

Wisconsin Student Learning Objective

After reviewing available data and identifying the student population for whom the SLO will apply based on the needs identified by trends and patterns in the data, create a Student/School Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Subject Area/Grade Level

Economics/12th Grade

Baseline Data and Rationale: *(What sources of data did you examine in selecting your SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?)*

Since I knew I'd have to write an SLO this year, I decided to give my students the **Test of Economic Literacy (TEL)**, a nationally normed multiple choice test on economic content. It really surprised me that when I looked at the scores of my students, they really did not understand about government intervention in the economy, which is a recurring theme over the course of an economics class. When I took the class average of all of my students over four sections of economics, they scored only 22% correct on questions about the ties between government and the economy.

Learning Content and Grade Level: *(Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?)*

The SLO will address WMAS/SS D.12.1, D.12.5, D.12.9, and D.12.14. All of these standards outline government involvement in the economy in different ways.

Student Population: *(Which students are included in the target population? How does the data analysis support the identified student population?)*

I am including **all students in all four of my sections** of economics this semester (about 120 students).

Targeted Growth: *(Have you identified the starting point for each target student? How did you arrive at these growth goals?)*

Although I'd love to see a "passing" score for all of my students, my goal this year is for that average score to increase from 22% to **50%**. At this time, I feel this is attainable.

Interval: *(Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?)*

This is a one-semester course, so they will take **the post-test TEL** in early January.

Evidence Sources: *(What benchmark assessments will you use (pre-instruction, mid-interval, post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

There's not a formative version of the TEL, so I will use student work such as projects, journal assignments, and quizzes over the course of the semester to analyze their progress.

SLO Goal Statement: *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

By January 2015, all of my economics students will show increased understanding of the role of government in our US economy by increasing their aggregate average score on that section of the Test of Economic Literacy from 22% to at least 50%.

Instructional Strategies and Support: *(What professional development opportunities support this goal? What instructional/leadership methods will you employ so that students progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?)*

- I will post the essential question on the wall for students to return to multiple times over the course of units. As it is a question that applies throughout the course of the semester, it will be referred to often. "What role should government play in the potential regulation of the US economy?"
- I will use the news on a regular basis (TV and online) to allow students to apply what they are learning in class to what is actually happening in our economy. Students will write about government interventions and what evidence they find to support their conclusions.
- Over the course of the semester, I will teach about the banking system, Federal Reserve, and fiscal policy/budgeting and tie them to current issues.