

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 Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Subject Area/Grade Level

US History/Grade 10

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?)*

Over the last two years teaching US History at 10th grade, I have found that my students could not analyze primary source documents through a DBQ (Document-Based Question) lesson (at that time we were not collecting pre- or post-test data). A DBQ poses a question that students must answer using two or more provided primary sources.

This fall with my new students, I provided students with a DBQ, and only 6.6% of students were able to score “meets requirement” or above on the common rubric we use across seven sections of US History. We use the Primary Source Rubric from The History Project of UC-Irvine (see attached).

Breakdown of number of students able to score “meets requirement” or above on the common rubric:

2nd period: 3 of my 27 students

3rd period: 5 of 29 students

6th period: 5 of 30 students

This means 13 students out of 86 met proficiency expectations.

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?)*

Although the content will vary across the school year, I will focus on the History Cluster I for 12th grade of the WI Model Academic Standards for Social Studies. This encompasses five benchmark standards. The cluster is entitled “What should we do if primary sources disagree?” At the same time, this will also focus on the CCSS for Literacy in All Subjects, specifically Reading/History & Social Studies Standards 6, 8, and 9, and Writing Standards 2 and 7.

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

Although important for all students, I am most concerned with those who couldn’t score a 1 on the common rubric. This SLO will focus, therefore, on the 25 students who scored a zero on the rubric (7 of 27 students in period 2, 10 of 29 students in period 3, 8 of 30 students in period 6).

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

Students who scored a zero on the DBQ common rubric will increase understanding of the process and analysis enough to earn a “2” (“Met Requirement”).

Of the 86 students in my three sections of US History, 25 scored “0” on the baseline assessment. They will improve to a level of “2” or higher.

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 benchmark of our US History course; it will go through the entire school year.

Evidence Sources: *(What benchmark assessments will you use (pre-instruction, mid-interval, and 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?)*

We have a common rubric for DBQ writing in our US History course. These are given at least once per unit and will allow me to gauge how students do over the course of the year.

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

By May 2015, students in my three sections of US History who earned a zero on the common US History assessment for DBQ's will increase proficiency to at least a "2" as measured by the common assessment rubric.

Instructional/Leadership 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?)*

- Utilize teaching strategies outlined in "Teaching with Documents and DBQ's" webinar from TCI
- Use of primary source analysis at least twice in every unit, including one DBQ writing prompt per unit.
- One-on-one support for students identified as needing support through **formative assessments** and work samples.
- **Think-Pair-Share activities** using primary sources, with students earning a zero partnered with students earning a 2 or 3 on the common rubric.