

Educator Name: _____ Grade/Subject: _____

Baseline & Trend Data

(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)

Student Population(s)

(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)

#IEP

#ELL

Interval of Instruction

(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)

Learning Content

(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)

Assessment

(Identify the assessment. How does the assessment provide “stretch” so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)

Growth Targets

(Indicate the target post-test score for students at different levels of performance on the pre-test).

Rationale

(State how the growth targets are appropriate and rigorous- how does it address student learning needs. What baseline data informed this target? Explain how attainment of this target will help students in future grades or life.)

Scoring

Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment
Less than 65% of students meet or exceed differentiated growth target	65 – 79% of students meet or exceed differentiated growth target	80 – 93% of students meet or exceed differentiated growth target	At least 94% of students meet or exceed differentiated growth target

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Learning Content

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Growth Targets

(Indicate the target post-test score for students at different levels of performance on the pre-test.)

Rationale

(State how the growth targets are appropriate and rigorous- how does it address student learning needs. What baseline data informed this target? Explain how attainment of this target will help students in future grades or life.)

Scoring

Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment
Less than 65% of students meet or exceed differentiated growth target	65 – 79% of students meet or exceed differentiated growth target	80 – 93% of students meet or exceed differentiated growth target	At least 94% of students meet or exceed differentiated growth target

Educator Name: Mr. Smith Grade/Subject: 11th Government

Baseline & Trend Data

(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)

Results of a district-created pre-assessment comprised of 50 multiple choice questions and an essay showing that students' background knowledge of American Government varies. Pretest scores ranged from 20 to 95. Most students demonstrated a basic understanding of the structure and functions of government and public policy. Few students demonstrated understanding of the basic principles of the U.S. Constitution and how the government and economy are interrelated. Given a document-based essay question, most students were able to cite evidence to support their discussions but tended to rely on one or two sources; this finding is consistent with a review of essays contained in student portfolios from last year's history course. Last year and in the pre-assessment essay, students struggled to evaluate evidence for point of view and content.

Student Population(s)

(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)

The SLO covers all 64 of my 11th grade students enrolled in my American Government courses, which I teach periods 2, 4, and 7. Two of my students have disabilities. I will provide these students with all instructional and assessment accommodations and modifications contained in their individualized Education Plans (IEPs).

Six of my students are first- and second- year ELL Students. I will work with the ELL teacher to develop strategies for supporting this group and to create an assessment that is developmentally appropriate for them.

#IEP	#ELL
	6

Interval of Instruction

(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)

The interval of instruction is the full year, from September until March.

Learning Content

(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)

As responsible members of society, students will be able to use primary and secondary sources to explain, generalize, connect, analyze, communicate, solve problems, make decisions, and/or form an argument based on historical and contemporary issues related to civics and government.

Standard 1. Knowledge of the principles expressed in documents shaping republic in the United States.

Concept A. Principles of republic in the U.S. – a. Apply the following principles of republic to historical and contemporary issues: 1) Checks & balances; 2) separation of powers; 3) federalism; 4) representation; 5) popular sovereignty; 6) due process; 7) judicial review

Standard 2. Knowledge of principles and processes of governance systems

Concept A: Principles and purposes of government- a.) Describe the structure of government and purposes of laws; b.) Explain the importance of the following: 1) limited government, 2) majority rule, 3) constitution and civil rights, 4) checks and balances, 5) merits of above

Concept B: Similarities and differences of government systems- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact

Standard 3a. Knowledge of continuity and change in the history of Missouri and the United States

Concept I: Political development in the United States – Analyze the evolution of American democracy, its ideas, institutions and political processes.

Concept M: Processes of governmental systems – Evaluate the roles and influence of political parties and interest groups

Standard 4. Knowledge of economic concepts

Concept H: Understanding the roles of people, business and government in economic systems of the United States – Analyze the roles that people, businesses and government play in economic systems, such as monetary policy and fiscal policy

Concept K: Understanding the roles of government in a market economy – Identify the roles of government in a market economy

Standard 6: Knowledge of relationship of the individual and groups to institution and cultural traditions

Concept K: Ideas and beliefs of different cultures – compare and contrast the major ideas and beliefs of different cultures

Concept L: Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects

Concept M: Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs

Concept N: Consequences of individual or institutional failure – Predict the consequences that can occur when: 1) institutions fail to meet the needs of individuals and groups; 2) individuals fail to carry out their personal responsibilities

Concept O: Causes, effects, and resolutions of cultural conflicts – Determine the causes, consequences and possible resolutions of cultural conflicts

Standard 7: Knowledge of the use of tools of social science inquiry

Concept A: Identify, select, use, analyze and create appropriate resources for social science inquiry – Distinguish between and analyze primary sources and secondary sources

Concept C: Understanding facts, opinion, bias and point of view in sources – Distinguish between fact and opinion and analyze sources to recognize bias and point of view

The SLO aligns with the Common Core State English Language Arts standards for History/Social Studies (RH 11-12.1 – RH 11- 12.10/

Assessment

(Identify the assessment. How does the assessment provide “stretch” so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)

District Created Portfolio Assessment

This assessment is a district created portfolio assessment that was created by the American Government teachers. Content experts within the district verified that it is both reliable and valid and addresses the standards, content and skills addressed in the SLO. Since this is a portfolio based assessment, it is easy to direct those “high fliers” to entries that are more rigorous to provide for “stretch.” This assessment is appropriate for measuring student growth because it includes artifacts collected throughout the interval of instruction that demonstrate that student learning has occurred.

Growth Targets

(Indicate the target post-test score for students at different levels of performance on the pre-test).

I have set tiered growth targets for my students. All students will be expected to achieve at least a target score of 70, which is the passing score for my district. Students' score on the pre-assessment determine their growth target for the end-of-year portfolio assessment.

Baseline	Target
20-30	70
31-50	80
51-70	90
71-85	95+ score of 85 or higher on capstone project
86-95	90 score of 90 or higher on capstone project

Rationale

(State how the growth targets are appropriate and rigorous- how does it address student learning needs. What baseline data informed this target? Explain how attainment of this target will help students in future grades or life.)

I set tiered targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. Students who scored lower on the pre-assessment will be expected to demonstrate more growth in order to meet grade-level expectations. In addition, since the portfolio assessment did not have enough stretch for my highest-performing students, I will include the results of a capstone report and presentation to ensure that all students are increasing their knowledge of American Government and their ability to articulate reasoned and substantial arguments related to American Government. I am using a portfolio assessment so that students can demonstrate growth in both their understanding of the content and their writing and reasoning skills around social studies. By combining measures, I am targeting deficits in both writing and content knowledge.

It is critical for students to be able to read and comprehend primary and secondary sources in social studies in order to be college and career ready. Specifically, students should understand the types of evidence used in history sources, including domain---specific words and phrases, descriptions of events, concepts, and arguments that are analyzed from various sources. Students must be able to read complex informational texts in social studies with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. Additionally, in order for students to be contributors to society, they must understand the structure of a democratic government and how they can contribute to and positively impact society.

Scoring

Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment
Less than 65% of students meet or exceed differentiated growth target	65 – 79% of students meet or exceed differentiated growth target	80 – 93% of students meet or exceed differentiated growth target	At least 94% of students meet or exceed differentiated growth target

This checklist provides a set of criteria with which to assess the quality of a proposed Student Learning Objective (SLO) Plan. If the SLO Plan adequately addresses all of the listed criteria, it is likely to be a useful form of evidence in the educator’s evaluation and a tool for professional growth. It is recommended that all areas in need of revision be addressed prior to approving the SLO Plan.

Educator Name: _____

Approval Authority: _____

Component	Criterion	Approved	Needs Revision
Baseline and Trend Data	Analysis provides evidence of what students know and can do	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies sources of data about students (e.g., grades, MAP scores)	<input type="checkbox"/>	<input type="checkbox"/>
	Draws on trend data, where available	<input type="checkbox"/>	<input type="checkbox"/>
	Summarizes student performance on a pre-test or pre-assessment	<input type="checkbox"/>	<input type="checkbox"/>
Population	Identifies the specific population(s)	<input type="checkbox"/>	<input type="checkbox"/>
	Includes a majority of the students	<input type="checkbox"/>	<input type="checkbox"/>
	Conveys an understanding of the population	<input type="checkbox"/>	<input type="checkbox"/>
	Specifies any agreed-upon exceptions	<input type="checkbox"/>	<input type="checkbox"/>
Interval of Instruction	Clearly states the time students have to reach the goal	<input type="checkbox"/>	<input type="checkbox"/>
	Is appropriate to content complexity	<input type="checkbox"/>	<input type="checkbox"/>
	Is realistic and attainable	<input type="checkbox"/>	<input type="checkbox"/>
	Represents a long enough period to demonstrate desired growth	<input type="checkbox"/>	<input type="checkbox"/>
Learning Content	Identifies the supporting academic concepts or skills	<input type="checkbox"/>	<input type="checkbox"/>
	States the academic concept or skill to be taught	<input type="checkbox"/>	<input type="checkbox"/>
	Includes specific state or district content standards	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	Measures growth, gain, or change expected	<input type="checkbox"/>	<input type="checkbox"/>
	Provides the data needed to decide whether the objective is met	<input type="checkbox"/>	<input type="checkbox"/>
	Is reliable, valid, rigorous, and credible	<input type="checkbox"/>	<input type="checkbox"/>
	Is a common assessment if possible (approve if not possible)	<input type="checkbox"/>	<input type="checkbox"/>
Growth Target	Draws upon baseline data, where available	<input type="checkbox"/>	<input type="checkbox"/>
	Predicts expectation or gain anticipated	<input type="checkbox"/>	<input type="checkbox"/>
	Allows all students to demonstrate growth	<input type="checkbox"/>	<input type="checkbox"/>
	Is rigorous yet realistic for all students in the identified population	<input type="checkbox"/>	<input type="checkbox"/>
Rationale	Includes how the objective is connected to student needs	<input type="checkbox"/>	<input type="checkbox"/>
	States how and why the instructional strategies and growth targets are appropriate and rigorous	<input type="checkbox"/>	<input type="checkbox"/>

SLO Approved By: _____

Approval Authority Signature

Date: _____

Educator Name: Mrs. Wilson

Grade/Subject: 10-11 Biology

Baseline & Trend Data

(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)

State achievement data in science. High school proficiency in science statewide was at 59.7% in 2011, with growth of 2.4 points from the previous year. High school student proficiency on the biology end-of-course exam at our school was at 55% in 2011.

High Quality? Y N Missing Information?

Student Population(s)

(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)

#IEP	#ELL

All of the students in my four sections of biology are included in this SLO.

High Quality? Y N Missing Information?

Interval of Instruction

(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)

The SLO will cover the entire biology course this school year.

High Quality? Y N Missing Information?

Learning Content

(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)

The SLO will cover all end of course expectations provided by the state, which align with curriculum expectations at the school.

High Quality? Y N Missing Information?

Assessment

(Identify the assessment. How does the assessment provide "stretch" so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)

Biology Final

A final that I developed in conjunction with a team of my fellow biology teachers will be used. We have each adapted the final to align with the varying time that each of us spend on sections of the curriculum during the school year.

High Quality? Y N Missing Information?

Growth Targets

(Indicate the target post-test score for students at different levels of performance on the pre-test).

All students will score at least a 75 on the final exam.

High Quality? Y N Missing Information?

Rationale

(State how the growth targets are appropriate and rigorous- how does it address student learning needs. What baseline data informed this target? Explain how attainment of this target will help students in future grades or life.)

If every student scores at least a 75 on the final exam, the class will likely be on target to perform at proficient or above on the state end-of-course biology exam.

High Quality? Y N Missing Information?

Scoring

Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment
Less than 65% of students meet or exceed differentiated growth target	65 – 79% of students meet or exceed differentiated growth target	80 – 93% of students meet or exceed differentiated growth target	At least 94% of students meet or exceed differentiated growth target

SLO Quality and Rigor

Handout 5: Constructing an SLO

Mrs. Wilson, a high school biology teacher, instructs 147 students in four sections of a year-long course. A majority of Mrs. Wilson's students (75 percent) are in Grade 10, with the remaining students in Grade 11. In early August prior to the beginning of the school year, Mrs. Wilson meets with her professional learning community, which consists of six biology teachers and two special education teachers who support students in biology and other courses (125 students in the group have IEPs, including 15 of Mrs. Wilson's students).

In preparation for the development of team instructional goals and student learning objectives for the upcoming school year, the team reviews achievement data for incoming students from the Grade 8 Missouri Assessment Program (MAP) science assessment (now two years prior) and grades on last year's earth science final exam for the incoming students. The team has not yet received the results of last year's MAP end-of-course biology exam; but for the last year that they have data, 49 percent of students were *proficient* or above overall, with 60 percent of Mrs. Wilson's students scoring *proficient* or above.

Grade 8 MAP, science, all students			Grade 8 MAP, science, Mrs. Wilson's incoming students		
Below Basic	24%	220	Below Basic	27%	40
Basic	22%	250	Basic	14%	20
Proficient	41%	310	Proficient	36%	53
Advanced	14%	125	Advanced	23%	34
Total # of students		905	Total # of students		147

Earth Science final exam scores, overall			Earth Science final exam scores, Mrs. Wilson's incoming students		
Below 60%	4%	35	Below 60%	3%	5
61%–76%	33%	297	61%–76%	22%	32
77%–89%	36%	325	77%–89%	44%	65
90%–100%	27%	248	90%–100%	31%	45
Total # of students		905	Total # of students		147

Last year, Mrs. Wilson and her colleagues created a common mid-term exam for biology that they hoped would provide an approximate benchmark in helping them to prepare students for the state-required end-of-course exam. The team decides to alter this exam and administer it during the first week of courses as a pretest, using the midterm exam as the assessment around which their SLO is based. The original midterm exam has 40 multiple choice questions and two constructed response questions. The altered exam now has 20 multiple choice questions and two constructed response questions, worth a total 50 points. (Pretest grades will not count for students.) Mrs. Wilson administers the pretest to her students, with the following results:

0–25 points	60% of students
26–35 points	30% of students
36–45 points	5% of students
46–50 points	5% of students

Mrs. Wilson notices that in the constructed response items (which included two excerpts from grade-level appropriate science articles that are not biology related but were designed to test student comprehension and writing in a science context) that students have difficulty supporting their conclusions with information from sources as well as identifying next steps that they would take to further investigate the presented problem.

Use the information provided in the prompt and the SLO checklist to complete the SLO Planning template and construct a student learning objective for Mrs. Wilson and her team of biology teachers.

Educator Name: _____ Grade/Subject: _____

Baseline & Trend Data

(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)

Student Population(s)

(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)

#IEP	#ELL

Interval of Instruction

(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)

Learning Content

(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)

Assessment

(Identify the assessment. How does the assessment provide “stretch” so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)

Growth Targets

(Indicate the target post-test score for students at different levels of performance on the pre-test.)

Rationale

(State how the growth targets are appropriate and rigorous- how does it address student learning needs. What baseline data informed this target? Explain how attainment of this target will help students in future grades or life.)

Scoring

Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment
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Educator Name: Mrs. Pierce Grade/Subject: 10-12th Choir

Baseline & Trend Data

(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)

In prior years, the student choir assessment included an individual student assessment of participation and effort, student self- assessment, and student skill during class and performances.

I provided feedback to students on their progress half way through the semester as well as at the end of the semester (with their final grade). Based on conversations at the end of last year (2011-12), students often felt they lacked a clear understanding of the techniques and specific strategies needed to improve.

A pre-assessment was administered. Results showed that across the eight categories in the rubric, students had the greatest difficulty with pitch and note accuracy, verbal clarity, and combining timing with all elements to correctly deliver part singing within a piece.

Student Population(s)

(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)

94 students in my three choir classes. The course contains sophomore, junior, and senior students.

#IEP	#ELL

Interval of Instruction

(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)

October 2013 to March 2013

Learning Content

(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)

This SLO aligns to Missouri content standards

Assessment

(Identify the assessment. How does the assessment provide "stretch" so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)

Music Theory and Problem Solving Test; Performances

To assess my students, I will use a post-assessment. The assessment is structured as follows:

60%- Music Theory and Problem Solving–Students will be given 10 short answer questions assessing their theoretical and technical knowledge of selected sample compositions, and knowledge of vocal exercises and vocal health. Two of the 10 questions incorporate a problem-solving and interpretation component related to composition.

40% - Performance–Students will be assessed in the following main categories: presentation, accuracy, verbal clarity, effort, tone quality, part singing, interpretation, and behavior. Each main category consists of sub-categories as well. This includes two performances.

Growth Targets

(Indicate the target post-test score for students at different levels of performance on the pre-test).

On the post-test (average of the performance assessments conducted at two points in the year after the first pretest, plus the final music theory and problem-solving test), students should demonstrate at least 33 percent growth.

Rationale

(State how the growth targets are appropriate and rigorous- how does it address student learning needs. What baseline data informed this target? Explain how attainment of this target will help students in future grades or life.)

All students have the opportunity to demonstrate growth within the assessment. Growth targets are based on total growth across the eight performance categories and the music theory and problem-solving pretest. In setting growth targets, I felt it important to keep in mind that some students will never reach a perfect score on the rubric.

Scoring

Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment
Less than 65% of students meet or exceed differentiated growth target	65 – 79% of students meet or exceed differentiated growth target	80 – 93% of students meet or exceed differentiated growth target	At least 94% of students meet or exceed differentiated growth target

Handout 8: Critiquing Components of the SLO Planning Template

This checklist should be used for both writing and approval. It should be made available to both teachers and evaluators for these purposes. For an SLO Planning Template to be formally approved, ALL criteria must be met, and every box below will need a checkmark completed by an evaluator.

Baseline and Trend Data	Student Population
<p><i>Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.</i></p>	<p><i>Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Analysis provides evidence of what students know and can do <input type="checkbox"/> Identifies sources of data about students (e.g., grades, MAP scores) <input type="checkbox"/> Draws on trend data, where available <input type="checkbox"/> Summarizes student performance on a pre-test or pre-assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the specific population(s) <input type="checkbox"/> Includes a majority of the students <input type="checkbox"/> Conveys an understanding of the population <input type="checkbox"/> Specifies any agreed-upon exceptions
<p>Which of the above checkboxes would you mark and why? What else needs to be added? What questions might you pose to the teacher?</p>	<p>Which of the above checkboxes would you mark and why? What else needs to be added? What questions might you pose to the teacher?</p>
Interval of Instruction	Learning Content
<p><i>Identify how much time students will have to reach their goals. A unit? A semester? The full year? Be as specific as possible.</i></p>	<p><i>What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Clearly states the time students have to reach the goal <input type="checkbox"/> Is appropriate to content complexity <input type="checkbox"/> Is realistic and attainable <input type="checkbox"/> Represents a long enough period to demonstrate desired growth 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the supporting academic concepts or skills <input type="checkbox"/> States the academic concept or skill to be taught <input type="checkbox"/> Includes specific state or district content standards
<p>Which of the above checkboxes would you mark and why? What else needs to be added? What questions might you pose to the teacher?</p>	<p>Which of the above checkboxes would you mark and why? What else needs to be added? What questions might you pose to the teacher?</p>

Assessment(s)	Growth Target(s)
<p><i>Identify the assessment. How does the assessment provide “stretch” so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?</i></p>	<p><i>Indicate the target post-test score for students at different levels of performance on the pre-test.</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Measures growth, gain, or change expected <input type="checkbox"/> Provides the data needed to decide whether the objective is met <input type="checkbox"/> Is reliable, valid, rigorous, and credible <input type="checkbox"/> Is a common assessment if possible (approve if not possible) 	<ul style="list-style-type: none"> <input type="checkbox"/> Draws upon baseline data, where available <input type="checkbox"/> Predicts expectation or gain anticipated <input type="checkbox"/> Allows all students to demonstrate growth <input type="checkbox"/> Is rigorous yet realistic for all students in the identified population
<p>Which of the above checkboxes would you mark and why? What else needs to be added? What questions might you pose to the teacher?</p>	<p>Which of the above checkboxes would you mark and why? What else needs to be added? What questions might you pose to the teacher?</p>
Rationale for Growth Target(s)	
<p><i>State how the growth targets are appropriate and rigorous-how does it address student learning need. What baseline data informed this target? Explain how attainment of this target will help students in future grades or life.</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Includes how the objective is connected to student needs <input type="checkbox"/> States how and why the instructional strategies and growth targets are appropriate and rigorous 	
<p>Which of the above checkboxes would you mark and why? What else needs to be added? What questions might you pose to the teacher?</p>	

Handout 9: Critiquing Components of the SLO Planning Template (Answer Key)

This checklist should be used for both writing and approval.. It should be made available to both teachers and evaluators for these purposes. For an SLO Planning Template to be formally approved, ALL criteria must be met, and every box below will need a checkmark completed by an evaluator.

Baseline and Trend Data	Student Population
<p><i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i></p>	<p><i>Which students will be included in this SLO? Include course, grade level, and number of students.</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments) <input type="checkbox"/> Draws on trend data, if available <input type="checkbox"/> Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth <input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded, and if they are covered in another SLO
<p>Probably wouldn’t check first box. She did give a pre-assessment, but she doesn’t identify its structure, how it was created, and what content it covered.</p> <p>Probably no for second box. Doesn’t really go into trend data, such as typically students do poorly in reading music, performance, etc.</p> <p>No for third box. She identifies weaknesses, but not strengths. Also, she needs to summarize the data overall (how did the students score on the pretest?).</p> <p>Questions to ask the teacher:</p> <ul style="list-style-type: none"> • What is the structure of the pretest? • What content attainment does the SLO measure? • Who developed the assessments? • When was the pre-assessment administered? • Were all students assessed? • What were the results of the pre-assessment? 	<p>Yes to first.</p> <p>No for second. Are there any special needs, ELL, 504, etc.?</p> <p>No for the third box because we are unsure. Teachers should state “No subgroups are excluded” to ensure a check on this box.</p> <p>Questions to ask the teacher:</p> <ul style="list-style-type: none"> • Do any students audition for the elective course? • Are there course prerequisites? • Do students have any special needs or talents? <p>How representative is this group of students of all the students the teacher instructs? For example, does the teacher generally instruct students in ninth grade, but for this course he or she instructs all grade levels?</p>
Interval of Instruction	Learning Content
<p><i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i></p>	<p><i>What content will the SLO target? To what related standards is the SLO aligned?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year) 	<ul style="list-style-type: none"> <input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction <input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)
<p>Yes, the teacher does include information that meets the requirements of our district, BUT the teacher could add whether or not class meets daily and for how long. More information is better than not enough as it benefits the teacher and the approval committee.</p>	<p>No. The teacher does not clearly specify which standards apply to his/her subject area. More information is needed here. The content of these standards is unclear. Details are needed here.</p>

<p>Questions to ask the teacher:</p> <p>How frequently does the course meet and for how long?</p>	<p><i>How will teacher focus on, teach, and assess ALL indicators? Not enough time in the day for that.</i></p> <p>Questions to ask the teacher:</p> <ul style="list-style-type: none"> • What specific content will this SLO target? <p>Would you please summarize the main foci of these standards?</p>
<p>Assessment(s)</p>	<p>Growth Target(s)</p>
<p><i>What assessment(s) will be used to measure student growth for this SLO?</i></p>	<p><i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended <input type="checkbox"/> Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used <input type="checkbox"/> Follows the guidelines for appropriate assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> All students in the class have a growth target in at least one SLO. <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets
<p>No to first box. She doesn't specify who created and/or reviewed the tests.</p> <p>No to second box. She doesn't state that the test has a pre-requisite as well as advanced knowledge/skills to allow sufficient stretch for both low- and high-achieving students.</p> <p>No to third box. Says she will combine scores on tests but doesn't explain how.</p> <p>No to last box because we can't check any of the boxes above. Not sure if it was reviewed by content experts.</p> <p>Questions to ask the teacher:</p> <ol style="list-style-type: none"> 1. Who created and/or reviewed the assessment? 2. How do you know that this assessment is valid and reliable? 3. How do you know that this assessment has enough stretch for both low- and high-achieving students? 4. How will you combine assessments? 5. Will the assessments have different weightings? 6. How will you ensure that the assessments are graded consistently? Are you using a rubric? 	<p>No to second box. She never specified her baseline or pretest data so she couldn't have referenced it.</p> <p>No to third box. We don't know if the targets are developmentally appropriate because we don't know where kids started and if any have special needs/talents.</p> <p>No for fourth box. She doesn't have specific targets for all kids, much less tiered targets.</p> <p>No for final box. No specific targets, so we can't tell if they are rigorous enough. She said they would grow by 33 percent, but percentages are easy to misinterpret. What if I got an 80 percent on the pretest?</p> <p>Questions to ask the teacher:</p> <ol style="list-style-type: none"> 1. Were there different skill levels based upon the pretest? 2. How was baseline data used to inform the growth targets? 3. How do you know these targets are developmentally appropriate? 4. Can you explain this growth target? How could you better differentiate the targets for your students?

Rationale for Growth Target(s)

What is your rationale for setting the target(s) for student growth within the interval of instruction?

- Demonstrates teacher knowledge of students and content
- Explains why target is appropriate for the population
- Addresses observed student needs
- Uses data to identify student needs and determine appropriate growth targets
- Explains how targets align with broader school and district goals
- Sets rigorous expectations for students and teacher(s)

No to first box. She should identify their strengths/weaknesses in relation to course content.

No to second box. Her targets are not specific enough to apply to the class ability levels.

The third box is a maybe. She did state their weaknesses earlier, but not here.

No to fourth box. She does not provide a clear explanation for how she selected the growth targets and why these targets are appropriate for students.

No to fifth box. She says nothing about school/district goals.

No for last box. Again, we can't tell if they are rigorous enough because we don't know how they did on the pretest.

Questions to ask the teacher:

1. How does your SLO address identified student needs?
2. How are these targets appropriate?
3. What is your explanation for selecting the growth targets?
4. How do you know these growth targets are appropriate for your students?
5. How does this SLO align with school or district goals?

Educator Name: Mrs. Pierce

Grade/Subject: 10-12th Choir

Baseline & Trend Data

(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)

In prior years, assessment of my students included individual student assessments of participation and effort, student self- reflection, and an overall evaluation of student skill during class and during performances. Last year, I provided feedback to students on their progress half way through the semester as well as at the end of the semester (with their final grade). Typically, at both reviews, nearly all students receive full credit for their participation. We always receive positive feedback on choir performances, but I lack extensive data on individualized student performance. Through progress meetings I have learned that 50 percent of these students lack a clear understanding of the techniques and specific strategies needed to improve.

Given the lack of baseline data, I administered a pre-assessment in 2012. The pretest consisted of two parts: 1) a performance rubric that scored student performance in eight categories (5 points each, for a total of 40 points) and 2) a music theory and problem solving section, containing 10 short answer questions (6 points each, for a total of 60 points). The assessment is district- developed and was created in collaboration with all high school music teachers in the district. (Trend data are not available.)

The pre-test results for my 94 choir students were as follows:

Distribution of Scores on Performance Rubric	
Score Range (out of 40)	Number of Students
0-10	3
11-20	23
21-30	45
31-40	23

Distribution of Scores on the Music Theory and Problem Solving Section	
Score Range (out of 60)	Number of Students
1-15	6
16-30	42
31-45	20
46-60	26

Student Population(s)

(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)

This SLO applies to my 94 students in choir. This course includes sophomore (44), junior (25), and senior (25) students. These students are distributed into three classes (of 34, 32, and 28 students). The population is a mix of students who have remained in the elective for multiple years and students who are joining choir for the first time. These students do not need to audition for the choir to participate. In general, these students have a lower background knowledge and skill in vocal music than those students in the 2nd period select choir. However, some students (3) take private vocal lessons outside of the

#IEP	#ELL
0	0

0	0
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class. This student population does not include ELLs or students with IEPs or 504s.

My schedule also includes instructing two other courses: select choir during 2nd period, for which student auditions are required for participation, and Music Composition and Technology during 3rd and 7th periods. These courses are covered under separate SLOs.

Interval of Instruction

(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)

The duration of the course is one semester, from October 2013 to March 2013. Students meet every day for 40 minutes. The choir also has three two-hour evening rehearsals prior to the December concert and several out-of-school time performances throughout the year.

Learning Content

(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)

This SLO aligns to the Music Content Standards for Missouri Public Schools in grades nine through twelve – proficient. These standards cover five key areas identified in the standards that require students to be able to: 1) Product Performance: Develop and apply singing skills to perform and communicate through the arts 2) Elements of Music: Develop and apply the knowledge and skills to read and notate music.

This SLO applies to the following standards:

Product Performance

- **1.A General Music/Instrumental Classes: Demonstrate** singing skills and match pitch in an appropriate range
- **1.B General Music/Choir and Instrumental Classes: Proficient** Apply vocal techniques required for expressive performance of varied literature
- **1.C Vocal Performance Classes: Proficient** Apply stylistic elements needed to perform the music of various genres and cultures
- **1.D Vocal Performance Classes: Proficient** Perform one on a part in various arrangements for two or more voice parts **a cappella* and with **accompaniment*
- **1.E Vocal Performance Classes: Proficient** Apply techniques for expressive performance of vocal literature of level 1-3 in a choral ensemble (refer to glossary for grade-level definitions)
- **2.A General Music/Vocal Music Classes: Demonstrate** basic instrumental skills and knowledge on selected instruments (e.g., keyboard instrument, bells, auxiliary percussion, drum, guitar)
- **2.B Instrumental Performance Classes: Proficient** Read and perform music notation at a 3 grade-level (refer to glossary for Level of Difficulty)
- **2.C Instrumental Performance Classes: Perform** a varied repertoire of music representing diverse cultures, genres and styles. Apply stylistic elements needed to perform the music of various cultures, genres and styles
- **2.D Instrumental Performance Classes: Proficient** Play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument
- **2.E Instrumental Performance Classes: Proficient** Perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation
- **3.A General Music/Vocal and Instrumental Performance Classes: Improvise** simple rhythmic and/or melodic variations in a consistent style and meter
- **4.A General Music/Vocal and Instrumental Performance Classes: Proficient** Create or

arrange songs or instrumental pieces using a variety of sound sources within specified guidelines

Elements of Music

- **1.A General Music Classes:** Interpret and explain duration and meter in 2/4, 3/4, 4/4 and 6/8 meter signature using bar lines using
 - whole note/rest
 - quarter note/rest
 - half note/rest
 - eighth-note pairs
 - dotted half note
 - sixteenth notes
 - dotted quarter followed by eighth
 - dotted quarter note/rest
 - 3 eighth notes beamed together in 6/8
 - Syncopation

- **1.B General Music Classes:** Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef

Identify accidentals

- sharps
 - flats
 - natural signs
-
- **1.D General Music Classes:** Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music)

 - **1.E Vocal and Instrumental Performance Classes:** Proficient Sight read standard musical notation at level 3 difficulty [Level 3--Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements]

Assessment

(Identify the assessment. How does the assessment provide "stretch" so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)

To assess my students, I will use a district-created post-assessment that has been created by a district team and approved for use in SLOs because it is aligned to content, is valid and reliable and contains stretch. The assessment is structured as follows and will be combined for a final score of 100 pts:

60%	<i>Music theory and problem solving: Students will be given 10 short-answer questions assessing their theoretical and technical knowledge of selected sample compositions, and knowledge of vocal exercises and vocal health. Two of the 10 questions incorporate a problem-solving and interpretation component related to composition.</i>
40%	<i>Performance: Students will be assessed in the following main categories: presentation, accuracy, verbal clarity, effort, tone quality, part singing, interpretation, and behavior. Each main category consists of subcategories as well. This portion of the assessment consists of two performances that are averaged together for the final score.</i>

The performance assessments will be graded using a district-created rubric. All music teachers in the district have been trained on the rubric and have attended a calibration session to improve scoring consistency. Performances will be video-recorded so that another music teacher may double-score

selected performances if needed.

Growth Targets

(Indicate the target post-test score for students at different levels of performance on the pre-test).

Baseline Score Range (on 100-pt. district-created pre-assessment administered in January 2013)	Growth Targets (expected performance on 100-pt. district-created post-assessment administered in April 2013)
0-40 (6 students)	Minimum score of 65
41-50 (18 students)	Increase score by 25 points
51-60 (44 students)	Increase score by 20 points
61-80 (16 students)	Increase score by 10 points

Rationale

(State how the growth targets are appropriate and rigorous- how does it address student learning needs. What baseline data informed this target? Explain how attainment of this target will help students in future grades or life.)

I set tiered growth targets to ensure that all students will be able to demonstrate appropriate growth and meet district expectations. District expectations for this assessment are that all students will pass the assessment and anyone scoring greater than 50 on the baseline assessment will score at least a 70 on the post-assessment. Given this information, students with lower baseline ranges will be expected to, at a minimum, reach basic thresholds of passing, which on this assessment is 65. This goal is attainable if I support these students consistently with individualized instruction and feedback. All students, even those who are already high-performing, will need to demonstrate growth and are expected to demonstrate significant skill and progress in vocal music.

In the past, students have lacked specific strategies for improving their performance. This SLO targets skills related to performance as well as knowledge of music theory that students will need to apply during vocal performances. If students build these knowledge and skills, they will be better able to self-monitor their vocal performances and identify areas of strength and weakness on their own.

Attainment of these growth targets will prepare students for continued participation in vocal music or other performing arts. Students will build upon the foundational knowledge they already have and develop performance, music theory and problem solving skills. Such skills will help students become better-rounded.

Our school improvement plan is focused on using assessment data to inform instruction. In addition, the district music department has asked us to focus on authentic assessment of student performances. This SLO incorporates assessments that align with this departmental priority and the SLO process aligns with our school improvement plan.

Scoring

Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment
Less than 65% of students meet or exceed differentiated growth target	65 – 79% of students meet or exceed differentiated growth target	80 – 93% of students meet or exceed differentiated growth target	At least 94% of students meet or exceed differentiated growth target

Guidance on Selecting Assessments for SLOs

Selecting and approving assessments can be one of the most challenging and important steps of the SLO process. These measures enable teachers and teacher teams to determine growth toward and attainment of the SLO. *It is strongly recommended that schools do not allow assessments created by one teacher for use in his or her classroom for an SLO.* In the rare case where a teacher must create an assessment that is unique to his or her classroom, *we strongly recommend that the teacher develop the assessment in consultation with a school or district administrator with expertise in assessments, a special educator, an English language learner (ELL) specialist, and/or a content team member.*

Criteria for Selecting Assessments

When selecting assessments, teachers or teacher teams need to consider two major questions. This section provides guidance around each of these questions.

1. Is the assessment aligned to both my students' learning objectives and to the appropriate grade- or content-specific standards?

The assessment should cover the key subject and grade-level content standards and curriculum that will be taught during the interval of instruction. When examining assessments for alignment, teachers and teacher teams should look for the following:

- Items on the test should cover all key subject/grade-level content standards.
- No items on the test should cover standards that the course does not address.
- Where possible, the number of test items should mirror the distribution of teaching time devoted to concepts or the curriculum focus. For example, if a foreign language teacher devotes almost equal amounts of time to developing students' reading comprehension, listening comprehension, oral communication, and written communication skills, he or she should not use a test that devotes 90 percent of the test to reading comprehension. Instead, the distribution of the test should mirror instruction, meaning that about a quarter of the test should focus on each of the four skills listed above.

Resources for Creating and Evaluating Assessments

The Standards for Educational and Psychological Testing developed jointly by the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education

Educative Assessment: Designing Assessments to Inform and Improve Student Performance by Grant P. Wiggins

Guidance for Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems by Joan L. Herman, Margaret Heritage, and Pete Goldschmidt

Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning by Christopher R. Gareis and Leslie W. Grant

Creating Effective Classroom Assessments, a [webinar](#) presented by Stuart R. Kahl, Deborah Farrington, and Ellen Vorenkamp

- The items or tasks should match the full range of cognitive thinking required during the course. For example, if the main foci of the mathematics content standards are solving word problems and explaining reasoning, some questions or items on an assessment should require students to solve word problems and explain how they arrived at their answers.

The assessment should require students to engage in higher-order thinking where appropriate. These items or tasks may require students to use reasoning, provide evidence, make connections between subjects or topics, critique, or analyze.

Examples of assessment alignment with SLOs and the appropriate grade- or content-specific standards:

- A. An AP Biology teacher is evaluating available assessments to use for his SLO, which must align with the content of the AP course. He locates a district-created assessment geared toward first-year college students that covers both the major topics and the important skills associated with the course. The assessment includes 30 questions on organisms and populations, 14 questions on molecules and cells, and 16 questions on heredity and evolution.

The assessment sufficiently aligns with the content of the course. Because the AP course is designed to be the equivalent of a college introductory biology course, a test written to assess first-year college students would be appropriate. In addition, the distribution of questions nearly follows the AP Biology Development Committee's recommendations that teachers spend 50 percent of the time teaching organisms and populations, 25 percent teaching molecules and cells, and 25 percent studying heredity and evolution. Finally, the types of items mirror the AP Biology test, not just the content.

Examples of assessment alignment with student learning objectives and the appropriate grade- or content-specific standards:

- B. A second-grade mathematics teacher team is evaluating a commercially available end-of-course assessment. Looking at the items on the test, the team compares the foci of the test with the Common Core State Standards for Grade 2.

Foci of the Test	Common Core State Standards for Grade 2
Operations and Algebraic Thinking	Operations and Algebraic Thinking
Number and Operations in Base Ten	Number and Operations in Base Ten
Fractions	Measurement and Data
Geometry	Geometry
Statistics	
Probability	

The chart above indicates a discrepancy between the content of the test and the content of state standards. The test covers more topics than are taught with the Common Core and does not include measurement and data. An item analysis would be necessary to make a final determination, but given that the Common Core focuses on fewer topics in greater detail than may be on the test, a different assessment would be more appropriate.

- C. The fifth grade science curriculum contains three curricular units: cycles and patterns in the solar system; light, sound, and motion; and interactions within ecosystems. However, through these curricular units, students are expected develop scientific inquiry skills in accordance with state standards. When the teacher team evaluates various available assessments to use with their SLOs, it finds that most of the assessments are multiple-choice questions that require basic recall, like “Which of the following is not a characteristic of Venus?”

The teacher team instead creates its own assessment that integrates the content of the course with scientific processes and inquiry. In addition to having a few multiple-choice questions, the assessment requires students to provide written explanations for scientific phenomena, analyze and interpret data relevant to the course content, and describe how they would construct a basic scientific investigation. The resultant assessment is rigorous and is better aligned to the expectations of the state content standards.

Examples of assessment alignment with student learning objectives and the appropriate grade- or content-specific standards:

- D. A seventh-grade social studies curriculum covers relevant world developments from 750 B.C. to 1600 A.D. A teacher examines an available district-created assessment for potential use with SLOs. The assessment features 40 questions, 20 of which are focused on Ancient Greece and 20 of which are focused on Ancient Rome.

The assessment mentioned above might be a district-created unit test that focuses on development in Ancient Greece and Ancient Rome. It does not adequately cover the breadth of the course, which covers world history up through global exploration. In order for the assessment to be aligned to the course, the assessment would have to measure student growth in understanding of key developments in a variety of cultures—not just Ancient Rome and Greece—over a larger period of time.

2. Does the assessment allow high- and low-achieving students to adequately demonstrate their knowledge? In other words, does the assessment have enough stretch?

All students should be able to demonstrate developmentally appropriate progress on the assessment(s) used with an SLO. In order for the assessment to work for most or all students, the assessment must have sufficient “stretch,” meaning that it contains questions that are of varying difficulty and cover some prerequisite and advanced knowledge or skills. Teachers may not be able to make an informed judgment about the needed stretch of the assessment until they have analyzed the baseline or pre-assessment performance of students. When evaluating the assessment for sufficient stretch, teachers and teacher teams should keep their lowest performing and highest performing students in mind. Based upon students’ recent performance, will they be able to demonstrate growth on this assessment?

- All students should be able to demonstrate growth on the assessment.
- The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.

Examples of assessment that allow high- and low-achieving students to adequately demonstrate their knowledge:

- A. A teacher examines a district-created assessment of fourth grade reading. The assessment covers all reading standards for informational text and literature for fourth grade and often includes questions that are slightly less or more challenging than grade expectations. In addition, questions throughout the assessment cover the third grade and fifth grade expectations of the same standard. For example, three assessment tasks are aligned with fourth grade standards and require students to compare and contrast a firsthand and secondhand account of the same event and describe the differences in the two accounts in terms of focus and information. In addition, one question asks students to distinguish their own point of view from that of an author (a third grade expectation), and one task asks students to analyze multiple accounts of the same event or topic and note differences in points of view (a fifth grade expectation).

Given that the teacher has one student who began the year reading below grade level and three students who were reading above grade level, this assessment has sufficient stretch.

- B. A high school band teacher distributed a district-created high school music pre-assessment at the beginning of the year to his high school class. Looking at the results, the teacher was surprised to see that a third of his students scored 85 percent or higher on the pre-assessment. The teacher is scheduled to distribute a post-assessment to students at the end of the year that contains questions of the same difficulty level.

Because so many students demonstrated mastery of course content at the beginning of the year, the high school music posttest currently planned does not have enough stretch. In order to ensure that all students will be able to demonstrate developmentally appropriate growth, the teacher might need to supplement the high school post-assessment with more challenging questions or tasks.

3. Is the assessment valid and reliable?

The assessment should be both valid and reliable. In other words, the assessment should measure accurately what it says it measures and should produce consistent results (that is, it should be administered in such a way that students with the same skills should obtain similar scores). When evaluating assessments for validity and reliability, teachers and teacher teams should consider the following:

- Unless the assessment aims to test reading skills, a test should not include overly complex vocabulary. For example, a mathematics test that includes word problems with complex names and language may be assessing reading skills rather than mathematical reasoning.
- Items or tasks should be written clearly and concisely. Performance-based assessments should contain clear directions that are easily understood.
- Clear scoring rubrics or guidance should be included for performance-based items.
- The teacher or teacher team should determine how the assessment will be administered consistently across classes. Testing conditions, instructions, and test items (if using different forms of a test across classes) should be similar across classes.

Examples of ensuring assessments are valid and reliable:

- A. The teacher evaluates a ninth grade pre-assessment and post-assessment in social studies. The tests are aligned with the content standards, contain sufficient stretch, and are sufficiently rigorous. However, the teacher notices that most of the questions are written at a 12th-grade reading level.

This test raises validity issues. If students do better on the post-assessment, would it be because their knowledge of social studies and reasoning skills has improved, or because their reading comprehension has improved? To create a more valid assessment, the teacher might convene a teacher team to create a new test that uses appropriate vocabulary and will be readable to all students.

- B. A team of band teachers in the district create a performance assessment for students. In addition to developing the tasks together, the teachers specify a set of directions and testing conditions that each teacher will follow. For example, each student will be asked to perform a short piece of music during their small-group lessons. All teachers will assess the students using the same band rubric. Prior to grading, teachers will practice using the rubric and make sure that they are all grading performances consistently.

By creating standard assessment procedures, the teacher team is increasing the reliability of the assessment. These procedures will help ensure that one student's results are not more valid than another student's. In other words, if Susie takes the test during a teacher's period 1 class and then again during the teacher's period 6 class, her results should be similar. Again, testing conditions, instructions, and test items (if using different forms of a test across classes) should be similar across classes.

Types of Assessments

The list below ranks assessment types based upon the likelihood that the assessments will be aligned to standards, rigorous, valid, and reliable.

1. **State assessments or items in proportion to the content specified in the SLO**—When a state assessment or state assessment items are available, a teacher should use the state assessment in the SLO. Teachers may also use assessment items to create an SLO as long as selected questions are aligned with the content selected for the SLO.
2. **Commercially available assessments**—Some commercially available assessments have been carefully created and reviewed by assessment and education experts. However, these assessments do not always align with state content standards. Teachers may use these measures for their SLOs, we recommend that teachers review these assessments for alignment first.
3. **District or team-created assessments**—District-created or team-created assessments are appropriate for use with SLOs, provided they meet the criteria for selecting assessments. Wherever possible, the same assessments should be administered across classrooms and across the district to increase comparability across classrooms. We also recommend that teams harness expertise of district or school administrators with expertise in assessments, content area specialists, special educators and ELL specialists when developing assessments.
4. **Teacher-created assessments**—We strongly recommend that schools not allow assessments created by one teacher for use in his or her classroom for an SLO. In the rare case where a teacher must create an assessment that is unique to his or her classroom, we strongly recommend that the teacher develop the assessment in consultation with a school or district administrator with expertise in assessments, a special educator, an ELL specialist and/or a content team member. Individual teachers should not create assessments *for this purpose*.

This checklist provides a set of criteria with which to select appropriate assessments for the Student Learning Objective (SLO) Plan. This checklist should be completed prior to SLO Plan approval to ensure that the assessment chosen meets the basic requirements. All boxes should be checked “yes” before an assessment is approved.

Educator Name: _____

Assessment Name: _____

ALIGNMENT TO STANDARDS				
Yes	Somewhat	No	N/A	
				All items in the assessment align to the standard(s) addressed in the SLO
				The assessment measure addresses the full range of topics and skills included in the SLO
				The focus of the assessment mirrors the focus of the curriculum and standards
				The assessment requires students to engage in higher order thinking where appropriate
STRETCH				
Yes	Somewhat	No	N/A	
				The assessment includes items that cover prerequisite knowledge and skills from prior years where possible, and includes content-relevant items for appropriate student populations
				The assessment items cover knowledge and skills that will be of value beyond the school year
VALIDITY AND RELIABILITY				
Yes	Somewhat	No	N/A	
				The assessment includes only grade-level appropriate language or vocabulary
				Items or tasks are written clearly and concisely
				Clear scoring rubrics exist for open-ended questions or performance-based assessments
				A plan for administering baseline, formative, and summative assessments has been developed

Approved By: _____

Approval Authority Signature

Date: _____

Refining Submission of SLO Plan World History Baseline Data

Student	District Writing Assessment Score out of 15 (District Expectation is 12 out of 15) 9 points- Development and support of argument 3 points- Topic sentence 3 points- Mechanics and Usage	Observations
A	12	Is able to communicate the “big ideas”, topic sentence could use refinement
B	11	Needs to work on providing better textual evidence to support claims
C	8	Failure to make suggested changes, take feedback
D	12	Topic sentence and transitions could use refinement,
E	8	Topic and closing sentence needs improvement, evidence selection and use is weak
F	9	Writing could be more fluent, paraphrasing needs significant work
G	11	Needs to work on providing better textual evidence to support claims
H	13	Details are coherent and the topic sentence and mechanics are strong, evidence to justify claims was present but needs refinement
I	8	Problems with basic mechanics, needs to provide more specific evidence to support answer
J	10	Evidence selection needs improvement
K	12	Topic sentence fully answers the question, evidence to support claim present but lacks detail
L	10	Needs to work on providing better textual evidence to support claims, paraphrasing needs work
M	12	Sophisticated use of language and topic sentence, paraphrasing needs refinement

N	7	Paraphrasing needs significant work, provided limited evidence
O	13	Sophisticated used of language and topic sentence, lacks detail in the evidence
P	10	Needs to work on providing better textual evidence to support claims
Q	7	Paraphrasing needs significant work, provided limited evidence
R	8	Topic sentence is weak and does not specifically answer the question, paragraphs lack depth and detail
S	12	Needs to work on providing better textual evidence to support claims
T	5	Many errors with mechanics, usage, lack of a coherent topic sentence, no evidence to support claims
U	12	Paraphrasing needs work, needs to focus specifically the selection of evidence to use to support claim
V	10	Needs to work on providing better textual evidence to support claims, paraphrasing needs work
W	7	Struggles with language usage and mechanics
X	12	Evidence selection needs improvement
Y	9	Evidence selection and usage is weak, writing mechanics and grammar need improvement
Z	7	Language and mechanics are weak, limited development of an appropriate topic sentence

Baseline	Growth Target

This scoring guide is designed for use with the Student Learning Objective (SLO) Progress Tracker tool, also available through the Educator Growth Toolbox. Data from the Tracker can be inputted into the scoring guide to record overall measures of student performance relative to the targets included in the SLO. The completed form may serve as supporting documentation of student impact in an educator’s evaluation.

Educator Name _____
Evaluator Name _____
SLO Title _____

Detailed Results					Overall Results
<i>(Provide the baseline score ranges used to set differentiated growth targets. Enter the number of students in each range, as well as the number and percentage meeting the growth target. If this way of summarizing student attainment does not fit the SLO, the space can be used to organize notes instead.)</i>					
Baseline	Target	# Meeting Target	# Students	% Meeting Target	
		Out of			
		Out of			
		Out of			
		Out of			
		Out of			
		Out of			
Scoring					Score Attained
Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment		
Less than 65% of students meet or exceed differentiated growth target	65 – 79% of students meet or exceed differentiated growth target	80 – 93% of students meet or exceed differentiated growth target	At least 94% of students meet or exceed differentiated growth target		