

## New York State Student Learning Objective (SLO)

### AP US History

<p><b>Population</b></p>	<p>Heterogeneously grouped 11<sup>th</sup> Grade Advanced Placement United States History (AP US History)            1. section = 23 students            See attached roster for individual student names</p> <p><b>Overarching Goal:</b> Students will be able to read, comprehend, and interpret diverse historical texts, evaluate the information given in primary and secondary sources, and analyze information in order to write a comprehensive argument addressing the Document Based Question.</p> <p>Time period: Colonial America to Current Events in the US</p> <p><b>AP US History Standards (entire scope)</b>  <b>New York State Standards (threaded throughout AP Standards)</b></p> <ol style="list-style-type: none"> <li>1. US History and New York State</li> <li>2. World History</li> <li>3. Geography</li> <li>4. Economics</li> <li>5. Civics, Citizenship, and Government</li> </ol>
<p><b>Learning Content</b></p>	<p><b>Student Skills as outlined in the AP Standards:</b></p> <ul style="list-style-type: none"> <li>• Ask thoughtful questions about and make sound inferences from factual information</li> <li>• Determine the causes that led to a particular event</li> <li>• Recognize the significance of important events</li> <li>• Assess the relative importance of causes and effects</li> <li>• Account for apparent inconsistencies and ambiguity in the materials they examine</li> <li>• Recognize common themes and trends</li> <li>• Categorize and explain change or continuity over time</li> <li>• Read, understand, and interpret primary sources</li> <li>• Examine the extent or the degree to which an assertion is true</li> <li>• Discern and account for different points of view</li> <li>• Compare and contrast two historical phenomena</li> <li>• Construct a logical historical argument</li> </ul>

**Comment [SED1]:** Indicating the proportion of a teacher's course load the SLO represents allows both the teacher and reviewer an opportunity to confirm that at least 50% of a teacher's students are captured within this SLO or that additional SLOs would be needed per requirement.

**Comment [SED2]:** Most courses are built around an entire body of standards with the expectation that students will meet grade level proficiency by the end of the instructional period. By not only identifying those standards, but describing particular key ideas, process skills, etc. a teacher and/or reviewer will be better able to analyze information gained through assessments to drive instruction in these key areas. The specification of key ideas, skills, etc. can stem from district goals/priorities, course design, and/or student performance (both historic and current).

	<p><b>NYS P-12 CCLS - Common Core Standards for Literacy in History/Social Studies</b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</li> <li>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</li> <li>6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</li> <li>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</li> </ol>
<p><b>Interval of Instructional Time</b></p>	<p>September 2012– June 2013</p>
<p><b>Evidence</b></p>	<p><b>Baseline:</b></p> <ul style="list-style-type: none"> <li>• Barron's AP United States History 9<sup>th</sup> ed. Practice Test A. It is a diagnostic test made up of 80 multiple choice questions focusing on the key topics that will be taught throughout the interval of instruction time. The test is given with a time interval of 55 minutes. It is scored on a Scantron and given both a raw score and a percentage!</li> <li>• New York State Regents. The students will have to complete a comprehensive 50 multiple choice question exam along with a thematic essay and a DBQ Essay and the Constructed Response Questions. We will also look at student results on the NYS Global 2 Regents.</li> </ul> <p><b>Summative Assessment:</b> 2013 NYS US History and Government Regents</p> <p>Students will be offered accommodations as legally required and appropriate.</p>

**Comment [SED3]:** The inclusion of the Common Core Literacy Standards reflects the collective responsibility educators have to teach literacy across subject areas. In many cases it is through the reading, writing, speaking, and listening that students not only learn about other content areas, but communicate their knowledge and skills as well.

**Comment [SED4]:** Multiple sources of baseline data provide a more robust picture of students' current academic ability, thus allowing for more precise targets to be set for end of the course performance. For more information about the use of historical data to establish baselines please reference the [Student Learning Objective 103](#) [Webinar](#).

**Comment [SED5]:** Evidence used within the SLO should be a valid and reliable assessment of the learning content defined for the interval of instructional time. This alignment may be referenced and/or illustrated by the inclusion of an item map.

**Comment [SED6]:** The description of the assessment format, administration time, scoring procedures, etc. allow the teacher and/or reviewer to better understand under what conditions student performance is being measured.

Those with a vested interest will not score the summative assessments.

Baseline data collected from the Barron's AP United States History 9<sup>th</sup> ed. Practice Test A diagnostic assessment:

\*See attached roster for individual baseline scores and additional academic history for each student

Range of Student Scores (%)	Amount of students that tested in this range
0-19	1
20-39	18
40-59	4
60-79	0

### Target(s)

80% of all students will score an 85 or higher on the 2013 US History Regents exam which represents mastery of the content.

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE							DEVELOPING					INEFFECTIVE					
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	91-100	85-94	90	84	83	82	81	80	79	78	77	75-76	73-74	71-72	69-70	67-68	66	65	55-64	46-54	0-45

**Comment [SED7]:** The template used to identify individual students included in the SLO can also be used to capture other relevant and necessary data such as baseline performance, targets, and summative performance. By consolidating this information in one location a teacher and/or reviewer will have a comprehensive look at student performance in relation to the SLO.

**Comment [SED8]:** A broad overview of student baseline performance, in addition to the individual student performance, allows the teacher and reviewer additional context from which to set rigorous and reasonable targets for student performance.

**Comment [SED9]:** There are a variety of applicable models that could be used to set targets. Targets geared towards students mastering content reflect high level expectations and also reflect the goal of students preparing for college and careers.

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

The diagnostic assessment the students have received as a baseline test reflects these Advanced Placement standards and analytical skills. Students will be required to develop the judgment and reasoning abilities as the course is taught to them and 80% of those students will be required to meet their target from their initial baseline test to the final exam.

If students are to succeed in this class they will need to become knowledgeable and analytical with regard to themes that the College Board has designated. As students master these themes they will perform at a higher scoring range on their diagnostic assessment and subsequently on the New York State Regents Test. Barron's provides Sample Diagnostic Tests using questions from past AP tests and it is from that source that I chose and utilized my pre-test. The pre test had a wide discrepancy in scores from a 16% at the lower end to a 48% at the higher end. In order to improve and show growth the students will spend the interval of instruction time learning the content and themes of United States History becoming both analytical and masters of their craft.

This course will also culminate in the assessment of student's knowledge by having the class take the 2013 New York State United States History and Government Regents. Therefore, this rationale must include an awareness of the previously stated summative assessment. The learning content will be aligned with the New York State curriculum for United States History and Government and the Common Core Literacy Standards in History/Social Studies. It will begin with the understanding that students have sufficient background knowledge from both 7<sup>th</sup> and 8<sup>th</sup> grade history as well as the information they have gained throughout their lives. The focus of material is to better prepare students with skills of analyzing, interpreting, and connecting information that pertains to US History and Government in 11<sup>th</sup> grade. Summative assessment is determined by the NYS Board of Regents and is given in June at the end of the school year.

## Rationale

**Comment [SEED]11:** Direct connection to skills and application needed in college-level coursework indicates a backwards-mapping of student knowledge and skills. This vertical alignment strengthens the aim of ensuring students are prepared for college and career.

**Comment [SEED]01:** The SLO rationale is meant to thread the various components of the SLO together in a cohesive fashion, becoming a guide to instructional practice and data-driven instructional models. Decisions made between selected content, baseline performance, and target setting should not only be aligned with each other, but also be in direct connection to the instructional practice and decisions made in regards to the course.