

**Illinois State Board of Education
Spanish Social Studies Example**

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	Spanish Social Studies
Grade Level(s)	Grade 7
Interval of Instruction	9/1/15 – 2/15/16

Timeline

Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15
Midcourse Check-In Notes: David was removed from the SLO due to absences exceeding 50% of the first half of the SLO cycle.	

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	<p>English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>

<input type="checkbox"/> Describe the student population.	<p>The student population includes 15 seventh grade students categorized as English Learners. In addition, William has an IEP for a specific learning disability in writing.</p>
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	<p>Lessons will sequentially build to explain the answers to the following questions:</p> <ul style="list-style-type: none"> • What is an argument? How do you write an argument? • What is a claim? How do you make a claim? • What is evidence? How do you use evidence to support a claim? • What does “relevant” mean? How do you choose relevant evidence?

Discussion Questions

- What “big idea” is supported by the learning goal?
- How does the learning goal support students’ development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students’ understanding of the learning goal.	<p>Common performance tasks with a rubric have been developed by the district social studies department and adapted for the Spanish Social Studies course. These assessments will be administered throughout the school year to evaluate students developing understanding and mastery. In addition, formative assessment will be used to regularly check for student understanding.</p>
<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	<p>Assessments will be differentiated according to individual student need using appropriate sensory, graphic, and interactive supports. In addition, William will be provided with extra time for revision and proofreading.</p>

Discussion Questions

- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

Identify students' baseline data.

Student	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Alejandro			X			
Andrea		X				
Brian		X				
Camila			X			
Diana			X			
David		X				
Emma	X					
Edward		X				
Joaquin		X				
Mariana	X					
Nicolas	X					
Samantha		X				
Simon		X				
Sofia			X			
Ximena			X			

Using students' baseline data identify appropriate growth targets for your student population.

Student	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Alejandro				X		
Andrea			X			
Brian			X			
Camila				X		
Diana				X		
David			X			
Emma		X				
Edward			X			
Joaquin			X			
Mariana		X				
Nicolas		X				
Samantha			X			
Simon			X			
Sofia				X		
Ximena				X		

Discussion Questions

- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

<input type="checkbox"/> Document the number or percentage of students who achieved their identified growth targets.	Student	Entering	Emerging	Developing	Expanding	Bridging	Reaching
	Alejandro				X		
	Andrea			X			
	Brian			X			
	Camila				X		
	Diana				X		
	Emma		X				
	Edward		X				
	Joaquin			X			
	Mariana		X				
	Nicolas		X				
	Samantha			X			
	Simon			X			
	Sofia			X			
	Ximena					X	

Required for Evaluator

<input type="checkbox"/> Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	Approximately 86% of students met their identified growth targets. Therefore, the appropriate teacher rating is excellent. A plan has been established by the teacher to further differentiate instruction to support Edward and Sofia to achieve their growth targets by the end of the school year.
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Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input checked="" type="checkbox"/>
Date: 2/15/16	Evaluator Signature: <i>Example Evaluator</i>		
Date: 2/15/16	Teacher Signature: <i>Example Teacher</i>		