

## STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: 2

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. Analyze Grade 2 District Writing Assessment scored with Smarter Balanced Informational Evidence/Evaluation rubric</li> <li>2. Analyze evidence from student profiles and student writing e-portfolios</li> <li>3. Analyze student writing samples from first month of this school year</li> </ol>
<b>Student Population</b>	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<p>For this SLO the target group will be the entire class of 24 students. It should be noted that in this class:</p> <ul style="list-style-type: none"> <li>• There are ten males and fourteen females</li> <li>• Three students in this class have IEPs</li> <li>• Two students in this class have a 504 plan</li> </ul>
<b>Standards And Learning Content</b>	<i>Which standards are connected to the learning content?</i>	<p>The overall social studies goal for this year is “Making a Difference”. Students will be reading, writing, and researching figures in the past (and in the present) who have or are presently making a difference at the local, state, national, and international levels. This SLO will be based on writing that students will be doing throughout the year when analyzing the lives of various individuals who have “made a difference”.</p> <p>Specific Language Arts Standards to Be Measured Are:</p> <ul style="list-style-type: none"> <li>• CCSS ELA-Literacy W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>• CCSS ELA-Literacy W 2.8: Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<b>Student Learning Goal/Objective Statement</b>	<i>What is the expectation for student growth and development?</i>	<p>Students will be reading a minimum of two sources about a number of figures that have made a difference in the course of the school year.</p> <p>Students will be writing short analytical exercises in which they evaluate the importance of each historical figure.</p> <p>Students must include historical data from all sources analyzed as they compose their analytical exercise.</p>

<p><b>Indicators Of Academic Growth And Development (IAGDs)</b></p> <p><b>Growth Targets</b></p>	<p><i>How will you measure progress toward your student learning goal/objective?</i></p> <p><i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p><i>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs.</i></p>	<p><b>IAGDs:</b></p> <p><b>A. ASSESSMENTS/MEASURES OF PROGRESS</b></p> <ol style="list-style-type: none"> <li>1. All three second grade teachers in the building will create a common rubric that measures student proficiency in introducing a topic, using facts and definitions to develop points, providing a concluding statement, and gathering information from all sources.</li> <li>2. All second grade teachers will utilize this rubric to analyze the students five times in the course of the year, using the same writing exercise (and the same historical figure).</li> <li>3. Numerous formative assessments will also be used to assess student progress during the course of the year; many writing exercises besides the five chosen for this SLO will take place in the course of the year.</li> </ol> <p><b>B. GROWTH TARGETS</b></p> <ol style="list-style-type: none"> <li>1. By May, 1915 80% of all students in the class will achieve proficiency (score point 3 or 4) through teacher-produced rubric based on skills of introducing a topic, using facts and definitions to develop points, and providing a concluding statement.</li> <li>2. By May, 1915 85% of all students in the class will achieve proficiency (score point 3 or 4) through teacher produced rubric based on skill of gathering information from all sources.</li> </ol> <p>Growth targets and other factors concerning this SLO will be discussed (and possibly adjusted) at the mid-year conference between the evaluator and the teacher.</p>
<p><b>Instructional Strategies/Supports</b></p>	<p><i>What methods will you use to accomplish this student learning goal/objective?</i></p> <p><i>How will progress be monitored?</i></p> <p><i>What professional learning/supports do you need to achieve this student learning goal/objective?</i></p>	<ul style="list-style-type: none"> <li>• Content social studies goals carefully explained to students</li> <li>• Explicit instruction of writing strategies &amp; approaches</li> <li>• Tier 1 instruction</li> <li>• Individual conferences on student writing throughout the year</li> <li>• Flexible grouping for reading and writing activities</li> <li>• Numerous mini writing activities where student create use facts from articles to develop points</li> <li>• Numerous mini reading activities on analyzing informational text</li> <li>• Mini-lessons on introducing a topic</li> <li>• Numerous opportunities to reinforce both reading and writing skills associated with this assessment</li> <li>• Numerous opportunities for students to edit each other’s work (peer/group editing activities)</li> <li>• Meeting with other second grade teachers to analyze assessment results (and determine writing skills that need to be reinforced)</li> </ul>