

Grades 10 & 11 History Sample SLO & IAGD Development Form

Teacher:	School:	Content Area: World History I & II
# Of Students Covered by This SLO: 103	Grade: 10	Date:
% Of Students Covered by This SLO: 100	Evaluator:	
Step 1:	District/School Objectives: <ul style="list-style-type: none"> All middle and high school teachers will analyze student performance data with literacy tasks and adjust instruction accordingly. All middle and high school teachers will implement literacy instructional practices into daily instruction. All teachers at a specific grade level or content area will make commitments to instruct specific strategies to all students with mastery. All teachers will embed 21st century skills into learning tasks. 	
Examine/consider core district and school goals.		
Guiding Question:		
<ul style="list-style-type: none"> What are the focus areas for student growth? 		
Step 2:	69% of 10th graders achieved goal or higher on the Reading CMT. Sample SBAC results indicate that only 43% of 9th graders performed at grade level reading proficiency. I teach both sophomores and juniors. My class rosters indicate that 40% of my students are below grade level reading proficiency on SBAC sample test items. Within the 40% below proficiency, I have 14 students either on free/reduced lunch or have an IEP. Of those 14 students, 12 are significantly below grade level in reading.	
Consider student characteristics and analyze available baseline student outcome data.		
Guiding Questions:		
<ul style="list-style-type: none"> Who are your students? What is their current level of achievement? 		
Step 3:	Students will make at least one year's growth in reading.	
Write SLOs based on student population/characteristics and available student outcome data.		
Guiding Question:		
<ul style="list-style-type: none"> What goals make sense for this group of students? 		
Step 4:	The [School] Improvement Plan articulates the goal for all students to be reading on grade level or higher. Reading Comprehension is assessed	
Write a rationale for the SLO focus area.		

Guiding Question:	on the grade 10 SBAC interim assessment. The Common Core calls for all students to be able to read grade level texts with purpose and understanding and to read with sufficient accuracy and fluency to support comprehension.
<ul style="list-style-type: none"> Why is this target selected for this group/class? 	
Step 5:	80% of my students will make at least one year's growth in their reading skills as measured on formative SBAC reading assessments and quarterly informational text reading assessments.
Write 1 (or more) IAGD's for each SLO.	
Guiding Questions:	
<ul style="list-style-type: none"> What assessment(s) will you use to measure student improvement? What time period is associated with this objective (semester, quarter, year)? 	<ul style="list-style-type: none"> I will preview each new chapter in the textbook modeling pre-reading strategies to capture essential information. I will require students to effectively annotate texts and read to build strategies. Students will have many in-class and out-of-class reading opportunities and to answer questions in multiple formats (multiple choice or open-ended formats). I will review scored reading assignments with students.
Step 6:	
Write an action plan for attaining the SLO/IAGD	
Guiding Question:	
<ul style="list-style-type: none"> What methods/instructional strategies will you use to accomplish this SLO/IAGD? 	Date of Goal-Setting Conference:
Step 7:	
Collaboratively discuss SLOs/IAGDs, and come to consensus/agreement with primary evaluator at the goal-setting conference.	
Guiding Questions:	
<ul style="list-style-type: none"> Do we agree that these are appropriate goals? What evidence will we gather to monitor progress toward these goals? 	
Step 8:	<ul style="list-style-type: none"> I will administer 1 interim reading assessment each quarter. I will also provide comprehension check questions with reading assignments. I will use SBAC formative assessment data to monitor progress for my sophomores and juniors.
Formatively & summatively assess and track students' progress toward the objective(s).	
Guiding Question:	

<ul style="list-style-type: none"> How will you monitor and document student outcomes over time? 	
<p>Step 9:</p>	<ul style="list-style-type: none"> I will work with my colleagues during common planning time and weekly PLC time to score critical reading assessments and calibrate our expectations. I will meet with the literacy specialist to review effective comprehension strategies.
<p>Identify professional learning supports.</p>	
<p>Guiding Question:</p>	
<ul style="list-style-type: none"> What professional learning support would help you attain this objective? 	