



STUDENT LEARNING OBJECTIVES

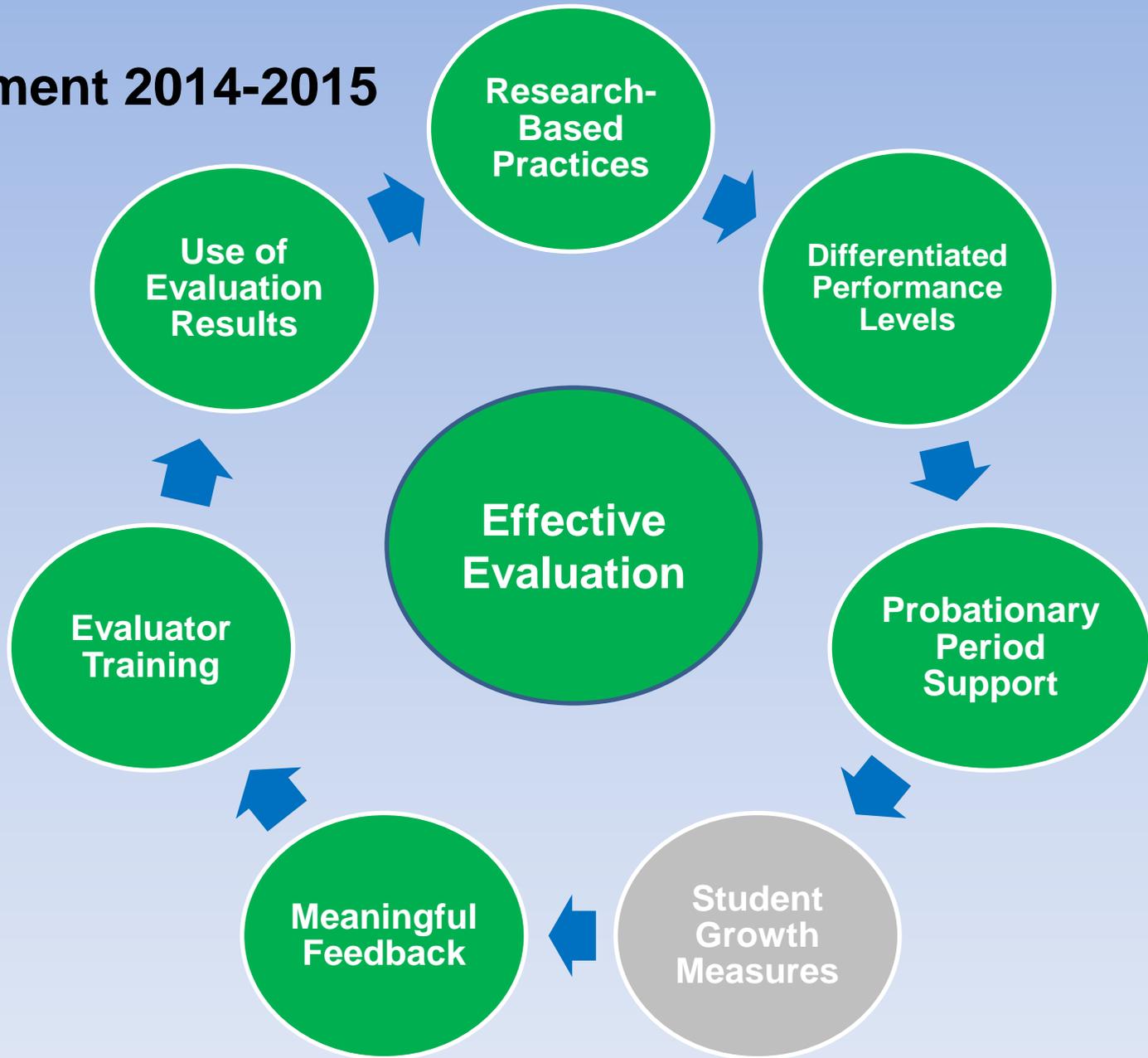
TRAINING DEVELOPED IN COOPERATION
WITH THE DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION AND THE
HAZELWOOD SCHOOL DISTRICT.



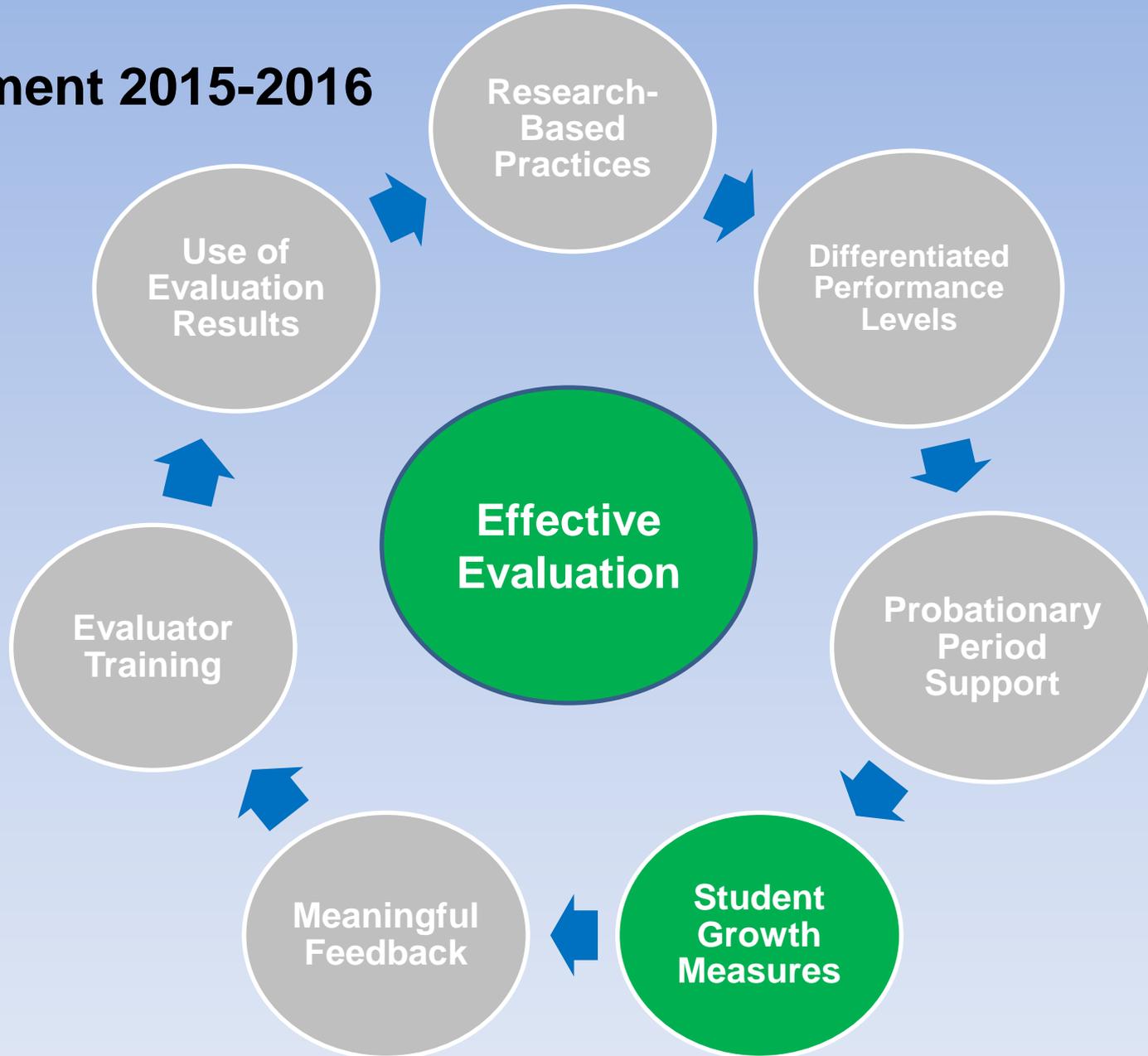
August 2014

Missouri Department
of Elementary and Secondary Education

Implement 2014-2015



Implement 2015-2016



Measures of Growth

US Department of Education definition:

- **Student growth is a change in academic achievement across two or more points in time.**
- **This includes state assessments as required under ESEA for tested subjects and grades and additional, district generated assessments comparable across schools within LEA or non-tested subjects and grades**



Module Overview

- Fundamentals of Student Learning Objectives (SLOs)
- SLO Quality and Rigor
- Refining SLO Submission
- SLO Evaluation Process and SLO Scoring



Intended Outcomes

At the end of all modules, participants will be able to do the following:

- Explain what makes a well-constructed SLO.
- Create an approvable SLO.
- Understand the tools and processes used in developing, organizing, and reviewing SLOs.
- Understand SLO scoring.



Fundamentals of Student Learning Objectives



What Are Student Learning Objectives?

An SLO is:

- A goal that demonstrates a portion of a teacher's impact on student learning within a given interval of instruction.
- A measurable, long-term academic target.



What Are Student Learning Objectives?

- Individual teachers or teacher teams set SLOs.
- SLOs are informed by available student data.
- Teacher(s) use formative assessments to assess progress toward SLOs throughout year.
- At the end of the year, teacher(s) meet with the principal to do the following:
 - Discuss SLO attainment.
 - Determine impact on student learning.



Why are SLOs important?



SLOs Improve Practice

The heart of SLOs—setting goals for students and measuring progress towards those goals—is all about **good teaching practice.**

Also, using SLOs gives administrators an opportunity to let **evaluation results drive professional learning opportunities** for teachers.



SLOs Promote Collaboration

SLOs promote collaboration and professional dialogue between **teacher and administrator**.

Also, SLOs are non-competitive, which enables greater collaboration and professional dialogue **among teachers** within and across grades and subjects.



SLOs Improve Evaluations

SLOs provide an opportunity to examine student growth data by gathering baseline scores, setting measurable goals for improvement, and ultimately assessing growth with a summative test.

SLOs provide an opportunity to **assess teacher impact.**

SLOs and Instructional Objectives

Instructional Objectives	Student Learning Objectives
They are clear and specific about what students will know and be able to do at the end of the lesson.	They are clear and specific about what students will know and be able to do at the end of an interval of instruction (e.g., semester or course) .
They focus on thinking.	Good SLOs describe the depth and breadth of intellectual work that students do.
Their mastery can be demonstrated.	Student learning is demonstrated through formative assessments in the mid-cycle meeting and through summative assessments in the final SLO review meeting.
They are measurable.	SLOs are measured by students' growth from baseline data to final assessment.
They are generally aligned with standards.	SLOs also are aligned to content standards but will cover more standards due to the depth and breadth of content covered.

How Do SLOs Compare to SMART Goals?

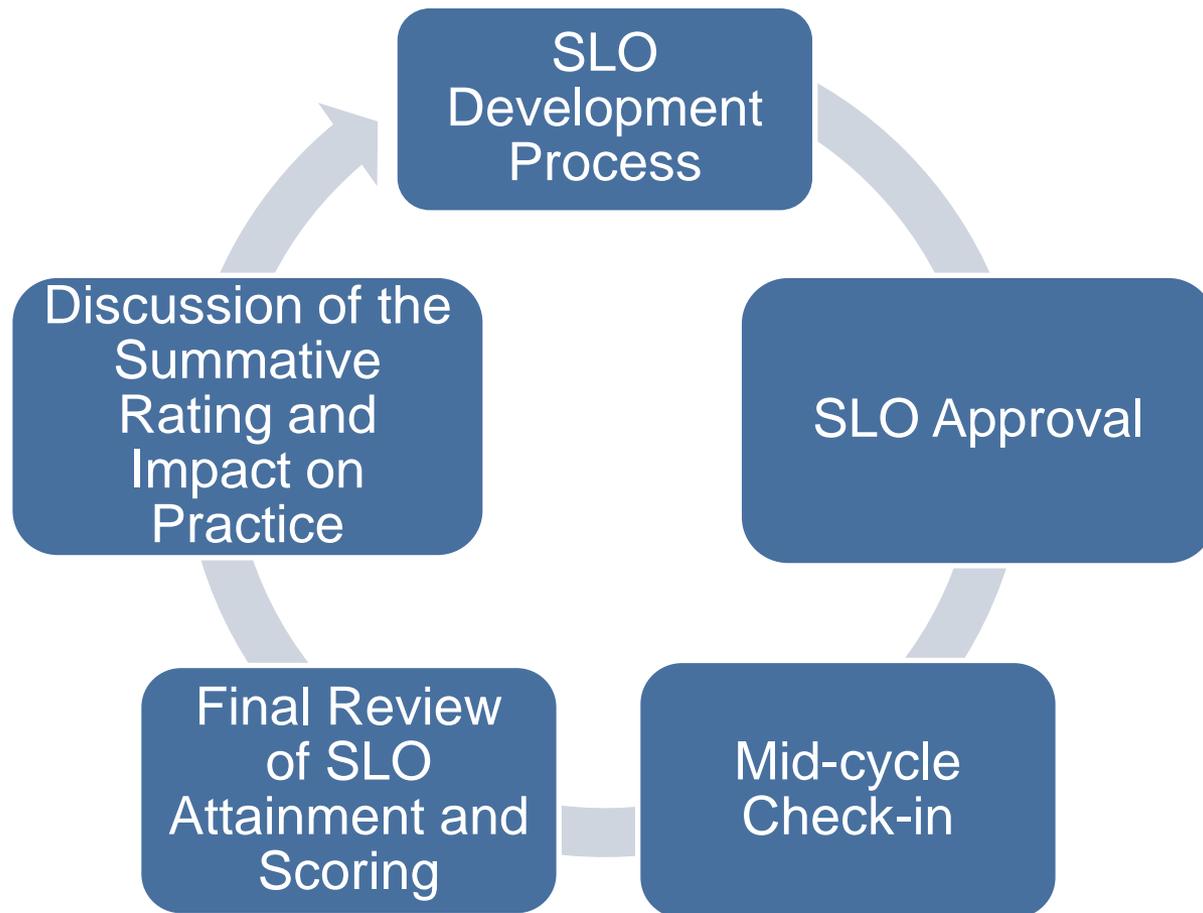
SMART Goals	Student Learning Objectives
Typical interval is a unit of instruction.	Typical interval is longer (e.g., semester or course).
SMART Goals are not designed to be used in teacher evaluations.	Good SLOs provide a fair way to hold all teachers accountable for growth in student learning.
SMART Goals are often created collaboratively by a team of teachers. SMART goals can be also be individual.	SLOs also can be created collaboratively , but they can also reflect the growth plans of individual teachers.
SMART Goals often set a target level of content mastery (i.e., percent proficient) for a group of students , although goals can also be set for individual students.	SLOs set measurable targets for individual students to meet, with an emphasis on learning growth.
They focus on an essential learning outcome, power standard, or priority standard.	SLOs also are aligned to content standards but will cover more standards due to the depth and breadth of content covered.

How Do SLOs Fit With Data Teams?

- Data teams focus on medium-length assessment cycles
- SLO assessment cycle can be an “umbrella”
 - Units provide a learning progression toward the SLO curricular aim
 - Units provide formative assessment opportunities for the SLO
- Semester Example:



SLO Evaluation Cycle



Sample Timeline for SLO Implementation

Dates	Deadline
September	Teachers and administrators determine team or individual classrooms grouped for SLOs.
September – October 1	Teacher teams or individual teachers develop and submit SLOs for approval.
October 1 –15	Teacher teams or individual teachers meet with reviewers/evaluators to discuss SLOs.
October 15–31	Teacher teams or individual teachers receive revision requests by this date, if applicable.
October 31	All SLOs are approved (revisions requested by reviewer made by this date, if applicable)
November – February	Teachers monitor student progress toward SLOs. Principals and teachers conduct SLO check-ins during already scheduled evaluation conferences.
By February 8 (in summative year)	Teachers submit evidence of student progress toward their growth targets.
March 1	Teacher evaluation ratings are issued (if teacher is receiving a summative evaluation).
March - June	All teachers continue to monitor student learning and adjust instruction so that students end the school year achieving as much academic growth as possible.



SLO Development Process

- Step 1: Analyze available student data.
 - Gather trend data.
 - Conduct an analysis of student data.
- Step 2: Determine the foundational elements of the SLO.
 - Determine content and standards addressed by the SLO.
 - Determine the interval of instruction.
 - Identify student population of focus for SLO.
- Step 3: Develop or select an assessment.
- Step 4: Gather baseline data and develop an SLO growth target. Explain the rationale for the growth target.



What are the components of an SLO?



SLO Template and Example

Take 10 minutes to do the following:

- First, look over the blank SLO template (**Handout 1: SLO Template**).
- Then, look over the completed SLO example (**Handout 2: What Does an SLO Look Like?**).
- Jot down brief questions on points of confusion or other comments in each component.

We will discuss each section in greater detail.

Handout 3: SLO Approval Checklist



Handout 3

Approval Checklist for SLO Plans

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: _____



High-Quality SLOs

High-quality SLOs include or address the following criteria:

1. Baseline and Trend Data
2. Student Population
3. Interval of Instruction
4. Learning Content
5. Assessment
6. Growth Target(s) and Strategies
7. Rationale for Growth Target(s)



SLO Components 1-4

1. Baseline and Trend Data

- Summarize student information (test scores from previous years, results of pre-assessments)
- Identify student strengths and weaknesses
- Review trend data to inform the objective and establish the amount of growth that should take place

2. Student Population

- Students
- Course
- Grade level
- Number of students included in the objective

3. Interval of Instruction.

- The duration of the SLO (including start and end dates)

4. Learning Content

- SLO should cover the content, skills, and specific standards to which the SLO is aligned.
- SLOs should be broad enough to represent the most important learning or overarching skills but narrow enough to be measured.



SLO Components 5-7

5. **Assessments will be used to measure student growth for the objective.**

- Assessment(s) should be reviewed by content experts to effectively measure course content and should have sufficient “stretch” so that all students may demonstrate learning.
- If supplemental assessments are needed to cover all ability levels in the course, this section should provide a plan for combining multiple assessments.

6. **Growth Target(s)**

- The target for student growth should reflect high expectations that are developmentally appropriate for student achievement.
- The targets should be rigorous yet attainable.

7. **Rationale for Growth Target(s)**

- High-quality SLOs include strong justifications for why the goal is important and achievable for this group of students.
- Rationales should draw upon assessment, baseline and trend data, student outcomes, and curriculum standards and should be aligned to broader school and district goals.



Next, turn to **Handout 4**



Analysis: Is This SLO Well-Constructed?

- Review the sample SLO (**Handout 2: What Does an SLO Look Like?**).
- For your assigned action step, before the next module, answer the question on **Handout 4: Is This SLO Well-Constructed?**
- Complete **Handout 4** by identifying what, if any, information is missing.



SLO Quality and Rigor



SLO Quality and Rigor

- Discuss whether or not each of the components on **Handout 4** was of high quality.
- Discuss why the component needed revisions.

Component 1: Revisions

1. Baseline and Trend Data *What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

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 biology end-of-course exam at our school was at 55% in 2011.

High Quality? Y N

Missing Information: Although the SLO does include data from the current students, which can be used to identify any trends, the baseline data is not relevant or detailed enough for the teacher's objective. When including baseline data, the order of preference includes the following:

- **Pre-assessment data for the students covered in the SLO**
- **A valid, reliable assessment in the same or similar subject for the students covered in the SLO**
- **The most recent standardized test data for the students covered in the SLO**

Component 2: Revisions

2. Student Population *Which students will be included in this SLO? Include course, grade level, and number of students.*

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

High Quality? Y N

Missing Information: The SLO should include the number of students in each section, as well as any important information about them, such as individualized education program (IEP) status.

Component 3: Revisions

3. Interval of Instruction *What is the duration of the course that the SLO will cover? Include beginning and end dates.*

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

High Quality? Y N

Missing Information: The SLO does not include beginning and end dates. Also, including the length of the course (quarter, trimester, semester) is helpful.

High-Quality SLOs (Answer Key)

Component 4: Revisions

4. Learning Content *What content will the SLO target? To what related standards is the SLO aligned?*

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

High Quality? Y N

Missing Information: The SLO does not include the specific concepts or related content standards that the SLO will focus on. The SLO should identify the most important learning in the course, but should not be so broad that it cannot be measured. The SLO also should prioritize the district's standards.



Content/Standards Guiding Questions

1. What national or state standards apply to your course?
2. What are the essential skills and content knowledge that students will need in order to be successful next year?
3. In which of the essential skills and content knowledge are the students struggling?
4. What are the specific academic concepts, skills, or behaviors that this SLO will target?
5. Why is this skill or content knowledge important?

References:

- For Missouri Learning Standards: <http://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

Component 5: Revisions

5. Assessment(s) *What assessment(s) will be used to measure student growth for this SLO?*

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 spends on sections of the curriculum during the school year.

High Quality? Y N

Missing Information: The SLO is using an assessment developed by a team of content experts (which is recommended); however, individual teachers should not alter the assessment. In addition to identifying the assessment, the teacher should include details on its construction, including the number and types of questions and the maximum point value for each question. If the assessment is graded using a rubric, the rubric should be described in detail, and the same rubric should be used by everyone on the team.

Component 6: Revisions

6. Growth Target(s) *Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

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

High Quality? Y N

Missing Information: It is unclear from the baseline data if this allows all students to show growth. As is, this SLO focuses on achievement but not necessarily growth. The SLO would be strengthened by explaining how current students perform and creating growth targets based on that performance. (For example, for students that scored between a 70 and 80 on the pre-assessment, they would be expected to score at least an 86 on the final assessment).

Component 7: Revisions

7. Rationale for Growth Target(s) *What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

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: This section should make the case for *why* the SLO growth target(s) is appropriate for the students. This part of the SLO should take into the baseline data (including trend data) and discuss why the target is rigorous but attainable in the amount of time available. The provided rationale in this example may be true, but it does not relate to the needs of the students covered by this SLO.



How is a high-quality SLO
constructed?

Handout 3: SLO Approval Checklist



Handout 3

Approval Checklist for SLO Plans

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	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"/>
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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: _____ Date: _____

Approval Authority Signature



Connecting Activity: Using the SLO Approval Checklist

- In pairs, look at **Handout 3: SLO Approval Checklist**.
- Using what you just learned in the previous slides, describe how the SLO Approval Checklist will help you in constructing a high-quality SLO.
- Take turns covering in your discussion what differentiates the information in each component.



Implementing Activity: Constructing an SLO

- In pairs, use the provided scenario (**Handout 5: Constructing an SLO**) to complete the SLO template (**Handout 6: SLO Template for Use With the Scenario**) and construct a high-quality SLO.
- As you write your SLO, refer to the SLO Approval Checklist.



Implementing Activity: Constructed SLO Review

- Were there any components that were difficult to complete with the information provided?
- What was the process that you went through to construct the growth target?

SLO Development Process

The SLO development process consists of the following five steps:

STEP 1: Analyze available student data.

STEP 2: Determine the foundational elements of the SLO.

STEP 3: Develop or select an assessment.

STEP 4: Develop an SLO growth target.

STEP 5: Review and approve SLO.

Step 1: Analyze Available Student Data

The SLO development process consists of the following five steps:

STEP 1: Analyze available student data.

STEP 2: Determine the foundational elements of the SLO.

STEP 3: Develop or select an assessment.

STEP 4: Develop an SLO growth target.

STEP 5: Review and approve SLO.



Step 1: Analyze Available Student Data

- Gather baseline and trend data.
 - Results from a pre-assessment that is similar to the end-of-year assessment
 - Results from last year's end-of-course exams in the same subject
 - Data from a portfolio of student work from the prior year in the same subject
 - Results of the first unit test and other student work samples from the beginning of the year
 - Data on performance in a similar subject, if the subject is completely new to students (i.e., the class is a first-year foreign language class or an introduction to physics)

- Conduct an analysis of student data.

Step 2: Determine the Foundational Elements of the SLO

The SLO development process consists of the following five steps:

STEP 1: Analyze available student data.

STEP 2: Determine the foundational elements of the SLO.

STEP 3: Develop or select an assessment.

STEP 4: Develop an SLO growth target.

STEP 5: Review and approve SLO.



Step 2: Determine the Foundational Elements of the SLO

- Determine the specific content and standards addressed by SLO
- Determine the interval of instruction.
- Identify the student population of focus for the SLO.
 - SLOs can apply to all students or subgroups of students.
 - Students covered under a teacher's SLO(s) must be proportional and representative of the teacher's schedule.
 - In the rare case when a principal approves that a student or group of students can be excluded from the SLO, the teacher should note this approval in the SLO student population field.



Remember...

SLOs, when used in teacher evaluation, typically cover outcomes over a longer period of time rather than outcomes for one unit.

SLOs are ideally developed at the beginning of the course by teachers or teacher teams, using steps outlined in the SLO development cycle.

Step 3: Develop or Select an Assessment

The SLO development process consists of the following five steps:

STEP 1: Analyze available student data.

STEP 2: Determine the foundational elements of the SLO.

STEP 3: Develop or select an assessment.

STEP 4: Develop an SLO growth target.

STEP 5: Review and approve SLO.



Step 3: Develop or Select an Assessment

- Identify an appropriate assessment. For example:
 - Performance-based assessments, such as presentations, projects, and tasks graded with a rubric
 - Portfolios of student work
 - Results of state exams
 - Results of nationally normed tests
 - Results of teacher- or district-created tests



Guidance on Selecting Assessments for SLOs

- Refer to **Handout 11: Guidance on Selecting Assessments for SLOs.**
- Assign groups or tables the numbers 1, 2, 3, or 4.
- In your group, independently read one of the following assigned sections:
 - Section 1: Alignment to Standards
 - Section 2: Stretch
 - Section 3: Validity and Reliability
 - Section 4: Types of Assessments/Frequently Asked Questions
- In your group, record on chart paper the main ideas of your section of the article.
- Have a volunteer report out what your group learned.

Guidelines for Selecting Assessments



Checklist for Selecting Assessments for SLOs

This checklist provides a set of criteria with which to select appropriate assessments for Student Learning Objectives (SLOs). This checklist should be completed prior to SLO 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: _____



What kind of feedback will teachers
need to improve their SLOs?



Analysis: Critiquing an SLO

- Review the sample Student Learning Objective on **Handout 7**.
- Using the **SLO Approval Checklist (Handout 3)**, determine if the SLO is well-constructed for each action step on **Handout 7**.
- Complete **Handout 8** by identifying which checkboxes you would mark and what, if any, information is missing. Craft some questions you might pose to the educator.



Critiquing the SLO

- Share responses to each component in **Handout 8** and what revisions were needed
- Review **Handout 9 (answer key)** and discuss questions to pose to educators to facilitate appropriate revisions
- Examine **Handout 10 (revised and approved SLO)**. How can it be used to assist in critical feedback to teachers in their construction of high-quality SLOs?

Refining SLO Submission

SLO Development Process

The SLO development process consists of the following five steps:

STEP 1: Analyze available student data.

STEP 2: Determine the foundational elements of the SLO.

STEP 3: Develop or select an assessment.

STEP 4: Develop an SLO growth target.

STEP 5: Review and approve SLO.



Step 4: Develop an SLO Growth Target

- Develop an SLO growth target.
- Explain the rationale for the growth target.



Developing Growth Targets

Growth targets:

- Should include specific indicators of growth that demonstrate an increase in learning between two points in time.
- Allow all students to demonstrate growth.
- Can be tiered for specific students.
- Can be equally applicable to all students in a class, grade, or subject.



Example Growth Target

High-Quality Growth Target	Low-Quality Growth Target
<p>All my students will progress at least one fitness level on the FitnessGram during the fall semester.</p>	<p>Eighty percent of students will pass the end-of-course exam. This target is unacceptable because it does not show growth.</p>

Example Growth Target

High-Quality Growth Target		Low-Quality Growth Target
Using the American Government pre-assessment, all students will meet their target score:		Students scoring 80 or lower on the pre-assessment will increase their scores by at least 10 points. Any students scoring 81 or higher on the pre-assessment will maintain their scores. This target is unacceptable for two reasons: (1) Teachers must aim to bring students up to proficiency, so students who are scoring at 50 need to make gains greater than 10 points to reach proficiency, and (2) Teachers must aim to grow all students. Those students scoring high on the pre-assessment need to be challenged with a higher goal and likely an additional assessment to illustrate their growth.
Pre-assessment Baseline Score Range	Target Score on End-of-Year Portfolio	
20–30	70	
31–50	80	
51–70	90	
71–85	90 + score of 85 or higher on capstone project	
86–95	95 + score of 90 or higher on capstone project	



Activity: Setting Growth Targets

- Turn to **Handout 12**.
- Use this list of baseline data from an 8th grade world history class to develop a growth target
- Remember: There is no perfect answer, but aim for a rigorous yet attainable target.
- Use the table at the bottom of the handout to develop tiered targets for your students.



Present Growth Targets

- Individually, construct a growth target.
- In groups of three to four, present growth targets and rationales.
- Have each group member provide his or her opinion of the growth target, providing specific feedback to strengthen the target if necessary.
- Designate one note-taker for each person, and rotate after every growth target presentation.



SLO Evaluation Process and Scoring

Revisiting: SLO Development Process

The SLO development process consists of the following five steps.

STEP 1: Analyze available student data

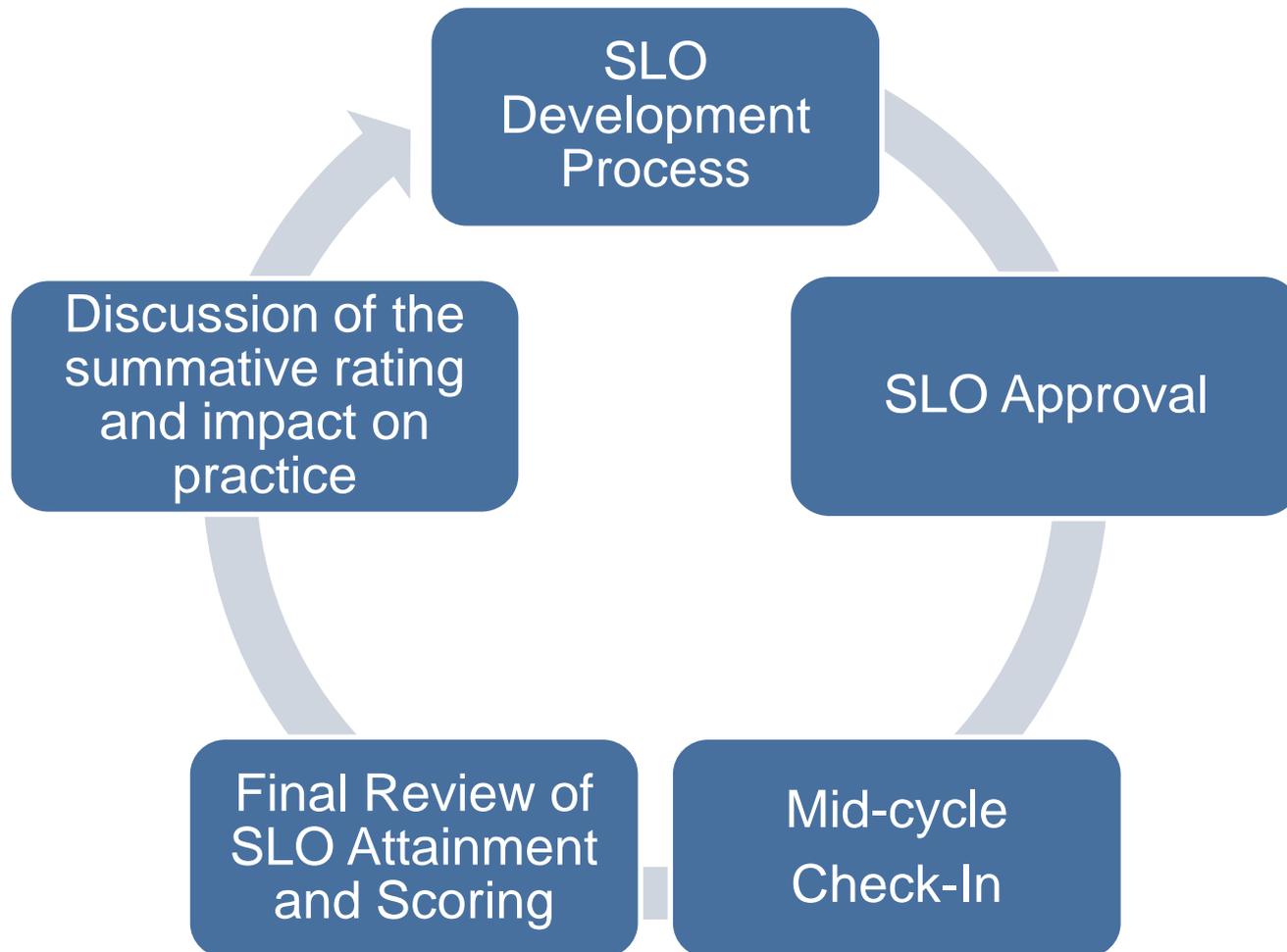
STEP 2: Determine the foundational elements of the SLO

STEP 3: Develop or select an assessment

STEP 4: Develop an SLO growth target

STEP 5: SLO review and approval

SLO Evaluation Cycle





SLO Review and Approval

Teacher Teams or Individual Teachers:

- Prepare to submit your SLOs
- Schedule the SLO conference
- Gather materials to support your SLO, such as
 - Student needs assessment
 - Baseline and trend data
 - Assessments used in the SLO
- Review the guidance materials (e.g., SLO Checklist) and the SLOs
- Participate in review discussions
- Attain approval



Evaluator Responsibilities

- Evaluators will review the SLO to assure that all required elements are complete
- Evaluators should generate notes (Handout about the SLOs prior to the conference and include clarifying questions that will support a quality approval process)

Sample Timeline for SLO Implementation

Dates	Deadline
September	Teachers and administrators determine team or individual classrooms grouped for SLOs.
September – October 1	Teacher teams or individual teachers develop and submit SLOs for approval.
October 1 –15	Teacher teams or individual teachers meet with reviewers/evaluators to discuss SLOs.
October 15–31	Teacher teams or individual teachers receive revision requests by this date, if applicable.
October 31	All SLOs are approved (revisions requested by reviewer made by this date, if applicable)
November – February	Teachers monitor student progress toward SLOs. Principals and teachers conduct SLO check-ins during already scheduled evaluation conferences.
By February 8 (in summative year)	Teachers submit evidence of student progress toward their growth targets.
March 1	Teacher evaluation ratings are issued (if teacher is receiving a summative evaluation).
March - June	All teachers continue to monitor student learning and adjust instruction so that students end the school year achieving as much academic growth as possible.



Mid-Cycle Check-in

- Bring any information to the check in that will help you and the evaluator gauge progress toward the learning target
 - Example: any student work products or formative assessment data that show development of the skills necessary to reach the final goal



Teacher Preparation for Scoring

- Along with the **SLO Scoring Guide (Handout 13)**, individual teachers should submit the following documents:
 - A blank copy of the assessment(s) used
 - Pretest (if used)
 - Copies of each completed student assessment
 - A copy of the rubric or explanation of the method used to arrive at student scores
 - Any additional information that the teacher would like to include on extenuating circumstances for students during the year



Extenuating Circumstances

- Only under specified circumstances can the SLO be modified the current year
- Modifications should only occur on these rare occasions
 - A change in teaching assignment
 - A significant influx of new students
 - A significant exodus of students
 - Student attendance issues (students with less than 85% attendance)

Student Final Scores

- Student final scores will be tabulated based on the number of students that met or did not meet their growth targets.
- The percentage of students that met the growth target is used to judge the teachers effectiveness in the SLO.
- To calculate the final percentage of students who achieved the growth target, teachers will calculate:

Number of students that met the growth target

-----divided by-----

**Number of overall students included in the Student
Population in the SLO**

SLO Scoring Guide



Student Learning Objective Scoring Guide

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	# Students Meeting Target
		_____	Out of _____		
		_____	Out of _____		
		_____	Out of _____		
		_____	Out of _____		% Students Meeting Target
		_____	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		

Combining Multiple SLOs

- Teachers will present information on each SLO individually to the evaluator, and the evaluator will combine multiple SLOs if applicable.
 - All SLOs can be weighted equally, placing equal importance on each of a teacher's courses.

	Teacher's Score on each SLO
SLO #1	87% of students achieved growth target
SLO #2	76% of students achieved growth target

- To combine the SLOs, the evaluator would sum the percentages and divide the sum by the number of SLOs, averaging the two scores.

$$\text{E.g.: } 87+76 = 163 \quad 163/2= 81.5\%$$

- Another method is to apply a formula. For this example, consult [Handout 13](#)
 - A teacher who spends 75 percent of the time teaching World History and 25 percent of the time teaching Psychology would have an "Acceptable Rating" if he had 78 percent attainment of his World History SLO and 95 percent attainment of his Psychology SLO

$$((.75 \times .78) + (.25 \times .95)) = .823 = 82.3\% = \text{"Acceptable Attainment"}$$

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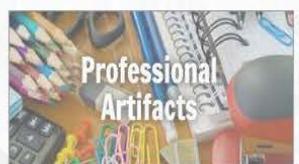


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- Educators
- Parents & Students
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Educator Growth TOOLBOX



A one-stop destination where Missouri educators can find all of the tools they need to enhance educator effectiveness. Select an icon above to open the Toolbox and find resources on evaluation, observations, professional learning, and more.

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- Careers
- Commissioner of Education
- Communications
- Organizational Chart
- State Board of Education
- Vision, Mission, Goals

Resources

- Data Acquisition Calendar
- MCDS Portal
- Missouri Learning Standards
- Top 10 by 20
- Web Applications
- Employee Email Access

Social Links





Student Growth Data

Home » Educator Growth Toolbox

State Assessments

Guidance

- [Using State Assessments](#)
- [Module 3 - Student Growth Materials](#)
- [Module 3 - Student Growth PowerPoint](#)
- [Video: Using State Assessment Data for Educator Evaluation](#)
- [State and National Assessment Information](#)
- [College & Career Readiness - Assessment](#)

Training

- [Student Growth Webinar #1](#)
- [Student Growth Webinar #2](#)
- [Regional Training Locations](#)
- [Regional Training Dates](#)

Monitoring

- [Core Data Screen 18a](#)
- [Regional Education Laboratories \(REL\) Central Study \(Coming Soon\)](#)

Student Learning Objectives (SLOs) +

Data from Portfolios +

- [Essential Principles](#)
- [Model Evaluation System](#)
- [Observations & Feedback](#)
- [Student Growth Data](#)
- [Surveys](#)
- [Professional Artifacts](#)
- [Professional Learning](#)

Guidance



- [SLO Handbook](#)
- [SLO Samples](#)
 - [1st grade Reading](#)
 - [2nd Grade Mathematics](#)
 - [3rd Grade Mathematics](#)
 - [4th Grade Music](#)
 - [7th Grade Comm Arts](#)
 - [8th Grade Art](#)
 - [9th Grade Honors Physics](#)
 - [10th Grade Chemistry](#)
 - [High School Spanish I](#)
 - [Kindergarten Physical Education](#)
 - [Pre-Kindergarten](#)
- [SLO Template](#)
- [Assessment Approval Checklist](#)
- [List of Recommended Assessments](#)
- [SLO Approval Checklist](#)
- [SLO Progress Tracker](#)
- [SLO Scoring Guide](#)
- [District Readiness Rubric](#)

Training

- [Training Information](#)
- [Regional Training Dates](#)
- [Regional Training Locations](#)

Monitoring

- [Regional Education Laboratories \(REL\) Central Study \(Coming Soon\)](#)
- [Core Data Screen 18a](#)

OVERVIEW

What is a Student Learning Objective?

A Student Learning Objective (SLO) is a measurable, long-term goal of academic growth that represents a portion of a teacher's impact on student learning. While the term "SLO" may seem new, the concept is actually a very familiar one in Missouri. Essentially, SLOs represent the process of gathering and analyzing student data, using that data to set student growth goals, and then assessing whether students have met those goals at the end of instruction. What is new about SLOs is that they offer a formalized, collaborative process for using student growth data in evaluations, especially for non-tested grades and subjects.



Why are SLOs Important?

Teaching Practice

The heart of SLOs—setting goals for students and measuring progress towards those goals—is all about good teaching practice. Moreover, using SLOs gives administrators an opportunity to let evaluation results drive professional learning opportunities for teachers.

Faculty Collaboration

Just as importantly, SLOs promote collaboration between teacher and administrator, which brings a sense of ownership to teachers in the overall evaluation process. Moreover, SLOs are non-competitive, which enables greater collaboration among teachers within and across grades and subjects.

Educator Evaluation

Missouri's Essential Principles of Effective Evaluation require that all districts use student growth data as a significant contributing factor in educator evaluations. SLOs provide an opportunity to examine student growth data by gathering baseline scores, setting measurable goals for improvement, and ultimately assessing growth with a summative test.

What are the Challenges?

Administrators should be prepared to answer questions about the fairness of evaluations using SLOs and consider the following points when developing their responses:

- It is less important for student growth to be measured in exactly the same way for all teachers than it is to apply consistent rules about how growth measures should factor into evaluations.
- Rigorous goals for student growth should be a feature of SLOs, but it may take more than one

This checklist provides a set of criteria with which to select appropriate assessments for Student Learning Objectives (SLOs). This checklist should be completed prior to SLO 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: _____

This checklist provides a set of criteria with which to assess the quality of a proposed Student Learning Objective, or SLO. If the SLO 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.

Educator Name: _____

Approval Authority: _____

Component	Criterion	Approved	Needs Revision
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"/>
Learning Content	Identifies the essential content area	<input type="checkbox"/>	<input type="checkbox"/>
	States the academic concept or skill to be taught	<input type="checkbox"/>	<input type="checkbox"/>
	Aligns with curriculum standards	<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"/>
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"/>
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"/>
Instructional Strategies	Identifies method of instruction or key strategies	<input type="checkbox"/>	<input type="checkbox"/>
	Includes specific interventions where needed	<input type="checkbox"/>	<input type="checkbox"/>
	Are observable or documentable	<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: _____

Sort Data by Name

Student Learning Objective Progress Tracker

Anticipated # Formative Assessments

4

Student Name	Status	Pre-test	Custom Growth Target	Growth Target	Formative 1	Formative 2	Formative 3	Formative 4	Formative 5	Formative 6	Formative 7	Formative 8	Formative 9	Formative 10	Post-Test
Amanda Roemmer	On Course	0		60	15	24	17	47							
Barry Sizemore	On Course	10		60	19	33	40	52							
Finneus Clark	On Course	90		95	91	90	91	92							
Hallie Baron	Off Course	21		60	63	52	56	32							
Hilde Geisel	Exceeds Expected Progress	5		60	22	25	51	65							
Iko Takahashi	On Course	23		60	80	51	59	52							
Jillian Mitchell	Exceeds Expected Progress	22		60	70	22	50	59							
Jorge Bustamante	Exceeds Expected Progress	15		60	55	18	43	58							
Karter Fleischmann	On Course	73		90	84	86	88	90							
Kim Cardstock	On Course	33		60	51	41	33	55							
Leslie Poulitice	Exceeds Expected Progress	81		90	82	84	87	99							
Liz Brockschmidt	On Course	90		95	100	92	91	90							
Lonnie Fitch	On Course	88		95	95	93	89	94							
Markus Samuelson	Off Course	44		70	29	46	58	59							
Mason Millsworth	Exceeds Expected Progress	13		60	41	27	54	78							
Michael Maddox	On Course	99		95	88	91	75	97							
Nolan Parks	Off Course	63		80	60	64	75	65							
Norte Delgado	Off Course	40		60	45	45	54	44							
Rajesh Singh	On Course	31		60	37	42	41	59							
Sandy McMillian	Off Course	18		60	12	39	54	38							
Scott Flanders	Off Course	43		70	40	45	70	46							
Sommer Westerfield	Off Course	20		60	28	33	31	43							
Tabitha Jones	Off Course	78		90	78	86	81	81							
Tricia Stevens	On Course	75		90	78	76	86	83							
Tristan Smith	On Course	82		90	90	86	86	87							
Valerie Hasser	On Course	40		60	41	42	43	55							

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Student Growth Data

Home » Educator Growth Toolbox

- State Assessments +
- Student Learning Objectives (SLOs) +
- Data from Portfolios -

Guidance

- Portfolio Handbook
- Portfolio Rubric (Fillable)
- Portfolio Reflection Questions
- Portfolio Reflective Prompts
- K-3 Portfolio Reflection Example

- Essential Principles
- Model Evaluation System
- Observations & Feedback
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