

## 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.

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### Subject Area/Grade Level

### Social Studies – Team Goal/Grade 6

**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?)*

In examining WKCE data from the 4<sup>th</sup> and 8<sup>th</sup> grade assessment, the Social Studies (SS) team would like to increase the gap between our district average and the state average. A secondary rationale is for us to improve our writing skills by using evidence to support the main idea.

**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?)*

6<sup>th</sup> grade social studies content standard- focusing on the economic sub-standard, as well as writing.

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

As a team, we will be targeting one section in our 6 BLUE/6 GOLD houses. Target students will include 10 of 25 students in the BLUE house, and 8 of 25 Students in the GOLD house.

My target population includes 10 students in my sixth hour SS. Class.

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

Our goal: 100% of our targeted population students will be proficient/advanced in their ability to demonstrate their understanding of how geography and resources impact local economies.

10/25 students for BLUE

8/25 students for GOLD

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

6.5 months—from October 31<sup>st</sup> until May 30<sup>th</sup>

**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 will be using a web-based writing sample with a common assessment rubric (attached) to collect data.

An initial writing prompt was administered to determine the number of students falling below proficiency in this skill.

The baseline assessment determined that 10 of the 25 students need specific support in this goal.

Attached is the data specific to each of the 10 students.

I will administer the formal writing assessment (using the common assessment rubric) once each quarter to monitor ongoing growth in this area. In addition, I will incorporate periodic “quick assessments” that monitor the sub skill set needed for this goal to include: a post unit “on demand write” related to the geography of a country and the relation it has to each country’s economy.

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

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By May 15<sup>th</sup>, all students scoring below proficiency in the skills needed to identify the relationship between geography and related economy and resources will be proficient/advanced in providing evidence of their understanding as measured by a common assessment rubric.

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**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?)*

Small group instruction 1X per country of study.

A baseline assessment will be given at the start of each unit to determine which students need targeted support to meet this goal. I will arrange the groups according to baseline assessment for each county.

I will monitor the related homework/ and formative assessments in order to reflect, and adjust instruction. This may be exit cards, thumbs up/thumbs down, and preplanned questions and questioning strategies within lesson planning.

I will conferencing with the Language Arts teacher to focusing on the 6 Traits skills of IDEAS and organization.