

STUDENT LEARNING OBJECTIVES (SLOs)

“Building”

Goal & Objectives

Goal:

Build Student Learning Objectives (SLOs) for use in guiding instruction and determining student mastery and/or growth as part of Pennsylvania's Teacher Effectiveness system.

Participants will:

1. Review each section of the "*SLO Process Template 10.0*" and the "*Help Desk*" definitions.
2. Complete the SLO Process Template **AND** Applicable Performance Measures.

Helpful Tools

Participants may wish to reference the following:

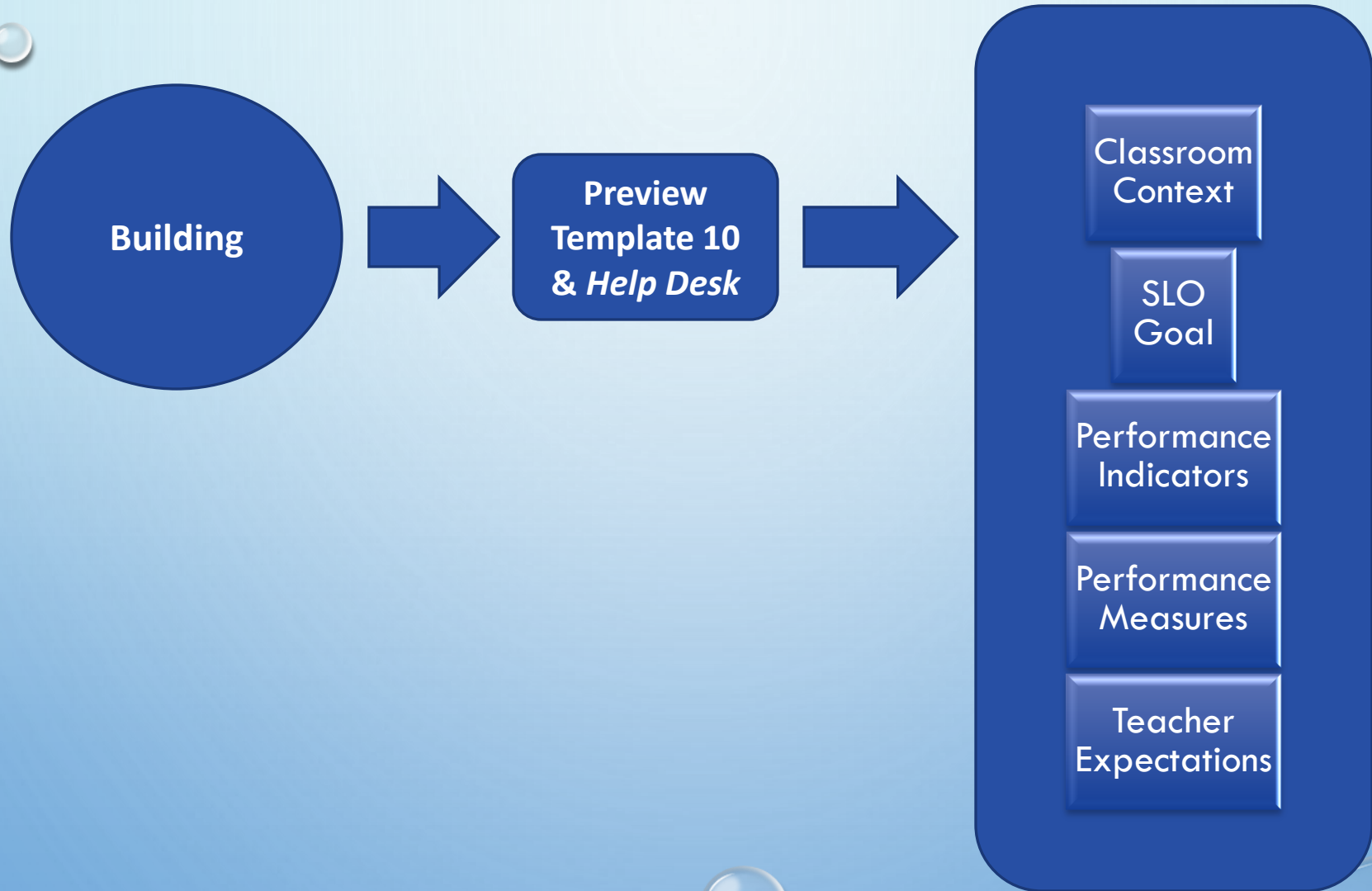
Guides

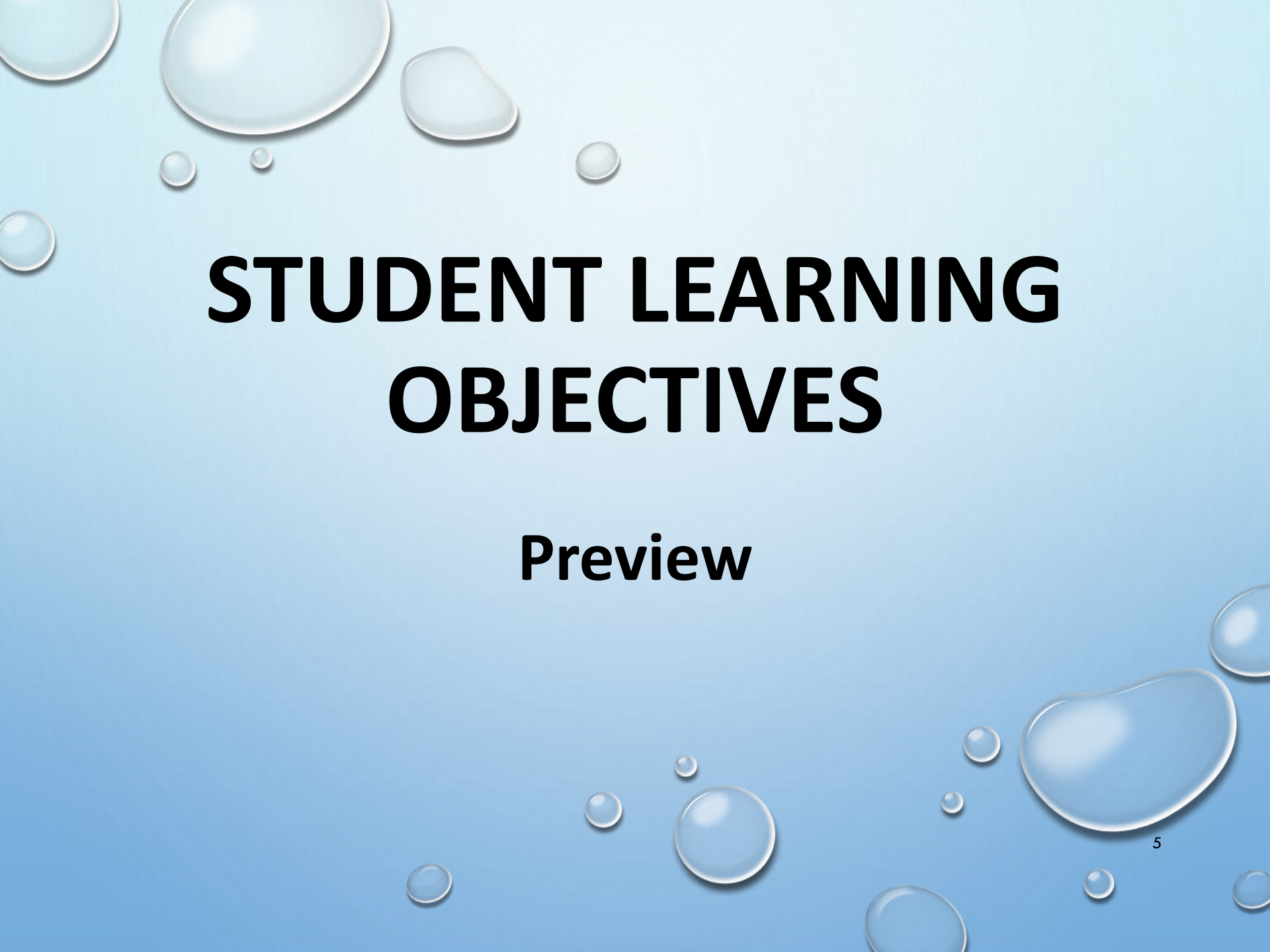
- Model #1- Grade 8 Art
- Model #2- Grade 3 Physical Education

Templates

- Template #4- SLO Process Template 10.0
- Template #5- Performance Task Framework

Outline of the Build Module



The background is a light blue gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance.

STUDENT LEARNING OBJECTIVES

Preview

Preview

SLO Process Template 10.0

- 1. Examine each of the five (5) sections**
 - A. What information is needed?
 - B. Who is the SLO based upon?

- 2. Read the “Business Rules” found in the “*Help Desk*” document.**
 - A. Definitions
 - B. Examples

SLO Process Template

SLO Process Template

Model #1: Grade 8 Art

Model #2: Grade 3 Physical Education

SLO Models, including the Performance Measures, were developed by PA educators.

SLO Models are demonstrations, NOT exemplars.

Section 1: Classroom Context

General Description

- Contains demographic information about the educational setting
- Articulates the course, grade(s), and students the SLO is based on
- Provides class size, frequency, and duration data

Section 1: Classroom Context

Element	Definition
1a. Name	Educator's full name
1b. School	Name of school(s) to which the educator is assigned during the current year.
1c. District	Name of district to which the educator is assigned during the current year.
1d. Class/Course Title	Name of the class/course upon which the SLO is based.
1e. Grade Level	Grade level(s) for those students included within class/course identified in Element 1d.
1f. Total # of Students	Aggregate number of students (estimated, across multiple sections) for which data will be collected and applied to this SLO.
1g. Typical Class Size	The "average" number of students in a single session of the class/course identified in Element 1d.
1h. Class Frequency	The frequency and time frame in which the class/course identified in Element 1d is delivered.
1i. Typical Class Duration	The average number of minutes allocated to deliver a "session" of the class/course identified in Element 1d.

Section 2: SLO Goal

General Description

- Contains a statement about the “enduring understanding” or “big idea”
- Provides the specific PA standards associated with the goal
- Articulates a rationale about the Goal Statement

Section 2: SLO Goal

Element	Definition
2a. Goal Statement	Narrative articulating the “big idea” upon which the SLO is based.
2b. PA Standards	References the PA Standards that align with the Goal Statement. Numeric references to PA Standards are found at: http://www.pdesas.org/standard/views References additional professional organization standards that align to the Goal Statement.
2c. Rationale	Narrative providing reasons why the Goal Statement and the aligned standards address important learning for the class/course.

Section 3: Performance Indicators

General Description

- Articulates targets for each Performance Measure
- Includes all students in the identified SLO group
- May include a focused student group
- Affords opportunity to link and/or weight indicators

Section 3: Performance Indicators

Element	Definition
<p>3a. Performance Indicator (PI) Targets: All Student Group</p> <p>(5 entry spaces are provided, but 5 are not required)</p>	<p>A description of the expected level of achievement for each student in the SLO population (as defined in Element 1f) based on the scoring tool(s) used for each Performance Measure (as listed in Element 4a).</p>
<p>3b. Performance Indicator (PI) Targets: Focused Student Group (optional)</p> <p>(5 entry spaces are provided, but 5 are not required)</p>	<p>A description of the expected level of achievement for each student in a <u>subset</u> of the SLO population (as defined in Element 1F) based on the scoring tool(s) used for each Performance Measure (as listed in Element 4a).</p> <p>Subset populations can be identified through prior student achievement data or through content-specific pre-test data.</p>
<p>3c. PI Linked (optional)</p>	<p>A description of any Performance Measures for which a student must meet a specific achievement level in order to meet achievement levels on additional Performance Measures.</p>
<p>3d. PI Weighting (optional)</p>	<p>An assignment of proportional values among PIs prior to aggregation and application to Section 5. Weighting can be applied when there is more than one Performance Indicator.</p>

Section 4: Performance Measures

General Description

- Identifies all performance measures, including name, purpose, type, and metric
- Articulates the administration and scoring details, including the reporting

Note: Section 4 is based upon high-quality performance measures aligned to the targeted content standards (see *Assessment Literacy Series-ALS* materials)

Section 4: Performance Measures

Element	Definition
4a. Name (5 entry spaces are provided throughout Section 4, but 5 are not required)	List the name of each Performance Measure for which a Performance Indicator is established in Section 3a.
4b. Type	Identify the type(s) of Performance Measure(s) listed in 4a. From the given list, select all types that are applicable.
4c. Purpose	The purpose statement for each Performance Measure that addresses who, what, why.
4d. Metric	The metric used by the Performance Measure to evaluate the Performance Indicator.
4e. Administration Frequency	The timeframe during the school year that the Performance Measures are administered to students. For Performance Measures administered more than one time, the frequency (e.g., quarterly) is annotated.
4f. Adaptation / Accommodations	Identifies and lists any <u>unique adaptations</u> or <u>special accommodations</u> needed for IEP, ELL, Gifted IEP, or Others to complete the tasks within each Performance Measure.

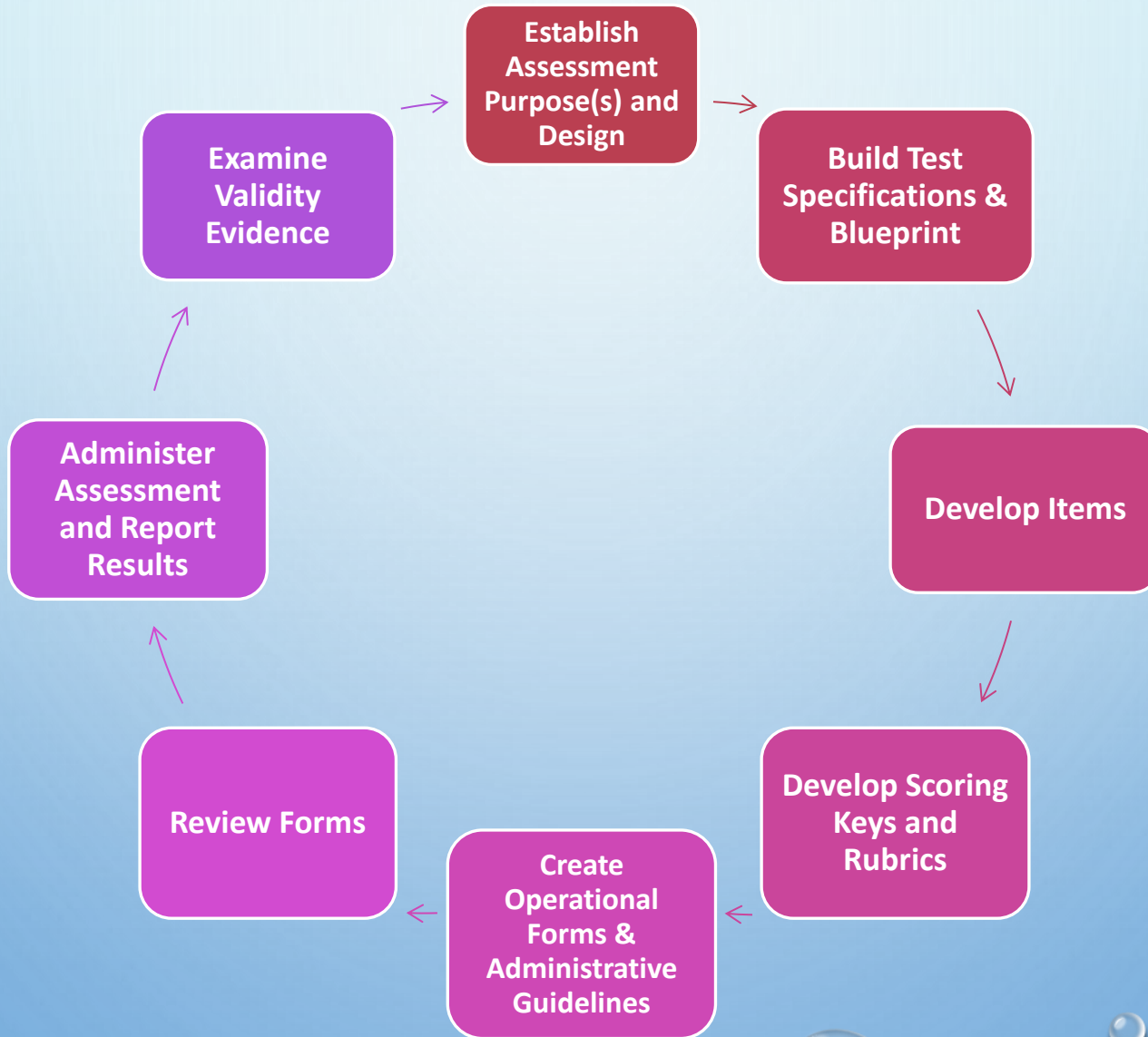
Section 4: Performance Measures

Element	Definition
4g. Resources/Equipment	Identifies any unique resources, including equipment and personnel, associated with each Performance Measure.
4h. Scoring Tools	<p>Identifies the scoring “tools” for each Performance Measure</p> <p>For objective measures, scoring keys and SCR/ECR (Short Constructed Response/Extended Constructive Response) rubrics are identified. For subjective measures, the name of each scoring rubric and accompanying guidelines are listed.</p>
4i. Administration & Scoring Personnel	<p>Identifies two key individuals: the person administering the Performance Measure(s) and the person scoring.</p> <p>This is particularly important for subjective measures in which the subject matter expert is both administrator and scorer.</p>
4j. Performance Reporting	Identifies the manner by which student performance on the Performance Measures will be communicated to others (as appropriate). The “Summary” selection is provided to describe student achievement for linked and/or weighted Performance Measures.
4g. Resources/Equipment	Identifies any unique resources, including equipment and personnel, associated with each Performance Measure.
4h. Scoring Tools	<p>Identifies the scoring “tools” for each Performance Measure</p> <p>For objective measures, scoring keys and SCR/ECR (Short Constructed Response/Extended Constructive Response) rubrics are identified. For subjective measures, the name of each scoring rubric and accompanying guidelines are listed.</p>

What is “Assessment Literacy”?

The technical and operational understanding of the assessment “life cycle”, including the critical examination of statistic evidence.

Assessment Life Cycle



Principles of Well-Developed Measures

Measures must:

- Be built to achieve the designed purpose
- Produce results that are used for the intended purpose
- Align to targeted content standards
- Contain a balance between depth and breadth of targeted content
- Be standardized, rigorous, and fair
- Be sensitive to testing time and objectivity
- Have score validity and reliability evidence

Overview of the ALS Process

The ALS training contains six (6) modularized components within three phases-

- **Design**

1. M1- Design & Purpose Statement
2. M2- Test Specifications & Blueprints

- **Build**

3. M3- Item Specifications
4. M4- Scoring Keys & Rubrics
5. M5- Operational Forms & Administrative Guidelines

- **Review**

6. M6- Quality Assurance & Form Reviews

ALS Process Components

Purpose Statement

- Explain why the measures are made, what they will measure, and how the results will be used.

Targeted Standards

- Select content standards associated with the Performance Measure.

ALS Process Components

Test Specifications and Blueprints

- Outline the types of items being used, point values, and depth of knowledge (DoK) distribution.
- Guide item development by focusing items/tasks on discrete aspects of the content standards.

Item/Task Specifications

- Articulate the type and characteristics of items/tasks that align to the test specifications and blueprints.

ALS Process Components

Scoring Keys & Rubrics

- Provide answers for multiple choice items and detailed scoring rubrics for constructed response tasks.

Operational Forms

- Organize and sequence items/tasks within an outlined format that includes item tags (to uniquely identify each item/task) and directions to the test-taker.

ALS Process Components

Administrative Guidelines

- Provide detailed instructions on how to prepare, administer, and collect results.

Quality Assurance & Form Reviews

- Evaluate all operational forms, scoring keys/rubrics, and guidelines to ensure pre-established quality expectations have been met.
- Determine the overall rigor and alignment at the item/task-level and for the overall operational form.

Section 5: Teacher Expectations

General Description

- Identifies each level (*Failing, Needs Improvement, Proficient, Distinguished*) students (in the aggregate) are meeting the Performance Indicator targets.
- Selects the overall SLO rating.

Section 5: Teacher Expectations (cont.)

Independent Performance Indicators

- Example with SLO based on 100 students in **each** indicator

	PI #1 Jumping	PI #2 Hopping	PI #3 Sprinting
Meet Expectations	25	50	75
Total Number of Students	100	100	100

- The sum of all students meeting expectations (25 + 50 + 75)
- The sum of all students (100 + 100 + 100)

Resultant: (150/300 = .50 or 50%)

Section 5: Teacher Expectations

Element	Definition
<p>5a. Level</p>	<p>Four levels of projected performance regarding the PI, reflecting a continuum established by the educator prior to the evaluation period.</p> <p>Each performance level (i.e., Failing, Needs Improvement, Proficient, and Distinguished) is populated with a percentage range such that 0% to 100% meeting expectations is distributed among the levels.</p>
<p>5b. Elective Rating</p>	<p>Given the actual performance regarding the PI, the principal or evaluator identifies one of four performance levels.</p> <p>This section is not completed until after performance data are collected, reviewed, and evaluated against each Performance Indicator, and in the aggregate, against 5a criteria.</p>
<p>Notes/ Explanation</p>	<p>Provides space for the educator to articulate influences, factors, and other conditions associated with the assigned rating as well as to reflect on purposeful review of the data.</p> <p>This section is not completed until after performance data are collected, reviewed, and evaluated against each Performance Indicator, and in the aggregate, against 5a criteria.</p>

Summary & Next Steps

Summary

Module 2: Building SLOs

- Given a “Goal Statement”, the participants are able to develop an SLO with applicable Performance Measures.

Next Steps

Module 3: Reviewing SLOs

- Given a drafted SLO, including applicable Performance Measures, conduct an extensive quality review.