

## Sample 1—American Government, Grade 11

*This template should be completed while referring to the SLO Template Checklist Document.*

Teacher Name: Mr. Smith Content Area and Course(s): American Government, Social Studies Grade Level(s): 11 Academic Year: 2012–13  
Please use the guidance provided in addition to this template to develop components of the student learning objective 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?*

Results of a district-created preassessment comprised of 50 multiple-choice questions and an essay to show that students' background knowledge of American Government varies. Pretest scores ranged from 20 to 95. Most students demonstrated a basic understanding of the structure and functions of government and public policy. Few students demonstrated understanding of the basic principles of the U.S. Constitution and how the government and economy are interrelated. Given a document-based essay question, most students were able to cite evidence to support their discussions but tended to rely on one or two sources; this finding is consistent with a review of essays contained in student portfolios from last year's history course. Last year and in the preassessment essay, students struggled to evaluate evidence for point of view and content.

### Student Population

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

This SLO covers all 64 of my 11th grade students enrolled in my American Government courses, which I teach periods 2, 4, and 7.

Two of my students have disabilities. I will provide these students with all instructional and assessment accommodations and modifications contained in their Individualized Education Plans (IEPs).

Six of my students are first- and second-year English language learner (ELL) students. I will work with the ELL teacher to develop strategies for supporting this group and to create an assessment that is developmentally appropriate for them.

### Interval of Instruction

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

Students take this course in the fall semester. The interval of instruction is from September 2012 until December 2012.

**Standards and Content**

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

The course focuses not only on knowledge of American Government but also reasoning and writing skills related to social studies. My SLO will target key topics in American Government as articulated in the Ohio Department of Education's 2010 Academic Content Standards. These topics include civic involvement, civic participation and skills, basic principles of the U.S. Constitution, structure and functions of the federal government, role of the people, Ohio's state and local governments, public policy, and government and the economy. All 16 content statements within these topics are demonstrated by this learning objective. In addition, the SLO aligns with the Common Core State English Language Arts standards for History/Social Studies (RH.11-12.1–RH.11-12.10).

**Assessment(s)**

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

I will assess students using a district-created portfolio assessment out of 100 points. The portfolio will consist of a district-created end-of-course multiple-choice exam covering the content of the Ohio Academic Content Standards for American Government (50 percent) and three biweekly writing prompts administered in November and graded by the social studies team using a district-created rubric (50 percent). As an end-of-semester project, all students must complete a course capstone project. I will use the results of this project as an assessment with my high-achieving students.

Per their IEPs, the two students with disabilities will receive extended time for the assessments. One student will receive a scribe for the essays, and the other student will have fewer test items listed per page.

In consultation with the school's ELL specialist, I will modify the language of the assessment for my ELL students by shortening sentences, removing unnecessary material, using familiar or frequently used words, and using easily understood grammar (i.e., keeping to present tense, using active voice, avoiding conditionals, etc.). Based upon the learning needs and English literacy of each individual ELL student, I will work with the ELL specialist to modify the requirements of the writing prompts. Possible strategies include allowing students to draw diagrams, having students present their claims and evidence orally, or allowing students to write their essays in their native language.

**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 American Government and improve their skills in articulating reasoned and substantiated arguments related to American Government. Growth will be measured by comparing the end-of-year portfolio results to the preassessment results. I have set tiered growth targets for my students. All students will be expected to achieve at least a target score of 70, which is the passing score for my district. Students' score on the preassessment determine their growth target for the end-of-year portfolio assessment.

Baseline Score Range (based on preassessment)	Target Score (on end-of-year portfolio)
20–30	70
31–50	80
51–70	90
71–85	95 + score of 85 or higher on capstone project
86–95	100 + score of 90 or higher on the 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. Students who scored lower on the preassessment will be expected to demonstrate more growth in order to meet grade-level expectations. In addition, since the portfolio assessment did not have enough stretch for my highest performing students, I will include the results of a capstone report and presentation to ensure that all students are increasing their knowledge of American Government and their ability to articulate reasoned and substantiated arguments related to American Government.

I am using a portfolio assessment so that students can demonstrate growth in both their understanding of the content and their writing and reasoning skills around social studies. By combining measures, I am targeting deficits in both writing and content knowledge.

Finally, the school is focusing on writing across content areas. Since this SLO focuses not only just on content but also on writing and reasoning, it aligns with broader school and district goals.