Student Learning Objective (SLO): Annotated Social Studies Example

Teacher Information	
Teacher Name	Example Teacher
School Name	Example High School
District name	Example School District

This template is designed to help teachers create SLOs. A complete SLO must include the information found in the tables provided below.

Course/Grade Level Information	
Course Name	Civics and Government
Brief Course Description	The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. This course is recommended for seniors due to the proximity to voting age. *"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion."* Thomas Jefferson, 1820
Grade Level(s)	Grade 12

Providing the course description allows the SLO evaluator to have a clear sense of the identified expectations in the course.

Process, Implementation Timeline, and Sign-Offs	
List the names and current job positions of those developing this SLO.	This is a content-specific example used for training purposes.
Administrator Name and Title	Example Administrator, District SLO Specialist
Administrator sign-off of initial SLO	September 16, 2011
Date final SLO is due for teaching effectiveness rating	May 11, 2012

SLOs may be written by a department, team, or group of teachers. This information should be identified here. However, the teacher's individual SLO instruction, assessments, and/or targets will be identified below.

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Directions for Establishing a Learning Goal: Thoroughly complete the planning information first.

This information should be used to guide the writing of the learning goal.

Learning Goal: A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.	
Planning Information for Writing the Learning Goal:	
Which big idea is to be measured by the learning goal?	Demonstrating an understanding of civics and government, including the purpose and functions of politics and government, the establishment of the United States government, the role of individuals and groups in a civic society, and the interconnectedness of the political, social, cultural, and environment of nations and states.
Which content standards are associated with this big idea? *List all standards that apply, including the text of the standards (not just the code).*	State Social Studies Standards: • Standard 1 – Students will understand the significance and impact of the Constitution on everyday life. • Standard 2 – Students will understand the protections and privileges of individuals and groups in the United States. • Standard 3 – Students will understand the distribution of power among the national, state, and local governments in the United States federal system, or compound constitutional republic. • Standard 4 – Students will understand the responsibilities of citizens in the United States. Common Core State Standards for Literacy in History/Social Studies Common Core State Standards for Informative and Argument Writing
Why is this learning goal important and meaningful for students to learn?	It is critical for students to be able to read and comprehend primary and secondary sources in social studies in order to be college and career ready. Specifically, students should understand the types of evidence used in history sources, including domain-specific words and phrases, descriptions of events, concepts, and arguments that are analyzed from various sources. Students must be able to read complex informational texts in social studies with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. Additionally, in order for students to be contributors to society, they must understand the structure of a democratic government and how they can contribute to and positively impact society.
In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?	Analyzing multiple sources of texts and citing evidence requires strategic thinking and reasoning and/or extended thinking. Given the combination of these higher level thinking skills, this learning goal measures a high depth of knowledge (DOK), with a DOK level 3 or 4. * *For more information about DOK, see* http://www.nciea.org/publications/cognitiverigorpaper_KH11.pdf

The big ideas to be measured of a 12th grade civics and government course are identified and described.

The learning goal measures four of the six core state social studies standards, as well as reading and writing in the content area. These detail the types of expectations that students will be expected to demonstrate on their assessments. A way to strengthen this section would be to include more details beyond the standards. For example, identify the specific objectives (which are more detailed than the standards) that would be the focus for this SLO.

The critical nature of the learning goal is clearly identified and described with respect to college and career readiness, as well as membership in our society. Specific details are included to explain this importance of the learning goal, including what students will be asked to do when focusing on this learning goal.

This description shows how a high depth-of-knowledge is measured since students must evaluate, analyze, and make decisions on relevant tasks to demonstrate their understanding of social studies civics and government concepts.

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Describe the instruction and strategies you will use to teach this learning goal. *Be specific to the different aspects of the learning goal.*	The use of a civics and government high school textbook, primary sources and news articles are used as text resources, along with multi-media resources. Direct instruction on understanding the essential social studies' civics and government ideas and concepts will take place on a daily basis. Instruction also includes modeling and scaffolding the application of the essential ideas in authentic situations presented as prompts. This includes completing graphic organizers and constructing informational argument writing on government and civics topics.
Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	Students in grade 12 are engaged in civics and government instruction for 1 hour a day, 5 days a week for an entire school year. Instruction on constructing informational and argument writing is interwoven into this time period, approximately two times per month.
Explain how this time span is appropriate and sufficient for teaching the learning goal.	By grade 12, students have had multiple opportunities to read and demonstrate understanding of complex historical text as well as to write informational and argument writing. In addition to learning civics and government concepts, students will have opportunities to practice and refine these reading and writing skills during this course. Since not all of the civics and government standards for this course are included in this learning goal, the amount of time designate to this learning goal is appropriate and sufficient.
Learning Goal for this SLO	
Describe the **learning goal** that includes and aligns to the planning information.	Students will independently use primary and secondary sources to explain, generalize, connect, and/or form an argument based on historical and contemporary issues related to civics and government.

The plan of how the teacher will engage students in the content and the multiple opportunities for students to demonstrate their learning is described. Scaffolding and the use of different types of support is appropriate.

The amount of time each day and throughout the year is clearly identified, including how the deep understanding of the standards will be embedded into the daily instruction. This description could be strengthened by including an example of how the focus on the reading and writing standards would be embedded in the course of the year.

The **learning goal** for this SLO is appropriate and meaningful for students in grade 12. There is a thorough focus on the critical elements of the standards and student expectations.

Based on the rubric, the **learning goal** meets the criteria as "**Acceptable Quality**" since this section appropriately identifies and thoroughly describes an important and meaningful learning goal, with a clear explanation of:

- the big idea and standard(s) that are thoughtfully aligned to and measured by the learning goal,
- the critical nature of the learning goal for students in the specific grade/ course,
- how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and
- specific and appropriate instruction and strategies used to teach the learning goal.

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Directions for Documenting Assessments and Scoring: After completing the entire table, use the planning information to refine and tailor the description and use of assessments you initially described.

Assessments and Scoring: Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SLO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.	
Assessments for this SLO	
Describe the **assessments** (such as performance tasks and their corresponding rubrics) that measure students' understanding of the learning goal[1].	A variety of common performance tasks were developed by the district Social Studies curriculum department and are in a bank of approved assessment prompts that can be used to measure student success. All tasks have been validated through the Assessment Review Tool. These tasks are aligned to the Social Studies state standards and the Common Core reading and writing standards. An example of an assessment and the Assessment Review Tool are attached.
Planning Information for Explaining the Use of Assessments and Scoring:	
Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.	The use of a school-wide analytical 4-point argumentative writing rubric will be used to score student response. This rubric was created by a Social Studies committee formed by the district level Social Studies curriculum department and was validated through the rubric section of the Assessment Review Tool.
How often will you collect data to monitor student progress toward this learning goal?	Within the second quarter and throughout the remainder of the school year, students will have monthly opportunities to demonstrate their ability to use various identified texts (primary and secondary sources) to respond to informal and formal teacher developed prompts requiring them to form an argument regarding a civic/government concept. At least three times during the year students will respond to a prompt on a formal assessment.

A description of the development and quality of the performance task prompts is identified and attached. These tasks have been aligned to the social studies, reading, and writing standards.

The development and validation of the rubric is explained. Included in this description is the number of proficiency levels and how the quality of the rubric was established. The rubric to be used is attached to this SLO which illustrates the performance levels and how students are being scored on their responses. It also illustrates how content is embedded in the expected student responses.

[1] Assessments and rubrics need to be established as high quality, such as through the High Quality Assessment Review Tool.

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Assessments and Scoring: Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SLO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.	
How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?	Student work, both informal and formal, will be analyzed for ability to demonstrate each of the criteria on the rubric, including the ability to identify relevant content evidence. Students who are struggling readers and writers will have assistance with reading sources. A variety of levels of sources will be used to engage struggling readers. A variety of graphic organizers will be used to help students capture their thoughts prior to answering the assessment prompts. Students struggling with key social studies concepts will work with the teacher and/or peers in small groups or will have individual instruction that may include the use of organizers as a means of recording key information needed to respond to the question. Advanced students will have opportunities to research, read, and analyze complex texts with greater independence as well as consider the information in extended self-generated questions.

A thorough description of the progress-monitoring measures is described including the frequency of the collection of data (in the previous row of this table) and the use of this information as seen here on the left. Various groupings (whole group, small group, individual instruction) show that the teacher is using various methods to monitor student success. By collecting and using assessment data, the teacher can differentiate instruction and support students based on their different needs throughout the school year.

Based on the rubric, the **Assessments and Scoring** meets the criteria as "**Acceptable Quality,**" this section appropriately identifies and clearly describes:

- documented high quality assessment(s) used to measure the learning goal,
- rubrics that appropriately and thoughtfully differentiate student performance, and
- progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information.

Student Learning Objective (SLO): Annotated Social Studies Example

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Directions for Establishing Targets: Thoroughly complete the first two cells of the planning information first. This information should be used to guide how targets will be established.

Targets: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Planning Information for Writing the Target Used to Define Teacher Performance:	
Describe the courses, assessments, and/or experiences used to establish expected outcomes for students' understanding of the learning goal.	Based upon a review of the students prior social studies course grades (9th grade-World History and Geography, 10th grade-American Studies, 11th grade social studies course), 11th grade reading and writing state test scores, and a school writing portfolio which contains district developed performance assessments that are scored using the district argument rubric, students have been placed in high, average, and low performing groups for the SLO targets.
Identify the actual performance (e.g., grades, test scores, etc.) of students for the identified courses, assessments, or other sources of information to categorize student levels as their starting points.	35% of the students entering the 12th grade social studies class are below grade level in reading and writing (Level 1) on their grade 11 state test, received Ds and Fs in their 11th grade English and social studies courses, and performed at a Level 1 (below) on a significant number of performance assessments from previous grades. They had similar performance in 9th and 10th grade. These struggling students include students with disabilities and those classified as English Language Learners (ELL). Using this prior performance information, this group of students is placed in the low performing level. The remaining 65% of the students are at either nearing proficient (35%) or at proficient (30%) on their grade 11 state test and received a C or higher in their 11th grade English and social studies courses. They had similar performance in 9th and 10th grade. Of these students, 10% received an A in their 11th English and/or social studies courses: this 10% has been placed in the high performing level. The remaining 50% of students are placed in the average performing level. There are no students who are reading above grade level or who scored at the exceeded proficiency level for reading comprehension of informational text, informational or argument writing on their state test.
Identify your expected targets below and explain how these targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal?	These targets are ambitious and realistic for a 12th grade yearlong study of civics and government. Several of the struggling students, based on the above-identified data, are scoring as nearing proficiency. With the differentiated instruction, these students will be able to also score as proficient. Students who are significantly below proficient should be able to demonstrate growth by at least one level on the rubric (e.g., novice to apprentice, or novice to proficient).

Baseline data, including courses and assessments, have been described. The actual performance levels of students from these courses and assessments are included to explain how targets have been differentiated.

This section is written after the expected targets are established below. The targets reflect what is expected in the grade 12 course. They are realistic as they are based on prior year data, and are ambitious since the targets expect students to use high-level critical thinking skills, complex texts, and to integrate content area concepts as described in the sections above.

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Targets: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Expected Targets for this SLO	
Using students' starting points, identify the **number or percentage of students** expected at each achievement level based on their assessment performance(s). Be sure to include any appropriate subgroups.	These targets are based on the argumentative writing rubric scores for the teacher created tasks, as well as the three (3) formal performance tasks administered in this course over the entire school year. This is not an average of scores, but rather an evaluation of students' demonstrated consistent improvement over time in the criteria of the rubric. Since there is no state assessment for grade 12, these target grouping decisions are based on the evaluation of each of the criteria in the rubric for argumentative writing, across both teacher created and formal performance tasks throughout the school year. • Approximately 75% of the 21 students starting in the low performing group at the beginning of the year will move into the average group (16 students) by the end of the year, reaching the proficient level on the majority of the rubric's criteria across both teacher created and formal performance tasks. The students remaining in the low performing group (5 students) will score at the nearing proficiency level on the majority of the rubric's criteria across both teacher created and formal performance tasks. • Approximately 10% of the 33 students in the average performing group at the beginning of the year will move into the high performing group (3 students) by the end of the year, reaching the advanced level on the majority of the rubric's criteria. The students remaining in the average performing group (30 students) will score at the proficient on the majority of the rubric's criteria with some demonstration of performance at the advanced level across both teacher created and formal performance tasks. • 100% of the 6 students starting in the high performing group at the beginning of the year will remain in the high performing group at the end of the year, reaching the advanced level on the majority of the rubric's criteria across both teacher created and formal performance tasks.

The achievement targets for the differentiated student groups is clearly identified and described for the course.

Based on the rubric, the **Targets** meet the criteria as "**Acceptable Quality,**" since this section clearly and thoroughly explains how the data are used to define teacher performance, including:

- the baseline data/information used to establish and differentiate these targets, and
- rigorous targets that are realistic and attainable for each group of students.

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Directions: Complete this section at the end of the instructional period.

Actual Targets: identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Record the **actual** number or percentage of students who achieved the targets. Be sure to include any appropriate subgroups.	These targets are based on the argumentative writing rubric scores for the teacher created tasks, as well as the three (3) formal performance tasks administered in this course over the entire school year. This is not an average of scores, but rather an evaluation of students' demonstrated consistent improvement over time in the criteria of the rubric. Based on students' performance on the different rubric criteria across teacher created and formal performance tasks throughout the year, students are classified in the low, average, or high performing groups. Students with scores below or nearing proficient on the different rubric criteria are classified in the low performing group. Students with scores that are mainly proficient on the different rubric criteria are classified in the average performing group. Students with scores that are mainly advanced on the different rubric criteria are part of the high performing group. . • Approximately 71% of the 21 students starting in the low performing group at the beginning of the year moved into the average group (15 students) at the end of the year, reaching the proficient level on the majority of the rubric's criteria across both teacher created and formal performance tasks. Of the 6 students remaining in the low performing group, 3 students scored at the nearing proficiency level on the majority of the rubric's criteria across both teacher created and formal performance tasks, while the other 3 students scored at the below proficiency level on the majority of the rubric's criteria across both teacher created and formal performance tasks. • Approximately 3% of the 33 students in the average performing group at the beginning of the year moved into the high performing group (1 student) at the end of the year, reaching the advanced level on the majority of the rubric's criteria. The students remaining in the average performing group (32 students) scored at the proficient level on the majority of the rubric's criteria with minimal demonstration of performance at the advanced level across both teacher created and formal performance tasks. • Of the 6 students starting in the high performing group at the beginning of the year, 67% remained in this group, reaching the advanced level on the majority of the rubric's criteria across both teacher created and formal performance tasks. The other 23% (2 students) moved into the average performing group with the majority of the rubric's criteria across both teacher created and formal performance tasks at the proficient level.

The actual achievement targets for the differentiated student groups is clearly identified and described for the course.

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Actual Targets: identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

Please provide any comments you wish to include about actual outcomes:

There were a total of 60 students in this 12th grade social studies course. The following is a breakdown of the expected and actual number of students in each group in this class:

Entering	Exiting
Lowest Performing Group: 21 students	Lowest Performing Group: 6 students
Average Performing Group: 33 students	Average Performing Group: 49 students
High Performing Group: 6 students	High Performing Group: 5 students

The teacher provides a visual of the number of students in each group based on entering and exiting the class.

Although the percentages have some discrepancies (e.g., expected 10%; actual 3%), the actual number of students in each group illustrates the overall improvement of student performance. However, the actual targets fell slightly below the expected targets.

Directions for Teacher Ratings: The table below is to be used by the administrator reviewing the SLO to document the teacher rating based on the targets that were established.

Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and targets of this SLO, a teacher rating is noted below.

☒ **Does Not Meet**	☐ **Meets**	☐ **Exceeds**
Based on the students' starting points, students performed worse than expected.	Based on the students' starting points, students performed as expected.	Based on the students' starting points, students performed better than expected.

Administrator comments:
Students demonstrated some improvement in this course; however anticipated targets were not met. In addition several students moved to a lower level than where they began.

Date	Administrator Signature
May 25, 2012	*Example Administrator*
Date May 25, 2012	Teacher Signature (the signature does not necessarily indicate agreement with the rating) *Example Teacher*

Although there were some positive gains of the actual number of students who demonstrated improvement, this teacher's rating was scored as **Does Not Meet**. The expected target of 75% for the low group was slightly less (71%); however, there were moderate discrepancies in other expected targets (e.g., 10% of the students in the average group were expected to move into the high performing group, but only 3% achieved this target), as well a students who started at a higher performance level and moved to a lower level.