 2.

Table 2. SLO Student Population Demographic Data

Grade Level	Total Students in SLO	Percentage White % (n)	Percentage Black or Non-Hispanic % (n)	Percentage American Indian % (n)	Percentage Hispanic % (n)	Percentage in Special Education (Mainstream) % (n)	Percentage Eligible for Free or Reduced-Price Lunch % (n)
6	467	47% (219)	32% (149)	2% (9)	19% (88)	3% (14)	26% (121)
7	479	53% (254)	31% (148)	1% (5)	15% (72)	4% (219)	30% (144)
8	457	50% (229)	28% (128)	1% (5)	21% (96)	3% (14)	29% (133)

As shown in Table 2, we have similar numbers and distributions of students in each grade. Although our student population is diverse, we are including all students in this SLO because writing is a critical skill for all students and because we want to observe student growth at every level.

Interval of Instruction

What is the duration of the SLO? Include beginning and end dates.

September 15, 2015, to April 15, 2016

Standards and Content

What content will the SLO cover? To what related standards is the SLO aligned? Include rationale for selecting comprehensive or targeted content and skills.

This SLO focuses on key standards within the Ohio Learning Standards for literacy in history/social studies, science, and technical subjects. These standards also are represented in the rubric described in the Assessment(s) section. The standards that represent the weaker areas of student performance are italicized. The complete standards are available in *Ohio's Learning Standards: English Language Arts Standards*

(https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx).

History/Social Studies

Key ideas and details:

1. *Cite specific textual evidence to support analysis of primary and secondary sources.*

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and structure:

1. *Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).*

Integration of knowledge and ideas:

1. Distinguish among fact, opinion, and reasoned judgment in a text.

Writing

Text types and purposes:

1B. *Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.*

1C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

1D. *Establish and maintain a formal style.*

1E. Provide a concluding statement or section that follows from and supports the argument presented.

Research to build and present knowledge:

1. *Draw evidence from informational texts to support analysis, reflection, and research.*

Source: Ohio Department of Education. (2011). *Ohio's new learning standards: English language standards.* Columbus, OH: Author. Retrieved from
https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO? Specify how multiple assessment measures will be combined, as appropriate (e.g., if your student population spans multiple grade levels).

This SLO is based on a performance-based rubric that measures students' performance through writing tasks. The rubric is aligned to the Ohio Learning Standards for Literacy in social studies. This performance rubric was created by a team of middle school ELA and social studies teachers from across the district to assess student writing and literacy skills in social studies classrooms. Teams of teachers went through the same process to create similar rubrics for assessing student writing in ELA classrooms and science classrooms. Following an in-service professional development session facilitated by our ELA department, all of these teachers at our school are using these rubrics in their classrooms to assess student writing. The rubrics will be used to assess student writing from two short essays at the beginning of the year (which will provide baseline data) and two long essays from the last quarter. The team of teachers will grade writing samples independently, but they will grade a random sample of student work from each class as a team to ensure quality and consistent use of the rubric.

The rubric was designed to match the rigor of the state assessment writing prompts. These prompts require students to use skills such as explaining, generalizing, and connecting ideas using evidence, discussing how author bias and word choice impact reader interpretation and citing evidence and developing a logical argument for conjectures.

For students in Group 4 who will be choosing their own source material, teachers will use the same writing rubric to assess the extent to which the material is appropriate for the standards and content being measured. Specifically, teachers will use the Use of Evidence and Reasoning and Argument domains of the rubric to assess each high-performing student's choice of source material, for a total of up to 8 points for both domains. The teachers will then use the full rubric to assess the student's actual writing assignment in the same way that they assess the writing of all other students.

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Table 3 describes the growth targets for each performance group.

Table 3. Targets for Student Performance on Writing in Social Studies

Performance Group	Preassessment Performance (out of 20 possible total points)	Targets for Final Rubric Score (All Grades) (out of 20 possible total points)
Group 4 (52 students)	16 or 17 points	18 points or more + 7 points or more between Use of Evidence and Reasoning and Argument domains for choice of source material
Group 3 (84 students)	13–15 points	17 points or more
Group 2 (584 students)	10–12 points	15 points or more
Group 1 (674 students)	4–9 points	13 points or increase of 5 points, whichever is greater

The final rubric score will be an average of the two long essays written in the last quarter of the school year. Students in performance Groups 1–3 will have assigned writing prompts on specific sources. To ensure sufficient "stretch" opportunity, high-performing students in performance Group 4 will choose their own source material that they will analyze for the essays and write a short rationale for how the source material is appropriate for the given prompts, demonstrating deeper learning by applying their knowledge in a different way. For these students, teachers will use the Use of Evidence and Reasoning and Argument domains to assess this rationale, using the same scoring used for assessing student writing. Teachers will first assess the choice of source material and assign a score of 0 – 8 points, using these two domains. Next, teachers will use the rubric to assess each student's writing using the full rubric in the same way they assess the writing of students in all other groups, assigning a score of 0 – 20 points. Students in Groups 1, 2, and 3 will have their source material chosen by the teacher and will not have the appropriateness of their source material assessed.

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction? Include rationale for any decisions made at the building or district levels related to selection of the student population, content, assessment, and growth targets.

The students in Group 4 have already shown strong analysis and writing skills, scoring above proficiency at the beginning of the year. These students will be expected to strengthen and improve their skills, scoring mostly in the highest range at the end of the year. These students also will be expected to show engagement with the subject and a deeper understanding of text analysis and argument by choosing appropriate source material for the writing prompt. These students will use research and analysis skills to identify texts that will support the analysis expected in their essays, have an appropriate historical focus, take a specific position or include author bias, and use a variety of primary and secondary

sources to support an argument. Through this process, these students also will demonstrate their ability to plan effectively. Students in Group 3 have demonstrated performance at or around proficiency at the beginning of the year, so these students will be expected to score at least at proficiency for each domain in the rubric and score in the highest range for at least one domain. These expectations are reflected in the growth targets for students in this group. The students in Group 2 will be expected to develop and strengthen their skills to reach proficiency in all standards by the end of the year. The students in Group 1 will be expected to make significant progress during the year, developing their writing and analytical skills and growing toward proficiency. It is expected that any students in Group 1 who do not reach proficiency by the end of the year will be well positioned to be proficient in writing for social studies by the end of the following year. These growth targets represent the need for all students to grow and develop their writing skills to facilitate and demonstrate content knowledge acquisition. These targets also represent the need for lower performing students to begin to narrow their performance gap and move toward proficiency. We recognize that middle school is a critical time for students—especially lower performing students—to develop and refine more advanced skills that play a key role in the rest of their secondary and postsecondary work. Therefore, we consider it important that we help our students develop proficiency in writing and analytical skills while they are in middle school so that they can be better prepared for success in high school and beyond.