

STUDENT LEARNING OBJECTIVE FORM

Teacher Name: High School AP English Teacher 1	School: Example High School	Grade level: High School
Content Area: AP English -- Language	Course Name: NA	Period: NA

Student Population		
Total Number of Students: <u>30</u>		
Additional Information: (attach list) All AP Language Students		
Instructional Interval		
<input checked="" type="radio"/> Year	<input type="radio"/> Semester	<input type="radio"/> Other: _____

SLO Components	Description	
Student Learning Goal	Learning Goal	Students will construct effective rhetorical analysis essays that analyze how an author has manipulated the resources of language (such as diction, syntax, tone, structure, and selection of detail) in order to appeal to his/her target audiences and accomplish his/her persuasive purposes in a complex text.
	Standards Reference	<p>Colorado Academic Standards: Literacy</p> <p>CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>

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Rationale for the Learning Goal	<p>This learning goal rests upon the following “big idea”: Effective analysis of complex texts is an essential skill in high school, college, and beyond since “good readers are good lifelong learners.”</p> <p>This learning goal is also central to the College Board’s Course Description for Advanced Placement English Language and Composition, which emphasizes that college-ready students must be prepared to read complex texts and analyze how authors manipulate language (such as diction, syntax, tone, structure, and selection of detail) in order to appeal to their target audiences and accomplish their persuasive purposes.</p> <p>Courses in A.P. English Language and Composition focus upon developing students’ skills in rhetorical analysis because surveys of college and university professors of English Composition indicate that rhetorical analysis skills reside at the heart of what students need to know and be able to do in order to achieve success in college-level classes.</p> <p>Finally, the A.P. English Language and Composition Exam, which the targeted student population will take near the conclusion of the instructional interval, requires students to construct three essays, one of which is a rhetorical analysis essay—upon which this learning goal is based.</p> <p>Students in the course have not been exposed to rhetorical analysis at the level expected through the AP curriculum before this class, although these students should have been exposed to some of the components of this type of analysis.</p> <p>Depth of Knowledge: This learning goal represents Webb’s DOK Level 3 (Strategic Thinking/Reasoning) because it requires students to perform the following cognitive operations:</p> <ul style="list-style-type: none"> • Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference). • Identify/make inferences about explicit or implicit themes. • Describe how word choice, point of view, or bias may affect the readers’ interpretation of a text. • Write multi-paragraph composition for specific purpose, focus, voice, tone, and audience. • Apply internal consistency of text organization and structure to composing a full composition. • Apply word choice, point of view, and style to impact readers’/viewers’ interpretation of a text. • Analyze or interpret author’s craft (literary devices, viewpoint, or potential bias) to create or critique a text. • Use reasoning, planning, and evidence to support inferences. <p>(Descriptions of Webb’s DOK Level 3 cognitive tasks are taken from Karin K. Hess: Hess’ Cognitive Rigor Matrix)</p>
Success Criteria	<p>Rhetorical analysis essays are assessed as “proficient” if they exhibit the following characteristics:</p>

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		<ul style="list-style-type: none"> • They include an introductory “frame” that establishes a meaningful historical or contemporary context for the passage while also engaging the reader’s attention. • They include a thesis that specifies the author’s audience(s) and persuasive purpose(s) in the passage. • They are organized in coherent paragraphs, with each body paragraph analyzing a distinct rhetorical strategy employed by the author. • They feature topic sentences that (1) tie each paragraph back to the author’s overall audience(s) and purpose(s) and (2) incorporate transitional words or phrases. • They use formal terminology (e.g. metaphor, allusion, antithesis) to describe the author’s rhetorical strategies. • They articulate the intended effect of the author’s rhetorical strategies upon the target audience at least once in each body paragraph. • They support analytical claims with textual evidence in the form of (1) mini-quotations blended into the student’s own sentences or (2) indirect citations of textual details; whenever the passage allows, at least three pieces of textual evidence should be incorporated into each body paragraph. • They include a concluding paragraph that goes beyond mere summary of the author’s purpose(s) to reflect upon the author’s impact within the larger historical or contemporary context. • They adhere to conventions of grammar, usage, mechanics, and format, although they may not be error free; errors that do exist are not distracting. <p>Success criteria will be shared with students through the following methods:</p> <ul style="list-style-type: none"> • Students will analyze in groups a copy of the official Scoring Guide provided by the college Board. • Students will analyze in groups a teacher-generated rubric that expresses criteria from the Scoring Guide in user-friendly language. • Students will analyze and evaluate in groups at least two “range finder” essays (per prompt) that embody the success criteria to varying degrees. • Students will analyze and evaluate in groups their own practice rhetorical analysis essays, referencing the success criteria in support of their claims.
End of Interval Measures and Scoring	Evidence Sources (Assessment Instruments or Tasks)	<p>At the end of the instructional interval, the following evidence sources will be used in order to identify the percentages of students who have achieved “proficient,” “partially proficient,” and “unsatisfactory” performance in accordance with the Success Criteria specified above:</p> <ul style="list-style-type: none"> • Students will compose a “rhetorical analysis” essay, the prompt for which originally appeared as an examination item on an A.P. English Language and Composition Exam; the prompt is as follows: “The following passage is the introduction to Martin Luther King’s <i>Why We Can’t Wait</i>, a book that describes the social conditions and the attitudes of many Black Americans in the 1960’s. Read the passage carefully, and then write a cohesive essay in which you describe the rhetorical purpose of the passage and analyze its stylistic, narrative, and persuasive devices.” (The complete passage referenced in the prompt is attached to this Student Learning Objective Form)

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	<ul style="list-style-type: none"> • Students will take the official A.P. English Language and Composition Examination, including the rhetorical analysis essay component, the results of which will constitute the third End of Interval Measure to determine which percentage of students have achieved “proficient,” “partially proficient,” and “unsatisfactory” levels of performance. • Students will evaluate three of their classmates’ writing pieces. Students will reference examples from the classmates writing that gives evidence to the score they are giving their classmates on the rubric.
Alignment of Evidence to Learning Goal	<p>The three triangulated End of Interval Measures--a rhetorical analysis essay, Student evaluations, and the rhetorical analysis component of an AP English Language and Composition Exam--represent Webb’s DOK Level 3 (Strategic Thinking/Reasoning) because they require students to perform the following cognitive operations (from Hess’ Cognitive Rigor Matrix):</p> <ul style="list-style-type: none"> • Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) • Identify / make inferences about explicit or implicit themes • Describe how word choice, point of view, or bias may affect the readers’ interpretation of a text • Write multi-paragraph composition for specific purpose, focus, voice, tone, and audience • Apply internal consistency of text organization and structure to composing a full composition • Apply word choice, point of view, style to impact readers’ / viewers’ interpretation of a text • Analyze or interpret author’s craft (literary devices, viewpoint, or potential bias) to create or critique a text • Use reasoning, planning, and evidence to support inferences <p>(Descriptions of Webb’s DOK Level 3 cognitive tasks are taken from Karin K. Hess: Hess’ Cognitive Rigor Matrix.)</p> <p>Thus, the triangulated End of Interval Measures are fully aligned with the Learning Goal.</p>
Collection and Scoring (attach scoring guide/ rubric)	<p>The first End of Interval Measure: A rhetorical analysis essay, the prompt of which was previously used as part of an A.P. English Language and Composition Examination--will be scored holistically on a scale of 0 to 9, in which “0” represents the lowest score and “9” represents the highest score; this scale is the official scale used by the College Board on the A.P. English Language and Composition Examination. Holistic scores will be assigned based upon the official “Scoring Guide” (attached) and range-finder essays (attached) provided by the College Board. The teacher will assign all scores after consulting both the Scoring Guide and the range-finder essays. Holistic scores of 6 through 9 are “proficient.” (These scores are higher than the national mean and median score for this prompt.) Holistic scores of 3 through 5 are “partially proficient,” as indicated by the language of the Scoring Guide. Holistic scores of 0 through 2 are “unsatisfactory.”</p> <p>The second End of Interval Measure: The rhetorical analysis essay component of an official AP English Language and</p>

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		<p>Composition Examination--will be scored by official ETS readers. The essay will be scored holistically on a scale of 0 to 9, in which "0" represents the lowest score and "9" represents the highest score. Holistic scores will be assigned based upon the official "Scoring Guide" and range-finder essays provided by the College Board (to be posted on the AP Central website subsequent to the examination). ETS readers will assign all scores after consulting both the Scoring Guide and the range-finder essays. Holistic scores of 6 through 9 are "proficient." (These scores are higher than the historic mean and median scores for this component of the AP examination.) Holistic scores of 3 through 5 are "partially proficient," as indicated by the language of the Scoring Guide. Holistic scores of 0 through 2 are "unsatisfactory."</p> <p>The third End of Interval Measure: Students will score three peer rhetorical analysis essays. They will use the AP scoring guide. Students will be evaluated on the degree to which they justify their evaluation of the other students' work and provide specific examples from the writing pieces that support their scores. Students will receive a score from 1 to 3 for these evaluations, with a score of 3 being proficient, 2 partially proficient and 1 unsatisfactory. Students will receive an overall score from 3 to 9 that will be the sum of their three scores across their evaluations of other students' essays.</p> <p>Scores from these evidence sources will be weighted and combined as follows: Rhetorical Essay 1: 40% AP English Exam: 40% Sum of Peer Evaluations: 20%</p> <p>Once weighted the same over-all scheme will apply for determining students' performance rating for the SLO Learning Goal:</p> <ul style="list-style-type: none"> • Scores of 6 through 9 are "proficient." • Scores of 3 through 5 are "partially proficient." • Scores of 0 through 2 are "unsatisfactory."
Performance Targets	Baseline Evidence Sources (at the beginning of interval)	Baseline assessment data--include two practice text analysis essays completed within the first month of the school year, and ACT PLAN Rhetorical Skills scores.
	Performance Groups	<p>At the beginning of the instructional interval,</p> <p>Prepared (65%): These students are fully prepared to take AP Language course. Their PLAN Rhetorical Analysis scores are at or above the 75th percentile based on national norms. Their two practice text analysis essays indicate they can:</p> <ul style="list-style-type: none"> • adhere to conventions of grammar, usage, mechanics, and format, although they may not be error free; errors that do exist are not distracting; • Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence; • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims;

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		<ul style="list-style-type: none"> Provide a concluding statement or section that follows from or supports the argument presented. <p>Partially Prepared (12%): These students may need additional support to access the AP Language curriculum and to be successful on the AP exam at the end of the course. Their PLAN Rhetorical Analysis scores were below the 75th percentile based on national norms. Their two practice essays partially met the criteria described above. For example, they</p> <ul style="list-style-type: none"> Generally adhered to conventions of grammar, but occasionally made errors that were distracting; Introduced claim(s); distinguish the claim(s) from alternate or opposing claims, but their organization either failed to clarify the relationships among the claim(s) or counterclaims or did not provide sufficient reasons, and evidence for their claims; Provided a concluding statement, but may have had some flaws in logic or some gaps in the support they provided for their arguments.
	Performance Targets	I expect that all 30 students will meet the learning goal.
	Rationale for Targets less than meeting the goal	This is an AP English class and the expectation is that they will be able to achieve this learning goal by the end of the term.
Progress Monitoring	Check Points (Learning Progression)	Associated Progress Monitoring Evidence Sources (Assessment Instruments or Tasks used during the interval)
	Check point 1: <ul style="list-style-type: none"> Students adhere to conventions of grammar, usage, mechanics, and format, although they may not be error free; errors that do exist are not distracting. Check point 2: Students: <ul style="list-style-type: none"> Include a thesis that specifies the author's audience(s) and purpose(s) in the passage. Students use formal terminology (e.g. metaphor, allusion, antithesis) to describe the author's rhetorical strategies. Students articulate the intended effect of the author's rhetorical strategies upon the target audience at least once in each body paragraph. Check point 3: Students will be expected to continue with all of the above, plus include the following components of rhetorical analysis: <ul style="list-style-type: none"> Organize their essays in coherent paragraphs, with each body paragraph analyzing a distinct rhetorical strategy employed by the author. Include topic sentences that (a) tie each paragraph 	A grammar, usage and mechanics quiz will be given in the first few weeks of the course. This will include students writing a short piece. Approximately monthly (starting in October and excluding December, April and May) a Rhetorical Essay will be assigned to students. Sections of the AP rubric will be used to score these essays. I will start with a more narrow focus on certain aspects of writing a rhetorical essay, moving towards students fully meeting the criteria that the AP scorers will apply.

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	<p>back to the author’s overall audience(s) and purpose(s) and (b) incorporate transitional words or phrases.</p> <p>Check point 4: Students will be expected to continue with all of the above, plus include the following components of rhetorical analysis:</p> <ul style="list-style-type: none"> • Support analytical claims with textual evidence in the form of (a) mini-quotations blended into the students’ own sentences or (b) indirect citations of textual details; whenever the passage allows, at least three pieces of textual evidence should be incorporated into each body paragraph. <p>Check point 5: Students will be expected to continue with all of the above, plus include the following components of rhetorical analysis:</p> <ul style="list-style-type: none"> • Include an introductory “frame” that establishes a meaningful historical or contemporary context for the passage while also engaging the reader’s attention. • Include a concluding paragraph that goes beyond mere summary of the author’s purpose(s) to reflect upon the author’s impact within the larger historical or contemporary context. 	
	Instructional Strategies	<p>As describe above, work samples will be collected throughout the term and used to adjust instruction for students. I will also be conferencing with students during class time and documenting their progress. This also will be used to adjust instruction and allow me to determine small writing group instruction.</p> <p>Success criteria will be shared with students through the following methods:</p> <ul style="list-style-type: none"> • Students will analyze in groups a copy of the official Scoring Guide provided by the College Board. • Students will analyze in groups a teacher-generated rubric that expresses criteria from the Scoring Guide in user-friendly language. • Students will analyze and evaluate in groups at least two “range finder” essays (per prompt) that embody the success criteria to varying degrees. • Students will analyze and evaluate in groups their own practice rhetorical analysis essays, referencing the success criteria in support of their claims. <p>The above student friendly success criteria will be the basis of conferencing with students to measure where they are in their learning throughout the term.</p>
Results	Student Performance Results	TBA
	Targets Met	

SLO Components		Description
	Teacher Performance	<p>This SLO will determine 15 percent of the performance rating. As described above the performance target is for ALL students to meet the goal. The teacher performance rating will be based on the percent of students who meet this goal:</p> <ul style="list-style-type: none"> • 0% - 14% meet the goal = 0 points • 15% - 29% meet the goal = 3 points • 30% - 44% meet the goal = 6 points • 45% - 59% meet goal = 9 points • 60% - 74% meet goal = 12 points • 75% - 90% meet goal = 13 points • 90% - 100% meet goal = 15 points

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