



Sample Student Learning Objectives (SLOs)

2012

**Ohio** | Department of Education

## Sample 1—American Government, Grade 11

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

Teacher Name: Mr. Smith Content Area and Course(s): American Government, Social Studies Grade Level(s): 11 Academic Year: 2012–13

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?*

Results of a district-created preassessment comprised of 50 multiple-choice questions and an essay to show that students' background knowledge of American Government varies. Pretest scores ranged from 20 to 95. Most students demonstrated a basic understanding of the structure and functions of government and public policy. Few students demonstrated understanding of the basic principles of the U.S. Constitution and how the government and economy are interrelated. Given a document-based essay question, most students were able to cite evidence to support their discussions but tended to rely on one or two sources; this finding is consistent with a review of essays contained in student portfolios from last year's history course. Last year and in the preassessment essay, students struggled to evaluate evidence for point of view and content.

### **Student Population**

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

This SLO covers all 64 of my 11th grade students enrolled in my American Government courses, which I teach periods 2, 4, and 7.

Two of my students have disabilities. I will provide these students with all instructional and assessment accommodations and modifications contained in their Individualized Education Plans (IEPs).

Six of my students are first- and second-year English language learner (ELL) students. I will work with the ELL teacher to develop strategies for supporting this group and to create an assessment that is developmentally appropriate for them.

### **Interval of Instruction**

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

Students take this course in the fall semester. The interval of instruction is from September 2012 until December 2012.

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

The course focuses not only on knowledge of American Government but also reasoning and writing skills related to social studies. My SLO will target key topics in American Government as articulated in the Ohio Department of Education's 2010 Academic Content Standards. These topics include civic involvement, civic participation and skills, basic principles of the U.S. Constitution, structure and functions of the federal government, role of the people, Ohio's state and local governments, public policy, and government and the economy. All 16 content statements within these topics are demonstrated by this learning objective. In addition, the SLO aligns with the Common Core State English Language Arts standards for History/Social Studies (RH.11-12.1–RH.11-12.10).

**Assessment(s)**

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

I will assess students using a district-created portfolio assessment out of 100 points. The portfolio will consist of a district-created end-of-course multiple-choice exam covering the content of the Ohio Academic Content Standards for American Government (50 percent) and three biweekly writing prompts administered in November and graded by the social studies team using a district-created rubric (50 percent). As an end-of-semester project, all students must complete a course capstone project. I will use the results of this project as an assessment with my high-achieving students.

Per their IEPs, the two students with disabilities will receive extended time for the assessments. One student will receive a scribe for the essays, and the other student will have fewer test items listed per page.

In consultation with the school's ELL specialist, I will modify the language of the assessment for my ELL students by shortening sentences, removing unnecessary material, using familiar or frequently used words, and using easily understood grammar (i.e., keeping to present tense, using active voice, avoiding conditionals, etc.). Based upon the learning needs and English literacy of each individual ELL student, I will work with the ELL specialist to modify the requirements of the writing prompts. Possible strategies include allowing students to draw diagrams, having students present their claims and evidence orally, or allowing students to write their essays in their native language.

**Growth Target(s)**

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

Students will increase their knowledge of American Government and improve their skills in articulating reasoned and substantiated arguments related to American Government. Growth will be measured by comparing the end-of-year portfolio results to the preassessment results. I have set tiered growth targets for my students. All students will be expected to achieve at least a target score of 70, which is the passing score for my district. Students' score on the preassessment determine their growth target for the end-of-year portfolio assessment.

Baseline Score Range (based on preassessment)	Target Score (on end-of-year portfolio)
20–30	70
31–50	80
51–70	90
71–85	95 + score of 85 or higher on capstone project
86–95	100 + score of 90 or higher on the capstone project

**Rationale for Growth Target(s)**

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

I set tiered targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. Students who scored lower on the preassessment will be expected to demonstrate more growth in order to meet grade-level expectations. In addition, since the portfolio assessment did not have enough stretch for my highest performing students, I will include the results of a capstone report and presentation to ensure that all students are increasing their knowledge of American Government and their ability to articulate reasoned and substantiated arguments related to American Government.

I am using a portfolio assessment so that students can demonstrate growth in both their understanding of the content and their writing and reasoning skills around social studies. By combining measures, I am targeting deficits in both writing and content knowledge.

Finally, the school is focusing on writing across content areas. Since this SLO focuses not only just on content but also on writing and reasoning, it aligns with broader school and district goals.

## Sample 2—Advanced Placement Environmental Science, Grade 12

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

Teacher Name: Ms. Reed Content Area and Course: Advanced Placement Environmental Science Grade Level(s): 12 Academic Year: 2012–13  
 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?*

Looking at the AP Instructional Planning reports from 2010–11 and 2011–12 school years shows that AP Environmental Science students have difficulty interpreting, synthesizing, and articulating the written response concepts related to land and water use, energy resources and consumption, pollution, and global change. When using prior course tests, my students have trouble conveying this knowledge and skills in the free response questions, particularly if the questions ask them to interpret, synthesize, and respond to data sets. The following tables show the rating distributions of my AP Environmental Science classes over the past two years:

Overall Score on AP Exam	2010–11 Academic Year	2011–12 Academic Year
1	12%	9%
2	44%	35%
3	38%	50%
4	6%	6%
5	0%	0%

	Distribution of Student Scores for the Multiple-Choice Section (compared to national sample)		Distribution of Student Scores for the Free-Response Section (compared to national sample)	
	2010–11 Academic Year	2011–12 Academic Year	2010–11 Academic Year	2011–12 Academic Year
Lowest Fourth	0%	4%	25%	24%
Second Fourth	54%	43%	48%	50%
Third Fourth	40%	46%	27%	24%
Highest Fourth	6%	7%	0%	2%

Preassessment Results (2012–13)			
Multiple Choice Point Distribution (out of 50)	Number of Students	Free Response Point Distribution (out of 12)	Number of Students
25–26 points	12	3 points	30
27–29 points	14	4 points	3
30–31 points	8	5 points	1

At the end of spring 2012, all of my students in my current 2012–13 Advanced Placement Environmental Science class received an 89 or higher on the prerequisite biology end-of-course exam. In addition to last year’s data, I distributed a district-created pretest that is similar to past AP exams in early September 2012. The assessment included 25 multiple-choice questions and 2 free-response questions (similar to the AP free-response questions). The multiple-choice questions were worth 2 points each and the free response questions were worth 12 points each. The district AP science team graded the assessment. The results of this preassessment will be used to help me develop growth targets for the end of the year. Because the distribution of student scores was very narrow, with all students earning between 25 and 31 points on the multiple-choice section and all students receiving an average score of between 3 and 5 points out of 12 on the free-response section, I was able to set growth targets that I feel are appropriate for the entire class.

**Student Population**

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

This SLO covers 34 twelfth-grade students in AP Environmental Science. The 34 students are divided into two sections of 18 and 16 students each.

**Interval of Instruction**

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

The SLO will cover the 2012–13 school year—from August 2012 through June 2013.

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

The SLO will cover the key concepts in the AP course curriculum: the scientific process, energy conversations underlying ecological processes, the earth as an interconnected system, human alteration of natural systems, environmental problems having a cultural and social context, and human survival dependent on achieving sustainable systems. The SLO focuses in more depth on the content and skills covered in the second half of the course (post-December) which builds on earlier course concepts. The content focuses on land and water use, energy resources and consumption, pollution, and global change and the skills require students to synthesize what they have learned which is important for the free-response writing.

The content is also aligned to the College and Career Ready (Ohio Revised) Standards in Science, under the Earth's Resources and Global Environmental Problems and Issues content area. The SLO also meets the state standards for scientific inquiry for Grades 9–12, which states students must be able to: (1) identify questions and concepts that guide scientific investigations; (2) design and conduct scientific investigations; (3) use technology and mathematics to improve investigations and communications; (4) formulate and revise explanations and models using logic and evidence (critical thinking); (5) recognize and analyze explanations and models; (6) communicate and support a scientific argument.

#### **Assessment(s)**

*What assessment(s) will be used to measure student growth for this objective?*

The assessment used to measure student growth is the district-developed, end-of-course exam that matches the rigor and the format of the AP exam. It has 50 multiple-choice questions and 4 free-response questions. A district science team will score the assessment using the scoring guidelines created by the AP science team and science district coordinator. The guidelines are similar to the AP Environmental Science guidelines. Each free response will be judged by three readers using a scoring guide. Scores will be averaged for a final score. If readers disagree on the score, the district coordinator will determine the final score.

#### **Growth Target(s)**

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

All students will be expected to demonstrate improved understanding of the key concepts covered in the AP Environmental Studies curriculum and to improve the skills needed to accurately and completely answer free response questions.

All students will be expected to achieve the following growth targets:

- Increase the number of correct multiple-choice questions by 15 points between the pre and post in-class assessments.
- Increase the average score (out of 12) on free response questions by 6 points between the pre and post in-class assessments.

#### **Rationale for Targeted Student Growth within the Interval of Instruction**

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

I created separate growth targets for the multiple-choice questions and the free-response questions to show the increased focus on free-response questions. Free-response questions require students to demonstrate a deeper understanding of course content and require students to synthesize and apply scientific content and inquiry to the questions.

The growth targets will allow all students to demonstrate developmentally appropriate growth. Student performances in biology last year and performance on the course pretest were similar enough that one growth target is appropriate for all students. On the pretest, students demonstrated some content knowledge and scientific inquiry skills that they learned in previous courses.

Since the end-of-course exam is structured similarly to the AP exam and covers the same material, it will help students prepare for the exam. The assessment and SLO are aligned with the AP Environmental Science curriculum and Ohio Content Standards for Grades 9–12.