**New York State Student Learning Objective: Global I**

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| *All SLOs MUST include the following basic components:* |
| **Population** | *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.)*Four sections of GHG I, heterogeneously grouped, 90 students |
| **Learning Content** | *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?* Read and comprehend primary and secondary historical sources independently and proficiently and use the information to write an organized, developed essay incorporating information from the documents and prior knowledge. |
| **Interval of Instructional Time** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*2012-2013 school year |
| **Evidence** |  *What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*Baseline Assessment - Common DBQ based on 8th grade content; assessment will determine their ability to analyze documents and the ability to use those documents to write a DBQ essay which incorporates outside information. A rubric will be used to assess the objective skills of DBQ essay writing.Summative Assessment - Common DBQ based on 9th grade content; assessment will determine their ability to analyze documents and the ability to use those documents to write a DBQ essay which incorporates outside information. The same rubric will be used to assess the objective skills of DBQ essay writing. |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*On a 5 point grade level DBQ writing rubric:5% scored 5; 20% scored 4; 30% scored 3; 30% scored 2; 15% scored 1 |
| **Target(s)**  | *What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?*80% of all students will score a 3 or higher on the same scoring rubric guide on the scoring assessment. |
| **HEDI Scoring** | *How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?* |
| **HIGHLY EFFECTIVE** | **EFFECTIVE** | **DEVELOPING** | **INEFFECTIVE** |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | **13** | 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 |
| **Rationale** |  *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.*The learning content is based on the most important National Curriculum Standards for Social Studies and the NYS Regents DBQ Rubric. The baseline assessment is an on-demand assessment taken from 8th grade performance tasks. Similarly, the summative assessment is based on the performance tasks for 9th grade. The summative score is based on the 5 scale rubric. |