

Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: Susan Johnson **Content Area and Course(s):** AP Literature and Composition **Grade Level(s):** 11–12 **Academic Year:** 2014–15

Please use the guidance provided in addition to this template to develop components of the SLO and populate each component in the space below.

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?

Students in Lockwood High School have historically performed well on the AP Literature and Composition exam, with a significant percentage of students (between 75 and 90 percent) scoring a 3 or better on the exam for the past three years.

Trend data are included below.

Table 1. Trend Data: Student Performance at Lockwood High School on the AP Literature and Composition Exam Across Three Years

	2012		2013		2014	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Level 5	4	13.3%	5	14.7%	6	18.2%
Level 4	8	26.7%	11	32.4%	13	39.4%
Level 3	12	40.0%	14	41.2%	6	18.2%
Level 2	4	13.3%	3	8.8%	6	18.2%
Level 1	2	6.7%	1	2.9%	2	6.1%
All	30		34		33	

A significant number of the students enrolled in AP Literature and Composition also were enrolled in AP Language and Composition during the previous school year. These students' performance on the AP Language and Composition exam in 2014 is included below.

Table 2. Trend Data: Student Performance on the AP Language and Composition Exam in 2014

Score	2014	
	<i>n</i>	%
Level 5	6	17.6%
Level 4	10	29.4%
Level 3	9	26.5%
Level 2	6	17.6%
Level 1	3	8.8%
All	34	

When developing the SLO for students in AP Literature and Composition, in addition to considering the above trend data, I gathered data from a preassessment (Practice Test 1: Diagnostic, *Peterson’s AP English Literature and Composition Study Guide*, Margaret C. Moran and W. Frances Holder, Thomson Peterson Publishing, 2006) administered to students at the beginning of the school year in September. This preassessment models the same format and similar level of difficulty as the AP exam. Preassessment scores were entered into the AP Score Calculator (<http://appass.com/calculators/englishliterature>) to determine students’ comparable score on an actual AP exam as shown below. This information and the breakdown of the questions into skills helped to determine individual student goals and areas of needed growth.

Table 3. Preassessment Data

	Preassessment	
	<i>n</i>	%
Level 5	1	3.3%
Level 4	4	13.3%
Level 3	11	36.7%
Level 2	10	33.3%
Level 1	4	13.3%
All	30	

Given that the preassessment is similar in structure and level of difficulty as the AP exam that students are expected to take at the end of the course, these preassessment results are expectedly somewhat lower than some of the trend data included above. This suggests that students will need to demonstrate some growth in their understanding of course concepts to attain performance comparable with their past performance on the AP Language and Composition exam and their peers’ historical performance on the AP Literature and Composition exam.

Students entering the AP Literature and Composition course are typically strong readers and writers who truly enjoy reading but can still struggle with complex literary techniques, such as the use of irony, symbolism, and inferring ideas or meaning from text where the author has created uncertainty. They also may need to be pushed to go more deeply in developing claims when writing about literature, refining their writing over time, and being flexible in their ability to start over or try a new approach to their writing. These patterns were evident from an analysis of the preassessment data, where students were more likely to answer questions requiring complex inference, irony, or symbolism incorrectly. Additionally, in the essays, some students did not develop their claims extensively enough with sufficient textual evidence.

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

Students included in the SLO include all 30 students registered in AP Literature and Composition for the 2014–15 school year, including 26 seniors and four juniors. Of the 30 enrolled, 23 of the students completed AP Language and Composition and have a basic understanding of the AP process.

Of the 30 students in the class, 10 percent (three) of the students in the class qualify for free or reduced-price lunch. There are no students with disabilities or English language learners enrolled in this class. Nineteen students participate in multiple AP courses, and all students enrolled participate in extracurricular activities and/or regular employment.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

The AP Literature and Composition SLO growth period is September 2014, through mid-April 2015 in order to meet deadlines required by the Ohio Teacher Evaluation System (OTES). The class meets for 55 minutes daily throughout the year. The preassessment was administered in September 2014 and the postassessment will be administered in early to mid-April 2015.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

This SLO targets several of Ohio's Learning Standards for Grades 11–12 English language arts, specifically the ones listed below. The AP Literature and Composition course focuses on digging deeply into complex literary texts to infer meaning; exploring texts with satire, irony, and symbolism; and allowing students to grapple with these literary themes, analyze multiple interpretations, and establish and develop detailed claims and counterclaims to support their thinking. Selected texts for the course draw on *The Norton Introduction to Literature* and include novels such as *Jane Eyre*, *The Great Gatsby*, *Frankenstein*, *Hamlet*, *Slaughterhouse Five*, and *Crime and Punishment*, among others.

Given students' identified weaknesses in inferring meaning when the author has intended ambiguity and developing elaborate, evidence-based claims, these content foci are appropriate for this year's AP Literature and Composition students.

CCSS: Reading Standards for Literature

Key Ideas and Details

- [CCSS.ELA-Literacy.RL.11-12.1](#): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [CCSS.ELA-Literacy.RL.11-12.2](#): Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [CCSS.ELA-Literacy.RL.11-12.3](#): Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS: Writing Standards

Text Types and Purposes

- [CCSS.ELA-Literacy.W.11-12.1a](#): Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- [CCSS.ELA-Literacy.W.11-12.1b](#): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- [CCSS.ELA-Literacy.W.11-12.1c](#): Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- [CCSS.ELA-Literacy.W.11-12.1d](#): Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- [CCSS.ELA-Literacy.W.11-12.1e](#): Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- [CCSS.ELA-Literacy.W.11-12.4](#): Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- [CCSS.ELA-Literacy.W.11-12.5](#): Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Preassessment: Practice Test 1: Diagnostic, *Peterson’s AP English Literature and Composition Study Guide*, Margaret C. Moran and W. Frances Holder, Thomson Peterson Publishing, 2006

This preassessment was administered in two class periods during the second week of the school year in September 2014. Preassessments were scored by Scantron and AP English teachers across the district, enabling teachers to evaluate exams of students who were not their own to ensure objectivity. Two scorers reviewed each essay section of each exam. If essay scores were more than 2 points apart (out of 9 total points per essay), a third scorer reviewed the essay to resolve the discrepancy.

Postassessment: Practice Test 2: *Peterson’s AP English Literature and Composition Study Guide*, Margaret C. Moran and W. Frances Holder, Thomson Peterson Publishing, 2006

This postassessment will be administered in early to mid-April 2014 to provide some formative data for teachers to tailor their instruction leading up to the AP exam. Although the resulting duration of instruction does not mirror the full length of the course, data are necessary in mid-April to accommodate OTES requirements. These postassessments will be scored by Scantron and AP English teachers across the district,

enabling teachers to evaluate exams of students who are not their own to ensure objectivity. Two scorers will review each essay section of each exam. If essay scores are 2 or more points apart (out of 9 total points per essay), a third scorer will review the essay to resolve the discrepancy.

AP English teachers have found the Peterson’s assessments to align well with not only Ohio’s Learning Standards for ELA but also with student performance on the actual AP test. As preparation exams aligned to the content, rigor, and format of the AP exam, these practice AP exams include sufficient “stretch” so that students will be able to demonstrate progress in their learning. The exams include scoring guides to ensure scoring accuracy and help diagnose students’ needs in the preassessment. By using the same provider and format for the pre- and post-assessments, there will be consistency in the measurement tool that will enable a growth comparison.

Growth Target(s)

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

The pre- and post-assessments, similar to the AP exam, are scored on a scale of 1–5. Growth targets based on students’ preassessment and postassessment scores are indicated below. For all students scoring a 1 on the preassessment, their growth target is to score 2 points higher on the postassessment than on the preassessment. Students scoring a 2 through 4 on the preassessment will have a growth target of one point higher on the postassessment than on the preassessment. Students scoring a 5 on the preassessment must maintain their level 5 score in addition to meeting other enrichment benchmarks as indicated in the note below this growth targets table.

Table 2. Student SLO Growth Targets, by Score

Total Number of Students	Preassessment Score		Postassessment Target Score
1	Level 5	→	Level 5*
4	Level 4	→	Level 5
11	Level 3	→	Level 4
10	Level 2	→	Level 3
4	Level 1	→	Level 3
30			

Table 3. Student SLO Growth Targets, by Number and Percentage of Students

Score	Preassessment		Postassessment Target	
	<i>N</i>	%	<i>n</i>	%
Level 5	1	3.3%	5	16.7%
Level 4	4	13.3%	11	36.7%
Level 3	11	36.7%	14	46.7%
Level 2	10	33.3%	0	0.0%
Level 1	4	13.3%	0	0.0%
All	30		30	

***Note:** For the one student who scored a 5 on the preassessment, I have developed individual goals based on scores on specific testing areas indicated as areas of weakness from this student’s preassessment, specifically pre-1900s poetry multiple-choice questions and open-response essays. Progress toward these growth targets for this individual student will be assessed in the form of scoring individual practice exercises from Peterson’s AP Literature and Composition, Princeton Review, Barron’s or other recognized exam preparation providers.

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

These goals and the content focus of the AP Literature and Composition course align with broader departmental English goals in place to support implementation of Ohio’s Learning Standards, which emphasize developing evidence-based claims and reading texts of increasing complexity. AP Literature and Composition students are expected to read, comprehend, and write about texts at the college level. Alignment with Ohio’s Learning Standards for ELA Grades 11–12, which emphasize college and career readiness, is appropriate for this group of students but requires additional enrichment in the form of texts of increased complexity (texts typically read in introductory college courses) and pushing students to develop college-level writing pieces and grapple with intellectually challenging literary themes.

These SLO targets are based on both the baseline and trend data for these students and students more broadly in the population (past cohorts of AP Literature and Composition students in the same school). Given that the preassessment is similar in content, rigor, and structure as the postassessment, and is based on the content and standards for the AP Literature and Composition exam, it is expected that students demonstrate notable growth (between one and two score levels) in their performance between the pre- and post-assessments. Historical data also indicate that these goals are ambitious but attainable.

To help students reach their growth targets, they will have the opportunity to participate in 32 hours of structured tutoring and three Saturday study sessions. In addition, students will be motivated by the potential reduction in college costs as test scores of 3–5 may result in earning college credit. Significant instructional time will be spent delving into complex texts of similar complexity and rigor as those on the AP exam. Time also will be spent on comparable practice exams, providing students ample opportunities to grapple with unfamiliar vocabulary and contemplate inferred meaning, symbolism, irony, and satire, among other literary themes. In addition, students will engage in evidence and claim-based writing on a daily basis, producing and publishing numerous literary essays on texts in a variety of genres throughout the school year in formal and informal structures and timed and untimed settings, both with and without the support of adults or peers.