ROLES & RESPONSIBILITIES

SLO PROCESS

IMPLEMENTATION TIMELINE

WHAT ARE SLOs?

STUDENT LEARNING OBJECTIVES

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Developing Assessments . . . . . . . . . . . . . 7

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| --- | --- |
| **SEPTEMBER** | * **Task #1: SLO Assignment [p.6]**   Using the SLO Rules at a Glance [p6], teachers will determine or be assigned the SLO(s) they will use for the State and/or Local 20%. |
| * **Task #2: Develop Pre-Assessment [p.9]**   In order to implement SLOs, teachers will need to give a pre-assessment at the beginning of the year to identify student strengths and weaknesses. In this first year of implementation, districts will need to develop pre-assessments for each course that will need a SLO. The pre-assessment should test students' knowledge and skill level with regard to the most important learning - the priority topics. |
| * **Proctor and Score Pre-Assessments**   Once the pre-assessments have been developed and/or approved by the district, the pre-assessments will be proctored and scored. Generally, this will occur late September or early October |
| **OCTOBER** | * **Verify Student Rosters - BEDS Day**   On October 3, 2012, BEDS Day rosters are populated. Teachers should verify their student rosters to ensure that they are accurate. These are the official rosters used for developing SLOs. |
| * **Task #3: Analyze the Pre-Assessment [p.12]**   Using the baseline data obtained from the pre-assessment, as well as other quantitative and qualitative data sources, teachers will analyze data to determine students strengths and weaknesses. |
| * **Task #4: Set SLO Targets [p.16]**   Teachers will choose the appropriate target type and differentiation based on the results of the pre-assessment analysis. |
| * **Task #5: Write the SLO [p.22]**   During the last two weeks of October, teachers will collaborate on completing the SLO template. |
| **NOVEMBER** | * **Submit SLO for Review & Approval**   During the first weeks of November, teachers will submit SLOs to building- and/or district-level administrators for review and approval. |

SLO Timeline Checklist

The following SLO Timeline Checklist is suggested for successful implementation:

WHAT ARE SLOs?

**WHAT IS A STUDENT LEARNING OBJECTIVE?**

A **Student Learning Objective (SLO)** is an academic **target** based on student performance throughout a course of study. Teachers will set specific and measurable targets for student learning at the start of a course for students to strive to achieve by the end. The target represents the most important learning for the year (or semester, term where applicable) as defined within state or national standards for learning.

**WHY WRITE A STUDENT LEARNING OBJECTIVE?**

The New York State Board of Regents has committed to the transformation of the teacher and principal evaluation system. As a result, it has enacted legislation (Education Law 3012-c) to prepare, support, and evaluate educators across the state using the same rigorous and comparable measures. Within the new system, the law specifies that student performance on assessments will comprise 40% of teacher and principal evaluations - 20% based on a student growth measure provided by the State or SLO process, and the other 20% based on student growth or achievement on an assessment determined at the district level.

Teachers of 4 - 8th grade ELA and math courses will receive a **State Provided Growth Measure**. For those teachers where no state measure is provided, they will be required to develop a Student Learning Objective (SLO) and their scores will be based upon the degree to which their goals were attained.

**WHAT ARE THE BENEFITS OF STUDENT LEARNING OBJECTIVE?**

The process of setting Student Learning Objectives (SLOs) encourage educators to focus and align instruction with school, district, state, and national initiatives for improving student achievement. There is evidence that setting rigorous and ambitious learning goals, combined with the purposeful use of data through both formal (pre- and post-assessments) and informal (formative/interim) assessments, leads to higher academic performance by students.

Looking at promising practices in districts and states across the country implementing Race to the Top initiatives, New York State has adopted a similar goal setting process tailored to meet the specific requirements of the evaluation system. The State expects that the data driven practice will have significant instructional benefits by encouraging teachers to be systematic and strategic in their instructional decisions, thus leading to improved teacher and student performance.

- adapted from the New York State Education Department Student Learning Objective Guidance Document. <http://engageny.org/wp-content/uploads/2012/03/slo-guidance.pdf>

**WHAT ARE NYSED's REQUIREMENTS FOR TEACHER EVALUATION?**

The Annual Professional Performance Review (APPR) requires teachers to be evaluated based on the following three components:

1. student growth on state assessments or comparable measures;

2. student growth or achievement on local assessments; *and*

3. other measures of effectiveness, such as classroom observation.

Teachers will now receive a final score out of 100, also known as a **composite score**, based on points earned from the three categories described above. Teachers can earn up to 20 points based on student growth on state assessments or comparable measures, and another 20 points based on student growth or achievement on local assessments. The final 60 points are based on the district's teacher evaluation system, which includes classroom observation and other measures negotiated at the district-level with the collective bargaining team.

**60**

**20**

**LOCAL**

**20**

**'OTHER'**

**STATE**

**COMPOSITE SCORE**

Multiple measures of effectiveness aligned to a rubric and defined as the teacher evaluation system (observations, etc)

Student growth on state assessments or a comparable measure of student growth

Locally-selected measures of student achievement that are determined to be rigorous and comparable

**100**

**Student Learning Objectives**

**WHO NEEDS A STUDENT LEARNING OBJECTIVE?**

The **State Student Learning Objective** or **SLO** is a comparable measure for those teachers who will not receive a State Provided Growth Measure.

The NYSED APPR Guidance Document defines the Student Learning Objective requirements as:

*For teachers who have SLOs, if any course/section has State-provided growth measures, at least one SLO must use it (for example, a teacher with one section of 7th grade Math and 4 sections of 7th grade Science must have an SLO associated with the State-provided growth measure for Math). SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered. If any of the largest courses has a State assessment, but does not have a State-provided growth measure, the State assessment must be used as evidence in the SLO.*

The following list outlines the global rules for identifying who will receive a State Provided Growth Score and who needs a Student Learning Objectives. For more information and for special situations, review the **NYSED SLO Guidance Document**.

**RULES AT-A-GLANCE**

|  |
| --- |
| * If you teach **4th - 8th grade ELA** and/or **math**, and **OVER 50%** of your total number of students take the NYS ELA and/or math assessment(s), you will receive a State Provided Growth Score from the State. You do **NOT** need a SLO. *[Teacher who teach BOTH ELA and math will receive one overall score, an average of ELA and math, from the State]* |
| * If you teach 4th - 8th grade ELA and/or math, but **less than 50%** of your total number of students take the NYS ELA and/or math assessment(s), you will still receive a State Provided Growth Score from the state, but you must also write a SLO until over 50% of students are covered. |
| * **All other teachers will be required to complete a Student Learning Objective (SLO) until over 50% of the students are covered.** |
| * When deciding which courses will be covered by SLO(s), you must start with the course(s) with the largest number of students. |
| * Courses that culminate in the EXACT SAME summative assessment must be combined on ONE SLO. [*For example, 3 sections of 9th Grade English are considered to be 1 SLO. Courses with different assessments may NOT be combined, a different SLO must be written for each]* |
| * If you are writing a SLO for a course that has a state assessment *(i.e. Regents, 3rd grade, 5th and 8th science)*, you MUST use the state assessment as the post assessment under the evidence section of the SLO. |

TASK #1: SLO Assignment

**Teacher Worksheet**

**COMPLETE SECTION 1**

**STEP #1: List the courses in your current teaching assignment**

Elementary will need to list out the courses that they teach and calculate the total number of students. [note: For common branch teachers, NYSED rules state that they must write a SLO for both ELA and math. For special are teachers, they need to apply the 50% rule to determine their SLOs.]

Common Branch - K-3 Specials Teacher - Art

ELA K Art = 98 students

total students

= 405 students

1 class =

24 students

Math 1 Art = 102 students

Science 2 Art = 110 students

Social Studies 3 Art = 95 students

On the other hand, a middle or high school teacher's teaching schedule may be a bit more complicated because of the diversity of courses.

Living Environment 9 - A 18 students

LE Lab 14 students

total students

= 100 students

Living Environment 9 - B 21 students

Living Environment 9 - C 22 students

Environmental Science 25 students

**STEP #2: Arrange your courses based on the number of student enrollments**

For teachers who teach the same subject across grade levels, they will arrange their courses by grade level from largest to smallest. With the high school example, the teacher must first group 'like classes', which will be considered as one course because they end in the same post assessment.

Specials Teacher - Art HS Science Teacher

2 Art = 110 students LE 9 - C = 22 students

total students

= 61 students

total students

= 405 students

1 Art = 102 students LE 9 - B = 21 students

K Art = 98 students LE 9 - A = 18 students

3 Art = 95 students Environment Science = 25 students

LE Lab = 14 students

**STEP #3: Apply NYSED SLO rules (i.e. 50% rule) and select courses for SLO(s)**

Once the courses have been defined, the teacher will select courses from the top of the list until at least 51% of their total students are included in a SLO.

Specials Teacher - Art HS Science Teacher

This teacher will write 1 SLOs

SLO #1 = Living Environment,

which will include all 3 sections

This teacher will write 2 SLOs

SLO #1 = Gr. 2 Art

SLO #2 = Gr. 1 Art

SLO PROCESS: Developing Assessments

**WHAT TYPES OF ASSESSMENTS MUST BE USED FOR SETTING SLOs?**

The SLO template and target setting process is grounded by the assessment. Each SLO must use a least one source of evidence, but multiple sources are allowed. There will be two different scenarios for assessments based on the type of course

1. **Courses ending in a state assessment** - if a course ends in a state assessment, including Regents examination or equivalents, NYSED mandated assessments (3rd grade ELA or math), the SLO must be used as evidence.
2. **Courses without a state assessment** - if a course does not end in a state assessment, district must use one of three state-determined assessment options:
   * 3rd Party Vendor
   * Regional- or BOCES-developed Assessment
   * District-developed Assessment

**COURSES with STATE ASSESSMENT COURSES without STATE ASSESSMENT**

K - 2 ELA and math

5-7 Science

5-8 Social Studies

Art

Technology

FACS

Library Services

Physical Education

Health

HS Electives

AP Courses [AP Assessment is considered a 3rd party vendor]

OTHER:

3rd grade ELA and math

4th grade Science

8th grade Science

Living Environment Regents

Earth Science Regents

Chemistry Regents

Physics Regents

Global Studies

US History & Government

Comprehensive English

Integrated Algebra

Geometry

Algebra 2/Trigonometry

**WHAT ARE THE CONSIDERATIONS FOR ASSESSMENTS?**

**WHO:** For the majority of teachers developing a SLO, assessment development of some kind will be required whether it is for the end-of-year assessment or a pre-assessment. In order to ensure comparability, district-based teams will be responsible for creating district-wide pre-assessments, as well as summative assessments for those courses without state assessments.

**WHAT:** Districts must ensure that assessments are rigorous and comparable. According to the APPR Guidance Document, NYSED defines *rigorous* as 'locally-selected measures aligned to the New York State Learning Standards or, in instances where there are no such learning standards that apply to a subject/grade level, evidence of alignment to research-based learning standards and, to the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing'. *Locally-comparable* refers to the comparability across classrooms, which means that 'the same locally-selected measures of student growth are used across all classrooms in the same grade/subject in the district or BOCES'.

**HOW:** In order to develop quality pre- and post-assessments for use in the SLO process, district-, building-level administrators, and teachers should reflect on the following topics and questions:

I. Identification of the LEARNING CONTENT

* What district expectations are in place for choosing SLO learning content?
* What is the source of standards for the content area? Where do the Common Core Learning Standards fit in?
* Does the selected learning content represent the entire course's content or only a part of it? Is this comparable across grade levels and subjects?

II. Identification of PRIORITY STANDARDS, CONTENT or SKILLS

* Which learning standards will be prioritized based on district/school initiatives and needs?
* If a state assessment, what data trends can be found regarding the number of times specific standards are assessed on past exams?

III. Design of the ASSESSMENT CONSTRUCT

* Which assessment structures - length of test, question types, etc. - are appropriate for the grade level and content area?
* What level of parallelism is required between the pre- and summative assessment?

IV. Creation of the PRE- and/or POST-ASSESSMENT

* What resources, technologies and content (reading passages, graphs, illustrations), will be used to develop the assessment?
* What scoring resources must be developed?
* Are there specific requirements for administering the assessment, such as modifications or equipment setup?

V. Develop ASSESSMENT PROTOCOLS [District-Determined]

* What procedures are in place for submitting assessments for review and approval?
* What policies and procedures are in place for proctoring assessments? Has an assessment calendar been put in place?
* What policies and procedures are in place to score and store assessments securely?

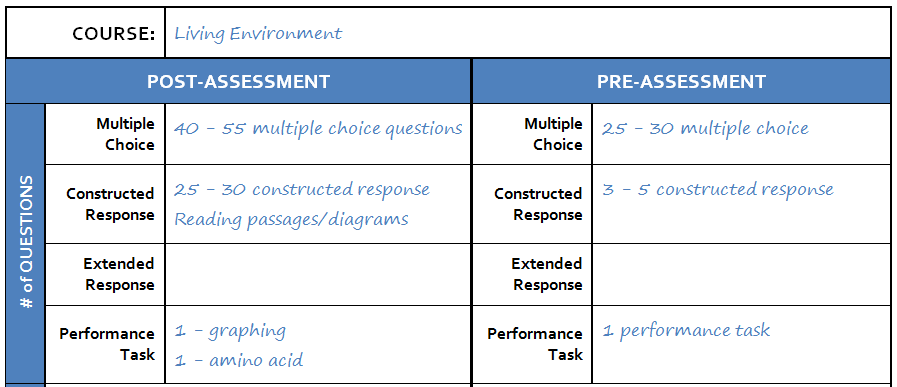
TASK #2: Develop the Pre-Assessment

**Teacher Worksheet**

**COMPLETE SECTION 2**

**STEP #1: Develop an Assessment Construct**

Teachers responsible for developing a SLO for the same course should collaborate to determine the assessment constructs for the pre- and/or post-assessments, where applicable. Teachers should begin their conversation with the end in mind, or the post-assessment specifics. Teachers should reflect on either the construct of the State assessment, or come to consensus on an end-of-year exam. Next, teachers will be able to make decisions about a pre-assessment that aligns to the post, but a shorter version.



**STEP #2: Develop a Priority Topics Consensus Map**

**A) Identify 8-10 Priority Topics and/or Standards**

Using instructional documents, such as class syllabus, curriculum maps, and your professional judgment, identify between 8 - 10 priority topics that students must master in order to successfully complete the course. These topics should encompass a large portion of the curriculum, not necessarily the entire curriculum.

**B) Brainstorm 3-5 Content/Skill-Based Performance Tasks**

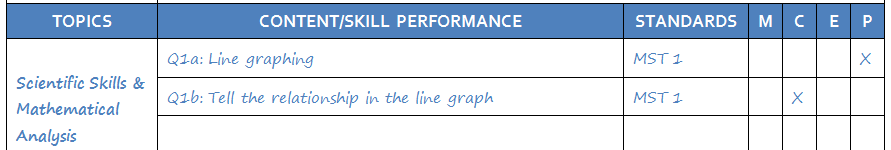
For each priority topic, brainstorm between 3 - 5 content/skill based performance tasks that students must master to not only succeed in the course, but become college and career ready. These performance tasks can be based on national and/or NYS Learning Standards, were available. Review **Item Trend Maps** to ensure that selected performance tasks that have

**Endurance**: Life-long knowledge and skills that stand the test of time

**Readiness for the next level of learning**: Ready for success at the next grade level of instruction

**Leverage**: Knowledge and skills necessary for success in multiple content areas and grade levels.

**C) Align to Standards & Identify Question Types**



**STEP #3: Assessment At-A-Glance**

The last step is to compile all of the information into an 'assessment cover sheet' that will be submitted to building- and/or district-level administration to be approved. This will include a breakdown of each question types AND Bloom's Level to ensure that the assessment rigorous and comparable to the end-of-year assessment.

**STEP #4: Develop the Pre-Assessment**

Using the available tools - eDoctrina unsecure bank, Examgen, Castle Learning, CFA, unit tests, exams - create a pre-assessment based on the construct developed.

**STEP #1: ASSESSMENT CONSTRUCT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE:** | | Living Environment | | |
| **POST-ASSESSMENT** | | | **PRE-ASSESSMENT** | |
| **# of QUESTIONS** | **Multiple Choice** | 40 - 55 multiple choice questions | **Multiple Choice** | 25 - 30 multiple choice |
| **Constructed Response** | 25 - 30 constructed response  Reading passages/diagrams | **Constructed Response** | 3 - 5 constructed response |
| **Extended Response** |  | **Extended Response** |  |
| **Performance Task** | 1 - graphing  1 - amino acid | **Performance Task** | 1 performance task |
| **DESCRIPTION** | 4 Parts - A, B-1, B-2, D   * part A = multiple choice --> content * part B-1 = MC --> lab skills * part B-2 = line graphing, CR * part D = MC/CR related to mandatory labs | | 3 sections  1) multiple choice  2) constructed response  3) performance task | |
| **TIME** | 3 hours | | 45 minutes/1 class period | |
| **RESOURCES** | Testing booklet  Scantron | | Pre-Test  Scantron | |
| **SCORING** | * Scantron   **🗸**  **🗸**   * Hand Scoring | | * Scantron   **🗸**  **🗸**   * Hand Scoring | |
| **Accommodations** | na | | 3 students have 504 accommodations | |

**STEP #2: PRIORITY TOPICS CONSENSUS MAP worksheet**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COURSE:** | Living Environment | | | | | |
| **TOPICS** | **CONTENT/SKILL PERFORMANCE** | **STANDARDS** | **M** | **C** | **E** | **P** |
| **Scientific Skills & Mathematical Analysis** | Q1a: Line graphing | MST 1 |  |  |  | X |
| Q1b: Tell the relationship in the line graph | MST 1 |  | X |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Similarities & Differences** | Q2: Define relationships in a food web | 4.1.1 |  | X |  |  |
| Q3: List levels of organization - organelle, cells, tissue.... | 4.1.2 | X |  |  |  |
| Q4: Describe cell structures and functions | 4.1.2 | X |  |  |  |
| Q5: Describe the role of receptor cells | 4.1.2 | X |  |  |  |
|  |  |  |  |  |  |
| **Genetics** | Q7: Identify DNA as coded instructions/hereditary info | 4.2.1 | X |  |  |  |
| Q8: Identify parts of DNA | 4.2.1 | X |  |  |  |
| Q9: CR - reading on genetic engineering | 4.2.2 |  | X |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Evolution** | Q10: Define mutation | 4.3.1 | X |  |  |  |
| Q11: Desceibe the benefits of evolution | 4.3.1 | X |  |  |  |
| Q12: Beaks of finches labelling/diagram | 4.3.1 |  | X |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Reproduction** | Q13: Describe the process of cloning | 4.4.1 | X |  |  |  |
| Q14: Define differentiation | 4.4.1. | X |  |  |  |
| Q15: Compare and contrast mitosis and meiosis | 4.4.1 |  | X |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**STEP #3: ASSESSMENT AT-A-GLANCE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE:** | | Living Environment | | | | | | | | | | | |
| **STANDARDS:** | | | | | | | | | | | | | |
| **LIVING ENVIRONMENT - NYS MST Standards:**  **STANDARD 1:** Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.  **STANDARD 4:** Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science**.**  **Key Idea #1:** Living things are both similar to and different from each other and from nonliving things.  **Key Idea #2:** Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.  **Key Idea #3:** Individual organisms and species change over time.  **Key Idea#4:** The continuity of life is sustained through reproduction and development  **Key Idea #5:** Organisms maintain a dynamic equilibrium that sustains life.  **Key Idea #6:** Plants and animals depend on each other and their physical environment.  **Key Idea #7:** Human decisions and activities have had a profound impact on the physical and living environment.  NOTE: *Priority Standards are highlighted* | | | | | | | | | | | | | |
| **ASSESSMENT CONSTRUCT:** | | | | | | | | | | | | | |
| **TYPE:** | Pre-Assessment | | | | | | | | | **TIME FRAME:** | 45 minutes/1 class period | | |
| **QUESTION TYPES:** | MC: 19 | | | | | CR: 6 | | | | ER: | | | PT: 1 |
| **ASSESSMENT AT-A-GLANCE** | | | | | | | | | | | | | |
| **STANDARDS** | | | **Remembering** | | | | **Understanding** | | | **Applying** | *Total* | **DESCRIPTION** | |
| *Multiple Choice* | | | | *Constructed Response* | | | *Extended Response Performance Task* |
| Easy | Medium | Hard | | Easy | Medium | Hard |
| **Standard 1** | | |  |  |  | |  |  |  | **1 (5pts)** | **1**  **(5pts)** | PT: Graphing | |
| **Standard 4:** Key Idea #1 | | | **1** | **1** | **1** | |  |  | **1 (2pts)** |  | **4**  **(5pts)** | CR: Diagram | |
| **Standard 4:** Key Idea #2 | | | **1** | **1** |  | |  | **1 (2pts)** |  |  | **3**  **(4pts)** | CR: Reading/Genetic Engineering | |
| **Standard 4:** Key Idea #3 | | |  | **1** | **1** | |  | **1 (2pts)** |  |  | **3**  **(4pts)** | CR: Diagram - Beaks Finch | |
| **Standard 4:** Key Idea #4 | | |  | **1** | **1** | |  | **1 (1pts)** |  |  | **3**  **(3pts)** | CR: Compare/Contrast - Mitosis/Meiosis | |
| **Standard 4:** Key Idea #5 | | | **1** | **1** | **1** | | **1 (1pts)** |  |  |  | **4**  **(5pts)** | CR: Diagram - Enzyme | |
| **Standard 4:** Key Idea #6 | | | **2** | **2** | **1** | |  |  |  |  | **5**  **(5pts)** |  | |
| **Standard 4:** Key Idea #7 | | |  | **1** | **1** | |  | **1 (2pts)** |  |  | **3**  **(4pts)** | CR: Reading - Human Impact | |
| **TOTALS:** | | | **5** | **8** | **6** | | **1** | **4** | **1** | **1** | **26 (35pts)** |  | |

SLO PROCESS: Analyzing Pre-Assessment Data

**HOW DO PRE-ASSESSMENT RESULTS HELP DEVELOP TARGETS?**

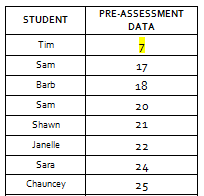
There are many factors that can influence the target setting process. In order to keep this process streamlined, teachers should base their decisions about target based on their analysis of the pre-assessment and/or historical data.

**BEFORE BEGINNING THE DATA ANALYSIS**

Organizing the data before beginning the analysis process, may require a little extra time, but is well worth it. Data teams and/or teachers should organize student data from the pre-assessment into two columns - student name or ID and pre-assessment results. Organize the data in ascending order so the pre-assessment scores are from lowest to highest.

**ANALYZING THE DATA**

The first step in analyzing data, is to look for **outliers** [data points in the set of results that are much bigger or smaller than the next nearest data point]. Teachers should reflect on other data sources to help explain these outliers. These data sources could be qualitative in the sense that they reflect what you know about the student based on past performance and observation. For example, a student who scores a 65% on a pre-assessment may have done well because he or she has already taken the course. This score, if included in a holistic analysis, would skew the results.



This score is considered an outlier because it is at the lowest end of the data set and is considerably lower than the next lowest number (10pt difference).

By calculating the **average** [the result obtained by adding several quantities together and then dividing this total by the number of quantities] teachers will be able to see how the class did as a whole. By calculating the **range** [the difference between the highest and lowest values in the set], teachers can get a sense of the differentiation within the scores. If the range is small, teachers could infer that students are starting from the same place, and choose to create a whole group target. If the range is large, teachers may want to choose a differentiated target to account for student diversity.

Small range (17-25, 8pt range); teacher may choose a whole group target because students are starting from relatively the same place on the learning continuum.

DATA SET #1: 17, 18, 20, 21, 22, 24, 25

Large range (17-49, 32pt range); teacher may want to investigate students at the high and low end of the range to identify if there are other factors that would lead to differentiated targets.

DATA SET #2: 17, 25, 32, 33, 38, 45, 49

In the **Big Picture Analysis**, teachers will draw inferences about the data as a whole. During this phase, teachers should look for trends in the data. If a teacher notices that the data points are clustered within the data range, he or she may want to identify natural breaks, or clusters in the data and consider tiered targets.

DATA SET #1: 17, 18, 20, 21, 22, 24, 24, 28, 28, 29, 29, 43, 44, 45, 47, 47, 48, 49

This cluster of scores could represent students who typically achieve above grade level. The teacher will need to 'zoom-in' on the cluster to identify similarities and differences in this student group.

This cluster of scores at the low end could indicate that these students have less background knowledge with the course content.

Finally, in the **Zoom-in Analysis**, teachers will further investigate inferences made from the baseline data to draw conclusions about appropriate targets. This is the most important step in the analysis process because it provides vital information about students that enables teachers to make better decisions about setting targets that rigorous and realistic. Starting in September, teachers should begin to develop a Datafolio that provides qualitative and quantitative information about the students in their classrooms. Types of data that could be included in the Datafolio are

|  |  |
| --- | --- |
| Data Warehouse Records  Anecdotal notes  Pre-screening results  Portfolio/Student Work  Supplemental Assessments  Inventories/Surveys | Previous year's grades  Individual Educational Plans (IEPs)  Student History Data  Demographic Data (i.e. attendance)  Guided Reading Logs  Running Records |

Now, using the pre-assessment and historical data, teachers can begin to project student growth at the end of the course. In the example above, the teacher may determine that the majority of students will be expected to pass the course with 65% or higher. In the case of those students who scored at the high end of the spectrum, the teacher may want to review previous Regents results to determine the number of students who had scored 85% or higher. For those particular students, the teacher could set a target of 85% or higher.

TASK #3: Analyze the Pre-Assessment

**Teacher Worksheet**

**COMPLETE SECTION 3**

|  |  |
| --- | --- |
| **STUDENT** | **PRE-ASSESSMENT**  **DATA** |
| Tim | 7 |
| Sam | 17 |
| Barb | 18 |
| Sam | 20 |
| Shawn | 21 |
| Janelle | 22 |
| Sara | 24 |
| Chauncey | 25 |
| Michael | 27 |
| Joe | 33 |
| Bill | 33 |
| Mickey | 34 |
| Trevor | 34 |
| John | 43 |
| Jaylen | 43 |
| Sally | 43 |
| Jorge | 44 |
| Jennifer | 45 |
| Alan | 46 |
| Shannon | 65 |
| **CLASS SIZE** | **20 students** |
| **AVERAGE** | **32.2** |
| **RANGE** | **17 - 46**  **29pt spread** |

**STEP #1: Highlight Outliers**

Organize the pre-assessment results from lowest to highest, and highlight those data points that are far above or below the majority of the assessment results.

Tim -> scored a 7; did not take pre-assessment seriously; will need to review another data source to set target

Shannon -> scored 65; repeat; may need individual target

**STEP #2: Calculate the Class Size, Average, and Range**

Once you have done the math, reflect on the following questions:

*1) How will class size impact your selection of the target type? Is it realistic to have an individual target for every student or a group targets for the SLO?*

*2) What does the range tell you about how students did on the pre-assessment as a whole class?*

There is a large range; there is a lot of diversity in the class; a whole group target is out of the question. The average was 32.2; this is where I expected the class to perform

**STEP #3: 'BIG PICTURE' Analysis**

Using a red pen, draw a line between clusters of pre-assessment scores. Often, teachers will notice three distinct groups: average, above average, and below average. Reflect on the following questions:

*1) Are there trends in the data? Do the scores show specific patterns?*

*2) What percentage of students do you expect to perform at grade level?*

2 clusters; below the line => students projected to pass with 65%; above the line => students that may reach mastery or 85%; will need more information to be certain

**STEP #3: 'ZOOM IN' Analysis**

Zoom in on each of the clusters identified in step #3. Determine how these students are similar and different from one another using outside data sources that could be quantitative (i.e. previous year's scores, Data Warehouse reports) or qualitative (i.e. observations, teacher comments). Reflect on the following questions:

*1) What are the similarities between the students? Are there differences?*

*2) What other data sources would be helpful in learning more about the students and help determine their level of proficiency at the start* of the course?

After reviewing student scores from previous Regents level courses, the students who scored higher (cluster 2), have all passed at least one Regents course with 85% or higher in their high school careers.

After reviewing Tim's student records, I have determined that his IEP and past performance may be a predictor of lower achievement on the end of year assessment.

SLO PROCESS: Setting SLO Targets

**WHAT IS A TARGET?**

This is a numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time. Teachers will be required to define a numeric growth goal for student performance on a summative assessment(s) that measures student knowledge and skill in the learning content. A growth target may be set for a whole class, differentiated groups or individual students, and is based on student performance on a pre-assessment and other baseline data, where available.

**A SLO Target is a sentence stem** that has three components:

**80% of students will grow to 75% or higher on the end-of-year assessment.**

**DISTRICT GOAL TARGET ASSESSMENT**

This is simply the context for the growth. For example, some teachers will be required to use NYS mandated assessments (i.e. Regents), while others will be required to use a 3rd party vendor, regionally- or district-developed assessment

**❸**

Specified target, either growth or proficiency, based on points for improvement or a static score. This is determined by the teacher based on the baseline data and grade/subject goals.

**❷**

Percentage of students who will achieve the specified target. This part of the target relates to the generic or individual HEDI scale, which is a district decision.

**❶**

**WHAT IS THE DISTRICT GOAL?**

**The district goal represents a measure of the number of students who meet their targets as defined by the teacher in the SLO**. It is not a measure of proficiency - the number of students who passed or scored a level 3 or higher. It is simply the percentage of students who reached or surpassed their personal targets.

Generally, the district goal is determined based on historical data, as well as district-level beliefs and values around expectations for student performance. District goals can be found in school improvement plans, such as the Comprehensive District Education Plan (CDEP), and are often rigorous in nature. Basically, the district goal is 'the great equalizer' because it represents the same standard for every teacher in the district regardless of their grade level and subject area.

The district goal is important because it defines the **H.E.D.I. Scale**, a conversion chart used to determine the number of points a teacher will earn if he or she meets the target.

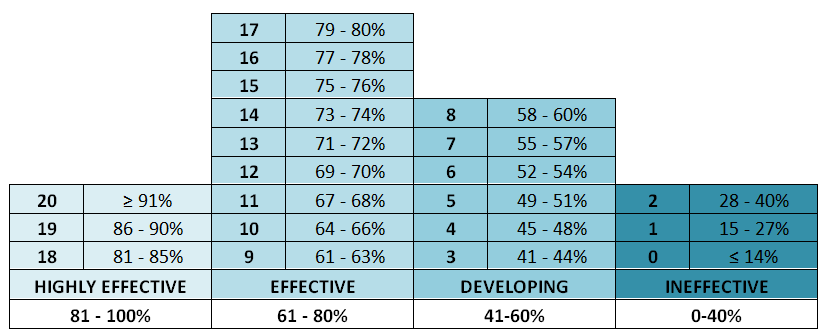
**WHAT IS A HEDI SCALE?**

The H.E.D.I. scale is based on levels of effectiveness established by NYSED, which stand *for highly effective, effective, developing,* and *ineffectiv*e. Based on NYSED SLO requirements, districts must adopt a 20 point rating scale that translates targets into points. The rules also define specific point ranges for each of the four effectiveness ratings, such as 18 - 20 points for *highly effective*. It also states that teachers may not set targets in the *highly effective* range.

The example below represents a district who has determined that 84% is a rigorous district goal for the SLO target setting process. As you can see, a teacher may not meet their target of 84% of students meeting their target, but they can still be in the effective range.

**SAMPLE H.E.D.I. SCALE**

**For example, if a teacher had 78% of students meet the target, he/she would receive 16 points.**



**WHAT ARE TARGETS?**

There are two types of targets, growth and proficiency. A growth target is defined as an increase in points, or levels, from the beginning to the end of the year. On the other hand, a proficiency target is a static score that could be defined as percent or other form of achievement level that demonstrates students' growth from the beginning to the end of the year. The following are example of **whole group targets**:

**GROWTH TARGET** Examples**:**

**80% of students will grow by 45 percentage points on the ELA 9 District Developed Assessment.**

**80% of students will grow by 1 level or more on the Grade 2 STAR Math Assessment.**

**PROFICIENCY TARGET** Examples:

**80% of students will grow to 65% or higher on the NYS 8th Grade Science Exam.**

**80% of students will grow to Level 3 on 7th Grade Social Studies District Developed Exam.**

**HOW CAN TARGETS BE DIFFERENTIATED?**

A target can be differentiated to meet the diverse needs of the student population. A teacher may choose to differentiated a target in the following ways:

1. **Whole group target** - one target, growth or proficiency, for all students in SLO. Works best in a situation where students score similarly on the pre-assessment, or the historical data shows that the teacher has high rates of passing in the course.
2. **Tiered/grouped target** - 2 to 3 targets, growth or proficiency, for groups of students in SLO. Most teachers will choose this type of target because they can easily project for students who are at, above, or below grade level.
3. **Individual target** - each student in the SLO receives a target, growth or proficiency. This type of target setting process is the most time consuming because it requires the teacher to gain insight into every student to be able to set a realistic target. This target should be used in Special Education settings, as well as for K-3 Common Branch teachers.

80% of students will

**meet tiered targets**

on the Regents exam.

* 85% for students who scored between 36-44% on pre-assessment
* 65% for students who scored between 9-35% on pre-assessment

**❷**

80% of students will

**grow to 65% or higher**

on the Regents exam

**❶**

80% of students will

**meet individual targets**

on the Regents exam

* Student A = 65%
* Student B = 55%
* Student C = 70%
* Student D = 85%
* Student E = 65%
* Student F = 85%

**❸**

**WHOLE GROUP TIERED INDIVIDUAL**

**WHAT ARE THE GUIDELINES FOR DEVELOPING A QUALITY TARGET?**

In order to create a rigorous year-long growth target, teachers should apply the following:

* setting targets consistent with district-level expectations based on district, school, grade, and subject goals (i.e. based on trends in historical data represented in CDEP plans)
* require that students make at least a year's growth, including those students who may be starting at a lower point, thus requiring them to grow more
* where possible, setting goals that require at least 80% or more of students, including special populations, meet their goals
* ensuring that goals for special student populations are equally challenging and rigorous as for other students, considering each student's starting point
* analyzing pre-assessment data to set rigorous, but realistic growth goals to strive for

TASK #4: Set SLO Targets

**Teacher Worksheet**

**COMPLETE SECTION 4**

**STEP #1: Review Pre-Assessment Analysis**

Use the information gleaned from both the **BIG PICTURE** and **ZOOM IN ANALYSIS**. Use the following survey to help make your determination:

|  |  |  |
| --- | --- | --- |
| **CLASS SIZE & RANGE** | **BIG PICTURE ANALYSIS** | **ZOOM IN ANALYSIS** |
| * 🡫 class size, 🡩 range --> INDIVIDUAL TARGET   **🗸**   * 🡩 / 🡫 class size, 🡫 range --> WHOLE GROUP TARGET * 🡩 / 🡫 class size, 🡩range --> TIERED TARGET | * data points are spread out, no strong patterns --> INDIVIDUAL TARGET * data points are clustered toward one end or another --> WHOLE GROUP TARGET   **🗸**   * data points are clustered; 2 or more clusters --> TIERED TARGET | * outside data sources reveal a diversity of student needs in the class --> INDIVIDUAL TARGET * outside data sources reveal that students are similar --> WHOLE GROUP TARGET   **🗸**   * outside data sources reveal groups/cohorts of students represented in the class (i.e. honors vs. general education) --> TIERED TARGET |

**STEP #2: Choose the Target Type and Differentiation**

The post-assessment construct will play a significant role in determining the type of target, growth or proficiency. Using the language of the assessment, such as *levels*  or percentage points, choose a target type. Using the Target Sentence Stem construct, develop the target:

**80% of students will grow to meet tiered targets on the Pre-Calculus Exam.**

[Above grade level = 75%, at grade level = 65%, below grade level = 55%]

**STEP #3: Complete the SLO Student Roster**

Enter in the student name, pre-assessment score, and target in the SLO Student Roster form.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STUDENT NAME** | **PRE-ASSESSMENT** | **TARGET** | **POST-ASSESSMENT** | **TARGET MET?**  **(Circle if met)** |
| Johnson, S. | **29** | **65** |  | **Yes No** |
| Smith, P. | **41** | **75** |  | **Yes No** |
| Thomas, K. | **12** | **55** |  | **Yes No** |
| Johns, B. | **17** | **65** |  | **Yes No** |
| Frank, E. | **28** | **65** |  | **Yes No** |

SLO PROCESS: Writing the SLO

**WHAT'S IN A STUDENT LEARNING OBJECTIVE?**

**SLO AT-A-GLANCE**

|  |  |
| --- | --- |
| **Student Population:** | ***Which students are being addressed?***  Each SLO will address all students in the teacher’s course (or across multiple course sections) who take the same final assessment. |
| **Learning Content:** | ***What is being taught?***  CCSS/national/State standards? Will specific standards be focused on in this goal or all standards applicable to the course? |
| **Interval of**  **Instructional Time:** | ***What is the instructional period covered***?  If not a year, rationale for semester/quarter/etc. |
| **Evidence:** | ***What pre- and post-assessments will be used?***  Identify which assessment(s) or student work product(s) will be used to measure this goal. |
| **Baseline:** | ***Where does the baseline data tell you about student needs?***  Analysis of pre-assessment, and other data, where available, to determine where students are starting from. |
| **Target:** | ***What is the academic goal for success?***  Description of the academic target to be met by the end of the instructional period. |
| **HEDI Criteria:** | ***How will evaluators determine the score?***  Evaluators will determine what range of student performance “meets” the goal (effective) versus “well-below”,” (ineffective), “below” (developing), and “well-above” (highly effective). These ranges translate into HEDI categories to determine teachers’ final rating for the growth subcomponent of evaluations. Districts must set their expectations for the HEDI ratings and scoring. |
| **Rationale:** | ***Why choose this learning content, evidence and target?***  Summary of decision-making processes for determining the learning content to be covered in the evidence, as well as how the target was set. |

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adapted from the New York State Education Department Student Learning Objective Guidance Document. <http://engageny.org/wp-content/uploads/2012/03/slo-guidance.pdf>

**WHAT ARE THE ELEMENTS OF A QUALITY SLO?**

|  |  |  |
| --- | --- | --- |
| **ELEMENT** | **EXPECTATION CRITERA** | **EXCEEDS EXPECTATIONS** (where applicable) |
| **Student Population** | * Provides course sections included in the SLO. * Includes all students in selected course sections. * Provides student names and/or ID numbers for all students in the SLO. | na |
| **Learning Content** | * Identifies course name. * Uses the appropriate body of standards (Common Core, national, state, local). * Names the exact standards, indicators, etc. | * Highlights most important or priority standards, indicators, etc., for the course. * Includes CCLS * Aligns to district/school priorities * Aligns to college and career readiness |
| **Interval of Instructional Time** | * Indicates a clear start and end date. * Provides a rationale if the interval is less than one year (*e.g., course length is less than one year*). | na |
| **Evidence** | * Identifies pre- and summative assessment(s). * Selects appropriate summative assessment(s). * Offers accommodations as required and appropriate. * Ensures that those with vested interest are not scoring summative assessments. | * Demands higher order thinking and/or real-world application of knowledge/skills. * Includes a majority of constructed response and/or performance measures. * Measures a majority of the learning content standards, indicators, in more than one way. * Uses a rubric, scoring guide, and/or answer key to minimize scoring subjectivity. |
| **Baseline** | * Describes student performance on the pre-assessment. * Provides a baseline score for each student in the SLO. | * Uses multiple data sources |
| **Target** | * Provides a target statement. * Sets targets consistent with district-level expectations for target-setting in this grade/subject. | * Requires students to make at least a year’s growth in a year’s time, with students below grade level being required to grow more than a year’s growth in a year’s time. * Requires 80% or more of students, including special populations, to meet their goals. * Includes goals for special student populations that are equally challenging and rigorous. |
| **HEDI Criteria** | * Allocates points clearly and objectively within a HEDI rating category. | * Defines HEDI rating categories that are rigorous, attainable, in-line with district goals. * Includes special populations explicitly. |
| **Rationale** | * Provides reasoning for the selection of the learning content, evidence, and target. * Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness. | * Indicates a thoughtful level of detail resulting in defensible decisions for the following elements: learning content, evidence, target(s), baseline, and HEDI. * Explains how multiple and appropriate data points are used to select the learning content and target(s) for the student population. |

- adapted from the New York Student Learning Objectives Analytic Rubric for Rating the Quality of SLO Elements by NYSED, Teaching Learning Solutions © 2012, Community Training And Assistance Center © 2012

**EXEMPLAR SLO: HS Regents - Global Studies II TEACHER: Ms. Smith**

|  |  |
| --- | --- |
| **Population** | *These are the students assigned to the course section(s) in this SLO – all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)*  *Course sections:* 1 Section of Global II (see attached roster) |
| **Learning Content** | *What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*  *Course:* Global Studies II, High School  *Source of Standards:* NY State Social Studies Standards and the CCLS for Literacy in History/Social Studies  *Standards, Performance Indicators, etc.*:  NYS Learning Standards 2, 3, 4 & 5 for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also:  RHST.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.  RHST.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.  RHST.9-10.10Read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| **Interval** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?*  The SLO begins October 1, 2012 and conclude on June 22, 2013. |
| **Evidence** | *What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*    Pre-assessment: District-developed assessment aligned to NYS Global History Learning Standards is used as the pre-assessment.  Summative assessment: The summative assessment is the Global History and Geography Regents Exam to be administered June 2013.  *Offers accommodations as legally required and appropriate?* Yes; students’ IEPs and 504 plans will be followed.  *Ensures that those with vested interest are not scoring summative assessments?* Yes; the district will be participating in regional scoring to ensure that teachers with a vested interest will not be scoring any students on their SLOs. |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*   1. District-Developed Pre-Assessment: The average score on this assessment was 43%. Actual test scores are included in the attached student roster.   *Other Data Sources:*   1. Performance in Global I End of Year District Exam: Of my students, 40% received a letter grade of D for the course, with only 10% students passing the summative exam. Students’ learning logs from last year reveal only a superficial understanding of important standards that must be deepened this year, in addition to the new material. 2. History of English Language Arts Performance: I reviewed past exam data and student report cards and there were clear deficits in students’ abilities to communicate persuasively in writing and to interpret factual texts. Much of the Regents exam is devoted to document based questions where students are first asked to read excerpts from factual documents and respond to questions about the text. In addition, they must consolidate their knowledge of the readings to respond to a final essay question. This led to including Common Core standards in this SLO, and also a review of students’ reading and writing performance. I found that many of my students, particularly those identified as ELLs, have demonstrated weaknesses in this area according to their academic performance. 3. Additional Diagnostic Assessment: To confirm these difficulties, during the first month of school, I created a series of 5 brief readings, asked students to respond to factual as well as inferential questions about the texts, and finally to respond to an essay question. I used a rubric similar to the one used on the Regents exam and found that less than 50% of my students could complete this task at a mid-level proficient level. Unfortunately, a number of students could not answer the short answer questions and responded to the essay request with only one or two sentences. |
| **Target(s)** | *What is the expected target of students’ level of knowledge of the learning content at the end of the instructional period?*  **80% of students will meet their tiered targets on the NYS Global II Regents Exam.**   |  |  |  | | --- | --- | --- | | **Target Level** | **Pre-Assessment Score** | **Target Score** | | Above Grade Level | 56 - 60 | 85 | | At Grade Level | 36 - 55 | 65 | | Below Grade Level | 25 - 35 | 55 |   Note: that my ELL students and my students with disabilities have the same goal ranges as the rest of my students. I will seek assistance from the Special Education and ESL teachers to help me think through strategies to help all of my students meet their goals. |
| **HEDI** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **HIGHLY EFFECTIVE** | | | **EFFECTIVE** | | | | | | | | | **DEVELOPING** | | | | | | **INEFFECTIVE** | | | | **20** | **19** | **18** | **17** | **16** | **15** | **14** | **13** | **12** | **11** | **10** | **9** | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | | >91% | 86- 90% | 81-85% | 79-80% | 77-78% | 75-76% | 73-74% | 71-72% | 69-70% | 67-68% | 64-66% | 61-63% | 58-60% | 55-57% | 52-54% | 49-51% | 45-48% | 41-44% | 28-40% | 15-27% | ≤ 14% | |
| **Rationale** | *Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*  LEARNING CONTENT  The learning content was chosen as it is measured by the Regents exam and important for college and career readiness. While all course standards are the basis of this SLO, three Common Core standards for reading are included as well, as our school-wide literacy data indicate a need for improvement in technical vocabulary and more opportunities for reading comprehension of informational texts.  EVIDENCE  The assessment is rigorous, as students must review textual information with a critical eye, draw supportable conclusions, and make connections among world events. Mastering these important skills is vital as my students prepare for their collegiate and career lives. These abilities are consistent with what students will need as they continue in our ever-changing society. Given the extent of document based questioning and essays on the Regents exam, this evidence will measure the selected learning content. Higher order thinking skills represent a large portion of the exam and a significant number of items require students to make inferences based on facts presented to them, which also demonstrates the rigor of this evidence.  TARGETS  The performance targets for our students on the summative assessment represent high expectations and help ensure our students are ready for graduation, college, and careers. Our department agreed that due to overall school-wide literacy needs, we need to focus significant instructional time on opportunities for students to build their academic vocabulary and to read and respond to informational texts. We have agreed to use ongoing formative assessments and to discuss the assessment results at our weekly PLC meetings where we will share ideas, determine student grouping and intervention supports, and determine other instructional adjustments. |

**HS Regents - Global Studies II STUDENT ROSTER**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student  Last Name** | **Student  First Name** | **Pre Assessment** | **TARGET** | **Post Assessment** | **Met**  **Target?** |
| Abbot | A. | 57 | 85 |  | Yes No |
| Babar | C. | 62 | 85 |  | Yes No |
| Bennett | L. | 45 | 65 |  | Yes No |
| Donald | M. | 57 | 85 |  | Yes No |
| Eckhart | S. | 58 | 65 |  | Yes No |
| Fleming | A. | 57 | 85 |  | Yes No |
| Frederick | D. | 35 | 55 |  | Yes No |
| Greene | W. | 42 | 65 |  | Yes No |
| Johnson | R. | 37 | 65 |  | Yes No |
| Jimenez | S.\* | 49 | 65 |  | Yes No |
| Klepper | V. | 54 | 65 |  | Yes No |
| Montoya | C.\* | 29 | 55 |  | Yes No |
| Nguyen | B.\* | 42 | 65 |  | Yes No |
| Ortega | S.\* | 35 | 55 |  | Yes No |
| Oweida | R. | 41 | 65 |  | Yes No |
| Patrone | A. | 48 | 65 |  | Yes No |
| Sawyer | H. | 30 | 55 |  | Yes No |
| Swift | T. | 36 | 65 |  | Yes No |
| Travis | M. | 43 | 65 |  | Yes No |
| Trevino | B.\* | 46 | 65 |  | Yes No |
| Anders | J. | 48 | 65 |  | Yes No |
| Babbs | C. | 39 | 65 |  | Yes No |
| Baxter | L.\*\* | 36 | 65 |  | Yes No |
| Dunlap | M.\*\* | 43 | 65 |  | Yes No |
| Elliott | S. | 45 | 65 |  | Yes No |
| Foster | A.\*\* | 48 | 65 |  | Yes No |
| Garonne | D. | 31 | 55 |  | Yes No |
| Gonzales | W. | 37 | 65 |  | Yes No |
| Jackson | R. | 45 | 65 |  | Yes No |
| Kepper | S.\*\* | 51 | 65 |  | Yes No |
| Klein | V. | 29 | 55 |  | Yes No |
| Mung | C. | 34 | 55 |  | Yes No |
| Nguyen | A. | 35 | 55 |  | Yes No |

*\* English Language Learners*

*\*\* Special Education Students*

TASK #5: Complete SLO Template

**Teacher Worksheet**

**COMPLETE SECTION 5**

**STEP #1: Get Ready to Collaborate!**

Whenever possible, SLOs should be written in collaboration with other teachers, especially those teachers who teach the same course. Together, teachers can complete the SLO template with similar content and differentiate based on student rosters and targets.

**STEP #2: Complete the SLO Template**

Using the SLO exemplars and SLO Quality Checklist [p. 18], fill out all of the sections of the SLO template.

**STEP #3: Complete the SLO Student Roster**

Each SLO template must also include a student roster that identifies the student, pre-assessment score, and target.

**STEP #4: Submit for Review and Approval**

SLOs are then submitted for review and approval by the building- or district-level administrator.

SLO PROCESS: Scoring the SLO

**HOW DO YOU CALCULATE A H.E.D.I. SCORE?**

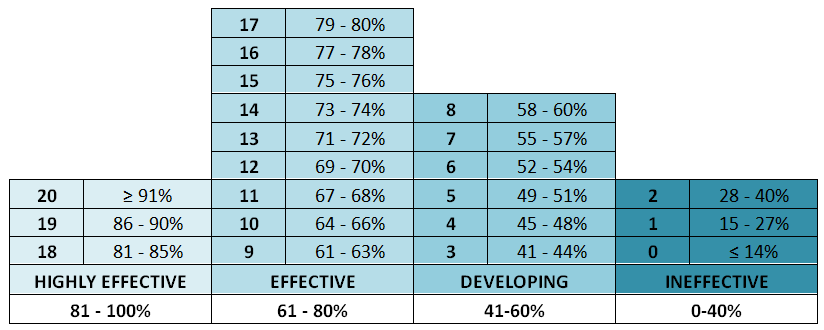
The calculation of the H.E.D.I. score is simply the percentage of students who met their target. This percentage is inserted into the H.E.D.I. scale and the points are assigned.

**% of students who met the target**

**# of students who met target**

**total # of students in course**

**X 100 =**



**HOW DO YOU CALCULATE A HEDI SCORE FOR A TEACHER WITH MORE THAN 1 SLO?**

If a teacher is required to write more than one SLO in order to represent more than 50% of their teaching assignment, the teacher evaluator will need to:

1. Calculate the HEDI score for each SLO
2. Weight the HEDI scores based on the total number of students in ALL SLOs

**SAMPLE using the HEDI Scale shown above**

|  |  |
| --- | --- |
| **SLO #1: Global Studies II**  TARGET: 84% of students will meet their tiered targets on the NYS  Global II Regents Exam. | # of Students = 33  % Actually Met Target = 64%  HEDI POINTS = 8 |
| **SLO #1: US History**  TARGET: 84% of students will meet their individual targets on the  NYS US History Regents Exam. | # of Students = 50  % Actually Met Target = 86%  HEDI POINTS = 18 |

**TOTAL NUMBER OF STUDENTS** = 83

|  |  |  |  |
| --- | --- | --- | --- |
|  | **HEDI SCORE** | **WEIGHT** | **WEIGHTED SCORE**  **FINAL SCORE**  **14 points** |
| **SLO #1** | 8 | 33/83 = 0.40 | **3.2** |
| **SLO #2** | 18 | 50/83 = 0.60 | **10.8** |

ROLES & RESPONSIBILITIES

**WHAT IS DETERMINED BY THE STATE?**

NYSED determines the following for developing Student Learning Objectives:

* The overall SLO framework, including required elements (see pg. 3)
* Requirements in the context of Regulations:
  + teachers who must set SLOs
  + requirements for which assessment are allowable options under the Regulations
  + scoring ranges and categories for the measures of student growth subcomponent
* Rules for scoring SLOs that include a State-provided growth measure
* Rules for scoring multiple SLOs

**WHAT IS DETERMINED BY THE DISTRICT?**

Districts (in the context of State Regulations and frameworks) determine the following for the implementation of Student Learning Objectives:

* Needs assessments for level of readiness for SLO implementation
* Identification of teachers who will receive a State-Provided Growth Measures and who must have SLOs as “comparable growth measures” as per the State’s rules
* District-wide rules for setting SLO targets, evidence, and HEDI scales
* Expectations for scoring SLOs
* Processes for setting, reviewing, and assessing SLOs in schools
* Procedures for assessment security and scoring
* Roles and responsibilities at the district and school levels
* Professional learning opportunities to train teachers and principals

**WHAT IS SUPPORTED AT THE SCHOOL LEVEL?**

Schools (in the context of State Regulations and District decisions) support the following:

* Implementation process of SLO development, review, and scoring
* Decision-making as needed when District leaves flexibility to schools
* Approval of each teacher’s targets and SLOs
* Security of all assessments and adherence to scoring procedures

**WHAT IS THE ROLE OF THE TEACHER?**

Teachers (in the context of Regulations, District decisions, and school supports) complete the following:

* Develop an SLO in accordance to NYSED and District Determined processes
* Consult with building and/or district-level administrators on SLO development and implementation
* Use assessment data to identify targets and inform instruction
* Reflect on student learning results and consider implications for future practice

- adapted from the New York State Education Department Student Learning Objective Guidance Document. <http://engageny.org/wp-content/uploads/2012/03/slo-guidance.pdf>

SLO Teachers Worksheets

STUDENT LEARNING OBJECTIVES

Akron Implementation Timeline

|  |  |
| --- | --- |
| **SEPTEMBER** | * **Task #1: State & Local Assessment Assignment -- August 28, 2012**   District will distribute State & Local Assessment Assignments to each teacher. |
| * **Task #2: Develop Pre-Assessment [p.9 in Manual] – Aug. 28 – Sept. 14, 2012**   Teachers are to collaborate and create the district-developed pre-assessment needed for State and Local assessment assignments. |
| * **Submit Pre-Assessment Packet to Building Administrator one week prior to administering your pre-assessment.** The pre-assessment packet includes:   1) Assessment Construct (p.32),  2) Priority Consensus Map (p.33-34),  3) Assessment At-A-Glance (p.35)  4) Pre-Assessment  *NOTE: Pre-assessment must be approved before administering.* |
| * **Proctor and Score Pre-Assessments**   **Elementary -- completed by October 12, 2012** [refer ELEM calendar]  **Middle School -- September 10 - 28, 2012** [STAR/district-developed]  **High School -- September 19 through 28, 2012** [district-developed] |
| * **PD on Setting Targets & Writing SLOs - October 2, 2012**   **Agenda:**   * Task #3: Analyze the Pre-Assessment [p. 13 in Manual] * Task #4: Set SLO Targets [p.16 in Manual] * Task #5: Write the SLO [p.20 in Manual] |
| **NOVEMBER** | * **Submit SLO for Review & Approval – November 13, 2012**   SLOs will be entered into eDoctrina. The building principal will review and approve through the eDoctrina system. |

**SECTION 1:** **SLO Assignment**

* **STEP #1:** List the courses in your current assignment in order of biggest to smallest.
* **STEP #2:** Apply NYSED SLO rules and highlight courses for SLOs.
* **STEP #3:** Identify the SLOs you will write.

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| **Teaching Schedule & Student Enrollment** | |
| **SLO #1:** | **SLO #2:** |

NOTES:

**SECTION 2:** **Develop the Pre-Assessment**

* **STEP #1: Develop an Assessment Construct**

Teachers responsible for developing a SLO for the same course should collaborate to determine the assessment constructs for the pre- and/or post-assessments, where applicable. Teachers should begin their conversation with the end in mind, or the post-assessment specifics. Teachers should reflect on either the construct of the State assessment, or come to consensus on an end-of-year exam. Next, teachers will be able to make decisions about a pre-assessment that aligns to the post, but a shorter version.

* **STEP #2: Develop a Priority Topics Consensus Map**

**A) Identify 8-10 Priority Topics and/or Standards**

Using instructional documents, such as class syllabus, curriculum maps, and your professional judgment, identify between 8 - 10 priority topics that students must master in order to successfully complete the course. These topics should encompass a large portion of the curriculum, not necessarily the entire curriculum.

**B) Brainstorm 3-5 Content/Skill-Based Performance Tasks**

For each priority topic, brainstorm between 3 - 5 content/skill based performance tasks that students must master to not only succeed in the course, but become college and career ready. These performance tasks can be based on national and/or NYS Learning Standards, were available. Review **Item Trend Maps** to ensure that selected performance tasks that have

**Endurance**: Life-long knowledge and skills that stand the test of time

**Readiness for the next level of learning**: Ready for success at the next grade level of instruction

**Leverage**: Knowledge and skills necessary for success in multiple content areas and grade levels.

**C) Align to Standards & Identify Question Types**

* **STEP #3: Assessment At-A-Glance**

The last step is to compile all of the information into an 'assessment cover sheet' that will be submitted to building- and/or district-level administration to be approved. This will include a breakdown of each question types AND Bloom's Level to ensure that the assessment rigorous and comparable to the end-of-year assessment.

* **STEP #4: Develop the Pre-Assessment**

Using the available tools - eDoctrina unsecure bank, Examgen, Castle Learning, CFA, unit tests, exams - create a pre-assessment based on the construct developed.

**STEP #1: ASSESSMENT CONSTRUCT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE:** | |  | | |
| **POST-ASSESSMENT** | | | **PRE-ASSESSMENT** | |
| **# of QUESTIONS** | **Multiple Choice** |  | **Multiple Choice** |  |
| **Constructed Response** |  | **Constructed Response** |  |
| **Extended Response** |  | **Extended Response** |  |
| **Performance Task** |  | **Performance Task** |  |
| **DESCRIPTION** |  | |  | |
| **TIME** |  | |  | |
| **RESOURCES** |  | |  | |
| **SCORING** | * Scantron * Hand Scoring | | * Scantron * Hand Scoring | |
| **Accommodations** |  | |  | |

**STEP #2: PRIORITY TOPICS CONSENSUS MAP worksheet**

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| --- | --- | --- | --- | --- | --- | --- |
| **COURSE:** |  | | | | | |
| **TOPICS** | **CONTENT/SKILL PERFORMANCE** | **STANDARDS** | **M** | **C** | **E** | **P** |
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| **COURSE:** |  | | | | | |
| **TOPICS** | **CONTENT/SKILL PERFORMANCE** | **STANDARDS** | **M** | **C** | **E** | **P** |
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**STEP #3: ASSESSMENT AT-A-GLANCE**

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| **COURSE:** | |  | | | | | | | | | | | |
| **STANDARDS:** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **ASSESSMENT CONSTRUCT:** | | | | | | | | | | | | | |
| **TYPE:** |  | | | | | | | | | **TIME FRAME:** |  | | |
| **QUESTION TYPES:** | MC: | | | | | CR: | | | | ER: | | | PT: |
| **ASSESSMENT AT-A-GLANCE** | | | | | | | | | | | | | |
| **STANDARDS** | | | **Remembering** | | | | **Understanding** | | | **Applying** | *Total* | **DESCRIPTION** | |
| *Multiple Choice* | | | | *Constructed Response* | | | *Extended Response Performance Task* |
| Easy | Medium | Hard | | Easy | Medium | Hard |
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| **TOTALS:** | | |  |  |  | |  |  |  |  |  |  | |

**SECTION 4:** **Analyze the Pre-Assessment**

* **STEP #1: Highlight Outliers**

Organize the pre-assessment results from lowest to highest, and highlight those data points that are far above or below the majority of the assessment results.

* **STEP #2: Calculate the Class Size, Average, and Range**

Once you have done the math, reflect on the following questions:

*1) How will class size impact your selection of the target type? Is it realistic to have an individual target for every student or a group targets for the SLO?*

*2) What does the range tell you about how students did on the pre-assessment as a whole class?*

* **STEP #3: 'BIG PICTURE' Analysis**

Using a red pen, draw a line between clusters of pre-assessment scores. Often, teachers will notice three distinct groups: average, above average, and below average. Reflect on the following questions:

*1) Are there trends in the data? Do the scores show specific patterns?*

*2) What percentage of students do you expect to perform at grade level?*

* **STEP #3: 'ZOOM IN' Analysis**

Zoom in on each of the clusters identified in step #3. Determine how these students are similar and different from one another using outside data sources that could be quantitative (i.e. previous year's scores, Data Warehouse reports) or qualitative (i.e. observations, teacher comments). Reflect on the following questions:

*1) What are the similarities between the students? Are there differences?*

*2) What other data sources would be helpful in learning more about the students and help determine their level of proficiency at the start* of the course?

Pre-Assessment Analysis Worksheet:

|  |  |
| --- | --- |
| **STEPS** | **OBSERVATIONS & INFERENCES** |
| **Outliers:** |  |
| **Class Size,**  **Average,**  **Range** |  |
| **BIG PICTURE Analysis** |  |
| **ZOOM IN**  **Analysis** |  |

**SECTION 5:** **Set SLO Targets**

* **STEP #1: Review Pre-Assessment Analysis**

Use the information gleaned from both the **BIG PICTURE** and **ZOOM IN ANALYSIS**. Use the following survey to help make your determination

|  |  |  |
| --- | --- | --- |
| **CLASS SIZE & RANGE** | **BIG PICTURE ANALYSIS** | **ZOOM IN ANALYSIS** |
| * 🡫 class size, 🡩 range --> INDIVIDUAL TARGET * 🡩 / 🡫 class size, 🡫 range --> WHOLE GROUP TARGET * 🡩 / 🡫 class size, 🡩range --> TIERED TARGET | * data points are spread out, no strong patterns --> INDIVIDUAL TARGET * data points are clustered toward one end or another --> WHOLE GROUP TARGET * data points are clustered; 2 or more clusters --> TIERED TARGET | * outside data sources reveal a diversity of student needs in the class --> INDIVIDUAL TARGET * outside data sources reveal that students are similar --> WHOLE GROUP TARGET * outside data sources reveal groups/cohorts of students represented in the class (i.e. honors vs. general education) --> TIERED TARGET |

* + **STEP #2: Choose the Target Type and Differentiation**

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| **SLO TARGET SENTENCE STEM** |
|  |

* + **STEP #3: Complete the SLO Student Roster**

**Student Roster: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student  Last Name** | **Student  First Name** | **Pre Assessment** | **TARGET** | **Post Assessment** | **Met**  **Target?** |
| Abbot | A. | 57 | 85 |  | Yes No |
| Babar | C. | 62 | 85 |  | Yes No |
| Bennett | L. | 45 | 65 |  | Yes No |
| Donald | M. | 57 | 85 |  | Yes No |
| Eckhart | S. | 58 | 65 |  | Yes No |
| Fleming | A. | 57 | 85 |  | Yes No |
| Frederick | D. | 35 | 55 |  | Yes No |
| Greene | W. | 42 | 65 |  | Yes No |
| Johnson | R. | 37 | 65 |  | Yes No |
| Jimenez | S.\* | 49 | 65 |  | Yes No |
|  | V. | 54 | 65 |  | Yes No |
| Montoya | C.\* | 29 | 55 |  | Yes No |
| Nguyen | B.\* | 42 | 65 |  | Yes No |
| Ortega | S.\* | 35 | 55 |  | Yes No |
|  | R. | 41 | 65 |  | Yes No |
|  | A. | 48 | 65 |  | Yes No |
| Sawyer | H. | 30 | 55 |  | Yes No |
| Swift | T. | 36 | 65 |  | Yes No |
| Travis | M. | 43 | 65 |  | Yes No |
| Trevino | B.\* | 46 | 65 |  | Yes No |
| Anders | J. | 48 | 65 |  | Yes No |
|  | C. | 39 | 65 |  | Yes No |
| Baxter | L.\*\* | 36 | 65 |  | Yes No |
| Dunlap | M.\*\* | 43 | 65 |  | Yes No |
| Elliott | S. | 45 | 65 |  | Yes No |

**SECTION 6:** **Complete SLO Template**

**SLO Quality Checklist:**

|  |  |  |
| --- | --- | --- |
| **ELEMENT** | **EXPECTATION CRITERA** | **EXCEEDS EXPECTATIONS** (where applicable) |
| **Student Population** | * Provides course sections included in the SLO. * Includes all students in selected course sections. * Provides student names and/or ID numbers for all students in the SLO. | na |
| **Learning Content** | * Identifies course name. * Uses the appropriate body of standards (Common Core, national, state, local). * Names the exact standards, indicators, etc. | * Highlights most important or priority standards, indicators, etc., for the course. * Includes CCLS * Aligns to district/school priorities * Aligns to college and career readiness |
| **Interval of Instructional Time** | * Indicates a clear start and end date. * Provides a rationale if the interval is less than one year (*e.g., course length is less than one year*). | na |
| **Evidence** | * Identifies pre- and summative assessment(s). * Selects appropriate summative assessment(s). * Offers accommodations as required and appropriate. * Ensures that those with vested interest are not scoring summative assessments. | * Demands higher order thinking and/or real-world application of knowledge/skills. * Includes a majority of constructed response and/or performance measures. * Measures a majority of the learning content standards, indicators, in more than one way. * Uses a rubric, scoring guide, and/or answer key to minimize scoring subjectivity. |
| **Baseline** | * Describes student performance on the pre-assessment. * Provides a baseline score for each student in the SLO. | * Uses multiple data sources |
| **Target** | * Provides a target statement. * Sets targets consistent with district-level expectations for target-setting in this grade/subject. | * Requires students to make at least a year’s growth in a year’s time, with students below grade level being required to grow more than a year’s growth in a year’s time. * Requires 80% or more of students, including special populations, to meet their goals. * Includes goals for special student populations that are equally challenging and rigorous. |
| **HEDI Criteria** | * Allocates points clearly and objectively within a HEDI rating category. | * Defines HEDI rating categories that are rigorous, attainable, in-line with district goals. * Includes special populations explicitly. |
| **Rationale** | * Provides reasoning for the selection of the learning content, evidence, and target. * Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness. | * Indicates a thoughtful level of detail resulting in defensible decisions for the following elements: learning content, evidence, target(s), baseline, and HEDI. * Explains how multiple and appropriate data points are used to select the learning content and target(s) for the student population. |

**STUDENT LEARNING OBJECTIVE [SLO]**

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| --- | --- | --- |
| **TEACHER NAME:** | | **YEAR:** |
| **Population** | *These are the students assigned to the course section(s) in this SLO – all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)*  Course sections: | |
| **Learning Content** | *What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*  *Course:*  *Source of Standards:*  *Standards, Performance Indicators, etc.*: | |
| **Interval of Instructional Time** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* | |
| **Evidence** | *What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*  ***Pre-assessment:***  ***Summative assessment:***  *Offers accommodations as legally required and appropriate?*  *Ensures that those with vested interest are not scoring summative assessments?* | |

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| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*  ***1. Baseline Data from Pre-Assessment:***  ***2. Other Sources of Data:*** | | | | | | | | | | | | | | | | | | | | |
| **Target(s)** | *What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?*  Note: | | | | | | | | | | | | | | | | | | | | |
| **H.E.D.I.** | *How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), “well-above” (highly effective)?*  **Highly effective =** The teacher made above average gains in student academic growth beyond the expectations (targets) set by the district at the beginning of the academic year.  **Effective =** The teacher made acceptable and appropriate gains in student academic growth aligned to the expectations (targets) set by the district at the beginning of the academic year.  **Developing=** The teacher made gains in student academic growth but it did not meet the expectations (targets) set by the district at the beginning of the academic year.  **Ineffective=** The teacher did not any or little gains in student academic growth, and failed to meet expectations (targets) set by the district at the beginning of the academic year. | | | | | | | | | | | | | | | | | | | | |
| **HIGHLY EFFECTIVE** | | | **EFFECTIVE** | | | | | | | | | **DEVELOPING** | | | | | | **INEFFECTIVE** | | |
| **20** | **19** | **18** | **17** | **16** | **15** | **14** | **13** | **12** | **11** | **10** | **9** | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Rationale** | *Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*  ***1. Learning Content***  ***2. Baseline Data***  ***3. Targets*** | | | | | | | | | | | | | | | | | | | | |

NOTES: