

## STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	U.S. History
School:	High School
Evaluator:	

### STEP ONE: SLO DEVELOPMENT

<p><b>Prioritize Learning Content:</b> <i>Identify standards and content.</i></p>	<p><i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify the specific data source or trend data used. (1a)</i></p>
	<p>The important learning will include the ability to understand the cause/effect relationships with important historical periods in relation to cultural, military, religious, political, and social issues in American History.</p> <p>9-12.US.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>Additionally, writing and the ability to construct a written response and provide evidence to support the response will be included in the priority learning content. This works well in my courses, since the majority of my assessments are essay-based.</p>

<p><b>Identify the Student Population:</b> <i>Describe the context of the class.</i></p>	<p><i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)</i></p>
	<p>This SLO will include one class of U.S. History for a total of 31 students. Three of the 31 students are on IEPs for written expression, so assessment accommodations will be made for them according to their IEPs.</p>

<p><b>Interval of Instruction:</b> Specify the time frame in which growth will be measured.</p>	<p><i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.</i></p> <p>This SLO will cover the first semester of U.S. History, which is a block course and is completed at the end of the semester.</p>
<p><b>Analyze Data and Develop Baseline:</b> Detail student understanding of the content at the beginning of the instructional period.</p>	<p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p> <p>Students' current knowledge of the topics was assessed using 15 U.S. History extended constructed response selected from NAEP released items and revised to fit our topics. The items were scored using the NAEP scoring guide and achievement categories of Inappropriate, partial, essential, and complete. No students scored complete on any of the questions. Fourteen of the 31 students scored essential on one or two questions. The rest of the students scored partial or inappropriate on the test items.</p>
<p><b>Select or Develop an Assessment:</b> Describe how the goal attainment will be measured.</p>	<p><i>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)</i></p> <p>Students' current knowledge of the topics was assessed using 15 U.S. History extended constructed response selected from NAEP released items and revised to fit our topics. The items were scored using the NAEP scoring guide and achievement categories of Inappropriate, partial, essential, and complete.</p>
<p><b>Growth Goal:</b> Establish expectations for student growth.</p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i></p> <p>100% of my students will score essential or complete on all test items. 28 of the students will be assessed using all 15 items. The 3 students on IEPs for written expression will be assessed with few test items as indicated on their IEPs and have the ability to use assistance in the form of technology, scribe, alternate test setting or extended time as indicated on the IEPs.</p>

<p><b>Provide Rationale:</b> Describe how your SLO benefits student learning.</p>	<p><i>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)</i></p>
	<p>Students will not only increase their knowledge of U.S. History, but also increase their aptitude for constructing a written response with evidence and supporting details.</p>

<p><b>Learning Strategies:</b> Describe your plan to meet student needs.</p>	<p><i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</i></p>
	<p>Students will look at samples of test questions and answers at each of the levels (inappropriate, partial, essential, and complete) to analyze the key features that are included in each. We will continue to do constructed written response for both homework and formative assessment.</p>

## STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## STEP THREE: ONGOING COMMUNICATION

<p><b>Progress Update:</b> Describe student progress toward the growth goal.</p>	<p><i>Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)</i></p> <hr/> <p>All students have been completing constructed response items and required to provide detail and textual evidence in order to receive full credit for assignments. We are working on increasing our amount of writing to give full responses.</p>
<p><b>Strategy Modification:</b> If necessary, document changes in strategy.</p>	<p><i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)</i></p> <hr/> <p style="text-align: center;">NA</p>
<p><b>SLO Adjustment:</b> If justified, describe changes to the SLO.</p>	<p><i>Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)</i></p> <hr/> <p style="text-align: center;">NA</p>

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

## SCORING

<b>High Growth:</b> <i>The growth goal was 86% to 100% attained.</i>	<i>What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)</i>
<b>Expected Growth:</b> <i>The growth goal was 65% to 85% attained.</i>	<i>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</i>
	21/31 students scored essential or complete on all given test items. I met 71% of my goal of having 31/31 students score essential or complete on all items.
<b>Low Growth:</b> <i>The growth goal was less than 65% attained?</i>	<i>What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)</i>

## PRELIMINARY STUDENT GROWTH RATING

<b>PRELIMINARY STUDENT GROWTH RATING</b> Based on final assessment data, the student growth rating is:		
LOW	EXPECTED	HIGH
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

## REFLECTION

<b>Professional Growth:</b> <i>Detail what you learned.</i>	<i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</i>
	I will continue to use constructed response items and push for requiring my students to do more critical thinking and writing. I will need to spend more time in instructing what an essential and complete response looks like. My students answered the questions but did not go 'far enough' for the responses to be in the higher level categories. This is a change for them from the usual multiple choice test, but they need to be able to think and defend their thinking.