Student Learning Objectives Form

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School	Norwood High School	Appraiser Name	K. Saetree
Grade	11	Subject Area	AP English

Step 1: What is the focus for my SLO?

a. Identify the focus area of the SLO.

The SLO will focus on both analysis and writing.

b. What is the SLO Skill Statement for this content area/subject?

Students will synthesize disparate perspectives, evidence, and sources to use in the creation and support of their own written argument on complex topics.

c. What led to the decision to focus on this content area/subject and the SLO Skill Statement?

Synthesis is the culminating skill in AP Lang. It requires students to analyze, evaluate, compare and contrast, and then ultimately use sources, evidence, and other arguments in the creation of their own unique perspectives. Students have to craft a persuasive argument themselves, referencing sources in their argument either to support a point or in a concession and counter-argument. Students building skills around the ability to analyze and evaluate arguments, evidence, and the perspectives of others and be able to clarify and strengthen their own perspective based on that analysis and evaluation are important lifelong skills that they will need beyond the AP Lang Exam.

d. What TEKS for the content area or subject correspond to these most important skills? You may provide an enumerated list of TEKS, but be prepared to share the verbiage of the TEKS with your appraiser.

From the AP Lang Course Description:
Step 3: The Source-Informed Argument
Strong arguments developed through synthesis of multiple sources generally exhibit the following qualities:
Sophistication of thought: Sometimes referred to as complexity, sophistication means looking at multiple perspectives, arguments and counter-arguments, and broader implications of particular events or decisions. Implications of arguments or positions are important for students to consider, as they often rely upon hypothetical examples abstracted from the real world of cause and effect; the
challenge for students is to present implications as concretely as possible, based upon available evidence.
Effectiveness (development) of argument: The completeness of an argument's development enhances its persuasiveness. Such development may mean an in- depth analysis of a few sources or a broad review of a wide range of sources.
Unity/Coherence: Coherent, or unified, arguments   with or without sources   develop logically; the writer's own position emerges from a thoughtful consideration of the sources. An important marker of coherence is the use of idea-based transitions, often topic sentences of body paragraphs that move the argument forward in ways alluded to in   sophistication of thought.   Another marker of coherence is the careful selection of the sources that   speak to one another.
A coherent approach to synthesis requires students to consider the conversation among sources rather than regarding individual sources in isolation.

Step 2: What do I think my students will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").

Initial Student Skill Profile		
SLO Skill Statement	Students will synthesize disparate perspectives, evidence, and sources to use in the creation and support of their own written argument on complex topics.	
Level	**Descriptors**	**Number of Students in this level**
Well above typical skill	Students can analyze a source of evidence and apply background knowledge to identify context and evaluate quality. Students' arguments are clear and rely on more nuanced assertions throughout, but students don't address opposing perspectives.	3
Above typical skill	Students can analyze a source of evidence and accurately identify the most pertinent information. Their background knowledge is somewhat limited, allowing them to evaluate context and quality in some instances but not others. Students' arguments are clear and contain at least one nuanced assertion, but don't address opposing perspectives.	5
Typical skill	Students can accurately identify the most pertinent information in a source but fail to evaluate author/source context due to limited background knowledge. Students' arguments are clear but are extreme, simplistic, and fail to address opposing perspectives.	10
Below typical skill	Students can accurately identify useful pieces of information in a source but fail to evaluate author/source context due to limited background knowledge. Students' arguments are clear in places but lack overall coherence.	7
Well below typical skill	Students can pick out pieces of information that they could use from sources, but are unable to evaluate the quality of the information, the quality of the source, or how the source is using the information. Students' arguments lack clarity and focus - it is difficult to tell what their argument actually is.	4

a. Who will be included in your SLO?

When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.
- *Elementary classroom teachers: select your entire class.*
- *Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject).*

My 3rd period AP Language class - 29 students with what I think will be the widest range of skills.

b. What multiple sources of evidence/student work (both current and historical) did you use to map students to the Initial Student Skill Profile?

We did several different assignments related to these skills. Students wrote one argument essay from a released AP prompt and it was graded using a 5 point rubric (not the AP rubric) analyzing clarity, structure, sophistication of assertions, support, and concessions and counterarguments. They also did the pre-writing for another essay off of a prompt and turned that in. For sources, they did three short burst rhetorical analyses using a template, identifying main points, rhetorical strategies, effect on audience, context, and potential biases.

c. Match your current students to the descriptions in the Initial Student Skill profile.

    i. List the total number of students at each level in the right hand column above, and

    ii. Record the level for each individual student on the Student Growth Tracker.

    iii. Check here when both tasks are complete: ✔

a. Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels, that student will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below

The profile should describe your expectations for what this particular group of students' performance will look like at the end of the interval. For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval.

Targeted Student Skill Profile	
SLO Skill Statement	Students will synthesize disparate perspectives, evidence, and sources to use in the creation and support of their own written argument on complex topics.
Level	**Expectations**
Well above typical skill	Students effectively make a nuanced argument about a complex topic that shows they understand the gray areas in the issue and the opposing side's best points. They strengthen their position by effectively synthesizing and citing at least three sources. The writer s argument is clear and convincing throughout (equates to an 8/9 on the AP rubric).
Above typical skill	Students effectively make an argument about a complex topic that shows they understand the opposing side's best points, although the argument isn't as developed or cogent as the highest scoring essays. They cite at least three sources that support their argument but are limited in how well the sources strengthen their argument. The writer s argument is generally clear and convincing, although it does have momentary lapses in clarity (equates to a 6/7 on the AP rubric).
Typical skill	Students adequately makes an argument about a complex topic. They support their position by synthesizing and citing at least three sources, but their arguments and their use of cited sources are somewhat limited, inconsistent, or uneven. The writer s argument is generally clear, and the sources generally support the writer s position, but the links between the sources and the argument may be strained. The writing may contain lapses in clarity, but it usually conveys the writer s ideas adequately (equates to a 5 on the AP rubric).
Below typical skill	Students inadequately make an argument about a complex topic. They attempt to present an argument and support their position by synthesizing and citing at least two sources but may misunderstand, misrepresent, or oversimplify either their own argument or the cited sources they include. The link between the argument and the cited sources is weak. The writing shows a lack of control by being unclear at times and ineffectively structured (equates to a 4 on the AP rubric).
Well below typical skill	Students demonstrate little success in making a convincing argument about a complex topic. They may merely allude to knowledge gained from reading sources rather than citing the sources themselves. These essays may misread the sources, fail to present an argument, or may merely respond to the prompt tangentially or by summarizing the sources. The argument demonstrates a lack of development or organization or a lack of control (equates to a 2 on the AP rubric).

b. Use available data on your current students (e.g., attendance, grades in relevant courses, current student work, prior testing data, etc.) along with each student's description on the Initial Student Skill Profile to establish a target for each individual student covered in the SLO. Record these targets on the Student Growth Tracker.

c. What evidence did you use to establish a targeted skill level for each student? Include multiple data sources.

Students will write two synthesis essays from released AP prompts and they will be scored holistically on the AP rubric (0-9). Scores in the higher range demonstrate clarity, sophistication of content/nuance of argument (with the ability to effectively use concession and counterargument), and how well students use sources to bolster their arguments.

d. What will you include in the body of evidence (BOE) that will establish students' skill levels at the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.

1. In class argumentative essay (September)
2. Explain your evidence/research project
3. Support your argument assignment
4. In class synthesis essay (February)
5. In class synthesis essay (April)
6. Final exam synthesis essay from released AP prompts

Step 4: How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

a. How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?

b. What strategies will you use to monitor progress? How will you document your body of evidence for each student?

c. Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

Optional Notes

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a.
Reading supports for informational texts
Supplemental texts to build prior knowledge
Hold bi-weekly writing conferences
Refer to rubrics
Hold goal–setting conversations with students
Have students' complete individual trackers
Peer Tutoring
b.
Complete Student Growth Tracker after each piece of evidence is completed and scored
Strategic/Aggressive Monitoring – Monitoring student work in class to close gaps during instruction
Hold bi-weekly writing conferences with individual students (groups of students working on the same writing skill)
Frequently revisit writing rubrics with students
Students share work in common folder
Data Meeting/Conferences
c. The writing/ELA/AP teachers will meet bi-weekly in our after-school PLCs to share student work samples to calibrate scoring.
Discuss and share plans for differentiation based on student data.
Discuss non-academic struggles and success
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Student Learning Objectives Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Comments	Decision
	☐ Approved ☐ Revise and Resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	☐ Final Approval
Teacher Signature	Date
Appraiser Signature	Date