

Global History Data - 9th Grade Students

Student	District Writing Assessment	Observations	FALL Language Arts Overall MAP score (221 - Typical score Fall of 9th grade)	Write Nonfiction and Creative Forms	Write, Plan, Revise, Edit	Sentence, Paragraphs, Conventions	Language
A	12	Is able to communicate the "big ideas", topic sentence could use refinement	241	High	High	HiAvg	High
B	11	Needs to work on providing better textual evidence to support claims	222	Avg	Avg	Avg	HiAvg
C	8	Failure to make suggested changes, take feedback	219	LoAvg	LoAvg	Avg	High
D	12	Topic sentence and transitions could use refinement,	241	High	High	High	High
E	8	Topic and closing sentence needs improvement, evidence selection and use is weak	217	Avg	Avg	LoAvg	Avg
F	9	Writing could be more fluent, paraphrasing needs significant work	214	LoAvg	LoAvg	LoAvg	Avg
G	11	Needs to work on providing better textual evidence to support claims	229	Avg	High	HiAvg	HiAvg
H	13	Details are coherent and the topic sentence and mechanics are strong, evidence to justify claims was present but needs refinement	230	HiAvg	High	High	HiAvg
I	8	Problems with basic mechanics, needs to provide more specific evidence to support answer	213	Low	Avg	Low	Avg
J	10	Evidence selection needs improvement	229	HiAvg	HiAvg	HiAvg	High

K	12	Topic sentence fully answers the question, evidence to support claim present but lacks detail	243	High	High	High	High
L	10	Needs to work on providing better textual evidence to support claims, paraphrasing needs work	237	High	HiAVG	HiAVG	High
M	12	Sophisticated use of language and topic sentence, paraphrasing needs refinement	226	HiAVG	HiAVG	AVG	HiAVG
N	7	Paraphrasing needs significant work, provided limited evidence	218	Avg	LoAVG	HiAVG	LoAVG
O	13	Sophisticated used of language and topic sentence, lacks detail in the evidence	240	High	High	High	High
P	10	Needs to work on providing better textual evidence to support claims	222	HiAVG	AVG	HiAVG	LoAVG
Q	7	Paraphrasing needs significant work, provided limited evidence	216	Low	Low	AVG	AVG
R	8	Topic sentence is weak and does not specifically answer the question, paragraphs lack depth and detail	210	Low	Low	LoAVG	AVG
S	12	Needs to work on providing better textual evidence to support claims	232	High	HiAVG	High	HiAVG
T	5	Many errors with mechanics, usage, lack of a coherent topic sentence, no evidence to support claims	209	Low	Low	Low	Low
U	12	Paraphrasing needs work, needs to focus specifically the selection of evidence to use to support claim	228	High	HiAVG	AVG	AVG
V	10	Needs to work on providing better textual evidence to support claims, paraphrasing needs work	222	High	AVG	LoAVG	LoAVG
W	7	Struggles with language usage and mechanics	209	LoAVG	Low	LoAVG	Low

Student Learning Objective Template

Student Learning Objective (SLO) Quality Indicators

<p>Baseline Data and Rationale: Describe why you choose this goal and the source(s) of qualitative and quantitative data you examined in order to arrive at the SLO. Summarize any notable patterns or trends.</p>	<p>The pre-assessment data indicates that only 35% of the students (9 of 26) met the district benchmark for expository writing in the content areas. The district expectation is that students are demonstrating proficiency at the 80% level or higher on the district expository writing rubric. (On the rubric that would mean students need to minimally score 12 out of 15 points to meet the benchmark) Writing across the content areas is not only a key component of our school improvement plan; it is also emphasized in the English/Language Arts Common Core State Standards for Literacy in History/Social Studies, Science and the Technical Areas.</p>
<p>Learning Content/Grade Level: Describe the manner in which the content or performance standard(s) you selected are worthy of meaningful pursuit and have value beyond the course and/or grade level.</p>	<p>The Common Core State Standards and College and Career Readiness expectations require students to be able to effectively communicate their thoughts and ideas in writing. Students need to be proficient in all types of writing and be able to apply their writing skills into every aspect of the curriculum. As a social studies teacher, I believe that it is essential for students to be able to make a claim and justify that claim with appropriate sources of evidence. My SLO will specifically address the following Writing Standards:</p> <ul style="list-style-type: none"> 2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions 2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<p>Student Population: Identify the students included in the target population and indicate how your data analysis supports the inclusion of the selected students in the targeted population.</p>	<p>The students who will be included in this Student Learning Objective will be all the students who did not score at or above the 12 out of 15 mark (the district benchmark for proficiency) on the district expository writing rubric.</p>
<p>Targeted Growth: Identify the amount of growth expected in the targeted population.</p>	<p>All of the students who did not score at or above 12 out of 15 points on the initial writing prompt, will score 12 or higher.</p>
<p>Interval: Indicate the duration of the time that will be spent with the student population in meeting the goal. (ex. Year, semester, trimester, etc.)</p>	<p>Since this is a year-long class and students will have multiple opportunities to engage in this type of writing throughout the year, I will be working on this student learning objective with the targeted population for the year.</p>

<p>Evidence Sources: Describe the evidence sources that will be used to monitor the goal (formative) and the sources that will be used to determine student growth at the end of the interval (summative).</p>	<p>The evidence sources for on-going progress monitoring and final determination of student growth will be student writing samples and the district expository writing rubric. Additionally, I will informally monitor student progress toward the goal through anecdotal notes about the key features of their expository writing. The rubric scores student writing in the following manner: Maximum of 9 points for development and support of thesis and argument Maximum of 3 points for topic sentence Maximum of 3 points for mechanics and usage</p>
<p>SLO Goal Statement (SMART Criteria):</p> <ul style="list-style-type: none"> ✓ Specific ✓ Measurable ✓ Attainable ✓ Results-based ✓ Time-bound 	<p>By May of the 2013-14 school year <i>all</i>, of the students who did not score at or above 12 out of 15 points on the initial writing prompt, will score 12 or higher on the final writing prompt scored on the district expository writing rubric.</p>

Global History POST-TEST Data- 9th Grade Students

Student	PRE-TEST District Writing Assessment Score out of 15 9 points- Development and support of argument 3 points- Topic sentence 3 points- Mechanics and Usage	Observations	POST-TEST District Writing Assessment Score out of 15 9 points- Development and support of argument 3 points- Topic sentence 3 points- Mechanics and Usage	Notes and Observations
A	12	Is able to communicate the "big ideas", topic sentence could use refinement	13	Topic sentence fully answers the question
B	11	Needs to work on providing better textual evidence to support claims	14	Demonstrated growth in the ability to provide accurate and detailed evidence throughout the year
C	8	Failure to make suggested changes, take feedback	11	Student attended 52 out of 90 days second semester due to surgery
D	12	Topic sentence and transitions could use refinement,	14	Topic sentence fully answers the question, fluid transitions
E	8	Topic and closing sentence needs improvement, evidence selection and use is weak	12	Topic sentence fully answers the question, sophisticated use of language, accurate paraphrasing and evidence clearly supports conclusion reached
F	9	Writing could be more fluent, paraphrasing needs significant work	12	Both fluency and paraphrasing improved
G	11	Needs to work on providing better textual evidence to support claims	12	Demonstrated growth in the ability to provide accurate and detailed evidence throughout the year
H	13	Details are coherent and the topic sentence and mechanics are strong, evidence to justify claims was present but needs refinement	13	Evidence better supports conclusion reached, however on the post-test writing prompt the student did not earn as many points in the mechanics and usage portion of the rubric as last time
I	8	Problems with basic mechanics, needs to provide more specific evidence to support answer	12	Improved use of specific examples, as well as use of language
J	10	Evidence selection needs improvement	13	Evidence better supports conclusion reached

K	12	Topic sentence fully answers the question, evidence to support claim present but lacks detail	14	Demonstrated growth in the ability to provide accurate and detailed evidence throughout the year	
L	10	Needs to work on developing a clear topic sentence, providing better textual evidence to support claims, paraphrasing needs work	14	Topic sentence fully answers the question, sophisticated use of language, accurate paraphrasing and evidence clearly supports conclusion reached	
M	12	Sophisticated use of language and topic sentence, paraphrasing needs refinement	*	Student transferred schools 2/15	
N	7	Paraphrasing needs significant work, provided limited evidence	11	Paraphrasing still needs some work	
O	13	Sophisticated used of language and topic sentence, lacks detail in the evidence	15	Demonstrated growth in the ability to provide accurate and detailed evidence throughout the year	
P	10	Needs to work on providing better textual evidence to support claims	12	Improvement in the level of detail provided, as well as appropriate selection of evidence and the ability to communicate ideas.	
Q	7	Paraphrasing needs significant work, provided limited evidence	12	Improvement in the level of detail provided, as well as appropriate selection of evidence and the ability to accurately paraphrase	
R	8	Topic sentence is weak and does not specifically answer the question, paragraphs lack depth and detail	12	Strong improvement in topic sentence and paragraph structure and organization	
S	12	Needs to work on providing better textual evidence to support claims	13	Continued growth shown the ability to provide accurate and detailed evidence throughout the year	
T	5	Many errors with mechanics, usage, lack of a coherent topic sentence, no evidence to support claims	10	Vast improvement in the level of detail provided, as well as appropriate selection of evidence and the ability to clearly communicate ideas. Mechanics are still a concern	
U	12	Paraphrasing needs work, needs to focus specifically the selection of evidence to use to support claim	12	Selection of evidence improved, paraphrasing is still a focus area	
V	10	Needs to work on providing better textual evidence to support claims, paraphrasing needs work	12	Selection of evidence improved, paraphrasing is still a focus area	

W	7	Struggles with language usage and mechanics and the development of a topic sentence	*	Transferred to another teacher at semester due to a scheduling conflict
X	12	Evidence selection needs improvement	13	Continued growth shown the ability to provide accurate and detailed evidence throughout the year
Y	9	Evidence selection and usage is weak, writing mechanics and grammar need improvement	12	Improvement in the level of detail provided, as well as appropriate selection of evidence and the ability to clearly communicate ideas. Significant growth demonstrated with respect to mechanics and grammar
Z	7	Language and mechanics are weak, limited development of an appropriate topic sentence	12	Significant improvement noted in the level of detail provided, as well as appropriate selection of evidence and the ability to accurately paraphrase