

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

All SLOs MUST include the following basic components:

<b>Population</b>	<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>Four sections of GHG I, heterogeneously grouped, 90 students</p>
<b>Learning Content</b>	<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>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.</p>
<b>Interval of Instructional Time</b>	<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>
<b>Evidence</b>	<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 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.</p> <p>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.</p>
<b>Baseline</b>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>On a 5 point grade level DBQ writing rubric:</p> <p>5% scored 5; 20% scored 4; 30% scored 3; 30% scored 2; 15% scored 1</p>

<b>Target(s)</b>	<p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</p> <p>80% of all students will score a 3 or higher on the same scoring rubric guide on the scoring assessment.</p>																				
<b>HEDI Scoring</b>	<p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
	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%	
<b>Rationale</b>	<p>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.</p> <p>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.</p>																				