This template is designed to help teachers create SAOs. A complete SAO must include the planning information found in the SAO instructional guide.

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| **Course/Grade Level Information** | |
| Course Name | World History |
| Brief Course Description | The focus of this course is the study of the historical development of people, places, and patterns of life from ancient times until 1500 AD. Students will use skills of historical and geographical analysis to explore the early history of the world. |
| Grade Level(s) | Grade 10 |
| Course Length | Year-long |

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| **Process, Implementation Timeline, and Sign-Offs** | |
| List the names and current job positions of those developing this SAO. | Mary Jo Jessup, Grade 10 History Teacher |
| Administrator Name & Title | Dr. Thompson |
| Administrator sign-off of initial SAO |  |

**Directions for Establishing a Learning Goal:** Use the planning information and the SMART Review to refine and tailor the description of the learning goal you described**.**

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| **Learning Goal:** a description of the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum. | |
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| **Learning Goal for this SAO:** | |
| Describe the **learning goal** for this SAO. | Students in World History will independently use primary and secondary sources to analyze and explain content knowledge in order to form an argument based on historical and contemporary issues related to events in world history. |

*\*See planning pages*

**Directions for Documenting Assessments and Scoring:** Use the planning information to refine and tailor the description and use of assessments you described.

| **Assessments and Scoring:** Assessments should be of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned. | |
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| **Assessments** **for this SAO** | |
| Describe the **assessments** (such as performance tasks and their corresponding rubrics) that measure students’ understanding of the learning goal[[1]](#footnote-1). | 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 examined to ensure that the expectations are aligned to the state standards and local curriculum.  **Example Writing Prompt:**  *How successful was the French Revolution (1789 - 1804) in achieving the goals of liberty and equality?*  After reading the provided source documents on the topic, write an argumentative essay that addresses the question and supports your position with evidence.  Be sure to acknowledge competing views (counterclaims).  1.     Begin with an introduction that frames the purpose of your essay and states a claim.  2.     Develop your argument with clear reasons and evidence drawn from **at least five sources** and also from your **outside historical content knowledge** (evidence learned in class or elsewhere)**.**  Analyze the significance of the evidence and how it supports the claim.  3.     Acknowledge and address an opposing or competing view (counterclaim).  4.     Provide a conclusion that effectively summarizes the argument and explains its significance. |
| 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. The rubric will be submitted separately. |

*\*See pages 9-10 in the Instructional Guide for Developing Student Achievement Objectives*

**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. | |
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| **Actual Performance from Baseline Data** | |
| Identify the actual performance (e.g., grades, test scores, etc.) from the collected baseline data used to establish starting points for students and place students into “starting” groups such as high, typical, and low. | Student should demonstrate the ability to meet the proficient level expectations on the world history content and argument writing rubric. Using the baseline data collected at the beginning of the year the expectation is that students will increase by at least one level on the rubric by the end of the year. The following is the starting points for the tenth grade students (5 classes/122 students total):  12/122 in the Exceeds Expectations Level for a preponderance of criteria  37/122 in the Meets Expectations Level for a preponderance of criteria  41/122 in the Approaching Expectations Level for a preponderance of criteria  32/122 in the Below Expectations Level for a preponderance of criteria |
| **Expected Targets for this SAO** | |
| Using students’ starting points, identify the **number or percentage of students** expected at each achievement level based on their end-of-course assessment performance(s). | By the end of the year students will be in the following groups:  49/128 in the Exceeds Expectations Level for a preponderance of criteria  27/128 in the Meets Expectations Level for a preponderance of criteria  41/128 in the Approaching Expectations Level for a preponderance of criteria  5/128 in the Below Expectations Level for a preponderance of criteria  In addition, the students who began in the Exceeds Expectations will be expected to maintain at this level and all students in the Meets Expectations will be able to move to the Exceeds level. |

**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. | |
| --- | --- |
| Record the **actual** number or percentage of students who achieved the targets. |  |
| Please provide any comments you wish to include about actual outcomes: | |

*\*See pages 11-12 in the Instructional Guide for Developing Student Learning Objectives*

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

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| **Teacher Ratings:** Based on the results of the learning goal, assessments/tasks, and targets of this SAO, a teacher rating is noted below. | | | |
| **Does Not Meet**  Based on the students’ starting points, students performed worse than expected. | | **Meets**  Based on the students’ starting points, students performed as expected. | **Exceeds**  Based on the students’ starting points, students performed better than expected. |
| Administrator comments: | | | |
| Date | Administrator Signature | | |
| Date | Teacher Signature  (the signature does not necessarily indicate agreement with the rating) | | |

*\*See page 13 in the Instructional Guide for Developing Student Learning Objectives*

1. Assessments and rubrics need to be established as high quality, such as through the Assessment Review Tool. [↑](#footnote-ref-1)