

Student Learning Objective

Name: _____ Course: 7th Grade Social Studies
Grade: 7 Year: 2014-2015

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?

The 7th Grade Social Studies Eastern Hemisphere Pretest was given on September 8, 2014. The test consists of seventy seven questions and is aligned to the common core standards. The assessment consists of all multiple choice questions. Approximately fifty percent of the test covers vocabulary. The middle school social studies curriculum is broken into: 5th grade-early American, 6th grade- western hemisphere, 7th grade- eastern hemisphere, 8th grade- America through the Civil War.

The results show that students vary in their knowledge and skills related to eastern hemisphere social studies. The top score was 54 (out of 77) and the lowest was 6 (out of 77). The average was 24.8. Below is a breakdown of the scoring ranges.

| Score Range on Pretest | Number of students scoring in the range |
|------------------------|-----------------------------------------|
| 0-15 | 22 |
| 16-30 | 70 |
| 31-45 | 25 |
| 46-60 | 6 |

Looking at the breakdowns by unit and skill area, I see that, on average, students are strongest in geography terms and skills and weakest in Africa. There was vocabulary throughout the test, in all skill areas.

| Unit on Pretest | Average Score |
|----------------------------|------------------|
| Geography Terms and Skills | 12.5 (out of 26) |
| Europe and Russia | 7.1 (out of 26) |
| Asia and Australia | 4.7 (out of 19) |
| Africa | .5 (out of 6) |

Student Population

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

This SLO includes 123 students in 7th grade eastern hemisphere social studies class. The

students are divided into five sections and meet every day throughout the school year.

My student population does not exclude any sub groups of students in my class. My class does have one parapro during fourth hour that is shared with another class. Her role is to help students with organization and pull out for reading and test taking.

Eight of my students have IEP's and will require accommodations or modifications during instruction. Their identified disabilities include hearing impairment, speech/language, specific learning disability (reading), and autism. Two additional student have 504 plans for ADHD. Another student has a 504 plan for diabetes.

Interval of Instruction

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

The interval for instruction is from September 2, 2014 until June 4, 2015. School starts at 8:15 and ends at 3:09. Class run 54 minutes in length and meet every day.

There are several times throughout the year that classes are missed for plays, band concerts, or assemblies that could hinder the amount of time spent with each class.

Standards and Content

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

The SLO will target the following standards from the Michigan Department of Education Grade 7 Social Studies Content Expectations.

7-G5.2.1

7-H1.2.2

7-G1.2.1

7-G1.3.1

The above standards focus on using the five themes of geography to describe places on Earth, understand how people interact with each other and the environment around them, and locate those places using maps. Students will also understand and comprehend how to use passages to understand a sequence of events and how those events led to important moments in history.

In addition the SLO will use the Common Core Standards for Grades 6-8 Social Studies. The SLO will focus on #4- determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/ social studies.

Assessments

What assessments will be used to measure student growth for this SLO?

I will administer the eastern hemisphere post-test created and approved by the middle school social studies committee. The content follows the Michigan Content Expectations for Grade 7. The assessment has the important vocabulary intertwined throughout. The assessment contains 77 multiple choice questions and will be scored using a ScanTron.

All students with disabilities will receive the testing accommodations in their IEP's. I will use the help of a Parapro to administer the assessment in a different location if the IEP or 504 requests.

Because only 6 students scored above 45 (out of 77) on the pre-test it is valid because most students will have at least a 32 points to grow on this assessment. On last year's post assessment the average increase was 30 points. No student has ever scored a perfect score on the assessment.

Growth Targets

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

The following growth targets are differentiated based on student performance on the preassessment. All students scored between 0 and 54, so all students have a growth target. To develop reasonable growth targets, I analyzed student performance in my course from previous years to determine mean actual growth for each baseline ranges.

| Baseline Performance (Sept 2014) | Expected Growth (May 2015) |
|-----------------------------------------|-----------------------------------|
| 0-15 | Increase by 27 points |
| 16-30 | Increase by 22 points |
| 31-45 | Increase by 17 points |
| 46-60 | Increase by 12 points |

Rationale for Growth Targets

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

My SLO targets the most important knowledge and content in the Social Studies Content Expectations and Common core. It is important that students gain an understanding of Eastern Hemisphere geography as well as important vocabulary that will be beneficial in future years. Students will also learn valuable study skills and reading comprehension that will help them find success in everyday life and their future careers. By focusing on content, inquiry skills, and literacy skills, I am working to prepare well-rounded students.

The SLO also aligns with broader district goals. The district as a whole, according to the school improvement plan, are focused on differentiated learning and blended learning to individualize an education plan for all students. The middle school uses learning targets to

help students understand important topics to prepare for formative assessments. The middle school also uses pre/posttest to gain an understanding of growth throughout the year. In addition, I plan on using vocabulary and main idea notebooks to help with reading comprehension and vocabulary development, different formative assessments, and a program called exit ticket to help with everyday assignments.

My students have brought varied levels of knowledge and skill to my course. To ensure that growth targets are developmentally appropriate, I tiered my growth targets on my students' preassessment scores. Using data from students from previous years, I calculated the mean actual growth between the pre-assessment and post-assessment within each tier. I used the mean growth for my growth targets.