

6TH GRADE SOCIAL STUDIES/LANGUAGE ARTS EXAMPLE

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

| SLG GOAL | |
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| Content Standards/Skills | <p>6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> |
| Assessments | Student progress will be measured against the Spring 2015 district-wide 6 th grade Social Studies performance assessment and scored using the district Local Performance Assessment Scoring Guide. I will also be using formative assessment throughout the school year to monitor student growth. |
| Context/Students | There are a total of 35 students in my class. 23 are female and 12 are male. 2 students have IEPs and 6 students receive Title intervention for oral reading fluency support. I teach a block-style class of language arts and social studies for a combined time of 2 hours per day. |
| Baseline Data | <p>My baseline data is from the Fall, 2014 district-wide Social Studies Local Performance Assessment. Performance was scored using the district Local Performance Assessment Scoring Guide (see attached) which rates the areas of Demonstrating Understanding, Developing an Interpretation, and Analyzing Text. Analysis of the data showed students missing the benchmark in the area of Analyzing Text. In this area, 4 students scored a 1 or 2 (Not Yet Met or Progressing), 17 students scored a 3 (Approaching Proficient), 14 students scored a 4 (Proficient).</p> <p>This is the first year our school has used a Social Studies performance assessment as a summative assessment for the district, so I do not have previous year's data to supplement my baseline data.</p> |
| Student Growth Goal (Targets) | <p>100% (all) of my students will show growth in the category of Multiple Perspectives/Analyze text on the Spring 2015 Social Studies LPA based on the following tiers:</p> <p>Tier 1 (Not Yet Met/Progressing): Students will grow two performance levels.</p> <p>Tier 2 (Approaching Proficient): Students will demonstrate Proficiency or Mastery.</p> <p>Tier 3 (Proficient): Students will demonstrate Mastery.</p> |
| Rationale | The primary rationale for this goal is that my baseline data shows that analyzing text is an area in which my students need support. From a larger perspective, students must be able to determine an author's purpose and point of view and evaluate the veracity of the evidence used to support their claims to be critical consumers of text. |



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| <p>Strategies</p> | <ul style="list-style-type: none"> • I will administer a variety of formative and summative assessments related to common core state standards and content mastery. • Instructional strategies will include: <ul style="list-style-type: none"> ○ supporting students in making inferences about the text and supporting their answers with evidence from the text ○ supplemental external primary sources for students to work with various perspectives and points of view ○ providing practice in the skills of making inferences and analyzing text from various perspectives. • I will meet regularly with my teaching partner to discuss teaching strategies, instructional practices, and any difficulties we encounter throughout the year. |
| <p>Professional Learning and Support</p> | <ul style="list-style-type: none"> • Participation in district-provided professional learning focused on improving student literacy across content areas. • Staying informed about the latest research related to teaching and social studies. • In order to support my students' needs in the classroom, I need additional support in understanding high leverage classroom practices. • Time to collaborate with content peers on accurate scoring of assessments |

