

Student Learning Objective (SLO) Template

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

Teacher Name: Ms. Henderson Content Area and Course(s): Social Studies Grade Level(s): 8 Academic Year: 2012–2013

Please use the guidance provided in addition to this template to develop components of the student learning objective 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?

A pre-assessment was used for the baseline data. No trend data was available for this student learning objective.

A 30-question pre-test, composed of all multiple choice questions and worth 100 points, was administered at the beginning of the year. The pre-test addressed topics that might have been covered in previous social studies classes. The pre-assessment aimed to capture students’ knowledge of U.S. history. The results from the pre-assessment were analyzed to identify students’ strengths and weaknesses. It appears that students had difficulty with the pre-assessment, indicating that they are not coming into the classroom with strong prior knowledge; thus, there should be significant growth this year in this content. Three students scored in the Intensive range, and 17 students scored in the Targeted range. No students scored in the Benchmarked or Accelerated range. In my analysis of the pre-assessment results, students’ strengths lay in the areas of the American Revolution and the territorial expansion of the United States. Pre-assessment analysis showed that areas of student weaknesses included political concepts expressed in the U.S. Constitution, the challenges in writing and ratifying the U.S. Constitution, and the Reconstruction period after the American Civil War.

Results from the pre-assessment are as follows:

Score ranges:	Number of students that scored in each range:
0–20 (Intensive)	3
21–53 (Targeted)	17
54–80 (Benchmarked)	0
81–100 (Accelerated)	0

Student Population

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

A total of 20 eighth-grade students taking my U.S. History class are incorporated in this SLO.

Four students have current individualized education programs (IEPs), and all four students receive reader support, small-group instruction, and extended time on the assessment.

Three students are in the Talented and Gifted program in at least one subject, and one of these students is identified as having an aptitude for social studies.

These students participate in enrichment activities outside the school, including outside tutors in all core subjects (including social studies) and community service projects outside of school.

The other 13 students are general education students.

No students have been excluded from this SLO.

Interval of Instruction

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

The duration of the course that this SLO will cover is from August 21, 2013, to April 18, 2014. The post-assessment will be administered on April 18, 2013. The students will be in class five days a week for 42 minutes a day, with the exception of holidays, calamity days, student sick days, and teacher sick or personal days, for which a substitute teacher will be required.

Standards and Content

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

The Ohio New Learning Standards for eighth-grade social studies were used for this SLO.

The primary ideas covered in this SLO are from the History strand from the approved standards: Historical Thinking and Skills, Colonization to Independence, A New Nation, Expansion, and Civil War and Reconstruction.

The following content statements are addressed in the SLO from the standards:

8-1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

8-2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

8-3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.

8-4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of these colonies and the United States.

8-5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

8-6. The outcome of the American Revolution was national independence and new political, social, and economic relationships for the American people.

8-7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

8-8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power, and repelled a foreign invasion.

8-9. The United States added to its territory through treaties and purchases.

8-10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico, and the displacement of American Indians.

8-11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

8-12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.

In addition to the History strand of the standards, this SLO will cover two additional skills in the eighth-grade social studies curriculum: spatial thinking and skills (looking at maps and interpreting changes over time) and civic participation and skills (participation in projects that involve building skills to becoming an informed citizen).

Assessment(s)

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

I will assess my students using a 50-question teacher team-created summative assessment of multiple choice questions, short answer questions, and one essay question. The assessment challenges students to demonstrate their knowledge of Historical Thinking and Skills, Colonization to Independence, A New Nation, Expansion, and Civil War and Reconstruction gained by the completion of the interval of instruction. The summative assessment is worth 100 points.

The assessment has been reviewed by both the building leadership team (principal and curriculum specialist) and the teacher-based team leader from the social studies department. Questions for the assessment have been reviewed and approved by the assessment committee and building leadership team using the assessment quality checklist provided by the Ohio Department of Education. During this time, we worked with Talented and Gifted program teachers as well as Special Education program teachers to ensure that the assessment had enough stretch so that it would be appropriate for varying levels of students.

Formative, unit-based assessments will be used to track student progress on content mastery throughout the year. All assessments comply with the appropriate guidelines of instruction.

Growth Target(s)

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

There are four levels of achievement on this assessment: Accelerated, Benchmarked, Targeted, and Intensive. In the pre-test, no students scored in the Accelerated (Mastered) or Benchmarked (Proficient) level of achievement, indicating that students are not entering the course with a lot of prior knowledge and, therefore, should be able to make a lot of progress. Students who scored between 21 percent and 53 percent (17 of 20) on the pre-test are placed in the Targeted level of achievement. These students need additional supports to become proficient with the content. Students who scored between 0 percent and 20 percent (3 of 20) on the pre-test are placed in the Intensive level of achievement. These students need high levels of support with intensive interventions to become proficient. While I hope to get these students up to a proficient level with this content, a more realistic and developmentally appropriate target is 60 or above. Based on the information from the pre-assessment and characteristics of the students, these are the growth targets set forth.

Baseline score on the pre-assessment:	Target score on the post-assessment:
0–20 (Intensive)	60 or above (Benchmarked)
21–40 (Targeted)	75 or above (Benchmarked)
41–53 (Targeted)	85 or above (Accelerated)

Rationale for Growth Target(s)

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

It has been my experience with these students that they try to live up to my high expectations. They have not had U.S. history since fourth grade. So far this year, they have studied colonization and the events leading up to the Revolutionary War. In both instances, the students have had little to no previous knowledge in the subject matter, yet they have performed well on the benchmark exams. I have reason to believe that they are fully capable of meeting these growth targets.

The growth targets are appropriate for these students for the following reasons. First, based on the fact that many of these students are coming in with little to no prior knowledge of U.S. history, and looking at how successful they have been thus far in absorbing the material, I have high expectations for this class. My growth targets for them reflect my high expectations. Second, I had to set the bar high but not too high because of the amount and sequence of the presented material. For example, they begin by learning about the Articles of Confederation and then realize that this government didn't work, so a new government had to be formed with states' rights, compromises, federalists, antifederalists, Bill of Rights, etc. Finally, I have high expectations of these students, and I truly believe that they can meet their growth targets. The students with IEPs are receiving small-group instruction with a resource specialist for half of each period, and it has been a tremendous factor in their scores being on par with the other students' scores. On the post-assessment, these students will receive extended time (an additional 30 minutes).

To better differentiate students on the pre-assessment, I broke the Targeted tier into two expectations because the Gifted and Talented program students scored at the upper end of this tier. The growth goal set for these students takes into consideration that they receive outside tutoring twice a week throughout the year, and they are grasping the content quickly.

Overall observed student needs include the explanation of political concepts expressed in the U.S. Constitution, the challenges in writing and ratifying the U.S. Constitution, problems with the Articles of Confederation, how government protection of property rights and regulation of economic activity impacted the development of the U.S. economy, how political parties developed, participating in civic and political life, connections between rights and responsibilities of citizenship, the Bill of Rights, and territorial expansion of the U.S. I plan to spend additional time to cover these topics when they come up in the year.

Some of the instructional strategies that have been useful for the class include hands-on activities like a mock trial and the utilization of technology-based resources, such as video- and audiotapes. I will continue to work with the resource specialist to ensure that additional strategies are used to help the students with IEPs. Small-group instruction has been successful thus far.

Our district has a history of poor social studies scores on state and federal mandated tests, and it is a priority to improve student performance on these tests. The growth targets coincide with school and district goals because they, if met, will help to raise student achievement to proficient levels.

As always, expectations are high for both students and the teacher. A full school year could easily be spent teaching and learning the U.S. Constitution.