Student Learning Objective (SLO) Template

*This template should be completed while referring to the **SLO Template Checklist**.*

Teacher Name: _____Sample_____ Content Area and Course(s): _____Social Studies_____ Grade Level(s): _____6th_____ Academic Year: _____2012-2013_____

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?

Our school district requires each grade level (2-8) to take the Terra Nova Test in Social Studies. I will use the results of my students' 5th grade test to see if there are any areas where the students struggled. I will also contact the 5th grade social studies teacher to see if she recognized any standards that need improved upon based on her scores of her SCA (short-cycle assessment (These are district created tests that show if a student mastered grade level the standards). I also gave the students a 30 point test to use as a baseline for my SLO. The results are as follows:

Performance on the pre-test given September 3, 2012. The test consists of 30 tiered multiple choice questions.

Percent Range   # of students

0%-50% --------------9

51%-75%------------30

76% - 85 %----------8

85%- 100%----------4

The highest score was a 90%

The Lowest Score was a 10%

Comments: 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 within the time period?
☐ Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) ☐ Draws upon trend data, if available ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses
1st: No. For the reviewer/review committee to check this box, the data from the fifth grade Terra Nova and the SCA should be provided in addition to the preassessment results. 2nd: No. What was the trend data? Provide a summary of it in this section. What does the trend data (mentioned in rationale) tell you? 3rd: No. What were the specific student strengths and weaknesses identified from the multiple sources of data?

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

This SLO covers all of the 6th graders (51 students) at Millcreek Elementary who are enrolled in Social Studies. Of these 51 students, 10 have IEP goals and 10 are identified as talented and gifted.

Comments: Student Population
Which students will be included in this SLO? Include course, grade level, and number of students.
☐ Identifies the class or subgroup of students covered by the SLO ☐ Describes the student population and considers any contextual factors that may impact student growth ☐ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO
1st: Yes. 2nd: No. What are the needs of the IEP students (reading/writing)? In what areas have the gifted students been identified? What other factors might impact student growth, i.e., district mobility rate, students for whom regular attendance is a concern? 3rd: No. Please explicitly state that no students were excluded from this SLO.

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

The duration of this course / SLO is from September 2012 - May 2013.

Comments: Interval of Instruction
What is the duration of the course that the SLO will cover? Include beginning and end dates.
☐ Matches the length of the course (e.g., quarter, semester, year)
1st: How long is the class? How often does the class meet? Provide the exact end date of the SLO because the duration must conform to district evaluation timelines. The information provided is acceptable but if there are factors beyond this that may affect student growth, it should be noted.

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

> The target will focus on the Ohio Social Studies Standards for grade 6.
>
> 6.STS.3 Students will be able to show that they can use globes and other geographic tools to gather, process, and report information about people, places, and environments.
>
> 6.STS.4 They will also be able to identify absolute location using latitude and longitude as well as classifying regions using various criteria such as landforms, climate, population, cultural, and economic.

Comments: Standards and Content
What content will the SLO target? To what related standards is the SLO aligned?
☐ 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
☐ Represents the big ideas or domains of the content taught during the interval of instruction
☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)
1st: Yes, but it might be clearer for the reviewer/review committee if you use words rather than abbreviations, STS = Spatial Thinking and Skills. Standards have been paraphrased rather than using the exact wording.   2nd: No. Unclear how the selected standards represent a "big idea" when the standards listed represent only 2 of the 16 Ohio standards for grade 6 social studies.   3rd: No. Although this SLO is not identified as targeted, it focuses on a limited amount of content. More information is needed.

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

> A pretest of 30 tiered questions will be given to the SLO population in September to gather baseline data. This same test will be used as a post-test in May to determine growth. There will also be a locally developed test given to the students quarterly to help track the students' progress.

Comments: Assessment(s)
What assessment(s) will be used to measure student growth for this SLO?
☐ 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
1st: No. Did a team of teachers create the assessment? Was it reviewed by anyone else? Is it district-approved? Can the multiple choice format enable students to demonstrate use of globes and other geographic tools? What statistical data will be collected on each assessment item to ensure reliability and inform subsequent revisions to the assessment? 2nd: No. There was no reference to "stretch" and how items were selected/written to ensure items were of varying difficulty and cover prerequisite and advanced knowledge or skills. What does the term "tiered questions" mean? 3rd: N/A. 4th: No. From the Guidelines on Selecting Assessments for SLOs, "No items on the test should cover standards that the course does not address." Since the theme of the grade 6 standards includes "students study the Eastern Hemisphere (Africa, Asia, Australia and Europe)" how do you justify using items referring to locations in the United States? As mentioned in 1st box, does the multiple choice format enable students to show the intended learning?

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

The expected growth was based on trend data from the past 3 years. These growth targets will help ensure that the students are prepared for Social Studies at the 7th grade level.

PRE-TEST RESULTS   TARGET SCORE

0%-50% --------------9   60-75%

51%-75%-------------30   76-85%

76% - 85 % ----------8   86-92%

86% - 100 %---------4   93-100%

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

□ All students in the class have a growth target in at least one SLO
□ Uses baseline or pretest data to determine appropriate growth
□ Sets developmentally appropriate targets
□ Creates tiered targets when appropriate so that all students may demonstrate growth
□ Sets ambitious yet attainable targets

1st: Yes.
2nd: No. Appropriate growth is questionable and cannot be determined based on information provided, i.e., 85%-86% pre-post. Is there enough "stretch" for the higher achieving students? (Highest score = 90%. Does 10% demonstrate a year's growth? How do you know?)
3rd: Yes, although information provided is limited.
4th: Yes, targets are tiered, but the distribution of students appears to be skewed. Almost 59% of the students are clustered into one of the target ranges. You may wish to provide another tier in this range.
5th: No. In some cases, students are expected to increase their scores by only 1% while others are expected to show 50%.

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

The student growth was determined using the trend data over the past three years based on my students' performance on the same assessment. My growth targets expect all students to improve. This growth target will be reviewed and monitored quarterly to track student performance. These growth targets will help ensure that the students are prepared for Social Studies at the 7th grade level. Based on Terra Nova Results and OGT scores, Southern local students typically score low in Social Studies.

Comments: Rationale for Growth Target(s)
What is your rationale for setting the target(s) for student growth within the interval of instruction?
□ Demonstrates teacher knowledge of students and content □ Explains why target is appropriate for the population □ Addresses observed student needs □ Uses data to identify student needs and determine appropriate growth targets □ Explains how targets align with broader school and district goals □ Sets rigorous expectations for students and teacher(s)

1st: No. Standards specifically refer to the Eastern Hemisphere and yet questions on the assessment refer to locations in the United States. It is unclear what specific information is known about students.

2nd: No. If students typically score low in social studies, what data might inform decisions around their growth?

3rd: No. Other than baseline scores, little information about the students was provided or described in the rationale. How will the quarterly assessments be used to gauge student progress toward the growth targets? Are the quarterly assessments focused on only the two standards in this SLO? Are the items aligned with the standards and the post assessment?

4th: No. Although it is stated that trend data was used, there is no evidence provided in the rationale.

5th: No. If the reference to the typical performance of the students on the social studies Terra Nova and the OGT Alignment aligns to a broader school/district goal, the district goal should be explicitly mentioned. What does typical mean? Is the "low" scoring consistent across all grade levels?

6th: No. This SLO appears to be created to fit an existing teacher created assessment which is not aligned with the 6th grade standards.

6th Grade Social Studies SLO Assessment

Name:_____   Date:_____

Directions: Choose the correct answer to the questions below. You may use your atlas as a reference.

1. **A peninsula is a piece of land nearly surrounded by water. What state of the United States is located on a peninsula?**
   a. Texas
   b. Maine
   c. Florida
   d. California

2. **If you traveled directly from the Equator to Antarctica, in which direction would you be going?**
   a. North
   b. East
   c. South
   d. West

3. **How can you best identify a national capital on a map?**
   a. Look for the compass rose
   b. Look at the symbol in the map legend
   c. Skim and scan the entire map
   d. Look for the star in each state

4. **Which line on maps and globes is the starting place for measuring latitude?**
   a. Longitude
   b. Map legend
   c. The equator
   d. Northern Hemisphere

5. **Which line is the starting place for measuring longitude?**
   a. Prime Meridian
   b. Latitude
   c. The equator
   d. Southern Hemisphere

6. Your friend Rosa gave the following answer to the last question in your classroom geography bee: "The states that border Kansas are Nebraska on the north, Oklahoma on the south, Colorado on the east, and Missouri on the west." Did Rosa win the contest?

    a. Yes
    b. No
    c. She Tied
    d. There is no way of telling

7. Suppose you are at 15° south latitude, 145° east longitude. Which would be more useful?

    a. Hiking boots
    b. Scuba gear
    c. Winter clothing
    d. Long pants

8. Which states in the United States has the most population?

    a. Western States
    b. Northern
    c. Southern
    d. Western

9. If your friend lived in Buenos Aires South America, which state in the United States would be most similar in climate to his homeland?

    a. Florida
    b. Washington
    c. Georgia
    d. Iowa

10.   Which of the following cities is a national capital?

    a. Tokyo, Japan
    b. Columbus, Ohio
    c. Alice Springs, Australia
    d. Rio de Janeiro, Brazil

11.   Which European countries make up the Iberian Peninsula?

    a. Italy and France
    b. Ireland and Iceland
    c. Norway and Sweden
    d. Portugal and Spain

12.   International news correspondent Neva Lost has an excellent sense of direction. Once, however, Neva said, "No matter which way I go from here, I will be traveling south." Where was Neva?
    a. South Pole
    b. Equator
    c. North Pole
    d. Prime Meridian

13.   On many maps, letters and numbers create a grid system for locating places. How does a letter- number location differ from a latitude and longitude location?
    a. The letter / number location of a place differs from one map to the other. Longitude / Latitude locations are the same on all maps.
    b. Both systems of locating places are the same.
    c. Longitude / Latitude locations differ on maps; however, the letter/number system is the most accurate.
    d. Both systems of locating a point on a map help identify where it is located.

14.   Why are there so few urban areas in South America?
    a. Most of the continent is barren.
    b. A majority of the people prefers to live on other continents.
    c. There are large deserts along its coastline.
    d. A large portion of South America is extremely cold.

15.   Which parts of Earth might appear white when viewed from an airplane?
    a. The oceans
    b. Europe and Africa
    c. Greenland and Antarctica
    d. Mountains and Valleys

16.   Which continent does not have coastlines on the Pacific Ocean?
    a. North America
    b. Australia
    c. Africa
    d. Asia

17.   Why do you think Earth might appear blue when viewed from a space capsule?
    a. Land would appear blue from far in space.
    b. About three-fourths of the Earth's surface is covered by water.
    c. Mountains block the sunlight, which caused land to look blue.
    d. The sky creates a reflection on the landmasses.

18.   **Which parts generally have the warmest climates?**
a. Regions near the poles
b. Regions around the equator
c. Regions around the prime meridian
d. Regions near Alaska

19.   **Which direction might people who live in the northern United States go in winter if they want to enjoy warmer weather?**
a. North
b. South
c. East
d. West

20.   **Which continents would you cross if you traveled around the world along the Equator?**
a. North America, Africa, Australia
b. South America, Europe, Asia
c. Africa, Europe, North America
d. South America, Africa, Asia

21.   **Suppose you were viewing the Amazon Basin in South America from an airplane. What color do you think this part of Earth would appear?**
a. Blue
b. Green
c. Red
d. White

22.   **How many oceans does the continent of North America border?**
a. Two
b. Three
c. Four
d. One

23.   **People who live in southern Argentina on the continent of South America might go north to find warmer temperatures. Why is this so?**
a. People in the southern hemisphere go north to find warmer temperatures.
b. People in northern hemispheres go south to find warmer temperatures.
c. People in southern hemispheres go north to find warmer temperatures.
d. Southern Argentina is in a warm climate already.

24.   **Which of the world's countries has the largest population?**
a. Russia
b. United States
c. China
d. Mexico

25.	**Where is the mouth of the Nile River?**
a. Egypt
b. Florida
c. Sudan
d. France

26.	**If you were traveling down the Nile River, from its source to its mouth, in which direction would you be going?**
a. North
b. South
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27.	**Your mother is on a business trip in Sydney, Australia. She places a call to your home in Los Angeles at 10:00 A.M. Monday in Sydney. It is 4:00 P.M. Sunday in Los Angeles. Why is this so?**
a. Los Angeles is east of the International Date Line so it is earlier there.
b. Los Angeles is west of the International Date Line so it is earlier there.
c. Los Angeles is south of the International Date Line so it is earlier there.
d. Los Angeles should have the same time as Sydney, Australia.

28.	**About how far is the capital of Mexico from the capital of Canada?**
a. About 11,500 miles
b. About 105,000 miles
c. About 2,300 miles
d. About 550 miles

29.	**A Mississippi river boat captain's log listed the following cities he passed on his way from Minneapolis to New Orleans: Dubuque, Iowa; Peoria, Illinois; Memphis, Tennessee; Baton Rouge, Louisiana. What's wrong with the captain's log?**
a. All the cities are not located in the United States.
b. Memphis is located along the Ohio River not the Mississippi River.
c. Peoria, Illinois is not located along the Mississippi River.
d. Baton Rouge is located in France, not the United States.

30.	**Which Central American capital is located at approximately the same longitude as New Orleans, Louisiana?**
a. Mexico City
b. New Orleans
c. Panama
d. San Salvador
#

6th Grade Social Studies SLO Assessment

Name:_____   Date:_____

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d
18. a b c d
19. a b c d
20. a b c d
21. a b c d
22. a b c d
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    c. Peoria, Illinois is not located along the Mississippi River.
    d. Baton Rouge is located in France, not the United States.

30. Which Central American capital is located at approximately the same longitude as New Orleans, Louisiana?
    a. Mexico City
    b. New Orleans
    c. Panama
    d. San Salvador