

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

Marketing/High School, Grades 10-12

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?)*

One of the cornerstone tasks (final project assessment) for this class is for students to use their learning in the class to present a marketing plan for the Chamber of Commerce of Anytown. One of the many learning targets that are essential for success in this task is that students understand and communicate Pros and Cons (Cost/Benefit Analysis) associated with the plan. They must be able to do this both in a written proposal and oral presentation.

Therefore, this skill will be practiced and assessed using the attached writing rubric and the presentation portion of the final project assessment.

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?)*

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

WRITING

4/26 students = minimal

5/26 students = basic

12/26 students = proficient

5/26 students = advanced

9/26 students – 80% = 7 students advance to proficient

PRESENTATION

3/26 Students = minimal

7/26 students = basic

9/26 students = proficient

7/26 students = advanced

10/26 – 80% = 8 students advance to proficient

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

80% of students will advance to proficiency in writing (7 students)

80% of students will advance to proficiency in oral presentation (8 students)

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

September – January (First Semester Class)

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?)*

I will administer a baseline assessment to all students which asks them to address the pros/cons of a popular marketing campaign they can all recognize. I will ask them first to write about the pros/cons then ask them to present their thoughts to the class.

I will use the rubrics (attached) to assess their skills related to the cost/benefit analysis of the final project.

I will administer a growth assessment twice over the course of the semester – every 6 weeks, in addition to the final assessment when students present their marketing plan. A total of **three growth assessments**.

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

80% of the students in my Marketing class whose baseline assessments indicate below proficiency levels (Minimal and Basic) will improve to proficient level in addressing costs and benefits associated with a marketing plan in both their writing and oral presentations as measured by the writing rubric and performance rubrics (attached).

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?*)

I will have students practice identifying pros/cons in their supplemental/required reading, and well as have them practice oral delivery by including an oral “warm up” each day.

I will keep a log of progress on oral presentation skills to help determine additional, targeted supports needed, and provide targeted skill building and practice in a 1:1 setting as needed.

I will structure assignments in a way that allows for partner share, small group share, and then finally whole group share to scaffold the approach to presentation for those needing gradual support.

Each week, I will assign a “case study” assignment, where students need to address the pros and cons of a topic of interest from a selected weekly list of popular marketing strategies.

I will seek support from the ELL strategist to support the students in my target population that are needing additional supports in order to appropriately support growth as it relates to this standard.