SLO Handbook / Table of Contents

Buckeye Central School District
New Washington, Ohio

How to Use this Handbook

...and why is it so big?

The Buckeye Central Student Learning Objective (SLO) handbook is designed to be a single resource for the entire SLO process. Since SLOs are written across all subject areas and grade levels by teachers, you will find a wide range of examples and scenarios used throughout the guide. We therefore recommend sparing a tree and not printing the entire handbook. In order to effectively identify and access the information you need, we suggest the following:

- Pay particular note of the Program Requirements page and the guidelines listed for steps 1-5 within the SLO process. These requirements and guidelines provide details that are imperative in ensuring your SLOs meet standards for rigor and accountability, thus avoiding the extra time involved with completing revisions.

- Descriptions for each step in the SLO process will include some or all of the following vital information:

✓ Purpose/Goal	✓ Guidelines/Requirements
✓ Guiding Questions	✓ Examples
✓ Resources	✓ Documentation

  Many sections have additional information placed in the boxes to the right of the main text. Examples include: Frequently asked questions (red), and next steps (green).

- SLO samples and more can be found in the Appendices.

- Use the handbook electronically to locate relevant information and print the page(s) you need. The navigation features listed below are only available when viewing the handbook in Adobe Acrobat.

- Use the table of contents (TOC).The table of contents can be accessed at any time by clicking the bookmark icon on the left hand side of the page, and provides a simple point and click solution for accessing relevant information quickly

- Use the Quick Link tabs located on the right hand side of each page to quickly access the major sections of the handbook without using the TOC.

- Use the "Find" feature in Adobe Acrobat. If the information you are looking for is not easily found in the TOC, searching for a term can provide a quick way view every page that it is used.

- Use the embedded hotlinks. All underlined blue text links to an external webpage or another location within the SLO handbook.

FAQs
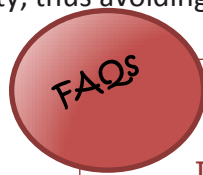
What if I cannot find the information I need in the handbook or found it but still have questions?

There are two primary levels of support beyond what is provided in this handbook. Members of the Buckeye Central SLO Committee have received comprehensive training and are available. Information can also be obtained on the ODE website.

What are SLOs?

Student Learning Objectives (SLOs)

SLOs are goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time. SLOs are determined by teachers after analyzing data on student academic performance and identifying areas that need a targeted effort for all students and subgroups of students. As a way to measure student growth, the objectives demonstrate a teacher's impact on student learning within a given interval of instruction. Further, they enable teachers to use their own knowledge of appropriate student progress to make meaningful decisions about how their students' learning is measured. As a collaborative process, SLOs also support teacher teams in their use of best practices.

Why write Student Learning Objectives (SLOs)?

Recent federal and state policy has led to new systems of educator evaluation. These new systems include multiple measures, one of which is often student learning or student growth. Student Learning Objectives (SLOs) have recently come to the forefront of this work and have been highlighted as one promising approach to measuring student growth based on the evidence to date, particularly for the majority of teachers in subjects or grades not covered by a standardized assessment and who must have SLOs as comparable growth measures.

Using a systematic approach that is fair and comparable across all educators, the evaluation system will focus attention on more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement.

Advised by the Ohio Department of Education, many districts will implement SLOs as comparable growth measures as a part of the "Locally-Determined Measure" portion of the Student Growth Component, which is 50 percent of the overall evaluation per legislation.

FAQs

Are SLOs required and for whom?

SLO's are a state and district initiative with the OTES and are therefore a requirement. Any person who is employed under a teaching license or under a professional or permanent teacher's certificate and who spends at least 50 percent of his/her time employed providing student instruction is required to write one SLO the first year. Category C teachers will progress to two to four SLOs the subsequent years proportionate to their teaching schedule.

If value-added or approved vendor assessments are available, those options must be used. In grades or subjects where value-added or approved vendor assessments are not available, locally-determined measures (SLOs) will be used.

There are many benefits to using SLOs as a measure of student growth:

- **Reinforce best teaching practice.**
  Setting goals for students, using data to assess student progress, and adjusting instruction based upon that progress are all part of good teaching practice. SLOs help formalize good teaching by requiring each of these steps and using the growth targets to inform evaluation results.

- **SLOs are adaptable.**
  All educators can demonstrate their impact on student learning and receive recognition for their efforts because SLOs are not dependent upon the availability of standardized assessment scores. Instead, SLOs can draw upon different data sources such as end of course exams, performance-based assessment scored by a rubric, or district-created or team-created assessments. SLOs can be highly adaptable, quickly reflecting changes in curriculum and available assessments.

- **SLOs acknowledge the value of teacher knowledge and skill.**
  The SLO process allows teachers to have input on how student learning will be measured and how teachers will be evaluated. Also, the process allows educators to focus on the objectives that are most relevant for their student population and content areas and provide a clear, measurable connection to instruction.

- **Potential for collaboration.**
  SLOs can be used to promote collaboration and reflection on practice among teachers.

Excellence

"Success is the maximum utilization of the ability that you have."   Zig Ziglar
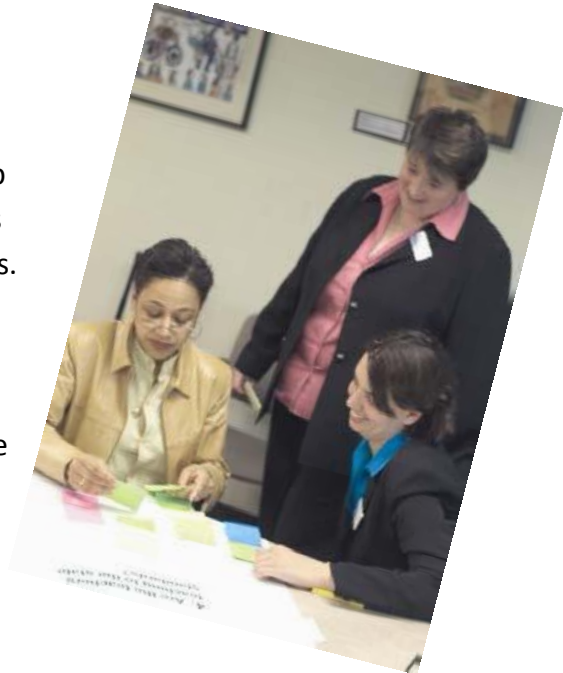
Next Steps

ODE recommends all teachers create at least one SLO to gain experience with the SLO process. In full implementation, teachers should create two to four SLOs per year representative of the teacher's schedule and student population. Buckeye Central is following this recommendation.

SLO Support

In order to fully support SLO writers throughout the year-long process, there are a number of resources available including documents, charts, email, phone calls and face-to-face training. Please note that although personal communication is valuable for answering specific questions, it is not a substitute for reviewing and understanding the requirements around the SLO process as stated in this handbook.
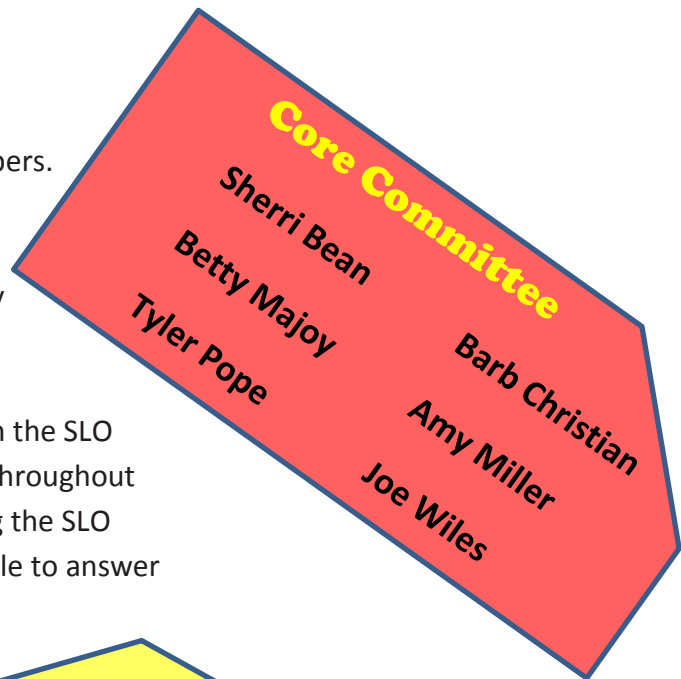
SLO Handbook and Website

- This SLO handbook is designed to be a single point of reference for answering most questions. This handbook and template documents to use can be found at www.buckeyecentralslo.weebly.com

- Additional documents and information about Student Growth Measures and SLOs can be found on the Ohio Department of Education website at http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1230&ContentID=125742

District SLO Committee

The Core of the SLO Committee consists of 6 members. They will develop and support the SLO process, as well as, participate in the approval process for SLOs. Six additional members will be added to only be a part of the approval process for SLOs.

Members have received comprehensive training on the SLO process and will serve as your first line of support throughout the year. The SLO Committee is devoted to making the SLO process relevant and clear. They are always available to answer your questions or hear your concerns.

Core Committee

Sherri Bean

Betty Majoy

Tyler Pope

Barb Christian

Amy Miller

Joe Wiles

Approval ONLY

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Timeline

The following is a timeline for SLOs. Deadlines are labeled and highlighted. Details regarding each component can be found by clicking on the links, or choosing the corresponding section in the Table of Contents.

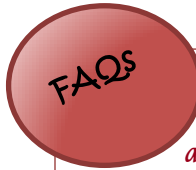- ➢ **2012-2013**
  - o Before the end of the school year
    - ✓ Not required; only if completed and desiring feedback before summer
    - ✓ The 'SLO Template with Checklist' can be submitted anyway that the teacher feels comfortable (hardcopy, electronic copy, via email, other?)
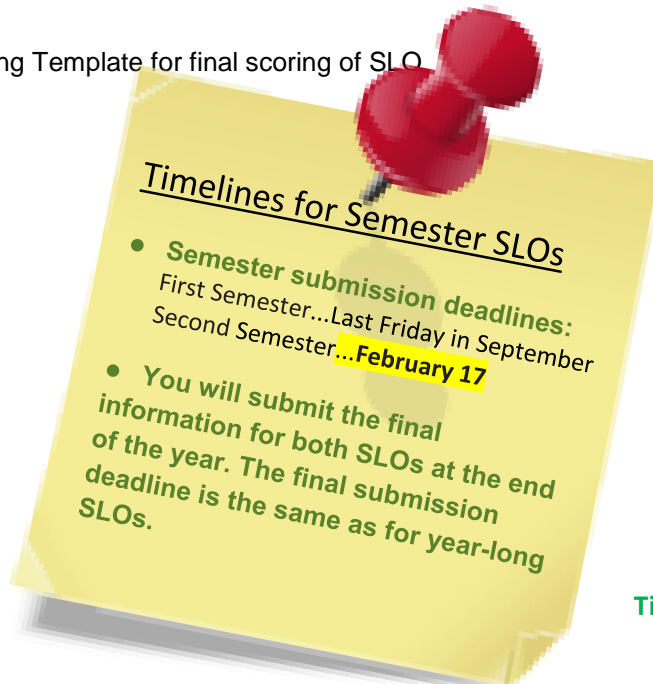
- ➢ **2013-2014**
  - o September 1 - October 1
    - ✓ The 'SLO Template with Checklist' must be submitted as a Google Doc using your Google Account.

AUG – SEPT	☐	Step 1a Gather and Review Data
AUG – SEPT	☐	Step 1b Identify Student Population
AUG – SEPT	☐	Step 2 Determine the Interval of Instruction and Identify Content
AUG – SEPT	☐	Step 3a Choose Assessments
AUG – SEPT	☐	Step 3b Set Growth Targets
SEPT	☐	Step 4 Submit your SLO

LAST FRIDAY IN SEPTEMBER - Using Google docs for your SLO, submit SLO(s) and assessments you will use

OCT	☐	SLOs reviewed, feedback provided, and revised if necessary
SEPT – APR	☐	Monitor student progress toward SLOs
NOV 1	☐	All SLOs finalized
DEC	☐	OTES Mid-year review
APR 15	☐	Step 5 Submit SLO Scoring Template for final scoring of SLO

Timelines for Semester SLOs

- Semester submission deadlines: First Semester...Last Friday in September Second Semester...**February 17**

- You will submit the final information for both SLOs at the end of the year. The final submission deadline is the same as for year-long SLOs.

SLO Process -----

Please read these sections as you plan your SLO. Knowledge of the SLO requirements and 5-Steps is not only vital to ensuring that SLOs are a meaningful part of your year, but will also help to avoid frustration caused by having to revise your SLO in order to meet the standards. Guidelines for each specific component of the process can be found in the corresponding sections of this handbook.

Program Requirements

Ohio's new system for evaluating teachers will provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of teacher performance (based on classroom observations and other factors), and a rating of student academic growth.

The challenge for measuring student growth is that there is not a single student assessment that can be used for all teachers. Local education agencies (LEAs) must use data from the state Ohio Achievement Assessments when available. If those are not applicable for a given subject or grade, LEAs can choose to use other assessments provided by national testing vendors and approved for use in Ohio. For subjects without state assessments or approved Vendor assessments – such as art or music – LEAs should establish a process to create Student Learning Objectives (SLOs) to measure student progress.

- HB 153 requires **50 percent** of the teacher (and principal) evaluation framework to include measures of student growth.

- The student growth component includes **multiple measures.**

- This component includes student growth measures for **three categories of teachers** based on availability of Teacher Value-Added and LEA decisions.

- **Teacher-level Value-Added** *must* be included where available ("tested grades and subjects" = reading and mathematics, grades 4-8).

- The Ohio Department of Education (ODE) must create an **assessment list** for measuring growth in "non-tested grades and subjects."

- **LEA-determined** measures also will be included.

- A **Student Learning Objective (SLO)** process will be utilized for LEA-determined measures.

- Data from these measures will be scored based on five levels, comparable to Teacher Value-Added reports, and converted to a score in one of three levels of student growth (Above, Expected, Below).

- The student growth component shall be updated as **research and best practices** emerge.

SLO Process -----

Program Requirements (continued)

Who writes SLOs?

All Category C teachers who spend at least 50 percent of his/her time employed providing student instruction. In addition, Category A2 and B teachers who spend at least 50 percent of his/her time employed providing student instruction dependent on the use of Value Added or Vendor approved assessments.

- All eligible staff are required write two SLOs.

- All submission and revision deadlines must be met.

- Each section of the SLO entry must meet the guidelines in this handbook.

- SLOs must meet all criteria on the Student Learning Objective (SLO) Template Checklist in order to be approved.

- Revisions requested from the SLO Committee must be completed according to the comments in your submitted SLO Google doc and resubmitted to the SLO Committee within 5 work days.

- Altering student answers or using SLO assessment items for the purpose of instruction or review at any point in the year is strictly forbidden. These actions could result in the loss of your certification and/or legal prosecution.

FAQs

Who reviews my SLOs?
SLOs and pre/post assessments are reviewed by three Committee members for rigor and completion according to the criteria in the SLO Template Checklist.

What if I don't complete one or both of my SLOs?
Failure to complete the entire SLO process for both will be reflected in your formal evaluation.

What if students don't meet their SLO growth targets?
Your SLO rating will be determined according to this chart. Your Student Growth Measure (SGM) rating, for your formal evaluation, is automatically calculated in eTPES. It combines your Value Added, Vendor Approved, and SLO ratings.

Percentage of students that met or exceeded growth target	Descriptive rating	Numerical rating
90-100	Most Effective	5
80-89	Above Average	4
70-79	Average	3
60-69	Approaching Average	2
59 or less	Least Effective	1

SLO Process -----

Step 1a
Gather and Review Data

Timeline: August - September

Purpose: Identify significant areas of need and strengths for the students in your course.

Guidelines

- **Gather baseline and trend data**

SLOs are based on a clear understanding of the student population under your charge. Collect data from past assessments (trend data) and/or from your pre-assessment (baseline data) to better understand how prepared your students are for the standards addressed by the course. These data could include baseline data from district created assessments, pretests, or student work samples. Once you have identified curricular priorities and gathered baseline data, they are ready to conduct a detailed analysis of student data.

- **Conduct an analysis of student data.**

This step helps you determine where students will need to demonstrate the most growth. Analyze data. Look for patterns, trends, strengths and weaknesses for both whole groups and sub-groups. Use results of analysis to determine high need areas that could be used for the purposes of your SLO. Enter the strengths and weaknesses of students in your SLO template.

Guiding Questions

- What needs were identified for all students and student sub-groups?

- What strengths were identified for all students and student sub-groups?

- What are the building/district priorities?

- If no formal data is available for my subject what other methods can you use to determine your students' needs?

- Are the identified needs aligned with your grade level standards?

- Did you explain how needs were determined if there was no formal data?
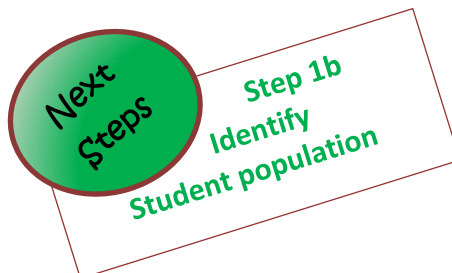
FAQs

I teach a course where most students have little or no knowledge of the subject when beginning the year (e.g. French I), how do I determine needs for the purpose of a SLO?

Historical data is often beneficial in these circumstances. What content have students struggled to understand or retain in the past? What assessments are you basing that determination on?

What if my students have significant needs in multiple areas which would each be appropriate for a SLO?

Consider your building goals to see if there is alignment with any of the needs you identified. If there is no alignment and if one need is no greater than another, you can choose either. You will, of course, teach the content for both areas with the same depth and high expectations for growth, but you will need to choose one area to track for the purpose of your SLO.

Next Steps

Step 1b Identify Student population

SLO Process -----

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Step 1b
Indentify Student Population

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Timeline: August - September

Purpose: Identify the student population for the SLO

Guidelines

- Outline the student population to which the SLO will apply.
  1. A teacher with three English I classes can write one SLO including all enrolled in all three classes. Another teacher may have three prep periods (e.g., algebra 1, geometry, algebra 2), in which case, the teacher would develop a separate SLO for each course taught including all students enrolled in each course. Ultimately, the district will determine the number of SLOs, within the recommended 2 to 4 per teacher, representative of the teacher's schedule and student population.

  2. Tiered targets within a course-level SLO—A teacher should consider developing tiered targets if the data analysis shows a wide range of skill and ability in student performance. If most of the class is deficient in a necessary skill, but a handful of students have already mastered the skill, a teacher might develop tiered targets for the students who are deficient in the skill and a separate tiered target for the students who have already mastered the skill.

- Students covered under a teacher's SLO(s) must be proportional and representative of the teacher's schedule. For example, if a science teacher teaches four sections of biology and two sections of earth science, two SLOs might cover the biology classes and one might apply to the earth science classes.

- In the rare case where a principal approves a student or subgroup omission, the teacher should note the rationale for the omission in the SLO student population field.

Guiding Questions

- Are all students enrolled in the course covered by the SLO?

- Are there any contextual factors that may impact student growth?

- Did the principal approve the exclusion of any subgroups?

Next Steps — **Step 2** Align student needs to standards.

Required Documentation/Product(s) for Step 1a and Step 1b:

Complete the "BASELINE AND TREND DATA" and "STUDENT POPULATION" fields in your SLO template with checklist inserted Google doc. This can be done at any point before submitting.

SLO Process -----

Step 2
Determine the Interval of Instruction and Identify Content

Timeline: August - September

Purpose: Determine the interval of instruction and identify content aligned to standards.

Guidelines

■ **Determine the interval of instruction.**

The interval of instruction should be the length of the course (i.e., year long, semester long). The educator should also consider noting when pre-assessments, formative assessments, midyear evaluations, and post-assessments will be administered during the interval of instruction.

■ **Determine the specific content and standards addressed by the SLO.**

1. Based upon the data analysis, this section of the SLO should articulate the specific concepts or skills that students will gain during the course.

2. The content or skill area should represent the course such as key skills or overarching content, and should be selected based upon the identified areas from the data analysis.

3. Also indicate the specific standard(s) that align with the SLO. The educator should specify how the SLO will address applicable standards from the highest ranking following:

   1. Common Core State Standards,
   2. Ohio Content Standards, and
   3. National standards put forth by education organizations

4. Must be a rigorous and complex goal of student learning appropriate for instruction and growth over the full length of the course.

See "Guiding Questions" on the next page.

FAQs
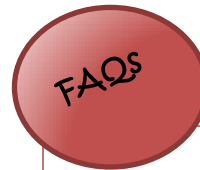
My school year ends on June 1. Does this mean my interval of instruction for my yearlong course ends on June 1?

No. State law requires the completion of the evaluation process by May 1. The Department recommends that you administer your post-assessments on or around April 15. This will allow adequate time to score the assessments, complete the Student Learning Objective Scoring Template, and submit the data to the evaluator by May 1.

Can I list the standards in the Standards and Content section or do I need to write a narrative?

You can list the standards in this section, but you also need to articulate the content of the standards. For example, simply listing "CCSS.ELA-Literacy.W.4.4" is not enough information. In this section copy and paste the standards.

SLO Process -----

Step 2
Determine the Interval of Instruction and Identify Content (continued)

Timeline: August - September

Guiding Questions

- Are Common Core State Standards available for my content area?

- What are the essential skills and content knowledge that students will need in order to be successful next year?

- In which of the essential skills and content knowledge are the students struggling?

- What are the specific academic concepts/skills that this SLO will target?

- Why is this skill or content knowledge important?

Required Documentation/Product(s) for Step 2:

Complete the "INTERVAL OF INSTRUCTION" and "STANDARDS AND CONTENT" fields in your SLO template with checklist inserted Google doc. This can be done at any point before submitting.

Next Steps

Step 3a Choose Assessments

SLO Process -----

Step 3a
Choose Assessments
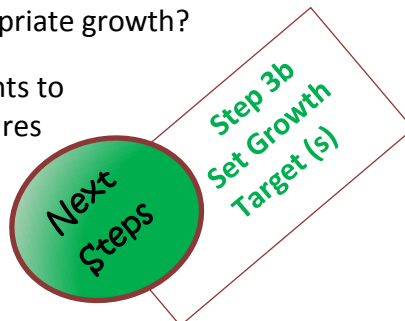
Timeline: August - September

Purpose: Identify appropriate assessments

Guidelines

- This can be challenging, but it is one of the more important steps of the SLO process. Consult Appendix C: _Assessments_, Assessment checklists, and frequently asked questions of this document. If a teacher must create an assessment that is unique to his or her classroom, the teacher will develop the assessment with other school personnel. The assessment will be submitted as a part of the SLO and be reviewed by the SLO Committee.

- Assessments do not need to be pencil-and-paper tests, but can be performance-based assessments as well. Educators are encouraged to select the assessment(s) that are most appropriate for measuring student growth in the subject area of the SLO.

Guiding Questions

- Be aligned to national or state standards and to the SLO growth target (meaning that it measures the skills or content addressed by the SLO).

- Is it reliable, meaning that the assessment produces accurate and consistent results?

- Is it a valid measure, meaning that the assessment measures what it is designed to measure?

- Is it realistic in terms of the time required for administration?

- Does the assessment have stretch to allow all students to demonstrate developmentally appropriate growth?

- If planning to use multiple assessments to measure growth, how will the measures be combined?

Next Steps

Step 3b Set Growth Target (s)

FAQs

Is a teacher-created assessment appropriate for an SLO?

If no other assessments are available, ODE recommends that assessments be created in teacher or district teams following this guidance and the valuable guidance in other assessment literacy resources. Whenever possible, individual teachers should not create assessments.

Why is baseline data important?

Baseline data is an integral part of the SLO process. In order to demonstrate growth, teachers have to have information about their students' starting points. Teachers should consider using the following sources of information as baseline data:

- Results from a pre-assessment that is similar to the end-of-year assessment.
- Results from last year's end-of-course exams in the same subject.
- Data from a portfolio of student work from the prior year in the same subject.
- Results of the first unit test and other student work samples from the beginning of the year.
- Data on performance in a similar subject, if the subject is completely new to students

SLO Process -----

Step 3b
Set Growth Target(s)

Timeline: August - September

Purpose: Set specific growth target for students that align with state or national standards, district priorities, and course objectives.

Guidelines

- Growth targets should include specific indicators of growth

- When creating a tiered Growth Target, growth must be specified in points, not a percentage (e.g. "grow by 40 points", not 40%).

- Tiers may only be defined by pre-assessment scores

- Must be based on the same grading scale that your assessment was scored on

- Target should be rigorous, yet attainable, as determined by the baseline or pretest data.

Acceptable SLO Growth Target	Unacceptable SLO Growth Target
All of my students will progress at least one fitness level on the FitnessGram during the fall semester.	80 percent of students will pass the end-of-course exam. (This is unacceptable because it does not show growth.)
Using the American Government pre-assessment, all students will meet their target score:	Students scoring 80 or lower on the pre-assessment will increase their scores by at least 10 points. Any students scoring 81 or higher on the pre-assessment will maintain their scores. (This is unacceptable for two reasons: (1) students that are scoring at 50 need to make greater gains than only 10 points to reach an acceptable level of growth; (2) teachers must aim to grow all students, so those students scoring high on the pre-assessment need to be challenged with a higher goal and likely an additional assessment to illustrate their growth.)

Pre-assessment Baseline Score Range	Target Score on End-of-Year Portfolio
20–30	70
31–50	80
51–70	90
71–85	90 + score of 85 or higher on capstone project
86–95	95 + score of 90 or higher on the capstone project

Guiding Questions

- How was baseline data used to inform the growth target?

- Are tiered targets appropriate for the student population included in the SLO?

- Does your Growth Target challenge students to go above and beyond "normal" expectations?

- Are expectations ambitious yet attainable?

- Did you consider the grading scale of your assessment when writing the growth target?

- Did you leave any gaps in your Growth Target? You may not have a student who scored a particular score now, but it is possible that a student could enter your class and score it.

Next Steps

Step 3c
Write Rationale for Growth Targets

SLO Process -----

Step 3c
Rationale for Growth Target(s)

Timeline: August - September

Purpose: Set specific growth target for students that align with state or national standards, district priorities, and course objectives.

Guidelines

The rationale should be a precise and concise statement that describes the student needs and refers to the evidence that informed the creation of targets.

Guiding Questions

- How will this target address student needs?
- Why is this target important?
- How will attainment of this target help the student learn necessary content for future grade levels

Required Documentation/Product(s) for Steps 3a, b, c:

Complete the "ASSESSMENTS," "GROWTH TARGETS," and "RATIONALE FOR GROWTH TARGETS" fields in your SLO template with checklist inserted Google doc. This can be done at any point before submitting.

FAQs
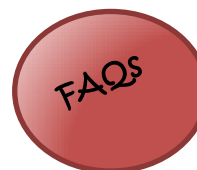
I like I am repeating a lot of information when I attempt to complete the Rationale for Growth Targets section. Am I doing this wrong?

Rationales must include strong justifications for why the growth targets are appropriate and achievable for the student population, and, therefore, must be based on student data and the content of the student learning objective. The rationale ties everything together, and, as a result, it touches on every component that came before it. Rationales explain why this learning is important by making connections to school and district goals, similar subject, if the subject is completely new to students (i.e., the class is a first-year foreign language class or an introduction to physics).

Next Steps

Step 4 Submit your SLO

SLO Process -----

Step 4
Submit your SLO

Timeline: Last Friday of September

Purpose: For review and feedback on the rigor and completeness of the SLO.

Guidelines

- Do a final comparison with the *SLO Template with Checklist Inserted in* Appendix B of this document.

- All criteria identified in the *SLO Template with Checklist Inserted* must be included in order for the SLO to be approved.

- Submit a copy of the pre-assessment and the post-assessment you will use.

- Submit your Assessment Plan...or Assessment Approval.,.. ON WHICH PROCESS COMMMITTEE DECIDES TO USE.

- If the SLO is not approved, you will have 10 work days to complete the requested revisions and then re-submit the SLO.

Required Documentation/Product(s) for Step 4:

Submit your SLO Template with checklist inserted, assessment checklists, and your pre and post assessment.

FAQs

What do I do if I need revisions?

Your SLO Google document will be returned to you. As you scroll down your document, there will be comments in the right margin. Make your revisions in the document and re-submit it to the SLO Committee.

How will I know if my SLO has been approved?

Your SLO Google document will be returned to you. You will see a comment in the right margin at the top of your document stating that your SLO has been approved.

Next Steps

Monitor Student Progress. Design lessons that creatively incorporate your Learning Objective throughout the year. Give occasional short cycle assessments and adjust instruction as necessary.

SLO Process -----

Monitor Student Progress

Timeline: September - April

Purpose: To monitor and measure student progress toward the Student Learning Objective

Guidelines

- Items used in SLO assessments may not be given to students, used for instructional purposes or included in any non-SLO assessments.
- Skill-based rubrics (as opposed to content-based rubrics) can be used for instruction throughout the year.
- Give occasional formative assessments and adjust instruction as necessary.

Guiding Questions

- What resources do I have available to monitor student growth that were not used in my SLO assessment?
- How can I spiral the content from my Learning Objective into lessons throughout the year?
- How can I support my team and ensure that we all are monitoring student progress?
- What professional development would help me achieve my goals?
- What additional resources would help me achieve my goals?
- What are other teachers doing to incorporate their Learning Objective into lessons throughout the year?

FAQs

What are the consequences for not following the guidelines?

Consequences for breaking test fidelity (i.e., cheating) could range from documentation in your performance evaluation all the way to losing your Ohio Teaching Certification and even legal prosecution.

No Required Documentation/Product(s)

Next Steps

Give Post Assessment

SLO Process -----

Post Assessment

Timeline: April

Purpose: Administer post-assessment

Guidelines

- All students who are enrolled prior to the New Student Enrollment Cut-off Date and not withdrawn must be given the post-assessment. It is recommended that you do not wait until the last minute to test, as students who are absent must still be included in your final calculation.

- Students without both a pre- and post-assessment must be counted as having not met the Growth Target in your final calculation.

FAQs

What if a student is absent during testing?

All students need both a pre and post-assessment on record, so absent students should be tested immediately upon their return. Students who are required to be included in your SLO, but who do not have both a pre- and post- assessment score, will count against you when calculating your final percentage.

What if I am not sure when a student enrolled?

Check with your building secretary.

Required Documentation/Product(s) for Post Assessment:

Students' results entered into your SLO Scoring Template

Next Steps

Enter students' post-assessment scores into the SLO Scoring Template and calculate your Numerical Rating of your SLO.

SLO Process -----

Step 5
Final Scoring of SLO

Timeline: April 15

Purpose: Collecting and organizing the evidence for the final scoring process

Guidelines

- The teacher is responsible for compiling the evidence for the final scoring process.
- Include a copy of the committee approved SLO from the beginning of the school year.
- Transfer the baseline data, the established growth targets, and the post-assessment scores to the *SLO Scoring Template* to provide the evaluator with a quick reference to determine whether stated growth targets were met. If you are using tiered growth targets, you will want to sort the data based on those tiers.
- Organize the evidence to support the attainment of the SLO into an easily recognized, readable format. Organizing the materials will aid the evaluator to evaluate the success of the SLO at the end of the interval.

- **SLO Scoring Process**

  The *SLO Scoring Template* is a document that can be used to assess whether or not SLO targets have been met when rating the individual SLO. There are several steps teachers must follow in order to arrive at a final determination.

- **Preparing for Scoring**

  Prior to the end-of-year review, teachers are responsible for collecting relevant information and compiling it in a useful way. For example, evaluators will have limited time, so having all student work or other documentation clearly organized and final student scores summarized (as noted below) will be valuable for saving time and reducing paperwork. Information that could be collected includes student performance data and the completed *SLO Scoring Template* document.

  FAQs
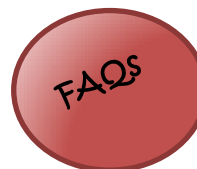
  What am I to take to my OTES end-of-year review with my evaluator?

  1. Approved SLO
  2. Approved assessment(s)
  3. Completed SLO Scoring Template

- **See "Complete the SLO Scoring Template" on the next page**

SLO Process -----

■ **Complete the SLO Scoring Template**

The teacher is responsible for collecting the evidence, using the *SLO Scoring Matrix (below)* to determine an SLO rating, and providing the scores to the SLO Committee.

The administrator, after reviewing the information provided by the teacher, enters the numerical rating for each SLO into eTPES (electronic Teacher Principal Evaluation System).

Directions –SLO Scoring Template

1. Add the name or identification number for each student into the worksheet. Additional rows may be added as needed.

2. Enter each student's baseline score. This may be from a combination of data points and available information such as scores on the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.

3. Enter each student's established growth target.

4. Enter the final performance data for each student.

5. Enter if each individual student exceeded/ met the growth target by answering yes or no.

6. Determine the percentage of students meeting or exceeding the established growth targets.

7. Compute the overall teacher rating of student growth measures using the SLO Scoring Matrix.
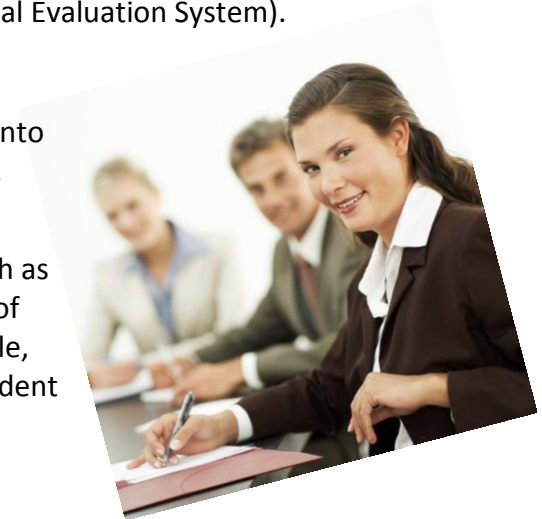
SLO Scoring Matrix

Percentage of students that met or exceeded growth target	Descriptive rating	Numerical rating
90-100	Most Effective	5
80-89	Above Average	4
70-79	Average	3
60-69	Approaching Average	2
59 or less	Least Effective	1

See "Guiding Questions" on the next page.

SLO Process -----

Step 5
Final Scoring of SLO (continued)

Guiding Questions

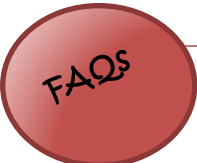- Have you analyzed the pre and post assessment data to determine strengths and opportunities for improvement in content learned for each student and/or groups of students?

- Do you have your analyzed data organized into an easily recognized, readable format that can be easily shared and reviewed with your evaluator?

- Do you have some ideas for goals to include in your Performance Improvement Plan for next year?

FAQs

What if a student withdraws?	*Do my special education and ELL students count toward my total?*	*Do chronically absent students count toward my total?*
Do they count toward my goal?		
No. Do not include students who have withdrawn prior to giving the post-assessment when calculating your final percentage. However, you should keep them on your spreadsheet and indicate that they have withdrawn in the Post-Assessment field.	Yes, they must be included in your "all student" SLO, and should also be included in your second SLO unless they do not meet your criteria for establishing a target group. All students should receive modifications and/or accommodations as required by their IEPs, 504s, and ELL Status.	Yes, they should be counted. If at the end of the year, you do not meet your goal and a chronically absent student made the difference, note the number of days the student was absent in your final entry, and bring documentation of your efforts to get the student to school to your final meeting with your principal. Students can be excluded at your principal's discretion in extreme circumstances.

Next Steps

Take your completed SLO Scoring Template to your end-of-year evaluation conference

Required Documentation/Product(s) for Step 5:

Complete the SLO Scoring Template in Appendix G.
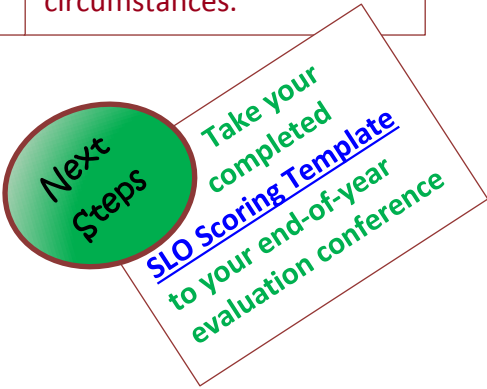
SLO Process -----

Revision Request

Timeline: October

Purpose: Revise SLOs, as required, after SLO Committee review.

Guidelines

- Completing revisions according to the specific requests made by the SLO Committee
- Complete all revisions within 10 working days of receiving the revision request
- Complete all revisions within your original SLO Template according to the comments from the SLO Committee.
- Submit your revised SLO template for approval.

Guiding Questions

- What specific part(s) of my SLO are in need of revision?
- How long will it take to complete the request? Since there is a 10 working day window to complete your revision, planning is imperative. For instance, a retest takes significantly more time to develop, administer and document than a simple clarification of the Learning Objective.
- Have there been any changes to my class or teaching assignment that would invalidate my SLO.

FAQs

How do I know if a revision is required on my SLO?

Any time a revision request is generated, you will receive an email with your original SLO template with the revision comments.

Can I change my Growth Target Mid-year?

No, once a target has been submitted and approved it is final. Possible exceptions would be if a student enters who does not fit into your current growth target, significant reductions in your class size, or a significant shift in your student population. In those cases, you may request a revision from the SLO Committee.

What if I do not agree with the revision request?

Revisions are generated when your SLO does not meet the guidelines in the SLO Rubric and/or this handbook. If you feel that you your SLO does meet those criteria, please contact both your principal and a member of the SLO Committee to set up a time to meet with members of the SLO Committee to review and discuss your SLO.

Required Documentation/Product(s) for SLO Revision:

Complete revisions and submit revised SLO within 10 working days of receiving the request for revision.

SLO Process -----

New Student Enrollment Cut-Off Date

Timeline: Third Friday in January

Important Note: This is not a submission deadline. You will not submit anything to the SLO Committee mid-year. All updates to your roster will be submitted at the end of the year.

Purpose: Finalize list of students who must be included in your SLOs based on the date of enrollment

Guidelines

- All students enrolled on or before the cut-off date must be included in your SLO
- Pre-assessments for new students must be given by February 17th (same as the submission deadline for Semester SLOs)
- All students must be given both a pre and post-assessment in order to count as having successfully meeting your growth target.

Guiding Questions

- Have I given all students who registered on or before the cut-off date a pre-assessment?
- Do any of my new students' pre-assessment scores fall outside of my Growth Target? If so, you may need to request a revision.

Required Documentation/Product(s) for New Student Enrollment:

Nothing is due at this time.
New student pre-assessment will be included in your SLO Scoring Template at the end of the course.

FAQs

Is there a deadline for administering pre-assessments?

It is to your advantage to test students as soon as possible. We suggest having all students tested by the end of January at the latest for year-long SLOs.

APPENDIX A

Important Terms and Definitions

Student growth

For the purpose of use in evaluation systems, student growth is defined as *the change in student achievement for an individual student between two or more points in time* (excerpted from Measuring Student Growth for Teachers in Non–Tested Grades and Subjects: A Primer).

Tested grades and subjects

The U.S. Department of Education (USDOE) defines "tested grades and subjects" as *those covered by the state's assessment under the ESEA* and "non-tested grades and subjects" as *those without such data*. Because the definition of student growth requires individual student achievement data from two or more points in time, this definition typically limits the tested grades and subjects to Grades 4–10 in the subjects of English language arts and mathematics. In Ohio, this is currently limited to reading and mathematics, Grades 4-8.

Value-Added

In Ohio, Value-Added refers to the EVAAS Value-Added methodology, provided by SAS, Inc. This is distinct from the more generic use of the term "value- added," which can represent a variety of statistical modeling techniques. The Ohio EVAAS Value-Added measure of student progress at the district and school level has been a component of the Ohio Accountability System for several years. Ohio's Race to the Top (RttT) plan provides for the expansion of Value-Added to the teacher level. Value-Added calculations currently utilize data from the Ohio Achievement Assessments (OAA). As the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become operational and replace the current assessment system, they will be integrated into the Value-Added calculations. Additionally, the EVAAS data reporting system has added several features to help educators use this important data. Battelle for Kids (BFK) is providing professional development and other related services across the state.

ODE-Approved Vendor Assessment

HB 153 requires ODE to develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations for grade levels and subjects for which the Value-Added measure does not apply (the non-tested grades). ODE released two rounds of a Request for Qualifications (RFQ) so interested vendors could demonstrate that their assessments qualified for use in Ohio schools. The list of approved assessments will be maintained and updated by ODE.

See additional terms on the next page

Important Terms and Definitions (continued)

Student Learning Objectives (SLOs)

SLOs are goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time. SLOs are determined by teachers after analyzing data on student academic performance and identifying areas that need a targeted effort for all students and subgroups of students. As a way to measure student growth, the objectives demonstrate a teacher's impact on student learning within a given interval of instruction. Further, they enable teachers to use their own knowledge of appropriate student progress to make meaningful decisions about how their students' learning is measured. As a collaborative process, SLOs also support teacher teams in their use of best practices

Shared Attribution Measures

Shared attribution measures are student growth measures that can be attributed to a group. This could include a district, building, department or grade-level team. These measures encourage collaborative goals and may be used as data in the student growth component.

Multiple measures

The teacher evaluation framework is based on multiple measures of performance and student growth. It is important that the summative evaluation rating consider multiple factors across time. Accordingly, there are multiple measures within teacher performance and student growth, within and across years. The student growth measures may include data from multiple assessments and subjects.

Teacher Value-Added, by methodological definition, includes multiple measures on multiple levels. First, the EVAAS methodology incorporates student test histories (across all state-tested subjects) in determining growth metrics. Second, Value-Added creates effectiveness ratings for each tested grade and subject, as well as an aggregate composite rating. For example and analogous to Value-Added on the Local Report Card, a fifth-grade teacher may have a Value-Added rating for fifth-grade mathematics, a separate rating for fifth-grade reading, and an overall composite rating. Third, the Value-Added metric eventually will roll into a three-year composite so that multiple years of multiple measures are represented.

APPENDIX B

SLO Template with Checklist Inserted

1. Access your Google docs account
2. Click on 'mail' in the menu bar at the top
3. Click on the "SLO Template with Checklist Inserted" document
   (this document is 'owned' by Jim)
4. You will see this:

I've shared an item with you.

🖼 Document   SLO Template with ChecklistInserted.doc

5. Click on the document to open it
6. Under the 'File" tab at the menu bar at the top, click on 'Make a Copy'
   (you are now the owner of this document)
7. Delete the "SLO Template with Checklist inserted" document 'owned' by Jim
8. Enter your SLO information into 'your' document
9. When completed, share your document with the SLO Committee members
   (Be sure to give them permission to 'comment' so they can give you feedback, on your SLO template, when reviewing)

APPENDIX C1

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Assessments with Alignment Examples

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Criteria for Selecting Assessments

When selecting assessments, teachers or teacher teams need to consider two major questions.

- **Is the assessment <mark>aligned</mark> to both my students' learning objectives and to the appropriate grade- or content-specific standards?**

  The assessment should cover the key subject and grade-level content standards and curriculum that will be taught during the interval of instruction. When examining assessments for alignment, teachers and teacher teams should look for the following:

  - ✓ Items on the test should cover all key subject/grade-level content standards.

  - ✓ No items on the test should cover standards that the course does not address.

  - ✓ Where possible, the number of test items should mirror the distribution of teaching time devoted to concepts or the curriculum focus. For example, if a foreign language teacher devotes almost equal amounts of time to developing students' reading comprehension, listening comprehension, oral communication, and written communication skills, he or she should not use a test that devotes 90 percent of the test to reading comprehension. Instead, the distribution of the test should mirror instruction, meaning that about a quarter of the test should focus on each of the four skills listed above.

  - ✓ The items or tasks should match the full range of cognitive thinking required during the course. For example, if the main foci of the mathematics content standards are solving word problems and explaining reasoning, some questions or items on an assessment should require students to solve word problems and explain how they arrived at their answers.

The assessment should require students to engage in higher-order thinking where appropriate. These items or tasks may require students to use reasoning, provide evidence, make connections between subjects or topics, critique, or analyze.

- **Example A of assessment <mark>alignment</mark> with SLOs and the appropriate grade- or content-specific standards:**

An AP Biology teacher is evaluating available assessments to use for his SLO, which must align with the content of the AP course. He locates a district-created assessment geared toward first-year college students that covers both the major topics and the important skills associated with the course. The assessment includes 30 questions on organisms and populations, 14 questions on molecules and cells, and 16 questions on heredity and evolution.

The assessment sufficiently aligns with the content of the course. Because the AP course is designed to be the equivalent of a college introductory biology course, a test written to assess first-year college students would be appropriate. In addition, the distribution of questions nearly follows the AP Biology Development Committee's recommendations that teachers spend 50 percent of the time teaching organisms and populations, 25 percent teaching molecules and cells, and 25 percent studying heredity and evolution. Finally, the types of items mirror the AP Biology test, not just the content.

Additional examples on the next page

APPENDIX C1 (continued)

- **Example B of assessment <mark>alignment</mark> with SLOs and the appropriate grade- or content-specific standards:**

A second-grade mathematics teacher team is evaluating a commercially available end-of-course assessment. Looking at the items on the test, the team compares the foci of the test with the Common Core State Standards for Grade 2.

Foci of the Test	Common Core State Standards for Grade 2
Operations and Algebraic Thinking	Operations and Algebraic Thinking
Number and Operations in Base Ten	Number and Operations in Base Ten
Fractions	Measurement and Data
Geometry	Geometry
Statistics	
Probability	

The chart above indicates that the test covers more topics than are taught with the Common Core and does not include measurement and data. An item analysis would be necessary to make a final determination, but given that the Common Core focuses on fewer topics in greater detail than may be on the test, a different assessment would be more appropriate.

- **Example C of assessment <mark>alignment</mark> with SLOs and the appropriate grade- or content-specific standards:**

The fifth grade science curriculum contains three curricular units: cycles and patterns in the solar system; light, sound, and motion; and interactions within ecosystems. However, through these curricular units, students are expected to develop scientific inquiry skills in accordance with state standards. When the teacher team evaluates various available assessments to use with their SLOs, it finds that most of the assessments are multiple-choice questions that require basic recall, like "Which of the following is not a characteristic of Venus?"

The teacher team instead creates its own assessment that integrates the content of the course with scientific processes and inquiry. In addition to having a few multiple-choice questions, the assessment requires students to provide written explanations for scientific phenomena, analyze and interpret data relevant to the course content, and describe how they would construct a basic scientific investigation. The resultant assessment is rigorous and is better aligned to the expectations of the state content standards.

- **Example D of assessment <mark>alignment</mark> with SLOs and the appropriate grade- or content-specific standards:**

A seventh-grade social studies curriculum covers relevant world developments from 750 B.C. to 1600 A.D. A teacher examines an available district-created assessment for potential use with SLOs. The assessment features 40 questions, 20 of which are focused on Ancient Greece and 20 of which are focused on Ancient Rome.

The assessment mentioned above might be a district-created unit test that focuses on development in Ancient Greece and Ancient Rome. It does not adequately cover the breadth of the course, which covers world history up through global exploration. In order for the assessment to be aligned to the course, the assessment would have to measure student growth in understanding of key developments in a variety of cultures—not just Ancient Rome and Greece—over a larger period of time.

APPENDIX C₂

Assessments with Stretch Examples

■ **Does the assessment allow high- and low-achieving students to adequately demonstrate their knowledge? Does the assessment have <u>enough</u> <mark>stretch?</mark>**

All students should be able to demonstrate developmentally appropriate progress on the assessment(s) used with an SLO. In order for the assessment to work for most or all students, the assessment must have sufficient "stretch," meaning that it contains questions that are of varying difficulty and covers some basic, low-level and advanced knowledge or skills. Teachers may not be able to make an informed judgment about the needed stretch of the assessment until they have analyzed the baseline or pre-assessment performance of students. When evaluating the assessment for sufficient stretch, teachers and teacher teams should keep their lowest performing and highest performing students in mind. Based upon students' recent performance, will they be able to demonstrate growth on this assessment?

✓ All students should be able to demonstrate growth on the assessment.

✓ The test includes items that cover basic knowledge and skills and appropriate, content-relevant items that will challenge the highest performing students.

■ **Example A of assessment that allow high- and low-achieving students to adequately demonstrate their knowledge:**

A teacher examines a district-created assessment of fourth grade reading. The assessment covers all reading standards for informational text and literature for fourth grade and often includes questions that are slightly less or more challenging than grade-level expectations. In addition, questions throughout the assessment cover the third grade and fifth grade expectations of the same standard. For example, three assessment tasks are aligned with fourth grade standards and require students to compare and contrast a firsthand and secondhand account of the same event and describe the differences in the two accounts in terms of focus and information. In addition, one question asks students to distinguish their own point of view from that of an author (a third grade expectation), and one task asks students to analyze multiple accounts of the same event or topic and note differences in points of view (a fifth grade expectation).

Given that the teacher has one student who began the year reading below grade level and three students who were reading above grade level, this assessment has sufficient stretch.

■ **Example B of assessment that allow high- and low-achieving students to adequately demonstrate their knowledge:**

A high school band teacher distributed a district-created high school I music pre-assessment at the beginning of the year to his high school I class. Looking at the results, the teacher was surprised to see that a third of his students scored 85 percent or higher on the pre-assessment. The teacher is scheduled to distribute a post-assessment to students at the end of the year that contains questions of the same difficulty level.

Because so many students demonstrated mastery of course content at the beginning of the year, the high school I music posttest currently planned does not have enough stretch. In order to ensure that all students will be able to demonstrate developmentally appropriate growth, the teacher might need to supplement the high school I post-assessment with more challenging questions or tasks.

Read about Validity and Reliability on the next page

APPENDIX C₃

Assessments with Valid and Reliable Examples

- **Is the assessment <mark>valid</mark> and <mark>reliable</mark>?**

The assessment should be both valid and reliable. In other words, the assessment should measure accurately what it says it measures and should produce consistent results (that is, it should be administered in such a way that students with the same skills should obtain similar scores). When evaluating assessments for validity and reliability, teachers and teacher teams should consider the following:

- ✓ Unless the assessment aims to test reading skills, a test should not include overly complex vocabulary. For example, a mathematics test that includes word problems with complex names and language may be assessing reading skills rather than mathematical reasoning.

- ✓ Items or tasks should be written clearly and concisely. Performance-based assessments should contain clear directions that are easily understood.

- ✓ Clear scoring rubrics or guidance should be included for performance-based items.

- ✓ The teacher or teacher team should determine how the assessment will be administered consistently across classes. Testing conditions, instructions, and test items (if using different forms of a test across classes) should be similar across classes.

- ✓ Give students the test only one time per administration (pre & post)

- ✓ Tests should be administered to all students on the same day. Absent students should make the test up ASAP

- ✓ Do not review questions or answers with students at any time throughout the year

- ✓ Students should not grade the assessments

- ✓ Do not send tests home with students

- ✓ Make assurances against cheating (students may not take the test in groups)

- ✓ Monitor students and do not alter their answers

- ✓ Teachers may not complete answer documents for students unless required by the student's IEP

- ✓ Pre-tests must show effort. Incomplete essays and multiple-choice tests with excessive blanks will not be considered complete and will therefore count as a "No", regardless of the post-assessment score. We suggest monitoring students during test administration, as the test cannot be given again at a later date

- ✓ Hints, helping tools, detailed instructions, etc., are not allowed. If they are an integral part of your test, they must be clearly identified in your SLO entry, approved by your principal and given on both the pre and post-assessments.

FAQs

What are the consequences for not following the guidelines?

Consequences for breaking test fidelity (i.e., cheating) could range from documentation in your performance evaluation all the way to losing your Ohio Teaching Certification and even legal prosecution.

See examples of validity and reliability on the next page.

APPENDIX C3 (continued)

Assessments with Valid and Reliable Examples

- **Example A of ensuring assessments are valid and reliable:**

The teacher evaluates a ninth grade pre-assessment and post-assessment in social studies. The tests are aligned with the content standards, contain sufficient stretch, and are sufficiently rigorous. However, the teacher notices that most of the questions are written at a 12th-grade reading level.

This test raises validity issues. If students do better on the post-assessment, would it be because their knowledge of social studies and reasoning skills has improved, or because their reading comprehension has improved? To create a more valid assessment, the teacher might convene a teacher team to create a new test that uses appropriate vocabulary and will be readable to all students.

- **Example B of ensuring assessments are valid and reliable:**

A team of band teachers in the district create a performance assessment for students. In addition to developing the tasks together, the teachers specify a set of directions and testing conditions that each teacher will follow. For example, each student will be asked to perform a short piece of music during their small-group lessons. All teachers will assess the students using the same band rubric. Prior to grading, teachers will practice using the rubric and make sure that they are all grading performances consistently.

By creating standard assessment procedures, the teacher team is increasing the reliability of the assessment. These procedures will help ensure that one student's results are not more valid than another student's. In other words, if Susie takes the test during a teacher's period 1 class and then again during the teacher's period 6 class, her results should be similar. Again, testing conditions, instructions, and test items (if using different forms of a test across classes) should be similar across classes.

APPENDIX D

Types of Assessments

- **Types of Assessments**

The list below ranks assessment types based upon the likelihood that the assessments will be aligned to standards, rigorous, valid, and reliable.

1. **State assessment items in proportion to the content specified in the SLO**—These assessment item banks are provided by the state and include items from past Ohio Achievement Assessments and Ohio Graduation Tests. Note: Teachers instructing a course with a Value-Added measure should focus their SLOs on other courses that do not have a growth measure in place so long as the district plan permits LEA measures in addition to Value-Added data.

2. **Commercially available assessments**—Some commercially available assessments have been carefully created and reviewed by assessment and education experts. However, these assessments do not always align with state content standards. Teachers may use these measures for their SLOs, but ODE recommends that teachers review these assessments for alignment first.

3. **District or team-created assessments**—District-created or team-created assessments are appropriate for use with SLOs, provided they meet the criteria for selecting assessments. Wherever possible, the same assessments should be administered across classrooms and across the district to increase comparability across classrooms. ODE also recommends that teams harness the expertise of district or school administrators with expertise in assessments, content area specialists, special educators and ELL specialists when developing assessments.

5. *Teacher-created assessments*—ODE strongly recommends that districts not allow assessments created by one teacher for use in his or her classroom for an SLO. In the rare case where a teacher must create an assessment that is unique to his or her classroom, ODE strongly recommends that the teacher develop the assessment in consultation with a school or district administrator with expertise in assessments, a special educator, an ELL specialist and/or a content team member. Individual teachers should not create assessments *for this purpose.*

APPENDIX E

Assessments Frequently Asked Questions

- **Is a teacher-created assessment appropriate for an SLO?**

  If no other assessments are available, ODE recommends that assessments be created in teacher or district teams following this guidance and the valuable guidance in other assessment literacy resources. Whenever possible, individual teachers should not create assessments.

- **Why is baseline data important*?***

  Baseline data is an integral part of the SLO process. In order to demonstrate growth, teachers have to have information about their students' starting points. Teachers should consider using the following sources of information as baseline data:

  ✓ Results from a pre-assessment that is similar to the end-of-year assessment.

  ✓ Results from last year's end-of-course exams in the same subject.

  ✓ Data from a portfolio of student work from the prior year in the same subject.

  ✓ Results of the first unit test and other student work samples from the beginning of the year.

  ✓ Data on performance in a similar subject, if the subject is completely new to students (i.e., the class is a first-year foreign language class or an introduction to physics).

- **I have students with Individualized Education Plans (IEPs) and 504 plans. Am I allowed to provide them with the testing modifications articulated in their plans?**

  Yes, by law students are entitled to receive the testing accommodations in their IEPs and 504 plans. All teachers should provide students with testing modifications when appropriate.

- **Who approves assessments?**

  Assessments are reviewed and approved by the SLO Committee along with your SLO.

- **What happens if my assessment doesn't meet the criteria?**

  Like all components of the SLO, assessments must meet specific measures to maximize alignment, rigor, and verification. If it is determined that your assessment does not meet those criteria, you will be required to revise. In order to avoid time consuming revisions, please ensure that you have thoroughly read the Assessment criteria in Appendix C, the Assessment Checklist, the Assessment Balance, and asked for feedback on anything you are unsure about.

APPENDIX F1

Assessment Checklists

Alignment to Standards: _Is the Learning Objective clearly reflected in the assessment measure?_			
Yes	Somewhat	No	
			All items in the assessment align to the standard(s) addressed in the SLO.
			The assessment measure addresses the full range of topics skills included in the SLO.
			The items or task match the full range of cognitive thinking required during the course.
Comments:			

Stretch: _Will all students be able to demonstrate growth on this assessment?_			
Yes	Somewhat	No	
			The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.
			Test items cover knowledge and skills that will be of value beyond the school year.
Comments:			

Validity and Reliability: _Is the assessment measure a valid and reliable tool for the intended purpose?_			
Yes	Somewhat	No	
			The assessment includes grade appropriate vocabulary.
			Items or tasks are written clearly and concisely.
			Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments.
			The teacher applies a consistent protocol when administering assessments.
Comments:			

APPENDIX F2

Assessment Checklists – Rubrics

Clarity: *Does everyone understand what is meant?*			
Yes	Somewhat	No	
			Are terms defined?
			Are various levels of quality defined?
			Are there samples of work to illustrate levels of quality?
Comments:			

Practicality: *Is it easy to use by teachers and students?*			
Yes	Somewhat	No	
			Will students understand what is meant? Is there a student-friendly version?
			Can student use it to self-assess and set specific goals?
			Is the information provided useful for planning instruction?
			Is the rubric manageable?
Comments:			

Technical Quality / Fairness: *Is it reliable and valid?*			
Yes	Somewhat	No	
			Is it reliable? Will different raters give the same score?
			Is it valid? Do the ratings actually represent what students can do?
			Is it fair? Does the language adequately describe quality for all students? Are there racial, cultural, or gender biases?
Comments:			

APPENDIX F3

Assessment Checklist - Balance

Use this tool to maximize the rigor in your assessment.

Relative importance of each learning objective within the whole... Rank 1 to ? 1 = High Importance

The amount of time you spent on each learning objective relative to the whole...Rank 1 to ?   1 = most time

Across from each learning objective enter the number of questions for each category (recall/define, apply/analyze, and evaluate/create).

Complete "Total Number" or percentage in the far right column...for each learning objective.

Complete "Total Number" or percentage in the middle row ...for each category and the "Total Number" column.

Are any important learning targets left out? Add more rows if needed.

Learning Objective	Relative Importance	Amount of Time	Recall Define	Apply Analyze	Evaluate Create	Total Number (%)
Total Number (%)						
Comments:				Yes	Somewhat	No
Does the total number of points for each learning target represent its relative importance within the whole? 1=high importance						
Does the number of points for each learning target represent the amount of time you spent on it relative to the whole? 1=most time						

Example

Learning Objective	Relative Importance	Amount of Time	Recall Define	Apply Analyze	Evaluate Create	Total Number (%)
Learning Objective 1	1	2	4	12	4	20 (40%)
Learning Objective 2	2	1	3	9	3	15 (30%)
Learning Objective 3	3	3	2	6	2	10 (20%)
Learning Objective 4	4	4	1	3	1	5 (10%)
Total Number (%)	Proper balance ⟶		10 (20%)	30 (60%)	10 (20%)	50 (100%)

APPENDIX G

1. Add the names of each student into the template located on the next page. Additional rows may be added as needed by hitting the 'tab' key 5 times after entering the last student name.

2. Enter each student's baseline score. This may be from a combination of data points and available information such as scores on the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.

3. Enter each student's growth target as established in your SLO Template

4. Enter each student's final score for each student.

5. Enter if each individual student exceeded/met the growth target by answering yes or no.

6. a) Compute the percentage of students exceeding or meeting their growth target and **enter in Table B below**
        (Number of 'yes' divided by total number of students assessed.)
    b) Compute the percentage of students below their growth target and **enter in Table B below**
        (100% - the percentage from 6.a)

7. Determine your 'Numerical Rating of SLO' and **enter in Table C below**
    (Find where your percentage from 6.a falls in column 1 in Table A. Follow that row across to column 3 in Table A and enter
       that "Numerical Rating" in Table C)

Table A

% of students that exceeded/met growth target	Descriptive Rating	Numerical Rating
90 – 100	Most Effective	5
80 – 89	Above Average	4
70 – 79	Average	3
60 – 69	Approaching Average	2
59 or less	Least Effective	1

Table B

Final SLO Percentage	SLO Percentage
% Exceeding / Meeting Growth Target	
% Below Growth Target	

Table C

Numerical Rating of SLO

See an example of the template on the next page

Download, complete, and save a copy to your computer of this "SLO Scoring Template" at **www.buckeyecentralslo.weebly.com**

Teacher Name:		Subject:			Grade / Level:
SLO Title:		Assessment Used:			
Student Name		Baseline Score	Growth Target	Final Score	Exceeds/ Meets Target? (yes / no)

% of students that exceeded/ met growth target	Descriptive Rating	Numerical Rating
90 - 100	**Most Effective**	5
80 - 89	**Above Average**	4
70 - 79	**Average**	3
60 - 69	**Approaching Avg.**	2
59 or less	**Least Effective**	1

Final SLO Percentage

% Exceeding/Meeting Target: %

% Below Target: %

NUMERICAL RATING OF SLO:

APPENDIX H

Student Learning Objective Template Checklist

Student Learning Objective (SLO) Template Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?	*Which students will be included in this SLO? Include course, grade level, and number of students.*	*What is the duration of the course that the SLO will cover? Include beginning and end dates.*	*What content will the SLO target? To what related standards is the SLO aligned?*	*What assessment(s) will be used to measure student growth for this SLO?*	*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*	*What is your rationale for setting the target(s) for student growth within the interval of instruction?*
☐ Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) ☐ Draws upon trend data, if available ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	☐ Identifies the class or subgroup of students covered by the SLO ☐ Describes the student population and considers any contextual factors that may impact student growth ☐ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO	☐ Matches the length of the course (e.g., quarter, semester, year)	☐ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations ☐ Represents the big ideas or domains of the content taught during the interval of instruction ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)	☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course ☐ Provides a plan for combining assessments if multiple summative assessments are used ☐ Follows the guidelines for appropriate assessments	☐ All students in the class have a growth target in at least one SLO ☐ Uses baseline or pretest data to determine appropriate growth ☐ Sets developmentally appropriate targets ☐ Creates tiered targets when appropriate so that all students may demonstrate growth ☐ Sets ambitious yet attainable targets	☐ Demonstrates teacher knowledge of students and content ☐ Explains why target is appropriate for the population ☐ Addresses observed student needs ☐ Uses data to identify student needs and determine appropriate growth targets ☐ Explains how targets align with broader school and district goals ☐ Sets rigorous expectations for students and teacher(s)

APPENDIX I

SLO Examples

The Ohio Department of Education has posted a limited number of SLOs. These examples ARE NOT exemplary SLOs. There are examples for most content areas but there are not examples grade level examples for each content area.

The intent is to give you some general ideas of how SLOs can be written. Some of the examples include revision comments from a reviewer.

Contact a member of the SLO Committee should you have questions or need assistance.

To view the examples click on the link below or copy and paste the link into your URL box of your web browser:

http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples/Sample-Student-Learning-Objectives