Wisconsin Student Learning Objective (SLO) Plan

After reviewing data and identifying student population for whom SLO will apply, create Student Learning Objective. Submit SLO Plan to evaluator prior to Evaluation Planning Session.

Name of Teacher
Gr. 9 Social Studies Teacher

Names of Reviewers
School Principal

Content Area/Grade Level
Social Studies – Gr. 9 U.S. History

Student Learning Objective (SLO):
• All students in my Gr. 9 U.S. History course will demonstrate growth in thesis-based, argument writing, as measured by AVID’s Essay Writing Rubric (adapted).
• By June, 75%* of students will achieve proficiency (score of 3+) on 3* of the 5 rubric criteria.
• By June, 100% of students, will demonstrate growth on 2* of the 5 rubric criteria.

Baseline Data and Rationale: (Why did you choose this objective?)
• Thesis-based, argument writing is a key component of the Common Core State Standards.
• Anecdotal data from a decade of teaching shows declines in student achievement in student thesis-based, argument writing.
• Student data on the September Pre-Assessment revealed that only 10%* of students achieved proficiency (score of 3+) on 3* of the 5 rubric criteria.

Learning Content: (What content will the SLO address?)

CCSS Writing Standards (Gr. 9-10):
1. Write arguments focused on discipline-specific content.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Wisconsin High School Social Studies Performance Standards:
History B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
History B.12.4 Assess the validity of different interpretations of significant historical events

Student Population: (Who are you going to include in this objective?)
• All students in my Gr. 9 U.S. History course will demonstrate growth in thesis-based, argument writing, as measured by AVID’s Essay Writing Rubric.

Interval: (How long will you focus on this objective?)
Year-long goal

Assessment/Evidence Source(s): (How will you measure the outcome of your objective?)
• Pre-assessment, formative assessment, and summative assessment data will come from AVID’s Essay Writing Rubric (adapted).

Targeted Growth: (What is your goal for student growth?)
• By June, 75%* of students will achieve proficiency (score of 3+) on 3* of the 5 rubric criteria.
• By June, 100% of students, will demonstrate growth on 2* of the 5 rubric criteria.

Strategies and Support (What methods or interventions will you use to support this objective?)
• Pre-Assessment writing topic: Reconstruction (September)
• Student instruction in AVID’s Essay Writing Rubric
• Formative Assessment writing topics:
  o Gilded Age (November) – instructional focus on thesis development; self-assessment & reflection
  o Progressivism (January) – instructional focus on textual evidence; peer assessment & self-reflection
  o The U.S. as an Emerging Power/Spanish-American War & WWI (March) – instructional focus on analysis of textual evidence; self-assessment & reflection
  o World War II (May) – instructional focus on analysis of textual evidence; peer assessment & self-reflection
• Summative Assessment writing topic: To what extent has the federal government effectively protected individual rights throughout U.S. history? (June)

*Based on your knowledge of your students and their pre-assessment data, percentages and goals related to growth will vary.