

## Student Learning Objectives (SLO) Template

Teacher Information	
Teacher Name	Example Teacher
School Name	Example High School
District name	Example School District

This template is designed to help teachers create SLOs. A complete SLO must include the information found in the tables provided below.

Course/Grade Level Information	
Course Name	Civics and Government
Brief Course Description	<p>The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. This course is recommended for seniors due to the proximity to voting age.</p> <p style="text-align: center;"><i>“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.”</i></p> <p style="text-align: center;">Thomas Jefferson, 1820</p>
Grade Level(s)	Grade 12

Process, Implementation Timeline, and Sign-Offs	
List the names and current job positions of those developing this SLO.	This is a content-specific example used for training purposes.
Administrator Name & Title	Example Administrator, District SLO Specialist
Administrator sign-off of initial SLO	September 16, 2011
Date final SLO is due for teaching effectiveness rating	May 11, 2012

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**Directions for Establishing a Learning Goal:** After completing the entire table, use the planning information and the SMART Review to refine and tailor the description of the learning goal you initially described.

Learning Goal: A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.	
<b>Learning Goal for this SLO:</b>	
Describe the <b>learning goal</b> for this SLO.	Students will independently use primary and secondary sources to explain, generalize, connect, and/or form an argument based on historical and contemporary issues related to civics and government.
<b>Planning Information for Writing the Learning Goal:</b>	
Which big idea is supported by the learning goal?	Demonstrating an understanding of civics and government, including the purpose and functions of politics and government, the establishment of the United States government, the role of individuals and groups in a civic society, and the interconnectedness of the political, social, cultural, and environment of nations and states.
Which content standards are associated with this big idea? <i>List all standards that apply, including the text of the standards (not just the code).</i>	<p>State Social Studies Standards:</p> <ul style="list-style-type: none"> <li>• Standard 1 – Students will understand the significance and impact of the Constitution on everyday life.</li> <li>• Standard 2 – Students will understand the protections and privileges of individuals and groups in the United States.</li> <li>• Standard 3 – Students will understand the distribution of power among the national, state, and local governments in the United States federal system, or compound constitutional republic.</li> <li>• Standard 4 – Students will understand the responsibilities of citizens in the United States.</li> </ul> <p>Common Core State Standards for Literacy in History/Social Studies Common Core State Standards for Informative and Argument Writing</p>
Why is this learning goal important and meaningful for students to learn?	It is critical for students to be able to read and comprehend primary and secondary sources in social studies in order to be college and career ready. Specifically, students should understand the types of evidence used in history sources, including domain-specific words and phrases, descriptions of events, concepts, and arguments that are analyzed from various sources. Students must be able to read complex informational texts in social studies with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. Additionally, in order for students to be contributors to society, they must understand the structure of a democratic government and how they can contribute to and positively impact society.

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Learning Goal: A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.	
<p>In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?</p>	<p>Analyzing multiple sources of texts and citing evidence requires strategic thinking and reasoning and/or extended thinking. Given the combination of these higher level thinking skills, this learning goal measures a high depth of knowledge (DOK), with a DOK level 3 or 4.</p> <p><i>* For more information about DOK, see <a href="http://www.nciea.org/publications/cognitiverigorpaper_KH11.pdf">http://www.nciea.org/publications/cognitiverigorpaper_KH11.pdf</a></i></p>
<p>Describe the instruction and strategies you will use to teach this learning goal.</p> <p><i>Be specific to the different aspects of the learning goal.</i></p>	<p>The use of a civics and government high school textbook, primary sources and news articles are used as text resources, along with multi-media resources. Direct instruction on understanding the essential social studies' civics and government ideas and concepts will take place on a daily basis. Instruction also includes modeling and scaffolding the application of the essential ideas in authentic situations presented as prompts. This includes completing graphic organizers and constructing informational argument writing on government and civics topics.</p>
<p>Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).</p>	<p>Students in grade 12 are engaged in civics and government instruction for 1 hour a day, 5 days a week for an entire school year. Instruction on constructing informational and argument writing is interwoven into this time period, approximately two times per month.</p>
<p>Explain how this time span is appropriate and sufficient for teaching the learning goal.</p>	<p>By grade 12, students have had multiple opportunities to read and demonstrate understanding of complex historical text as well as to write informational and argument writing. In addition to learning civics and government concepts, students will have opportunities to practice and refine these reading and writing skills during this course. Since not all of the civics and government standards for this course are included in this learning goal, the amount of time designated to this learning goal is appropriate and sufficient.</p>

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SMART Review of the Learning Goal for this SLO	
<p>Use the SMART protocol to confirm that the Learning Goal has the right size, detail, and depth necessary.</p> <p>Check the boxes that apply.</p>	<p>The Learning Goal is:</p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> <b>Specific</b> –focused on the big idea and content standards.</li><li><input checked="" type="checkbox"/> <b>Measurable</b> – able to be appropriately and adequately assessed (note the Assessments section will identify the specific assessment to be used).</li><li><input checked="" type="checkbox"/> <b>Appropriate</b> – within the teacher’s control to effect change and is important, meaningful for students to learn during the identified time span.</li><li><input checked="" type="checkbox"/> <b>Realistic</b> – while ambitious, it is achievable for both teachers and students, during the time span identified.</li><li><input checked="" type="checkbox"/> <b>Time Limited</b> – can be summatively evaluated within the time under the teacher’s control.</li></ul>

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**Directions for Documenting Assessments and Scoring:** After completing the entire table, use the planning information to refine and tailor the description and use of assessments you initially described.

**Assessments and Scoring:** Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SLO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.

### Assessments for this SLO

Describe the <b>assessments</b> (such as performance tasks and their corresponding rubrics) that measure students' understanding of the learning goal <sup>1</sup> .	A variety of common performance tasks were developed by the district Social Studies curriculum department and are in a bank of approved assessment prompts that can be used to measure student success. All tasks have been validated through the Assessment Review Tool. These tasks are aligned to the Social Studies state standards and the Common Core reading and writing standards. An example of an assessment and the Assessment Review Tool are attached.
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### Planning Information for Explaining the Use of Assessments and Scoring:

Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.	The use of a school-wide analytical 4-point argumentative writing rubric will be used to score student responses. This rubric was created by a Social Studies committee formed by the district level Social Studies curriculum department and was validated through the rubric section of the Assessment Review Tool.
How often will you collect data to monitor student progress toward this learning goal?	Within the second quarter and throughout the remainder of the school year, students will have monthly opportunities to demonstrate their ability to use various identified texts (primary and secondary sources) to respond to informal and formal teacher developed prompts requiring them to form an argument regarding a civic/government concept. At least three times during the year students will respond to a prompt on a formal assessment.

<sup>1</sup> Assessments and rubrics need to be established as high quality, such as through the Assessment Review Tool.

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Assessments and Scoring: Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SLO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.	
How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?	<p>Student work, both informal and formal, will be analyzed for ability to demonstrate each of the criteria on the rubric, including the ability to identify relevant content evidence.</p> <p>Students who are struggling readers and writers will have assistance with reading sources. A variety of levels of sources will be used to engage struggling readers. A variety of graphic organizers will be used to help students capture their thoughts prior to answering the assessment prompts.</p> <p>Students struggling with key social studies concepts will work with the teacher and/or peers in small groups or will have individual instruction that may include the use of organizers as a means of recording key information needed to respond to the question.</p> <p>Advanced students will have opportunities to research, read, and analyze complex texts with greater independence as well as to consider the information in extended self-generated questions.</p>

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**Directions for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

Targets: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Planning Information for Writing the Target Used to Define Teacher Performance:	
Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal.	Based upon a review of the students prior social studies course grades (9 <sup>th</sup> grade-World History and Geography, 10 <sup>th</sup> grade-American Studies, 11 <sup>th</sup> grade social studies course), 11 <sup>th</sup> grade reading and writing state test scores, and a school writing portfolio which contains district developed performance assessments that are scored using the district argument rubric, students have been placed in high, average, and low performing groups for the SLO targets.
Identify the actual performance (e.g., grades, test scores, etc.) to establish starting points for students.	<p>35% of the students entering the 12<sup>th</sup> grade social studies class are below grade level in reading and writing (Level 1) on their grade 11 state test, received Ds and Fs in their 11<sup>th</sup> grade English and social studies courses, and performed at a Level 1 (below) on a significant number of performance assessments from previous grades. They had similar performance in 9<sup>th</sup> and 10<sup>th</sup> grade. These struggling students include students with disabilities and those classified as English Language Learners (ELL). Using this prior performance information, this group of students is placed in the low performing level.</p> <p>The remaining 65% of the students are at either nearing proficient (35%) or at proficient (30%) on their grade 11 state test and received a C or higher in their 11<sup>th</sup> grade English and social studies courses. They had similar performance in 9<sup>th</sup> and 10<sup>th</sup> grade. Of these students, 10% received an A in their 11<sup>th</sup> English and/or social studies courses: this 10% has been placed in the high performing level. The remaining 50% of students are placed in the average performing level.</p> <p>There are no students who are reading above grade level or who scored at the exceeded proficiency level for reading comprehension of informational text, informational or argument writing on their state test.</p>

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Expected Targets for this SLO	
<p>Using students' starting points, identify the <b>number or percentage of students</b> expected at each achievement level based on their assessment performance(s). Be sure to include any appropriate subgroups.</p>	<p>These targets are based on the argumentative writing rubric scores for the teacher created tasks, as well as the three (3) formal performance tasks administered in this course over the entire school year. This is not an average of scores, but rather an evaluation of students' demonstrated consistent improvement over time in the criteria of the rubric. Since there is no state assessment for grade 12, these target grouping decisions are based on the evaluation of each of the criteria in the rubric for argumentative writing, across both teacher created and formal performance tasks throughout the school year.</p> <ul style="list-style-type: none"> <li>• Approximately 75% of the 21 students starting in the low performing group at the beginning of the year will move into the average group (16 students) by the end of the year, reaching the proficient level on the majority of the rubric's criteria across both teacher created and formal performance tasks. The students remaining in the low performing group (5 students) will score at the nearing proficiency level on the majority of the rubric's criteria across both teacher created and formal performance tasks.</li> <li>• Approximately 10% of the 33 students in the average performing group at the beginning of the year will move into the high performing group (3 students) by the end of the year, reaching the advanced level on the majority of the rubric's criteria. The students remaining in the average performing group (30 students) will score at the proficient on the majority of the rubric's criteria with some demonstration of performance at the advanced level across both teacher created and formal performance tasks. 100% of the 6 students starting in the high performing group at the beginning of the year will remain in the high performing group at the end of the year, reaching the advanced level on the majority of the rubric's criteria across both teacher created and formal performance tasks.</li> </ul>
<p>Explain how these expected targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.</p>	<p>These targets are ambitious and realistic for a 12<sup>th</sup> grade yearlong study of civics and government. Several of the struggling students, based on the above-identified data, are scoring as nearing proficiency. With the differentiated instruction, these students will be able to also score as proficient. Students who are significantly below proficient should be able to demonstrate growth by at least one level on the rubric (e.g., novice to apprentice, or novice to proficient).</p>



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**Directions:** Complete this section at the end of the instructional period.

Actual Outcomes: identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
<p>Record the <b>actual</b> number or percentage of students who achieved the targets. Be sure to include any appropriate subgroups.</p>	<p>These targets are based on the argumentative writing rubric scores for the teacher created tasks, as well as the three (3) formal performance tasks administered in this course over the entire school year. This is not an average of scores, but rather an evaluation of students' demonstrated consistent improvement over time in the criteria of the rubric. Based on students' performance on the different rubric criteria across teacher created and formal performance tasks throughout the year, students are classified in the low, average, or high performing groups. Students with scores below or nearing proficient on the different rubric criteria are classified in the low performing group. Students with scores that are mainly proficient on the different rubric criteria are classified in the average performing group. Students with scores that are mainly advanced on the different rubric criteria are part of the high performing group. .</p> <ul style="list-style-type: none"> <li>• Approximately 71% of the 21 students starting in the low performing group at the beginning of the year moved into the average group (15 students) at the end of the year, reaching the proficient level on the majority of the rubric's criteria across both teacher created and formal performance tasks. Of the 6 students remaining in the low performing group, 3 students scored at the nearing proficiency level on the majority of the rubric's criteria across both teacher created and formal performance tasks, while the other 3 students scored at the below proficiency level on the majority of the rubric's criteria across both teacher created and formal performance tasks.</li> <li>• Approximately 3% of the 33 students in the average performing group at the beginning of the year moved into the high performing group (1 student) at the end of the year, reaching the advanced level on the majority of the rubric's criteria. The students remaining in the average performing group (32 students) scored at the proficient level on the majority of the rubric's criteria with minimal demonstration of performance at the advanced level across both teacher created and formal performance tasks.</li> <li>• Of the 6 students starting in the high performing group at the beginning of the year, 67% remained in this group, reaching the advanced level on the majority of the rubric's criteria across both teacher created and formal performance tasks. The other 23% (2 students) moved into the average performing group with the majority of the rubric's criteria across both teacher created and formal performance tasks at the proficient level.</li> </ul>

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**Actual Outcomes:** identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

Please provide any comments you wish to include about actual outcomes:

There were a total of 60 students in this 12<sup>th</sup> grade social studies course. The following is a breakdown of the expected and actual number of students in each group in this class:

	<b>Entering</b>	<b>Expected</b>	<b>Actual</b>
Lowest Group:	21 students	5 students	6 students
Average Group:	33 students	46 students	49 students
High Group:	6 students	9 students	5 students

Although the percentages have some discrepancies (e.g., expected 10%; actual 3%), the actual number of students in each group illustrates the overall improvement of student performance. However, the actual targets fell slightly below the expected targets.

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**Directions for Teacher Ratings:** The table below is to be used by the administrator reviewing the SLO to document the teacher rating based on the targets that were established.

Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and targets of this SLO, a teacher rating is noted below.		
<input type="checkbox"/> <b><u>Does Not Meet</u></b> Based on the students' starting points, students performed worse than expected.	<input checked="" type="checkbox"/> <b><u>Meets</u></b> Based on the students' starting points, students performed as expected.	<input type="checkbox"/> <b><u>Exceeds</u></b> Based on the students' starting points, students performed better than expected.
Administrator comments: Students demonstrated some improvement in this course; however anticipated targets were not met. In addition several students moved to a lower level than where they began.		
<u>Date</u> May 25, 2012	<u>Administrator Signature</u> Example Administrator	
<u>Date</u>	<u>Teacher Signature</u> (the signature does not necessarily indicate agreement with the rating) <i>Example Teacher</i>	

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Sample Assessment Provided:

Social Studies Civic Performance Assessment #1	
<b>Task Title</b> Individual Rights and the Common Good	<b>Course</b> Civics and Government
<b>Standards Assessed</b> State Social Studies Standards:	
<ul style="list-style-type: none"> <li>• Standard 1 – Students will understand the significance and impact of the Constitution on everyday life.</li> <li>• Standard 2 – Students will understand the protections and privileges of individuals and groups in the United States.</li> <li>• Standard 4 – Students will understand the responsibilities of citizens in the United States.</li> </ul>	
Common Core State Standards for Informative and Argument Writing	
<b>Task Prompt</b>	
<p>As a student council member, you are involved with sending a team of five students to represent the city at the International Festival in Boston. The team is to provide a "snapshot" of your school and community. Several students suggested as possible candidates are native born Americans and tension has already started to rise as minority students and recent immigrants claim they are not being adequately represented. Your job is to develop an equitable, democratic solution to the problem of selecting students.</p> <p>Based on what you know, set up criteria that would be used to help select students. Your criteria should include a balance between individual rights and the common good and show equity. Other criteria should constitute ways to provide a true snapshot of your school. Make sure you consult with groups within your school for points of view. As you work on your plan, come to at least two conclusions about the benefits and challenges of a multicultural society. Make suggestions for helping the various groups in your building communicate and work together more efficiently. Consider what options students might have if they disagree with the selection process. Make suggestions about possible procedures to over-ride decisions.</p> <p>After you have developed a plan of action, write an argumentative essay that introduces a claim, establishes the significance of the claim, distinguishes the claim from an alternate or opposing claim (counterclaim), and provides a logical sequence between the claim, counterclaims, reasons, and evidence.</p>	

*Adapted from <http://www.portlandschools.org/pages/LResults/CS/SocStudies/Perf.html>*

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Rubric provided:

### Argumentative Writing Rubric

Criterion	4 – Advanced	3 – Proficient	2 – Nearing Proficiency	1 - Below
<b>Focus/Claim</b>	Introduces claim(s) in a sophisticated thesis statement	Introduces claim(s) in a clear thesis statement	Thesis statement is basic and/or uninformed	No thesis statement or statement is disconnected from the topic
<b>Organization &amp; Structure</b>	Everything in the proficient category plus: <ul style="list-style-type: none"> <li>• Skillfully orients reader to topic(s) in the introduction</li> <li>• The essay may break from conventional structure as a tool to make a stronger point.</li> <li>• The essay is well organized and clearly focused, demonstrating a clear progression of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Orients reader to topic(s) in introduction</li> <li>• Develops claim(s) with relevant body paragraphs</li> <li>• Provides a conclusion that follows from and supports claim(s) and is not repetitive</li> <li>• Creates cohesion through linking words, phrases, and clauses within and between paragraphs that includes clear transitions</li> <li>• Includes a logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>• Orients reader to topics in introduction in an informal way (e.g. first, second, third, etc.)</li> <li>• Claims are not appropriately developed with paragraphs</li> <li>• The conclusion is repetitive rather than insightful</li> <li>• The essay is not very cohesive. Repeatedly uses the same linking words, phrases, or transitions.</li> <li>• The progression of ideas is unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Does not readdress introduction in the body of the essay</li> <li>• The essay is not broken up into paragraphs</li> <li>• Essay conveys “stream of consciousness” feel – the student’s thoughts are not very well organized/ structured.</li> <li>• There is no clear progression of ideas.</li> </ul>
<b>Evidence &amp; Support</b>	Everything in the proficient category plus: <ul style="list-style-type: none"> <li>• Essay consistently explains how the evidence illustrates and reinforces its thesis.</li> <li>• Writer makes a sophisticated rebuttal to the counter-argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides sufficient and relevant content information to support claim(s)</li> <li>• Completely integrates and cites credible sources and/or textual evidence</li> <li>• Completely refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient content evidence is provided to support claim(s)</li> <li>• Does not fully integrate or cite credible sources and/or textual evidence</li> <li>• Contains a counter-claim but does not refute it well</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence is provided to support claim</li> <li>• Does not cite sources or provide textual evidence</li> <li>• Fails to introduce a counter claim</li> </ul>
<b>Analysis</b>	Everything in the proficient category plus: <ul style="list-style-type: none"> <li>• Insightfully demonstrates analytical thinking.</li> <li>• The essay uses subtlety in its use of text as a tool to demonstrate analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows thorough understanding of topic/text using sufficient elaboration strategies (e.g., examples, analogies, etc.)</li> <li>• Uses accurate reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows superficial understanding of the topic/text. Uses basic elaboration strategies</li> <li>• Reasoning is basic and does not always connect evidence with the claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate understanding of the text</li> <li>• If evidence is presented, it is not connected to the claim(s)</li> </ul>
<b>Language and Conventions</b>	<ul style="list-style-type: none"> <li>• Contains no mechanical or grammatical errors.</li> <li>• Demonstrates sophisticated command of the language.</li> <li>• Consistently incorporates academic and domain-specific language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct and varied sentence structure</li> <li>• Contains few, minor errors in conventions</li> <li>• Incorporates academic and domain-specific vocabulary that is clear and appropriate for the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Contains some variation of sentence structure but is overall repetitive.</li> <li>• Errors in convention sometimes distract the reader</li> <li>• Inconsistent use of academic and domain-specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• No variation of sentence structure</li> <li>• Consistent errors in convention that distract the reader</li> <li>• Inconsistent or no use of academic and domain-specific vocabulary.</li> </ul>

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Sample Assessment Review Tool (for further guidance on this tool, see <http://www.nciea.org/publications>):

Part 1: Assessment Profile
<p><b>Item Types</b> – check all that apply (Note: there is often overlap among certain item types)</p> <p><input checked="" type="checkbox"/> <b>Constructed Response</b> (essay, multi-step response with explanation and rationale required for tasks)</p> <p><input type="checkbox"/> <b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p><input type="checkbox"/> <b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p><input type="checkbox"/> <b>Short Answer</b> (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p><input type="checkbox"/> <b>Selected Response</b> (multiple choice, true-false, matching, etc.)</p>
<p><b>The assessment includes</b> – check all that apply (Note: include as much information as possible to provide a clear picture of the assessment)</p> <p><input type="checkbox"/> <b>Teacher directions</b> (may include prerequisites/description of instruction before giving the assessment; e.g., this assessment should be given after students have learned...)</p> <p><input checked="" type="checkbox"/> <b>Scoring guide/rubric</b></p> <p><input type="checkbox"/> <b>Sample evidence to show what student performance might look like</b></p> <p><input type="checkbox"/> <b>Materials</b> (if needed to complete the assessment)</p> <p><input type="checkbox"/> <b>Estimated time for administration</b></p> <p><input type="checkbox"/> <b>Student directions &amp; assessment task/prompt</b> – what does the student see/use?</p> <p><input type="checkbox"/> <b>Other:</b></p>
<p><b>The assessment is administered</b> – check all that apply</p> <p><input type="checkbox"/> <b>Whole Group</b></p> <p><input type="checkbox"/> <b>Small Group</b></p> <p><input checked="" type="checkbox"/> <b>Individual</b></p> <p><input checked="" type="checkbox"/> <b>Paper and Pencil</b></p> <p><input type="checkbox"/> <b>Computer</b></p> <p><input type="checkbox"/> <b>Other:</b></p>
<p>Based on the content evaluated by the task or the set of items reviewed, explain what purpose the assessment serves (e.g. diagnostic, report card grades, interim, etc.).</p> <p style="color: red;">This assessment is used to guide instruction as well as a report card grade.</p>

A high quality teacher-created assessment should be ... Aligned
Part 2: Alignment
<p>Identify the SLO that this assessment is used for:</p> <p style="color: red;">Grade 12 – Civics and Government</p>
<p>Indicate the standards/GSEs evaluated by the assessment:</p> <p style="color: red;">State Social Studies Standards:</p> <ul style="list-style-type: none"> <li>• Standard 1 – Students will understand the significance and impact of the Constitution on everyday life.</li> <li>• Standard 2 – Students will understand the protections and privileges of individuals and groups in the United States.</li> <li>• Standard 4 – Students will understand the responsibilities of citizens in the United States.</li> </ul> <p style="color: red;">Common Core State Standards for Informative and Argument Writing</p>

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A high quality teacher-created assessment should be ... Aligned
Part 2: Alignment
<p>Indicate any standards included on the SLO that are not assessed by this assessment:  <b>Standard 3 – Students will understand the distribution of power among the national, state, and local governments in the United States federal system, or compound constitutional republic.</b>  <b>Common Core State Standards for Literacy in History/Social Studies</b></p>
<p>Indicate any additional standards evaluated by this assessment that are not included in the SLO: <b>NA</b>            If additional standards are identified, explain whether only the relevant portions of the assessment are being used or if the results from the entire assessment are being used for the SLO:</p>
<p>Identify the Depth-of-Knowledge range of the Standards/GSEs measured by the assessment (see Webb’s DOK chart- <i>Webb, Norman L. and others. “Web Alignment Tool” 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. &lt;<a href="http://www.wcer.wisc.edu/WAT/index.aspx">http://www.wcer.wisc.edu/WAT/index.aspx</a>&gt;</i>): <b>DOK 2-3</b></p>
<p>Compare the Depth-of-Knowledge range of items on this assessment to the Depth-of-Knowledge range of the standards included in the SLO: <b>DOK 3-4</b></p>
<p>Describe the content knowledge/concepts assessed:  <b>Engagement in historical inquiry, analysis, and interpretation</b>  <b>Understanding of rights and responsibilities and the impact of the Constitution</b>  <b>Understanding the concepts of physical and human characteristic of place and region</b>  <b>Using the knowledge of past and current events to project outcomes for current issues</b></p>
<p>Describe the skills/performance assessed:  <b>Effective Communicator</b>  <b>Ability to create an action plan</b>  <b>Ability to write an argumentative essay</b></p>
<p>Explain the sufficiency of items or tasks on the assessment to target each standard being assessed.  <b>This task expects students to use content knowledge to be able to develop all the expectations of an argumentative essay.</b></p>
<p>Explain why the assessment item types used to measure the content are most appropriate  <b>Creating a constructed response to this open-ended social studies prompt allows for understanding the student thinking about the issue and is necessary for demonstrating the expectations of an argumentative essay.</b></p>
<p>To what extent do you see a strong content match between the item types (e.g., constructed response, product, performance, etc.) on the task and the corresponding Standards/GSEs?</p> <p><input type="checkbox"/> Full match – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard(s)/curriculum</p> <p><input checked="" type="checkbox"/> Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard(s) /curriculum</p> <p><input type="checkbox"/> Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard(s) /curriculum</p> <p><input type="checkbox"/> Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard(s) /curriculum</p> <p><input type="checkbox"/> No match – tasks or most items are not related to the skills and knowledge described in the corresponding state standard(s) /curriculum</p>

## Student Learning Objectives (SLO) Template

Teacher Information	
Teacher Name	Example Teacher
School Name	Example High School
District name	Example School District

A high quality teacher-created assessment should be ... Aligned
Part 2: Alignment
<p>Are the set of items or tasks reviewed as cognitively challenging as the standards/curriculum? Use the definitions below to select your rating.</p> <p><input type="checkbox"/> More rigor – most items or the tasks reviewed are at a higher DOK level than the range indicated for the state standard(s)/curriculum</p> <p><input checked="" type="checkbox"/> Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the state standard(s)/curriculum</p> <p><input type="checkbox"/> Less rigor – most items or the task reviewed are lower than the DOK range indicated for the state standard(s)/curriculum</p>
<p>Comments/Suggestions for Improving Alignment: <b>NA</b></p>
<p>Provide evidence to support your responses: <b>The assessment expects students to be able to explain, generalize, or connect ideas using supporting evidence, to apply this concept in a new context, and to independently write an argumentative essay using reasoning and evidence. These expectations are also clearly identified in the standards, both social studies and writing.</b></p>
<p>Describe the skills/performance assessed:</p> <p><b>Effective Communicator</b></p> <p><b>Ability to create an action plan</b></p> <p><b>Ability to write an argumentative essay</b></p>
<p>Explain the sufficiency of items or tasks on the assessment to target each standard being assessed.</p> <p><b>This task expects students to use content knowledge to be able to develop all the expectations of an argumentative essay.</b></p>
<p>Explain why the assessment item types used to measure the content are most appropriate</p> <p><b>Creating a constructed response to this open-ended social studies prompt allows for understanding the student thinking about the issue and is necessary for demonstrating the expectations of an argumentative essay.</b></p>
<p>To what extent do you see a strong content match between the item types (e.g., constructed response, product, performance, etc.) on the task and the corresponding Standards/GSEs?</p> <p><input type="checkbox"/> <b>Full match</b> – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard(s)/curriculum</p> <p><input checked="" type="checkbox"/> <b>Close match</b> – most tasks or items address the relevant skills and knowledge described in the corresponding state standard(s) /curriculum</p> <p><input type="checkbox"/> <b>Partial match</b> – many tasks or items partially address the skills and knowledge described in the corresponding state standard(s) /curriculum</p> <p><input type="checkbox"/> <b>Minimal match</b> – some tasks or items match some relevant skills and knowledge described in the corresponding state standard(s) /curriculum</p> <p><input type="checkbox"/> <b>No match</b> – tasks or most items are not related to the skills and knowledge described in the corresponding state standard(s) /curriculum</p>
<p>Are the set of items or tasks reviewed as cognitively challenging as the standards/curriculum? Use the definitions below to select your rating.</p> <p><input type="checkbox"/> <b>More rigor</b> – most items or the tasks reviewed are at a higher DOK level than the range indicated for the state standard(s)/curriculum</p> <p><input checked="" type="checkbox"/> <b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the state standard(s)/curriculum</p> <p><input type="checkbox"/> <b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the state standard(s)/curriculum</p>



## Student Learning Objectives (SLO) Template

Teacher Information	
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Comments/Suggestions for Improving Alignment
Provide evidence to support your responses: <b>No comments/suggestions</b>
A high quality assessment should be ... Scored using Clear Guidelines and Criteria
Part 3: Rubric/Scoring Guide
Scoring Guide to be used with the assessment: <input checked="" type="checkbox"/> <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs, etc.) <input type="checkbox"/> <b>Task-specific Rubric</b> (only used for the particular task) <input type="checkbox"/> <b>Scoring Guidelines</b> (e.g., checklist with score points for each part) <input type="checkbox"/> <b>Answer key, scoring template, computerized or machine scored</b> <input type="checkbox"/> <b>Teacher Observation Sheet/Observation Checklist</b>
Explain how the rubric/scoring criteria are aligned to the assessment. <b>The assessment expects students to write an argumentative essay that incorporates the course content information. The rubric clearly evaluates this expectation.</b>
Explain how the score categories are clearly defined and coherent across performance levels. <b>There are 4 performance levels ranging from Below to Advanced and clearly describe the expectations in each of the identified criteria. Each score category addresses the same expectations with varying degrees of demonstration.</b>
Explain the degree to which the rubric/scoring criteria address all of the demands within the task or item. <b>The rubric fully addresses the demands of the task, which is to create an argumentative essay that includes a claim, counterclaim, reasons, and evidence.</b>
Based on your review of the rubric/scoring criteria, would the scoring rubric most likely lead different raters to arrive at the same score for a given response? <b>The rubric is clearly and thoroughly developed and would lead different raters to arrive at the same score.</b>
How long will it take the teacher(s) to score each assessment? Is this practical given the number of students and the type of assessment? <b>The scoring of each essay should take approximately 15 minutes. This is practical given the nature of the assessment and the number of students.</b>
Is there student work (e.g., anchor papers, video, portfolio) that illustrates student mastery? If so, describe. If not, explain what student work would be needed. <b>No student work is included; however, district-level anchor papers have been developed and should be used to assist with the scoring of this essay.</b>
Comments/Suggestions for Improvement for the Rubric/Scoring Guide
Provide evidence to support your responses: <b>No comments/suggestions</b>

## Student Learning Objectives (SLO) Template

Teacher Information	
Teacher Name	Example Teacher
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District name	Example School District

<b>A high quality performance assessment should be...Fair and Unbiased</b>
<b>Part 4: Fair and Unbiased</b> (the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)
To what extent are the items or tasks visually clear and uncluttered (e.g., appropriate white space and/or lines for student responses, graphics and/or illustrations are clear and support the test content, the font size seems appropriate for the students)? <input checked="" type="checkbox"/> Formatting is visually clear and uncluttered <input type="checkbox"/> Formatting is somewhat clear and uncluttered <input type="checkbox"/> Formatting is unclear, cluttered, and inappropriate for students Provide an explanation of your response, if needed: <b>NA</b>
Are the directions and items or the task presented in as straightforward a way as possible for a range of learners? If no, please identify problematic items/tasks and provide suggestions for improvement. <b>The task prompt is clear and straightforward for students.</b>
Is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? If no, please identify problematic items/tasks and provide suggestions for improvement. <b>The vocabulary and context appears to be free from bias.</b>
Describe if the assessment uses appropriate levels of academic language for the grade and content area. <b>This assessment is intended for grade 12 students in a civics and government course. Therefore, the academic language presented is appropriate.</b>

## Student Learning Objectives (SLO) Template

Teacher Information	
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A high quality performance assessment should be...Fair and Unbiased	
<b>Part 4: Fair and Unbiased</b> (the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)	
Accommodations are commonly categorized in five ways: presentation, response, setting, timing and scheduling, and linguistics. Considering these, identify and explain what type(s) of accommodations are provided/ should be provided to ensure that student classified as English Language Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed.	
<input checked="" type="checkbox"/> <b>Presentation Accommodations</b> – Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.	This prompt could be read to students or provided in a manner that is identified on an IEP.
<b>Response Accommodations</b> —Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.	
<input checked="" type="checkbox"/> <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.	Students could respond in a setting that provides them with the most comfort given the complexity of the task.
<input checked="" type="checkbox"/> <b>Timing and Scheduling Accommodations</b> —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.	The plan of action for this assessment is intended to be completed by the student outside of class. The writing of the argumentative essay is intended to be completed by the student during 2 periods of class time. This amount of time and scheduling can be changed to meet a student's needs.
<input checked="" type="checkbox"/> <b>Linguistic Accommodations</b> —Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. The accommodation is based on an ELL's limited English language proficiency, which is different than an accommodation based on a student's disability or a cognitive need.	Linguistic Accommodations can be provided based on a student's needs.
*Please reference “Defining Features of Academic Language in WIDA’s Standards”	
If applicable, explain how the assessment can be differentiated/extended for students identified as gifted and talented. <span style="color: red;">NA</span>	
<b>Comments/Suggestions for Improvement for Fair and Unbiased:</b> <span style="color: red;">NA</span>	
Provide evidence from to support your responses: <span style="color: red;">No comments/suggestions</span>	

Recommendations for this assessment:

- No changes needed**  
 **Changes need**