

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:

Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>This SLO will include all 84 students in my 4 sections of US History and Government course.</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>The learning content includes all of the NY State Learning Standards for Social Studies at the Commencement level associated with US History and Government and the NY State P-12 Common Core Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects with a focus on text-based responses (RH.11-12.1, RH.11-12.2, RH.11-12.3) and responding to questions with text-based responses, (WHST.11-12.1, WHST.11-12.7, and WHST.11-12.9).</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>The interval is the entire school year, September 2012 to June 2013.</p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <ol style="list-style-type: none"> 1. Pre-assessments: Several measures will be considered at the baseline. These will include the Grade 8 State ELA Assessment, the English 9 and 10 BOCES-developed assessments, and the Regents results from Global History and Geography. Individual student results are reported in the attached roster. 2. Summative assessment: The summative assessment will be the US History and Government Regents exam.
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>The US History and Government Regents assessment contains a substantial section that requires students to read and respond in writing to text. As such, it seemed appropriate to review students' English Language Arts scores. As can be seen in the data, most students (with available Grade 8 scores) were proficient in the Grade 8 State exam, with only 2 reported as Level 2. Seventy-eight percent were level 3, with 17% Level 4.</p>

	<p>The average score on the Grade 9 BOCES-developed assessment was 72, and on the Grade 10 assessment, it was 77, with the majority of students are demonstrating an increase in performance over time between the two assessments.</p> <p>Of the students enrolled, the average score on the Global History and Geography assessment was 74.</p> <p>I also reviewed trend data of the past 3 cohorts of students who took both the US History and Government course and Global History and Geography at our school. This analysis revealed that the US History test scores are almost always higher than the Global History scores by about 4-5 points.</p>																																																																																	
Target(s)	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>Differentiated targets were set for each student based on the data reviewed. The target is for 80% of my students to meet the differentiated targets. See that attached rosters for specific targets.</p>																																																																																	
HEDI Scoring	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>HEDI scoring will be assigned as seen below based on the percent of students meeting their differentiated targets:</p> <table border="1" data-bbox="363 824 2016 1097"> <thead> <tr> <th colspan="3" data-bbox="363 824 598 902">HIGHLY EFFECTIVE</th> <th colspan="9" data-bbox="598 824 1308 902">EFFECTIVE</th> <th colspan="5" data-bbox="1308 824 1780 902">DEVELOPING</th> <th colspan="3" data-bbox="1780 824 2016 902">INEFFECTIVE</th> </tr> <tr> <td data-bbox="363 902 443 980">20</td> <td data-bbox="443 902 522 980">19</td> <td data-bbox="522 902 598 980">18</td> <td data-bbox="598 902 678 980">17</td> <td data-bbox="678 902 758 980">16</td> <td data-bbox="758 902 837 980">15</td> <td data-bbox="837 902 917 980">14</td> <td data-bbox="917 902 997 980"><u>13</u></td> <td data-bbox="997 902 1077 980">12</td> <td data-bbox="1077 902 1157 980">11</td> <td data-bbox="1157 902 1236 980">10</td> <td data-bbox="1236 902 1308 980">9</td> <td data-bbox="1308 902 1388 980">8</td> <td data-bbox="1388 902 1467 980">7</td> <td data-bbox="1467 902 1547 980">6</td> <td data-bbox="1547 902 1627 980">5</td> <td data-bbox="1627 902 1707 980">4</td> <td data-bbox="1707 902 1787 980">3</td> <td data-bbox="1787 902 1866 980">2</td> <td data-bbox="1866 902 1946 980">1</td> <td data-bbox="1946 902 2016 980">0</td> </tr> <tr> <td data-bbox="363 980 443 1097">87 or higher</td> <td data-bbox="443 980 522 1097">86</td> <td data-bbox="522 980 598 1097">85</td> <td data-bbox="598 980 678 1097">84</td> <td data-bbox="678 980 758 1097">83</td> <td data-bbox="758 980 837 1097">82</td> <td data-bbox="837 980 917 1097">81</td> <td data-bbox="917 980 997 1097">80</td> <td data-bbox="997 980 1077 1097">79</td> <td data-bbox="1077 980 1157 1097">78</td> <td data-bbox="1157 980 1236 1097">77</td> <td data-bbox="1236 980 1308 1097">76</td> <td data-bbox="1308 980 1388 1097">75</td> <td data-bbox="1388 980 1467 1097">74</td> <td data-bbox="1467 980 1547 1097">73</td> <td data-bbox="1547 980 1627 1097">72</td> <td data-bbox="1627 980 1707 1097">71</td> <td data-bbox="1707 980 1787 1097">70</td> <td data-bbox="1787 980 1866 1097">69</td> <td data-bbox="1866 980 1946 1097">68</td> <td data-bbox="1946 980 2016 1097">67 or less</td> </tr> </thead></table>																				HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0	87 or higher	86	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67 or less
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Rationale	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p> <p>The targets set for students are rigorous, yet attainable. I saw a trend for most students to increase about 4-5 points from the Global Regents to the US History Regents. For most of my students, I set a target slightly higher than that difference. I think this is reasonable because we are seeing a trend for increases in the ELA scores for these students, indicating a better grasp of reading and writing skills. Infusing the Common Core Learning Standards with my Social Studies standards works well with the text-based approach to reading about and responding to US History topics. These skills we be especially important for my students to master as most intend to go to college where they can expect more research and writing requirements.</p>																																																																																	

