“SLO” Much Fun!

Using Student Learning Objectives

Learning Targets

1. Connect the research about assessment to Standard 7 in the evaluation model
2. Analyze the six quality indicators in Standard 7
3. Define SLO and student growth
4. Align the six quality indicators in Standard 7 to standards based grading and the process of writing a SLO
5. Apply various student growth measures to a data set
6. Identify pros & cons of each growth measure
7. Share forms/templates that can be used during the SLO process

Standard 7 Defined

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Breakdown of Standard 7

7.1 - Using pre and post-test assessments
7.2 - Using proficiency scales (SBG)
7.3 - Students setting & tracking learning goals
7.4 - “Live” formative assessment strategies or checks for understanding
7.5 - Grading
7.6 - Teachers collaborating (PLCs)

What is a SLO?

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

Measures of Growth

- Student growth is a change in individual 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.

Types of Growth Methods

- Basic Growth Measure
- Tiered Growth Measure
- Fully-Individualized Growth Measure

Basic Growth Measure

- Each student will grow by a set amount on the locally-developed proficiency scale or standardized scale or rubric.
- Example -

  All students will increase by an interval to be determined by the teacher and approved by the principal. (.5 *or* from one level to the next such as Basic to Proficient *or* DRA)
- Sample Set #1

Example #1

Basic Method
Sample Set #1

Student	Pre	Post
A	2	3
B	2.5	3
C	1	1.5
D	3.5	4
E	4	3.5

Example #2

Basic Method
Sample Set #1

Student	Pre	Target Pre	Post	Meet Y/N
A	2	2.5	3	Y
B	2.5	3	3	Y
C	1	1.5	1.5	Y
D	3.5	4	4	Y
E	4	4	3.5	N

Tiered Growth Measure

- Students organized into tiers. Students in same tier have same target.
- Example –

Baseline	Target
0.0	2.0
0.5	2.0
1.0	2.0
1.5	2.0
2.0	3.0
2.5	3.0
3.0	3.5
3.5	4.0

Baseline	Target
No Evidence	Basic
Below Basic	Basic
Basic	Proficient
Low Proficient	High Proficient
High Proficient	Advanced

- Sample Set #2

Tiered Method

Sample Set #2

Student	Pre	Post
A	3	3
B	1.5	3
C	1	2
D	2	2.5
E	2.5	4

Tiered Method

Sample Set #2

Student	Pre	Target (using Pre)	Post	Meet Y/N
A	3	3.5	3	N
B	1.5	2	3	Y
C	1	2	2	Y
D	2	3	2.5	N
E	2.5	3	4	Y

Fully-Individualized Growth Measure

- All students may have unique targets tailored to their specific needs
- For each student, analyze all relevant baseline and trend data
- Write a detailed rationale. No two students will have the same supporting rationale for their targets
- More manageable when SLO covers small number of students

Using data for a specific purpose

1. **PLC** - did the instructional strategy used have an impact on students'(group) learning? (Data Teams, pre & post assessment should be mirror assessments)
2. **SLO** - did "I" (teacher) have an impact on each student's learning? (pre and post assessments should be aligned with learning target, but do not need to be exact mirror version)

Contact Information

Beth Mulvey
bmulvey@gvr5.net
@mulveybeth

Theresa Nelson
tnelson@gvr5.net
@theresanlsn

Glenna Bult
gbult@gvr5.net
@gjbult