

New York State Student Learning Objective: **LMS Secondary**

All SLOs MUST include the following basic components:

Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>9th English grade students (240 students in the grade level)</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>CC.9 L.3.a Knowledge of Language. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p> <p>CC.9 RI 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCR 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>AASL 1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>2012-2013 School Year</p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p>Baseline: 8th grade English research papers/projects based on district-wide rubric. Additionally, an on-demand assessment was given at the beginning of the year, based on district-wide developed rubric.</p> <p>Summative: 9th grade English research papers/projects based on district-wide rubric.</p>

<p>Baseline</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>8th grade English research projects based on rubric, 40% of students accurately and ethically accessed and utilized information sources (according to district rubric).</p> <p>Pre-assessment based on rubric, 35% of students accurately applied style guidelines.</p>																				
<p>Target(s)</p>	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>80% of 9th graders will accurately apply formal style guidelines and 80% of 9th graders will accurately and ethically access and utilize information sources. The two scores will be averaged and applied to the scale.</p>																				
<p>HEDI Scoring</p>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>Based on the baseline and on district history:</p>																				
	<p>HIGHLY EFFECTIVE</p>			<p>EFFECTIVE</p>									<p>DEVELOPING</p>					<p>INEFFECTIVE</p>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30%	
<p>Rationale</p>	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p> <p>The learning content is based on CCLS anchor standards and AASL Standards for the 21st Century Learner. In addition to the learning content standards above, the evidence will provide data on levels/types of information sources as well as a scaffold development of learning legal, ethical use of information and MLA style.</p> <p>It is common practice for students to cite information gathered and used for English research. As we incorporate literacy in the content areas and require evidentiary writing across disciplines, students will follow a consistent style and format for citing all of the sources they use. As students use a broader range of information and media sources for gathering and presenting, they must conform to style guidelines for all medias (i.e.: formal citations for images rather than a URL pasted under the picture). Properly citing sources is a necessary element of academic and career communication. This will ensure students are ethical users of information in this school, in</p>																				

	college and in their careers.
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