

# STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: 6-8  
Content Area: Social Studies

Component	Guiding Questions	Descriptors
<b>Baseline/ Trend Data</b>	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<ol style="list-style-type: none"> <li>1. Universal Screening Data Measuring Reading Comprehension Using Track My Progress</li> <li>2. District Unit Performance Assessment Data from previous school year measuring comprehension of reading informational text through the skills of citing relevant and adequate textual evidence to support an argument and determining the central ideas or information of a text through an accurate summary</li> <li>3. Independent Reading Level and Power Reading Goal(s) as determined on the Independent Reading Level Assessment (IRLA)</li> </ol>
<b>Student Population</b>	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	This SLO covers 100% of my middle school social studies students.
<b>Standards And Learning Content</b>	<i>Which standards are connected to the learning content?</i>	<p><i>While all standards will be addressed this school year, these critical skills have been prioritized for my goal because I can have a high impact on student learning and these skills are measurable using available assessment tools.</i></p> <ol style="list-style-type: none"> <li>1. <u>Key Ideas and Details: CCSS.Literacy – History/Social Studies.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>2. <u>Key Ideas and Details: CCSS.Literacy – History/Social Studies.RH.6-8.2</u> Determine the central ideas or information of a primary and secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li>3. <u>Research to Build and Present Knowledge: CCSS.Writing Literacy – History/SS, Science, Technical Subjects. WHST.6-8.9</u> Draw evidence from informational texts to support analysis, reflection, and research.</li> </ol>
<b>Student Learning Goal/Objective Statement</b>	<i>What is the expectation for student growth and development?</i>	All students will demonstrate growth in the area of reading comprehension of informational text in alignment with expectations found in the Common Core State Standards.

<p><b>Indicators Of Academic Growth And Development (IAGDs)</b></p> <p><b>Growth Targets</b></p>	<p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p><b>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs</b></p>	<p><b>IAGDs:</b></p> <p><b>1. ASSESSMENTS/MEASURES OF PROGRESS</b></p> <ol style="list-style-type: none"> <li>1) <u>District Reading Comprehension Universal Screens</u> (Track My Progress)</li> <li>2) Independent Reading Level Assessment (IRLA) to determine what grade level a student is reading on.</li> <li>3) Elaboration and Evidence strand on district writing rubrics – used on unit performance tasks</li> </ol> <p><b>B. GROWTH TARGETS</b></p> <ol style="list-style-type: none"> <li>1) All students in middle school social studies will demonstrate an increase in their ability to comprehend informational text at their independent reading level through the development and attainment of individual reading goals guided by the IRLA.</li> <li>2) All students in middle school social studies will demonstrate an increase in their ability to comprehend informational text by gaining at least one score point on the Evidence and Elaboration strand on the district writing rubrics.</li> </ol> <p><i>Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.</i></p>
<p><b>Instructional Strategies/Supports</b></p>	<p><i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?</i></p>	<p>Progress will be monitored through informal observations, student work samples on worthwhile reading tasks, ongoing formative items, performance tasks, and other learning artifacts (including classroom discourse and student responses to higher order thinking questions).</p> <p>Methods that will be used to accomplish this student learning goal/objective include identifying appropriately complex and relevant informational text at students’ independent reading level, engaging students in self-motivated reading and inquiry through choice of topic and product, have students read both independently and in a variety of teams or pairs, and provide individual support through the development of reading power goals, student conferencing and motivational research opportunities.</p> <p>Professional learning needs and supports include understanding how to determine or obtain data on a student’s independent reading level, locate and determine appropriately complex informational text at a variety of reading levels on a particular topic of study, a “toolbox” of effective reading, research and writing strategies, understanding of increasing student comprehension through full immersion in the learning environment and process (student discourse, engagement, inquiry, and critical thinking).</p>