

New York State Student Learning Objective – Global II Regents

All SLOs MUST include the following basic components:

Student Population	<p><i>These are the students assigned to the course section(s) in this SLO – all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>Course sections: All students enrolled in my 3 sections of Global II Regents (see attached rosters).</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>Course: Global Studies II Regents Source of Standards: NYS Learning Standards for Social Studies and the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies... Standards, Performance Indicators, etc.:</p> <p>All 5 NYS learning standards for the course will be targeted, including all course-specific performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies are included also.</p> <p>RHST.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. RHST.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. RHST.9-10.10 Read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>October 1, 2012 through May 31, 2013</p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p><u>Pre-assessment</u>: The August 2011 released Regents Exam in Global History and Geography is used as the pre-assessment. <u>Summative assessment</u>: The summative assessment is the Regents Exam in Global History and Geography to be administered June 2013.</p> <p>Offers accommodations as legally required and appropriate? Yes; students' IEPs and 504 plans will be followed.</p> <p>Ensures that those with vested interest are not scoring summative assessments? Yes; I will be participating in our district's scoring sessions for social studies teachers.</p>

<p style="text-align: center;">Baseline</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <ol style="list-style-type: none"> <u>Performance in Global I</u>: Of my 60 students, 40 received a letter grade of D for the course, with only 10 students passing the summative exam. Students' learning logs from last year reveal only a superficial understanding of important standards that must be deepened this year, in addition to the new material. <u>Released Regents Exam in Global History and Geography (pre-assessment)</u>: The average score on this assessment was 42%. Actual test scores are included in the attached student rosters. <u>History of English Language Arts Performance</u>: I reviewed past exam data and student report cards and there were clear deficits in students' abilities to communicate persuasively in writing and to interpret factual texts. Much of the Regents Exam in Global history and Geography is devoted to document-based questions where students are first asked to read excerpts from factual documents and respond to questions about the document. In addition, they must consolidate their knowledge of the readings to respond to a final essay question. This led to including Common Core standards in this SLO, and also a review of students' reading and writing performance. I found that many of my students, particularly those identified as ELLs, have demonstrated weaknesses in this area according to their academic performance. <u>Additional Diagnostic Assessment</u>: During the first month of school, I created a series of 5 brief readings, asked students to respond to factual as well as inferential questions about the texts, and asked students to respond to an essay question. I used a rubric similar to the one used on the Regents Exam in Global History and Geography and found that less than 50% of my students could complete this task at a middle proficiency level. Unfortunately, a number of students could not answer the short answer questions, with some responding to the essay with only one or two sentences. 																		
<p style="text-align: center;">Target(s)</p>	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>80% of my students will meet their specific goals that I have in the attached rosters. These goals were differentiated based on pre-assessment scores (also included in the attached rosters). Ranges for targets were assigned using the following:</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Pre-Assessment Score</th> <th style="text-align: left;">Target Score</th> </tr> </thead> <tbody> <tr> <td>25-30</td> <td>50</td> </tr> <tr> <td>31-35</td> <td>55</td> </tr> <tr> <td>36-40</td> <td>60</td> </tr> <tr> <td>41-45</td> <td>65</td> </tr> <tr> <td>46-50</td> <td>70</td> </tr> <tr> <td>51-55</td> <td>75</td> </tr> <tr> <td>56-60</td> <td>80</td> </tr> <tr> <td>61 and higher</td> <td>85</td> </tr> </tbody> </table> <p>Note that my ELL students and my students with disabilities have the same goal ranges as the rest of my students. I will seek assistance from the Special Education and ESL teachers to help me think through strategies to help all of my students meet their goals.</p>	Pre-Assessment Score	Target Score	25-30	50	31-35	55	36-40	60	41-45	65	46-50	70	51-55	75	56-60	80	61 and higher	85
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HEDI Criteria	<p>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), “well-above” (highly effective)?</p> <ul style="list-style-type: none"> Highly Effective = 89% of students or more will meet or exceed their target goal on the summative assessment. Effective = 80-88% of students will meet or exceed their target goal on the summative assessment. Developing= 68-79% of students will meet or exceed their target goal on the summative assessment. Ineffective= 67% of students or fewer students will meet or exceed their target goal on the summative assessment. 																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	89-92%	88%	87%	86%	85%	84%	83%	82%	81%	80%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	57-67%	46-56%	0-45%
Rationale	<p>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</p> <p>The learning content was chosen as it is measured by the Regents Exam in Global History and Geography and it is important for college and career readiness. While all course standards and indicators are the basis of this SLO, three Common Core standards for reading are included as well, as our school-wide literacy data indicate a need for improvement in technical vocabulary and more opportunities for reading comprehension of informational texts.</p> <p>College recruiters have been telling us that high school graduates do not have the independent reading, critical thinking, and writing skills essential for success in higher education. Developing these skills throughout the semester is essential to preparing students for the next phase of their lives.</p> <p>The assessment is rigorous, as students must review textual information with a critical eye, draw supportable conclusions, and make connections among world events. Mastering these important skills is vital as my students prepare for their colleges and careers. These abilities are consistent with what students will need as they continue in our ever-changing society.</p> <p>Given the extent of document-based questioning and essays on the Regents Exam in Global History and Geography, this evidence will measure the selected learning content. Higher order thinking skills represent a large portion of the exam and a significant number of items require students to make inferences based on facts presented to them, which also demonstrates the rigor of this evidence.</p> <p>The performance targets for our students on the summative assessment represent high expectations and help ensure our students are ready for graduation, college, and careers. Our department agreed that due to overall school-wide literacy needs, we need to focus significant instructional time on opportunities for students to build their academic vocabulary and to read and respond to informational texts. We have agreed to use ongoing formative assessments and to discuss the assessment results at our weekly PLC meetings where we will share ideas, determine student grouping and intervention supports, and determine other instructional adjustments.</p>																				