

New York State Student Learning Objective: **US History 8th Grade**

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>100 students of social studies 8, heterogeneously grouped</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>NYS Social Studies Standard: American History, Economics, Government</p> <p>NYS Common Core Standards: Language (2), Writing (1: a-e, 5), Reading (1, 2, 6, 9)</p> <p>Students will have an understanding of the Civil War, total war, and the conclusion of the war. They will also have experience planning and writing DBQs</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>2-12-2103 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: We will use the final exam scores from their 7th grade social studies classes to create classroom aggregates.</p> <p>Gettysburg address: Students will read and summarize the speech. Students will identify and support the themes of union and freedom through analysis of the document and use of textual evidence.</p> <p>The baseline data will consist of two scores, both the class aggregate of students' seventh grade final exam scores (fact knowledge assessment) and class aggregate of Gettysburg Address written activity. This will demonstrate students factual knowledge and analytical ability</p> <p>Summative: A DBQ on the Civil Rights movement will be used to measure students reading and writing abilities. This formal assessment requires students to read a collection of primary source documents and analyze them for point of view (R-6), purpose, and historical</p>

	<p>information (R-1). Students must make inferences from the documents, analyze what they have read and draw textual evidence from the sources given (R & L-1). To complete the assessment students must plan (W-5), and compose a well-written essay that adheres to a formal style and complies with the Grammar Guidelines (W-1, L-2). Students will introduce their claim and offer support based on the documents in a logical way that makes connections among ideas, concluding with a supportive statement of their initial claim (W-1). Students will also take a summative final exam created locally.</p>																				
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>Classroom aggregate of student test scores on the seventh grade final exam is an 85%. Using the common rubric, classroom aggregate score on the Gettysburg Address written activity was an 81%.</p>																				
Target(s)	<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 students will achieve an overall score of 68% or above on the combination of the DBQ assessment and the district-wide final exam</p>																				
HEDI Scoring	<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>80% of students will achieve an overall score of 68% or above on the combination of the DBQ assessment and the district-wide final exam based on the baseline results and historical data.</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	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%	
Rationale	<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 DBQ is introduced to students in the 5th grade and tests their ability to read and analyze primary source documents, maps, charts and graphs. They have also studied the Civil War extensively in 7th grade, concluding with both a unit test and final exam. The DBQ assessment measures their reading of historical content, analysis, and writing ability. Growth in the ability to read, understand and apply document information will be demonstrated in the summative assessment where students will connect multiple documents to support their thesis. Continued growth in analysis and application of documents will be evident in a summative essay. The final exams were created by</p>																				

	<p>a panel of local teachers and assess content knowledge in both 7th and 8th grade social studies. Mastery of these exams demonstrates students have a sufficient knowledge of content.</p>
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