

New York State Student Learning Objective (SLO)

US History

Population	<p>11th grade US History Regents level; 5 sections = 108 students present on BEDS day, October 3, 2012, are included in this SLO.</p> <p>16 % of the student population have IEP/504s.</p> <p>(See attachment for roster with baseline student information.)</p> <p>NYS Social Studies Standards</p> <ol style="list-style-type: none"> 1. US History and New York State 2. World History 3. Geography 4. Economics 5. Civics, Citizenship, and Government <p>All performance indicators for the 11 identified standards of US History and Government are included in this SLO</p> <p>Common Core Standards for Literacy in History/Social Studies, 11</p> <p>Anchor Standards for Reading (standard 1):</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it • cite specific evidence when writing or speaking to support conclusions drawn from text. <p>Anchor Standards for Reading (standard 2):</p> <ul style="list-style-type: none"> • Determine central ideas or themes of a text and analyze their development • summarize the key supporting details and ideas. <p>Anchor Standards for Reading (standard 3):</p> <ul style="list-style-type: none"> • Analyze how and why individuals, events, or ideas develop and interact over the course of a text. <p>Anchor Standards for Reading (standard 4):</p> <ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings • analyze how specific word choices shape meaning or tone <p>Anchor Standards for Reading (standard 6):</p> <ul style="list-style-type: none"> • Analyze how point of view or purpose shapes the content and style of a text. <p>Anchor Standards for Reading (standard 7):</p> <ul style="list-style-type: none"> • Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. <p>Anchor Standards for Reading (standard 9):</p> <ul style="list-style-type: none"> • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p>Anchor Standards for Reading (standard 10):</p>
Learning Content	

Comment [SED1]: Indicating the proportion of 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 on that additional SLOs would be needed per requirement.

Comment [SED2]: Indicating the date on which the roster is verified for inclusion illustrates that a standard process has been put in place. This type timeline could be established at the district and/or building level to ensure consistency across SLOs.

Comment [SED3]: Summarizing the demographics of a course provides additional context for the teacher and/or reviewer.

Comment [SED4]: 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 [SED5]: 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 reading, writing, speaking, and listening that students not only learn about other content areas but communicate their knowledge and skills as we

	<ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts independently and proficiently. <p>Technical Reading (Grade 11; standard 2):</p> <ul style="list-style-type: none"> • Determine the central ideas or conclusions of a text • Trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <p>Technical Reading (Grade 11; standard 9):</p> <ul style="list-style-type: none"> • Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations for accounts. <p>Writing (Grade 11; standards 1.a-e)</p> <ul style="list-style-type: none"> • Write arguments focused on discipline-specific content <p>Writing (Grade 11; standards 2.a-f)</p> <ul style="list-style-type: none"> • Write informative/explanatory texts, including the narration of historical events <p>Writing (Grade 11; standard 4):</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>Writing (Grade 11; standard 5):</p> <ul style="list-style-type: none"> • Develop, and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Interval of Instructional Time	September 2012- June 2013
Evidence	<p>Diagnostic Assessment: 24 multiple choice questions and 3 DBQ documents with Constructed Response Questions from previous US History & Government Regents given in early October 2012.</p> <p>Summative Assessment: June 2013 United States History & Government Regents Exam</p>
Baseline	<p>Baseline Performance on the US History & Government diagnostic test:</p> <ul style="list-style-type: none"> • 31 students scored in the 0-39% range • 33 students scored in the 40-50% range • 30 students scored in the 51-65% range • 14 students scored in the 66-100% range <p>*see attached roster for individual student performance on the baseline assessment</p>
Target(s)	<p>80% of students will reach their target goal on the US History & Government Regents:</p> <ul style="list-style-type: none"> • students scoring in the 0-50% range on the diagnostic test will achieve a 65 or above

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.

Comment [SED7]: Indicating when the pre-assessment/baseline information was collected provides context for the teacher and/or reviewer.

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.

- students scoring in the 51-65% range diagnostic test will achieve a 75 or above
- students scoring in the 66-100% range diagnostic test will achieve an 85 or above

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					
	95-100	91-94	85-90	84	83	82	81	80	79	78	77	75-76	8	7	6	5	4	3	2	1	0
			17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	

The Learning Content is aligned with the New York State Curriculum for US History & Government. Students will be asked to apply their knowledge of US History and Government through the integration of the CCLS Literacy Standards. The diagnostic assessment reflects skills and content that has been included in past on the NYS US History & Government Regents tests. The baseline data indicate 13% of current students achieved a 65% or higher on a US History & Government diagnostic test. 28% of students achieved a 51-64%, 31% of students achieved a 40-49%, and 29% of students achieved a 0-29% on the US History & Government diagnostic test. Therefore, the growth model detailed in the SLO target box was established to demonstrate student growth during the stated interval of instruction, ensuring that all students were expected to meet the bare minimum score of a 65 on the US History and Government Regents. The summative score is based on the performance of students on the assessment established by New York State- the US History & Government Regents. The knowledge and skills acquired in this course will assist students in better understanding of major ideas, eras, themes, developments, and turning points in the history of the United States which in turn will prepare them for future high-school and/or college course work, but more importantly, students exiting this course will be well-rounded citizens that can make well-informed decisions.

Rationale