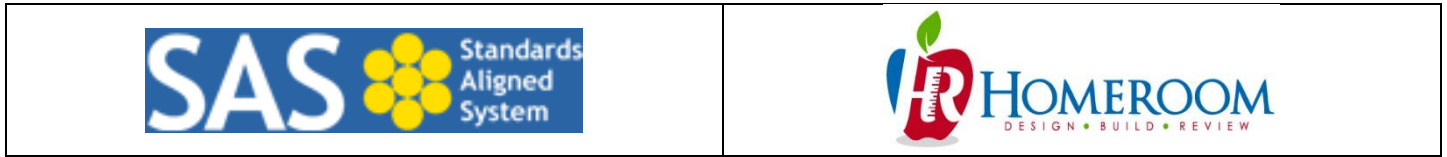


## Help Desk: Section 1

This page provides detailed guidance to Section 1 of the Pennsylvania Department of Education’s SLO Process Template 10. Additional information can be found on-line at:



Element	Definition	Format	Example
<b>1a. Name</b>	Educator’s full name	First, MI, Last	Juan L. Rodríguez
<b>1b. School</b>	Name of school(s) to which the educator is assigned during the current year.	Full Name(s)	Dunham High School Dunham Elementary School
<b>1c. District</b>	Name of district to which the educator is assigned during the current year	Full Name	Dunham Area SD
<b>1d. Class/Course Title</b>	Name of the class/course upon which the SLO is based.	Full Name(s)	Physical Education Algebra II Art ELA (Writing) Math (Measurement)
<b>1e. Grade Level</b>	Grade level(s) for those students included within class/course identified in Element 1d.	Numeric values/Text	11 (Single Grade) 3, 5, 7 (Multiple Grades) K (Kindergarten) Pre-K 4 (4 year old students)
<b>1f. Total # of Students</b>	Aggregate number of students (estimated, across multiple sections) for which data will be collected and applied to this SLO.	Numeric values only	25(Single class/section) 120 (Multiple classes/sections)
<b>1g. Typical Class Size</b>	The “average” number of students in a single session of the class/course identified in Element 1d.	Numeric values only	4 20 80
<b>1h. Class Frequency</b>	The frequency and time frame in which the class/course identified in Element 1d is delivered.	Numeric and text values for each unique class/course:  <u>(# of sessions) per (week, 6 day cycle) for (year, semester, 35 day rotation) equaling a total of (#) sessions</u>	5 sessions per week for one year equaling a total of 180 sessions.  3 sessions per 6 day cycle for one semester equaling a total of 45 sessions.
<b>1i. Typical Class Duration</b>	The average number of minutes allocated to deliver a “session” of the class/course identified in Element 1d.	Numeric values only	120 (content area taught within a day-long self-contained classroom) 45 (typical secondary course delivery model)

## *Help Desk: Section 2*

This page provides detailed guidance to Section 2 of the Pennsylvania Department of Education’s SLO Process Template 10

Element	Definition	Format	Example
<b>2a. Goal Statement</b>	Narrative articulating the “big idea” upon which the SLO is based.	Text narrative	<p>(Foreign Language) Demonstrate effective communication in the target language by speaking and listening; writing; and reading.</p> <p>(Physics) Demonstrate understanding of the concepts of force, the conservation of energy, and the conservation of momentum by explaining the motion of different moving objects.</p>
<b>2b. PA Standards</b>	<p>References the PA Standards that align with the Goal Statement. Numeric references to PA Standards are found at: <a href="http://www.pdesas.org/standard/views">http://www.pdesas.org/standard/views</a></p> <p>References additional professional organization standards that align to the Goal Statement.</p>	Hyperlinks or Numeric and text values	<p><u>PA Standards</u> 3.2.B Physics Standards 3.2.10.B1 (Hyperlink) <a href="#">9.1.5.A</a> PDE CIP 12.0508 Institutional Food Worker Task Grid tasks 2222, 2224, 2225</p> <p><u>Professional Standards</u> ACTFL 1.1, 1.2, 1.3</p>
<b>2c. Rationale</b>	Narrative providing reasons why the Goal Statement and the aligned Standards address important learning for this class/course.	Text narrative	<p>(Foreign Language) Speaking, reading, and writing are integral to second language learning, as they demonstrate the ability to communicate in the target language.</p> <p>(Physics) PA Academic Standards for Science and Technology and Engineering Education identify the concepts of force, the conservation of energy, and the conservation of momentum as big ideas in physics. The concepts of force, the conservation of energy, and the conservation of momentum form the basis of classical physics and are often applied in engineering and other related disciplines.</p>

## Help Desk: Section 3

This page provides detailed guidance to Section 3 of the Pennsylvania Department of Education’s SLO Process Template 10.

Element	Definition	Format	Example								
<p><b>3a. Performance Indicator (PI) Targets: All Student Group</b></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>For each Performance Measure, 2 items are required:</p> <p>(1) <u>Performance Measure Name</u></p> <p>(2) Narrative text</p>	<p><i>Physics</i></p> <p>(1) <u>Roller Coaster Energy Project</u></p> <p>(2) Students will achieve 6 out of 9 using the roller coaster project rubric.</p> <p><i>US History</i></p> <p>(1) <u>US History Final Exam</u></p> <p>(2) Students will achieve an 85% or higher on the final exam.</p> <p><i>5<sup>th</sup> Grade ELA</i></p> <p>(1) <u>DRA</u></p> <p>(2) Using the DRA text gradient chart, students will demonstrate one year of reading growth.</p>								
<p><b>3b. Performance Indicator (PI) Targets: Focused Student Group (optional)</b></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>For each Performance Measure, 3 items are required:</p> <p>(1) Description of the subset population</p> <p>(2) <u>Performance Measure Name</u></p> <p>(3) Narrative text</p>	<p><i>World Language</i></p> <p>(1) IEP students and students who have a basic or below-basic reading ability as evidenced by PSSA scores in ELA:</p> <p>(2) <u>Speaking Assessment</u></p> <p>(3) To achieve Basic or above in 2 out of 4 rubric criteria</p> <p><i>5<sup>th</sup> Grade ELA</i></p> <p>(1) Student who score Below Basic (<math>\leq 45\%</math>) on the Beginning of the Year Benchmark Assessment</p> <p>(2) <u>Study Island</u></p> <p>(3) Minimum 30% increase shown on the End of Year Benchmark Assessment.</p>								
<p><b>3c. PI Linked (optional)</b></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>Narrative Text</p>	<p><i>Family and Consumer Science</i></p> <p>Students must meet the Performance Indicator on the <u>Food Safety and Sanitation Test</u> prior to beginning the <u>Kitchen Competency Task</u>.</p>								
<p><b>3d. PI Weighting (optional)</b></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>	<p>Numeric values represented by either percentages or proportions</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #cccccc;">PI</th> <th style="background-color: #cccccc;">Weight</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>20%</td> </tr> <tr> <td>#2</td> <td>40%</td> </tr> <tr> <td>#3</td> <td>40%</td> </tr> </tbody> </table>	PI	Weight	#1	20%	#2	40%	#3	40%
PI	Weight										
#1	20%										
#2	40%										
#3	40%										

## Help Desk: Section 4

This page provides detailed guidance to Section 4 of the Pennsylvania Department of Education's SLO Process Template 10.

Element	Definition	Format	Example
<b>4a. Name</b>  (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.	Narrative text	<i>HS Choir</i> <u>Individual Vocal Assessment Task</u>  <i>Physics</i> <u>Force Concept Inventory</u>
<b>4b. Type</b>	Identify the type(s) of Performance Measure(s) listed in 4a. From the given list, select all types that are applicable.	Select box <input checked="" type="checkbox"/> (Multiple boxes can be selected to describe a single Performance Measure)	<input checked="" type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input checked="" type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other
<b>4c. Purpose</b>	The purpose statement for each Performance Measure that addresses who, what, why.	Narrative text	<i>Physics</i> <u>Force Concept</u> To measure student understanding of fundamental concepts in Newtonian mechanics.  <i>3<sup>rd</sup> Grade Math</i> <u>Measurement Data Project</u> The data project is intended to measure student proficiency of using appropriate tools to collect and interpret data.
<b>4d. Metric</b>	The metric used by the Performance Measure to evaluate the Performance Indicator.	Select box <input checked="" type="checkbox"/> (Select only one box)	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input checked="" type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery
<b>4e. Administration Frequency</b>	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.	Narrative text	<i>World Language</i> <u>Speaking Assessment</u> : during the last quarter of the instructional period  <i>Physics</i> <u>PM #1: Force Concept Inventory</u> Prior to the start of the unit on forces and at the end of the unit on forces.
<b>4f. Adaptation / Accommodations</b>	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.	Select all boxes that apply <input checked="" type="checkbox"/>  Provide Narrative	<input type="checkbox"/> IEP  <input type="checkbox"/> ELL  <input type="checkbox"/> Gifted  <input type="checkbox"/> Other

Element	Definition	Format	Example
<b>4g. Resources / Equipment</b>	Identifies any unique resources, including equipment and personnel, associated with each Performance Measure.	Narrative text	Open space suitable for theatrical performance  Access to books, journals, and online resources for research, scripts, and theatrical text.  School district purchase of materials is required.
<b>4h. Scoring Tools</b>	Identifies the scoring “tools” for each Performance Measure.  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.	Narrative text	<i>HS Choir</i> <u>Individual Vocal Assessment Task Rubric</u>  <i>Physics</i> <u>Force Concept Inventory Scoring Key</u>  <i>Family &amp; Consumer Science</i> <u>Meal Planning Task Checklist</u>
<b>4i. Administration &amp; Scoring Personnel</b>	Identifies two key individuals: the person administering the Performance Measure(s) and the person scoring.  This is particularly important for subjective measures in which the subject matter expert is both administrator and scorer.	Narrative text	<i>Physics</i> <u>Roller Coaster Energy Project</u> Can be administered and scored by a Certified Physics Teacher  <i>HS Choir</i> <u>Individual Vocal Assessment Task</u> Can be administered by the student and scored by a Certified equivalent Choral Music professional
<b>4j. Performance Reporting</b>	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.	Narrative text	<i>World Language</i> <u>Speaking Assessment:</u> Summary report of students who met the performance indicator  <i>HS Choir</i> <u>Individual Sight Singing Task</u> Summary list of students who achieve the performance indicator.

## Help Desk: Section 5

This page provides detailed guidance to Section 5 of the Pennsylvania Department of Education’s SLO Process Template 10.

Element	Definition	Format	Example			
<b>5a. Level</b>	Four levels of projected performance regarding the PI, reflecting a continuum established by the educator prior to the evaluation period. Each performance level (i.e., <i>Failing</i> , <i>Needs Improvement</i> , <i>Proficient</i> , and <i>Distinguished</i> ) is populated with a percentage range such that 0% to 100% meeting expectations is distributed among the levels.	Numeric values only	<p style="text-align: center;"><u><i>Failing</i></u></p> 0% to 69% of students will meet the PI targets.	<p style="text-align: center;"><u><i>Needs Improvement</i></u></p> 70% to 79% of students will meet the PI targets.	<p style="text-align: center;"><u><i>Proficient</i></u></p> 80% to 94% of students will meet the PI targets.	<p style="text-align: center;"><u><i>Distinguished</i></u></p> 95% to 100% of students will meet the PI targets.
Once the SLO is completed through Element 5a, the SLO can be signed and implemented. Elements 5b is not to be completed until <b>after</b> performance data are collected, reviewed, evaluated and reported.						
<b>5b. Elective Rating</b>	Given the actual performance regarding the PI, the principal or evaluator identifies one of four performance levels.  This section is not completed until <b>after</b> performance data are collected, reviewed, and evaluated against each Performance Indicator, and in the aggregate, against 5a criteria.	Select only one box <input type="checkbox"/>	<input type="checkbox"/> Distinguished (3) <input checked="" type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)			
<b>Notes/ Explanation</b>	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.  This section is not completed until <b>after</b> performance data are collected, reviewed, and evaluated against each Performance Indicator, and in the aggregate, against 5a criteria.	Narrative text	Suggested Topics for Comment: <ol style="list-style-type: none"> <li>1. Description of the anticipated outcomes vs. the actual outcome</li> <li>2. In-depth Analysis of the data that will provide goals for future implementation and improvement of student achievement through this SLO.</li> <li>3. Recommendations as to how analysis of the achievement data will inform future teaching practice as defined by Danielson’s Framework for Teaching.</li> <li>4. Recommendations for further SLO development to support student achievement of standards in this class/course/content area.</li> </ol>			