

Student Learning Objective (SLO) Submission Form

Teacher Name: \_\_\_\_\_ Content Area and Course(s): Social Studies Grade Level(s): fourth Academic Year:

Please use the guidance provided in our JTES Handbook to develop components of the SLO and populate each component in the space below.

**Baseline and Trend Data**

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

This baseline data is based on results from a district-created, cumulative pre-assessment, covering the district's yearly 6th grade science curriculum, which is aligned to Ohio's New Learning Standards. The pre-assessment consists of 39 multiple-choice questions and 6 extended response questions to show students' background knowledge of concepts covered in the Ohio's New Learning Standards and Model Curriculum for Social Studies, specifically grade 4. course. Pre-test scores ranged from 8% to 71% accuracy. Mastery level for an individual standard is 60%.

Preassessment given in September using a district approved social studies comprehensive exam which contained 37\_ multiple choice, \_1\_\_\_ extended response. The pretest results for my 24 students were as follows:

**Quintiles number of students**

<b>0-20%</b>	<b>1</b>
<b>21-40%</b>	<b>7 (2 IEP students, 2 gifted)</b>
<b>41-60%</b>	<b>14(2 IEP students, 1 504 student, 1 ADHD student, 6 gifted)</b>
<b>61-80%</b>	<b>2</b>
<b>81-100%</b>	<b>0</b>

**Overall across the grade levels students showed strengths in the areas of fact/opinion, landforms and feature. Weaknesses were exhibited in the areas of native Americans, map skills, regions, government, timelines, and historical data**

## Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*

This SLO applies to my 24 fourth graders. This will include 4 on IEPs, 1 on 504 plans, 3 ADHD diagnosed, 10 low income students, 0 autistic students, 0 ELL, 0 ESL 3 number wearing glasses 3 number of students needing breaks, 0 physical disability, 2 extended writing time, scribe, readers, 0 transitioning students, 2 retained students, 0 placed students.

Students specifically struggle with reading comprehension, which directly impacts their progress in social studies. Two IEP students are identified in reading. I will provide these students with all instructional and assessment accommodations and modifications contained in their Individual Education Plans. Additionally, 3 students in this group have a documented diagnosis of ADHD and require intervention strategies on assessment and homework assignments, such as read aloud testing and extra time on tests and homework assignments. 3 of my students are identified as gifted in the area of social studies and I work closely with the Gifted Intervention Specialist to modify homework and assessments to enrich learning experiences.. Students who have missed 45 or more days of instruction have been excluded from the SLO final rating; however, the pre and post assessment data has been collected and analyzed.

## Interval of Instruction

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

This class is a yearlong course taught in a one period class, or 40 minutes, 3 times per week. This SLO covers an interval of instruction beginning August 28, 2013 and through March 27, 2014. The interval of instruction takes into account the May 1 deadline established by the OTES timeline.

## Standards and Content

*What content will the SLO target? To what related standards is the SLO aligned?*

This non-targeted SLO focuses on the entire yearlong course content as established within the guidelines of Ohio's Common Core Standards for grade 4 Social Studies. The grade band theme is Ohio in the United States. This theme focuses on helping students to discover history, geography, government, economics and relationships that may be described by simple principles. These principles are related to the interactions of people past and present in Ohio.

This SLO will cover these topics and content statements:

### ***Historical Thinking and Skills***

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

## **Heritage**

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

### ***Spatial Thinking and Skills***

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

### ***Places and Regions***

A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

### ***Human Systems***

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

### ***Civic Participation and Skills***

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

### ***Rules and Laws***

Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.

### ***Economic Decision Making and Skills***

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

More instructional time will be devoted to Government, History, Geography and Economics to the low pre-assessment scores. This and past cohorts struggle with government, history and economics understanding and these topic requires more time. Details for instruction are provided in Ohio's Common Core Standards and Model Curriculum for Social, specifically grade 4.

## Assessment(s)

*What assessment(s) will be used to measure student growth for this SLO?*

Post assessment will be a district approved assessment containing 32 multiple choice, 1 extended response, and 1 fill in the blank. These assessments will be literal, inferential and critical analysis items.

I will assess students using a district approved cumulative postassessment, which covers the content of Ohio's New Learning Standards for grade 4 Social Studies. Social Studies content-specialists collaboratively developed and authored the postassessment, which will mirror the content tested in the pre-assessment. Accommodations for students on an IEP or 504 will include: 2 students will receive extended time for the assessments, 3 will receive a scribe, 3 will be tested in small groups, and 2 students will have the exam read aloud to them. To further measure student growth for advanced students, students scoring 90% or higher on the pre-test will be assigned an end-of-course capstone project in addition to the post assessment exam. Each project will be evaluated using a district-created and approved rubric that assesses the course content using higher levels of Bloom's taxonomy. Students with a documented educational plan who score in the lowest quintile will show a minimum growth of 10 percentage points.

For students who are assigned an end-of-course capstone project, post assessment data will be collected. Students must score a 4/5 on their capstone project to meet their growth target. Students who were not assigned the capstone project, their post assessment data will be comprised entirely of their post assessment score.

Pre and post assessment data will be compared to measure student growth

## Growth Target(s)

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

Students will increase their knowledge of 4th grade Social Studies and will be measured by comparing the results of the pre-assessment and the post-assessment and possible capstone project. I have set tiered growth targets for my students. All students will be expected to achieve at least a target score of 60%, which is the passing score for my district. Students' score on the pre assessment determine their growth target for the post-assessment. . Students with a documented educational plan who score in the lowest quintile will show a minimum growth of 10 percentage points.

Baseline Score Range (based on pre assessment)	Target Score
0-20%	60%
21-40%	60%
41-60%	75%
61-80%	90%
81-100%	90% plus 4/5 on capstone project

**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

I set tiered targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. Because the 4th grade social studies concepts serve as prerequisites for future social studies courses, it is essential that students grasp the basic concepts set forth in Ohio's Common Core Standards for 4th grade social studies. More instructional time will be devoted to Government, History, Geography and Economics to the low pre-assessment scores. This and past cohorts struggle with government, history and economics understanding and these topic requires more time. Details for instruction are provided in Ohio's New Learning Standards and Model Curriculum for Social, specifically grade 4. More instructional time will be devoted to history and government due to the low pre-assessment scores observed.

Students who scored lower on the pre-assessment will be expected to demonstrate more growth in order to meet grade-level expectations. In addition, to assure enough stretch for my highest performing students, I will include the results of their capstone project in their growth target. They will be required to score a 4 or higher on their capstone project rubric in addition to scoring a 90% on the post-assessment. . Students with a documented educational plan who score in the lowest quintile will show a minimum growth of 10 percentage points.

The growth targets are representative of district and building goals.