

EXAMPLE CSD Student Learning Objective (SLO) Template (with Embedded Checklist)

6th Grade Social Studies Initial SLO submission

Teacher Name: _____ Content Area and Course(s): Social Studies Grade Level(s): 6 Academic Year: 2013-2014

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?

Results of a pre-assessment comprised of 44 multiple choice questions and one extended response item to show each student's background knowledge of state content in alignment with the state curriculum standards.

There is no trend data available at this time.

The results of the pre-assessment are listed below:

13% (11) of the students achieved a score between 0 – 10%
19% (16) of the students achieved a score between 11 – 20%
38% (32) of the students achieved a score between 21 – 30%
24% (20) of the students achieved a score between 31 – 40%
5% (4) of the students achieved a score between 41 – 50%
1% (1) of the students achieved a score between 51 – 60%
1% (1) of the students achieved a score between 61 – 70%
0% (0) of the students achieved a score between 71 – 80%
0% (0) of the students achieved a score between 81 – 90%
0% (0) of the students achieved a score between 91 – 100%

Results indicate that:

As expected, students entering 6th grade have shown a limited knowledge of major events and geographic information as it applies to the Eastern Hemisphere.

Checklist & Comments: Baseline and Trend Data
Does the identified baseline and trend data meet the following criteria?
<input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments) <input type="checkbox"/> Draws upon trend data, if available <input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses
Comments/Questions: 1. 2. 3.

Student Population

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

<p>This SLO covers all 85 of the students enrolled in my 6th grade Social Studies class that were present when this pre-assessment was administered. This total number of students includes regular education students, students serviced by IEPs, and students serviced by 504 Plans.</p> <p>For students with IEPs and 504 plans: I will provide these students with all instructional and assessment accommodations and modifications contained in their Individual Education Programs (IEPs) and 504 Plans.</p>
Checklist & Comments: Student Population
Does the identified student population meet the following criteria?
<input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth <input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO
1. 2. 3.

Interval of Instruction

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

Students take this course for the entire academic school year. The interval of instruction is from August 2013 until June 2014. The

assessment will be based on information taught to the students from the beginning of the school year until April 1 st .
Checklist & Comments: Interval of Instruction
Does the interval of instruction identified meet the following criteria?
<input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year) <input type="checkbox"/> Considers the length of the course in relation to the instructional pacing when the initial (starting point) and summative (endpoint) growth measure evidence collection occurs – deadline of April 15 th for year-long courses and 2 nd semester courses / as identified for 1 st semester courses and 9-week courses (no later than April 15 th)
1. 2. 3.

Standards and Content

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

The course focuses not only on knowledge of Regions and People of the Eastern Hemisphere, but also reasoning and writing skills related to social studies. My SLO will target key topics in World Studies as articulated in the Ohio Department of Education’s 2011 Model Curriculum. These topics include the four disciplines within social studies: history, geography, government and economics. All appropriate content statements within these topics are demonstrated by this learning objective. In addition, the SLO aligns with the Model Curriculum standards for Social Studies.

Checklist & Comments: Standards and Content
Do the standards and content described meet the following criteria?
<input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations <input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction (between the initial (starting point) to the summative (endpoint) growth measure evidence collection - deadline occurs: April 15 th for year-long courses and 2 nd semester courses / as identified for 1 st semester courses and 9-week courses (no later than April 15 th) <input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)
1. 2. 3.

Assessment(s)

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

Students shall be assessed using a district-created post-assessment examination. This assessment covers the content included in the 2011

6th grade Model Curriculum for social studies.

Students with IEPs and 504 Plans will receive all accommodations for this assessment as outlined in each individual program or plan.

Checklist & Comments: Assessment(s)

Does the description above meet the following criteria?

- Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
- Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course
- Provides a plan for combining assessments if multiple summative assessments are used
- Follows the guidelines for appropriate assessments
- Matches the interval of instruction and reflects consideration of summative (endpoint) growth measure evidence collection deadline occurs – April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)

1.

Growth Target(s)

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

Students will be expected to grow based on the formula $(100\% - \text{Pre-Assessment } \%) / 4$.

At 10% increments, the breakdown of growth targets is as follows:

1. 0% will grow to 25%
2. 10% will grow to 33%
3. 20% will grow to 40%
4. 30% will grow to 48%
5. 40% will grow to 55%
6. 50% will grow to 63%
7. 60% will grow to 70%
8. 70% will grow to 78%
9. 80% will grow to 85%
10. 90% will grow to 93% with a capstone project.

All values that fall in between these increments will be calculated based on the formula above.

Checklist & Comments: Growth Target(s)

Does the identified growth target(s) meet the following criteria?

<input type="checkbox"/> All students in the class have a growth target in at least one SLO <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets <input type="checkbox"/> Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline occurs – April 15 th for year-long courses and 2 nd semester courses / as identified for 1 st semester courses and 9-week courses (no later than April 15 th)
1. 2. 3.

Rationale for Growth Target(s)

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

<p>The formula that I decided on, $(100\% - \text{pre-assessment } \%) / 4$, was written for the growth that I would expect to see from my students for the school year. I recognized that as the pre-assessment score increased, there was less room for growth. I truly felt that these growth targets would adequately represent proper growth as each student has an individual target growth.</p> <p>In accordance with the current Model Curriculum in Social Studies, our school is demonstrating a focus on writing across content areas. Since this SLO focuses not only just on content, but also on writing and reasoning, it aligns with broader school and district goals.</p>
--

Checklist & Comments: Rationale for Growth Target(s)
Does the rationale described above meet the following criteria?
<input type="checkbox"/> Demonstrates teacher knowledge of students and content <input type="checkbox"/> Explains why target is appropriate for the population <input type="checkbox"/> Addresses observed student needs <input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets <input type="checkbox"/> Explains how targets align with broader school and district goals <input type="checkbox"/> Sets rigorous expectations for students and teacher(s) <input type="checkbox"/> Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline occurs – April 15 th for year-long courses and 2 nd semester courses / as identified for 1 st semester courses and 9-week courses (no later than April 15 th)
1. 2. 3.