
USE OF STUDENT LEARNING OBJECTIVES

WEBINAR #2



May 2, 2013

Agenda and Speakers

- Introduction: U.S. Department of Education
 - Victoria Hammer, Christine Pilgrim
 - Overview of Approach (with Q&A):
 - Lisa Lachlan, Center on Great Teachers and Leaders at AIR
 - Implementation of Approach (with Q&A):
 - Jessica Delforge and Laura Kacewicz, Rhode Island
 - Lori Lofton, Ohio
 - Michelle Shafter, ESC of Lake Erie West, Ohio
 - General Q&A
 - Wrap-Up
-

Webinar Series: Three Approaches to Measuring Growth for Non-Tested Grades and Subjects

- Schoolwide growth or value-added scores
- **Student learning objectives (SLOs)**
- Developing additional assessments to measure student growth

Each webinar will include a short presentation on the topic by a representative of the Center on Great Teachers and Leaders and by State and/or district leaders using the approach.

Timeline for the Webinars

- **Schoolwide growth or value-added scores**
 - Friday, April 26, 2013, from 2:00 to 3:15 p.m. ET

- **Student learning objectives**
 - Thursday, May 2, 2013, from 3:45 to 5:00 p.m. ET

- **Developing additional assessments to measure student growth**
 - Friday, May 10, 2013, from 2:00 to 3:15 p.m. ET

Recorded webinars posted to:

<http://www2.ed.gov/policy/elsec/guid/esea-flexibility/resources/index.html>

Use of Student Learning Objectives as a Measure of Student Growth



Lisa Lachlan-Haché, Ed.D.
Principal Research Scientist
May 2013

Center on
GREAT TEACHERS & LEADERS

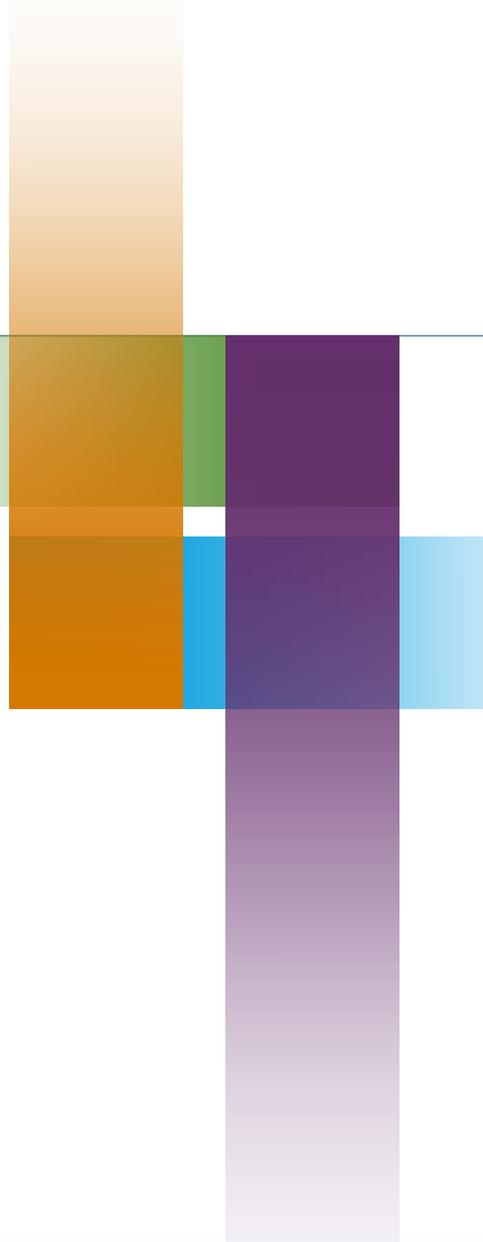
at American Institutes for Research ■

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Measuring Student Growth in Untested Grades and Subjects for Educator Evaluation

- **Issue**: States and districts searching for new ways to build educator evaluation systems that include multiple measures. Recent reforms have pushed States and districts to consider student growth as one of these measures.
- **Challenge**: About 69 percent of all teachers cannot be accurately assessed with current models based on test scores, such as value-added models (Prince et al., 2009).

Center on Great Teachers and Leaders Mission



The mission of the Center on Great Teachers and Leaders is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Student Learning Objectives

Approach: SLOs

- Who can be evaluated with SLOs?
 - Individual teachers in all grades and subjects
 - Individual teachers in nontested grades and subjects
 - Teams of teachers
 - Principals or other administrators
 - Other school personnel
- What do we mean by “student learning objectives”?
 - An SLO is a measurable, long-term academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students or for subgroups of students.



How are SLOs Developed?

SLO TEMPLATE

Baseline Data

Student Population

Interval of Instruction

Standards and Content

Assessments

Growth Targets

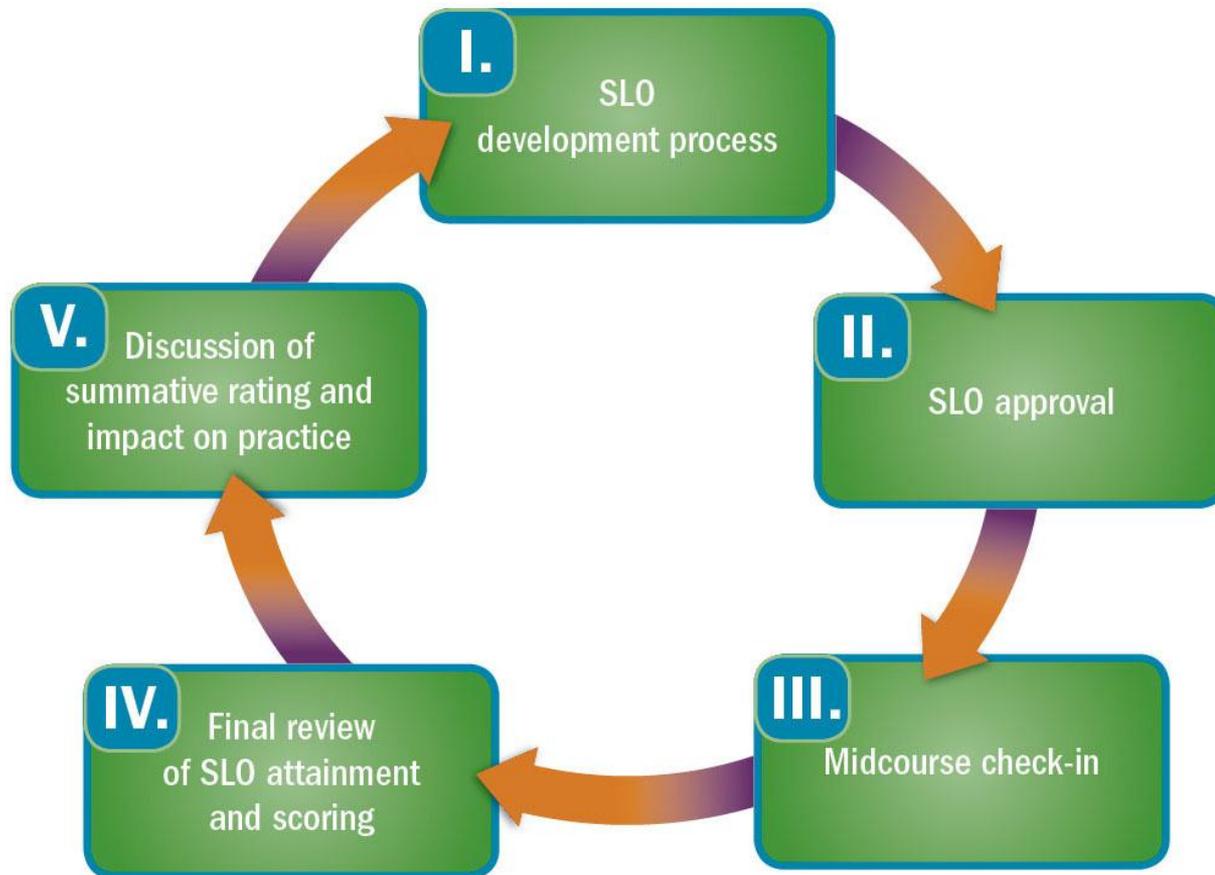
Rational for Growth Targets

Instructional Strategies

SLO CHECKLIST or RUBRIC

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessments	Growth Target(s)	Rationale for Growth Target(s)
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies sources of information about students <input type="checkbox"/> Draws upon trend data, if available 	<ul style="list-style-type: none"> <input type="checkbox"/> Covers all students in the class (or in the case of a targeted SLO covers all students in the subgroup). <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth 	<ul style="list-style-type: none"> <input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, trimester, year) 	<ul style="list-style-type: none"> <input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: <ul style="list-style-type: none"> (1) Common Core State Standards, (2) Academic Content Standards, or (3) national standards put forth by education organization 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures all students in the course have a growth target <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates teacher knowledge of students and content <input type="checkbox"/> Explains why target is appropriate for the population <input type="checkbox"/> Addresses observed student needs <input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets

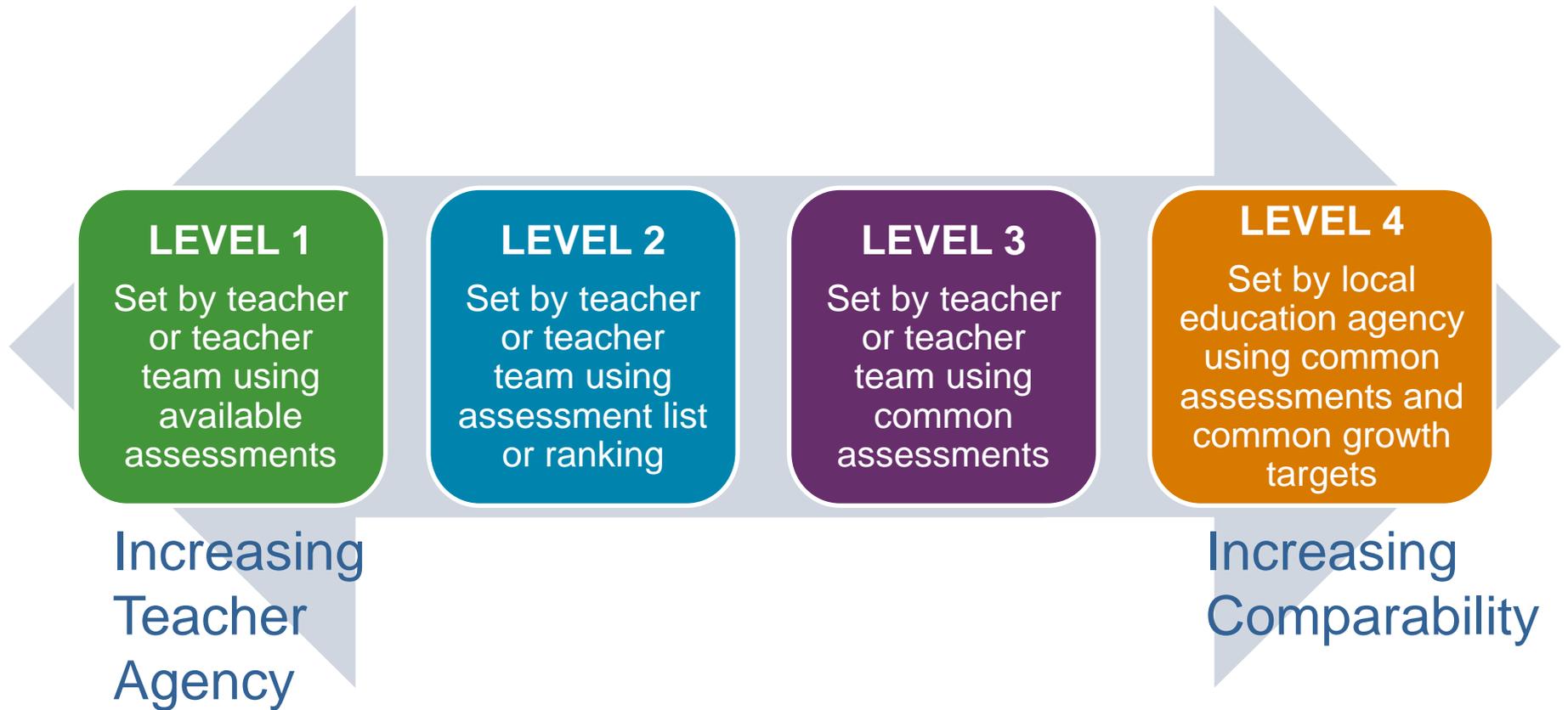
The SLO Evaluation Cycle



Current Uses

- Teacher Incentive Fund grantees initiated the use of SLOs in compensation systems.
- The majority of Race to the Top states require or recommend SLOs for at least some teachers.
- Based on Elementary and Secondary Education Act (ESEA) waivers, many additional states are considering the use of SLOs.
- An important note: SLO use varies considerably throughout the nation.

SLO Approaches



What Is Known About SLOs?

- Teachers report increased focus on student achievement and data use as a result of the SLO goal-setting process, practices that align with evidence-based practice (Donaldson, 2012; What Works Clearinghouse, 2009).
- Teachers using SLOs value the opportunity to analyze data and plan instruction as part of the SLO process and report feeling “empowered” and took a more active role in their evaluation after SLOs were implemented (TNTP, 2012; CTAC, 2013).
- Some positive correlations have been found between the quality of SLOs and student achievement and between the number of objectives met by teachers and student achievement, but mixed results point to a need for more research (CTAC, 2013; AISD, 2010).

What Is Known About SLOs?

- SLO trailblazers suggest these lessons learned for states and districts considering SLO implementation:
 - Partner and network to build capacity.
 - Set clear and consistent expectations early.
 - Build knowledge regarding the process.
 - Nurture champions and diversify responsibilities.
 - Provide training and build principal support for SLOs.
 - Solicit feedback and monitor for continuous improvement.

Lachlan-Haché, Matlach, Reese, Cushing, and Mean. (Forthcoming, 2013). *Student learning objectives: Early lessons from the Teacher Incentive Fund.*

What's Known About SLOs?

- SLOs can require significant amounts of training, may require a culture shift, and can be time consuming.
- SLOs are only as good as the assessment, baseline, and trend data upon which they are built. If these forms of data are invalid or unreliable, the growth target and the SLO will be compromised.
- A body of research on SLOs will support or limit their use in evaluation; regardless, SLOs promote evidence-based teaching practice.
- Ultimately, all steps in the SLO cycle can lead to reflection, collaboration, and the improvement of educator practice.

What Are Some Critical Considerations Regarding the Use of SLOs?

- Selecting and developing high-quality assessments
- Setting rigorous and realistic growth targets
- Integrating the work into existing structures
- Creating business rules for special cases
- Finding time: training, developing, approving, scoring
- Rural implementation
- SLO use for teachers of special populations
- SLOs are like every other measure used in educator evaluation: They have strengths and limitations.

Resources: Measuring Growth in Untested Grades and Subjects

Goe, L., & Holdheide, L. (2011). *Measuring teachers' contributions to student growth for nontested grades and subjects*. Retrieved from <http://www.tqsource.org/publications/MeasuringTeachersContributions.pdf>

Prince, C. D., Schuermann, P. J., Guthrie, J. W., Witham, P. J., Milanowski, A. T., & Thorn, C. A. (2009). *The other 69 percent: Fairly rewarding the performance of educators of nontested subjects and grades*. Washington, DC: Center for Educator Compensation Reform. Retrieved from <http://cecr.ed.gov/pdfs/guide/other69Percent.pdf>

Reform Support Network. (2012). *Measuring student growth for teachers in non-tested grades and subjects*. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/measuring-student-growth-teachers.pdf>

Resources: Using SLOs to Measure Teacher Effectiveness

Austin Independent Schools. (2010). *AISD REACH Program Update*. Retrieved at: http://archive.austinisd.org/inside/docs/ope_09-83_RB_Reach_TAKS_and_SLOs.pdf

Center for Assessment. (2013). *SLO Toolkit*. <http://www.nciea.org/slo-toolkit/>

Community Training and Assistance Center. (2004). *Catalyst for change: Pay for performance in Denver final report*. Boston, MA: Author.

Community Training and Assistance Center. (2013). *It's more than money: Teacher Incentive Fund—Leadership for Educators' Advanced Performance Charlotte-Mecklenburg Schools*. Boston, MA: Author.

Buckley, K., & Marion, S. (2011). *A survey of approaches used to evaluate educators in non-tested grades and subjects*. Dover, NH: Center for Assessment.

Donaldson, M. L. (2012). *Teachers' perspectives on evaluation reform*. Washington, DC: Center for American Progress.

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Donaldson, M. L. (2012). *Teachers' perspectives on evaluation reform*. Washington, DC: Center for American Progress.

Lachlan-Haché, L., Cushing, E., & Bivona, L. (2012). *Student learning objectives as measures of educator effectiveness: The basics*. Retrieved from http://educator talent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.pdf

Lachlan-Haché, L., Cushing, E., & Bivona, L. (2012). *Student learning objectives: Benefits and challenges*. Retrieved from http://educator talent.org/inc/docs/SLOs_Benefits_Challenges_Solutions.pdf

Lachlan-Haché, L., Cushing, E., & Bivona, L. (2012). *Implementing student learning objectives: Core elements for sustainability*. Retrieved from http://educator talent.org/inc/docs/Implementing_SLOs.pdf

Resources: Using SLOs to Measure Teacher Effectiveness

- Marion, S., DePascale, C., Domaleski, C., Gong, B., & Diaz-Bilello, E. (2012). *Considerations for analyzing educators' contributions to student learning in non-tested subjects and grades with a focus on student learning objectives*. Center for Assessment.
- Reform Support Network. (2012). *A quality control toolkit for student learning objectives*. Retrieved from <http://www.engageny.org/sites/default/files/resource/attachments/rsn-slo-toolkit.pdf>
- Reform Support Network. (2012). *Targeting growth: Using student learning objectives as a measure of educator effectiveness*. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/targeting-growth.pdf>
- TNTP. (2012). *Summer report: Creating a culture of excellence in Indiana schools*. Indianapolis, IN: Indiana Department of Education.

Resources: Measuring Growth for Special Populations

Holdheide, L., Browder, D., Warren, S., Buzick, H., & Jones, N. (2012.) *Summary of “Using student growth to evaluate educators of students with disabilities: Issues, challenges, and next steps.”* Retrieved from

http://www.tqsource.org/pdfs/TQ_Forum_SummaryUsing_Student_Growth.pdf

Holdheide, L., Goe, L., Croft, A., & Reschly, D. (2010). *Challenges in evaluating special education teachers and English language learner specialists*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from

<http://www.tqsource.org/publications/July2010Brief.pdf>

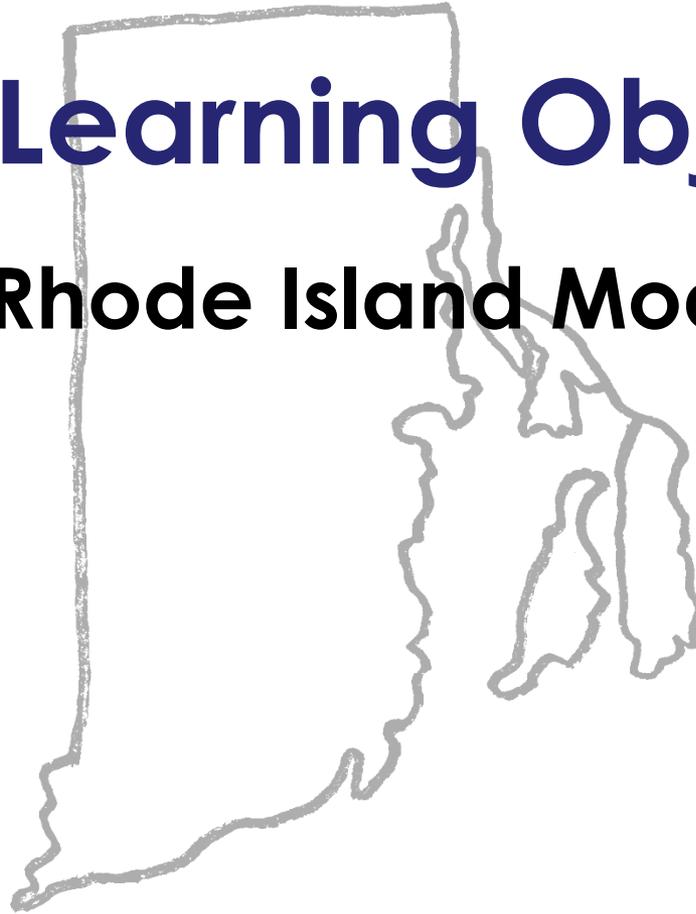
National Comprehensive Center for Teacher Quality. (2012, September 12). *Evaluating teachers of English language learners: Exploring challenges, current efforts, and recommended practices* [Webcast]. Retrieved from <http://www.tqsource.org/webcasts/2012ELL/>

Rhode Island Department of Education. (2012). *Rhode Island educator evaluation. SLOs for special education frequently asked questions*.

http://www.isbe.net/peac/pdf/RI_SLO_sped_faq_draft_022412.pdf

Student Learning Objectives

The Rhode Island Model



A Statewide Process

- Evaluation is based on Professional Practice, Professional Foundations, and Student Learning
- Student Learning = SLOs + median SGP
- All educators set 2-4 SLOs each year

Local Implementation

The EDUCATOR:

- Reviews standards, curricula, baseline information, and available assessments (local or commercial)
- Writes SLOs
- Monitors SLOs

The EVALUATOR:

- Approves SLOs
- Reviews assessments (if teacher-created)
- Scores SLOs

B.O.Y Conf.



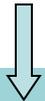
Sept. Oct.

Mid-Year Conf.



Jan. Feb.

E.O.Y. Conf.



May Jun.

Key Questions

EDUCATOR:

- What do you want your students to know or be able to do?
- Where are they now with respect to that objective?
- Where do you expect your students to be by the end of the interval of instruction?
- How will you know if they got there?

EVALUATOR:

- Does this SLO focus on priority content?
- Is the target rigorous?
- Is the evidence of a high quality?

Lessons Learned

- We are learning at each phase of implementation
- Our model is evolving in response to our observations & feedback from users
- Many seem like common sense but somehow we missed them!

Importance of Buy-In

- Leadership buy in → sound local policies
- Teacher buy in → aligned, not “add on”

Emphasize the WHY,
not just the WHAT and HOW

Importance of Guidance

- Needed at **all** levels (clear and common)
- Invest in **branding** and **user-friendly materials**
- Blended approach
(**in-person + e-learning**)

Online Systems...

...are a double-edged sword

Use your educators!

- Content-alike groups
- Mini-grants
- Varied, direct communication

Assessment Literacy

- Local assessments AND assessment literacy are needed
- Time and energy spent here will always be worth it



Ohio Department of Education: A “SLO” Journey

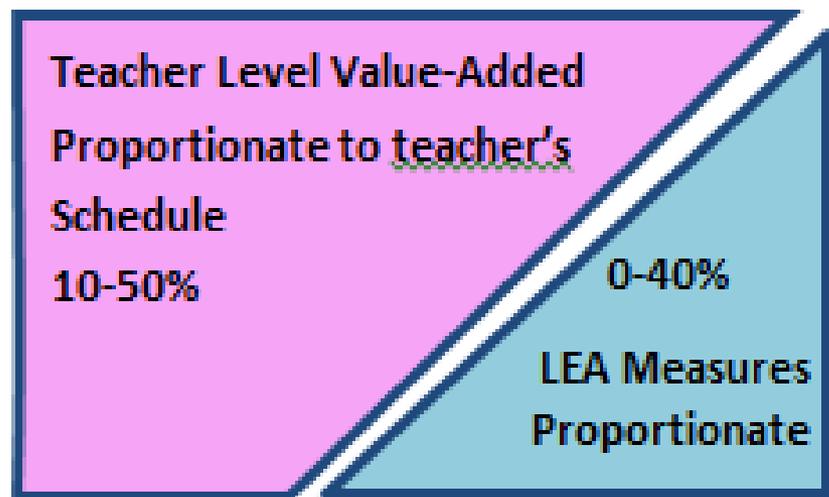
3 Measures of Student Growth

Value-Added

**A1: Teacher Instructs Value-Added Subjects Exclusively



*A2: Teacher Instructs Value-Added Courses, But Not Exclusively



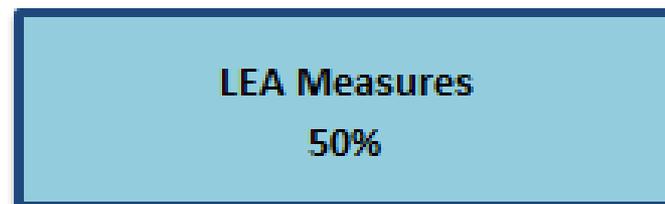
Approved Vendors

B: Approved Vendor Assessment
teacher-level data available



Local Measures

C: No Teacher-level Value-Added or Approved Vendor Assessment data available



3 Measures of Student Growth

Value-Added

- 10-50%
- EVAAS Reports
- 4-8 Rd/Math
- Other HS subjects in the future

Approved Vendor Assessments

- 10-50%
- Approved List
- Vendor shows a metric for student growth
- List is fluid

LEA Measures

- 50%
- SLOs
- Shared Attribution
- (Other) Vendor Assessments

Student Growth Measures in Ohio

**March
2012**

**Three categories of teacher SGMs released
First list of approved assessments**

**May
2012**

**SLO Template and
Criteria for Approving SLO**

**Aug.
2012**

**Preliminary guidebook on writing SLOs
Principal SGMs released**

**Dec.
2012**

Guidebook on scoring SLOs

Competitive Grants

SLO Writing

- Summer of 2012
 - Received over 100 SLOs
-

LEA-Developed Student Growth Measures

- October 2012-current
- Included 13 LEAs
- Used state created materials
- Piloted use of the electronic system (eTPES)

Student Growth Measures Training: Train-the-Trainer Model

- Module 1: Intro to SGMs and SLOs
- Module 2: Selecting Assessments
- Module 3: Growth Targets
- Module 4: SLO Scoring

Future Trainings

- Module 5 (online): Writing SLOs
- Module 6 (online): SLO Calibration
- Assessment Literacy Training
- AL Specialists in the field

Stakeholder Input and Evaluation

- SGM Advisory Board
 - Board reviews new information before released to the field
- Educator Standards Board
- Ohio Education Research Center
 - Researching early implementers

Lessons Learned

Finding the right balance of materials/modifications

Leveraging regional resources

Must have state-trained ODE staff

Providing ongoing technical assistance and professional learning

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**Education.ohio.gov, search key words
“student growth measures”**

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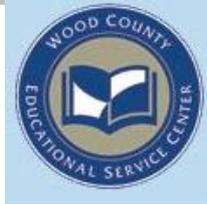
Student Learning Objectives Writing Project Partners



ESC of Lake Erie West

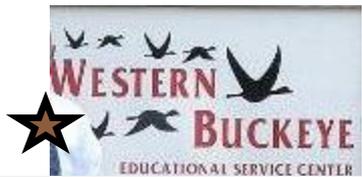


Wood County ESC



North Point ESC

Student Learning Objectives Writing Project



Western Buckeye ESC

Student Learning Objectives Writing Project



Collaboration around a Common Need

Fall 2012

School Improvement Consortium meetings at
ESC of Lake Erie West

“If we all need to do this work, then let’s
explore how we could do it together”

....but we don’t want our teachers to be out of their
classrooms any more than they already are!

Creating a Common Vision

OTES Big Picture Meetings

October, 2012

End Products	What do you see as end products? What do you expect in 2013: by January, by June, by September, by November?
Decisions	What decisions does the consortium make together? What must be done at the district level?
Roles	What role do you see for the ESC? What do you see as your role within the consortium? What do you see as the teachers' roles within the consortium?
Time	What kind of time do you anticipate this collaborative work to require from you? From the ESC? From your teachers?
Team	Who needs to be around the table for SLO creation?

SLO Writing Project Goals and End Products

1. Online bank of high quality assessments & associated SLOs
2. Collaboration among regional teachers
3. Increased aptitude within online learning environments

SLO Writing Project Timeline

August-
October

SGM
Implementa-
tion
Consortium
forms

End Products
for SLO
Writing
Project are
determined

November-
December

SLO Writing
Project
Research and
Development

Trial period
for Learning
Management
Systems

January

Share LMS
with districts

Share
proposal and
ascertain
district
involvement

Finish
Research and
Development

March-
April

Cohort 1
Standards
Forums and
SLO Writing
Cycle

SLO Writing
Project
Advisory
group and
districts
provide
feedback

May-June

Cohort 2
Standards
Forums and
SLO Writing
Cycle

SLO Bank is
posted online
(by August)

*August-
October*

SLO Growth
Target and
Scoring
Trainings

SLO Review
Team
Training

*November-
August
2014*

Monitoring
of SLO Bank
usage and
quality

Revision
work to
improve SLO
Bank

Project Overview-PD Delivery Model

Blended Approach

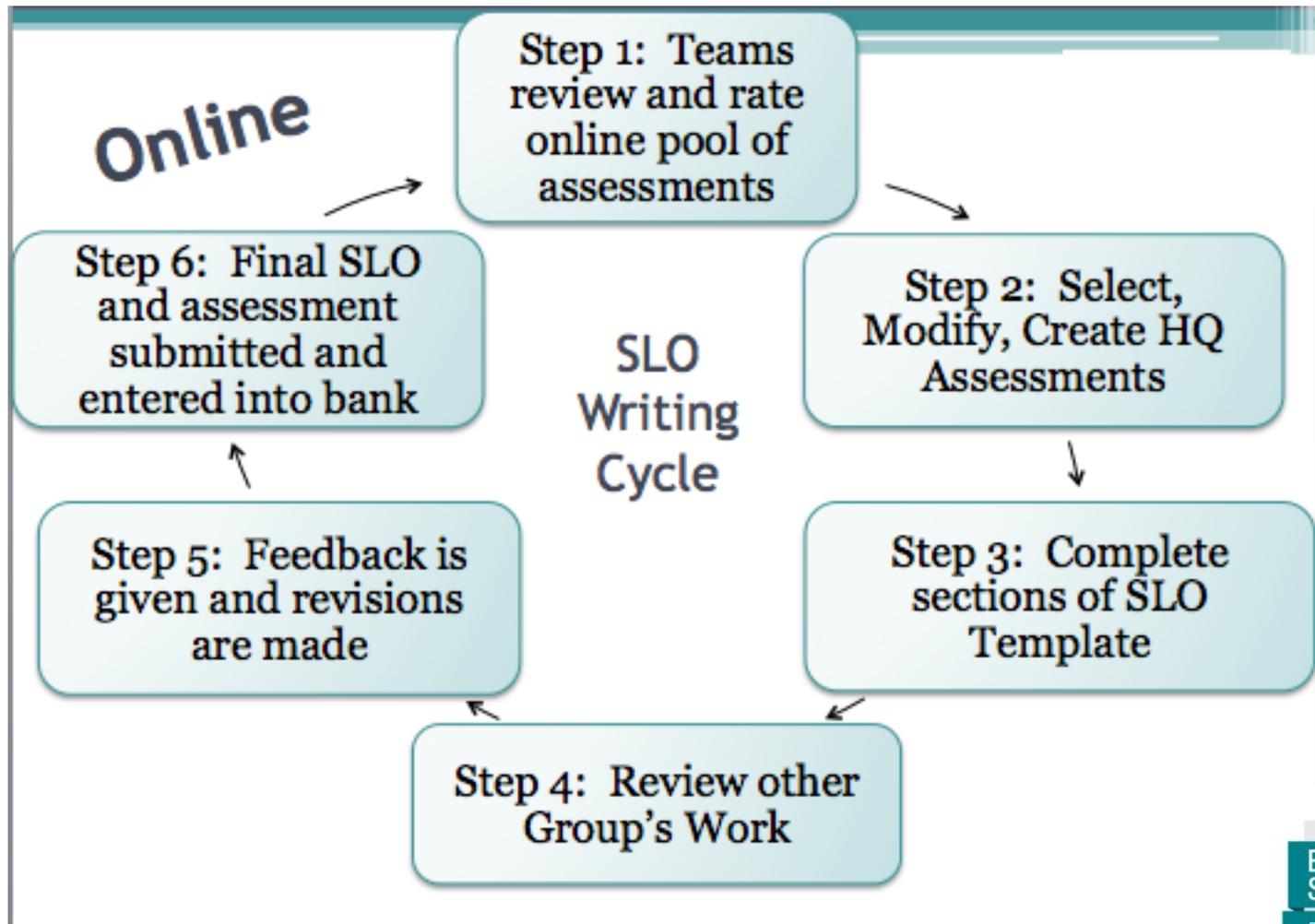
1. Face-to-Face Meeting

2. SLO Writing Cycle (online)

Cycle for Cohort 1 (March - April 28)

Cycle for Cohort 2 (May - June 28)

Project Overview- Blended PD Delivery Model



Project Overview- PD Content

“All SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to be measured”

-A Guide to Using Student Learning Objectives as a Locally-Determined Measure of Student Growth, Ohio Department of Education, 2012

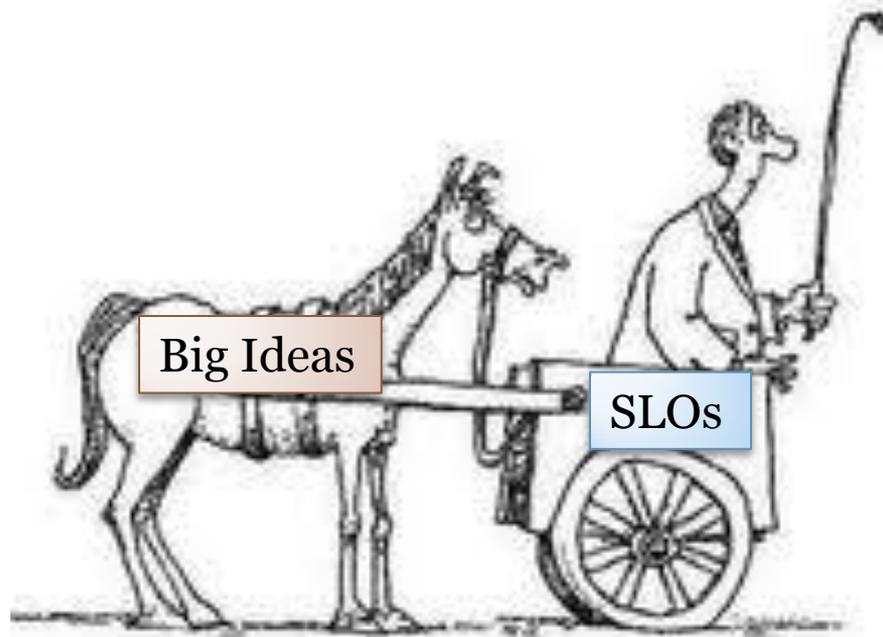
Project Overview- PD Content

What are SLO Worthy Concepts and Skills?

Two critical questions for every teacher team

- ❑ Which key concepts and important skills should we focus on for SLOs?
- ❑ What assessments will measure these concepts and skills?

What are SLO Worthy Concepts and Skills?



Resist the temptation to just get it done

Decide on what big ideas first
THEN
Go looking for the best ways to assess

- 📁 ELA Assessments (Vermont)
- 📁 ELA Assessments (WA)
- 📁 ELA Assessments(IN)
- 📁 ELA Frameworks (Georgia)
- 📁 Health (IL)
- 📁 Heath and PE (WA)
- 📁 Math Assessments (Alaska)
- 📁 Math Assessments (AZ)
- 📁 Math Assessments (IN)
- 📁 Math Assessments (MA)
- 📁 Math Assessments (NC)
- 📁 Math Assessments (New Zealand)
- 📁 Math Assessments (NY)
- 📁 Math Assessments (Vermont)
- 📁 Math Assessments (WA)
- 📁 Math Assessments-BLAST-Colorado
- 📁 Math Frameworks (Georgia)
- 📁 Science Action Page_files
- 📁 Science Assessments (Alaska)
- 📁 Science Assessments (AZ)
- 📁 Science Assessments (IN)
- 📁 Science Assessments (MA)
- 📁 Science Assessments (NY)
- 📁 Science Assessments (Vermont)
- 📁 Science Assessments (WA)
- 📁 Social Studies Assessments (NY)
- 📁 Social Studies Assessments (WA)
- 📁 SocStudies We the People
- 📁 TCRWP Performance Assessments
- 📁 Technology (MA)
- 📁 The Arts Assessments (WA)
- 📁 World Language Assessments

- 📁 Acid Lakes Gr. 11 1/2
- 📁 Antifreeze Gr. 11 1/2
- 📁 Cod on Georges Bank Gr. 11 1/2
- 📁 Conductors and Insulators Gr. 4
- 📁 Fox and Rabbits Gr. 8
- 📁 Mass and matter Gr. 8
- 📁 Mercury in Fish Gr. 11
- 📁 Ocean Currents Gr. 8
- 📁 Playground Trash Gr. 4
- 📁 Rainy Morning Gr. 8 1/2
- 📁 Sand Movers Gr. 4 1/2
- 📁 Sled Pull Gr. 4 1/2
- 📁 Soil and Water Gr. 4 1/2
- 📄 Science_gr_4_answer_booklet_08_Vermont 1/2
- 📄 Science_gr_4_practice_test_08_Vermont 1/2
- 📄 Science_gr_4_support_materials_08_Vermont 1/2
- 📄 Science_gr_8_answer_booklet_08_Vermont 1/2
- 📄 Science_gr_8_practice_test_08_Vermont 1/2
- 📄 Science_gr_8_reference_sheet_08Vermont 1/2
- 📄 Science_gr_8_support_materials_08_Vermont 1/2
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- 📄 Science_gr_11_support_materials_08Vermont 1/2

- 📄 Vermont-NECAP_2012_Grade_4_Science_Answer_Booklet
- 📄 Vermont-NECAP_2012_Grade_4_Science_Placemat
- 📄 Vermont-NECAP_2012_Grade_4_Science_Released_Item_A.
- 📄 Vermont-NECAP_2012_Grade_4_Science_Released_Items
- 📄 Vermont-NECAP_2012_Grade_4_Science_Task_Booklet

Online Assessment Pool

Assessment Rating Rubric

Criteria	Ratings						Pts
	All Items 5 pts	Most items 4 pts	Many items 3 pts	Some items 2 pts	Few items 1 pts	No Marks 0 pts	
All items in the assessment align to key concepts.							<input type="text" value=" / 5 pts"/>
The task and/or items match the full range of cognitive thinking required from the key concepts.	Excellent match to cog demands of key concepts 5 pts	Very good match to cog demands of key concepts 4 pts	Good match to some of the cog demands of key concepts 3 pts	Lacking many levels of the cog demands of key concepts 2 pts	Poor range of cog demand 1 pts	No Marks 0 pts	<input type="text" value=" / 5 pts"/>
The assessment includes items that cover prerequisite knowledge & skills from prior years & appropriate, content-relevant items that will challenge the highest performing students.	Excellent prereq & challenging items 5 pts	Very good prereq & challenging items 4 pts	Either prereq or challenging items are lacking quality or coverage 3 pts	Both prereq and challenging items are lacking quality or coverage 2 pts	Both prereq and challenging items are lacking quality and coverage 1 pts	No Marks 0 pts	<input type="text" value=" / 5 pts"/>
Assessment items focus on essential understandings (big ideas); knowledge and skills that will be of value beyond the school year.	Excellent focus on the big ideas 5 pts	Very good focus on the big ideas 4 pts	Good focus on big ideas, but of equal focus are discrete facts or skills 3 pts	Some focus on big ideas, but the primary focus is on discrete facts or skills 2 pts	Only focus of assessment is on discrete facts or skills 1 pts	No Marks 0 pts	<input type="text" value=" / 5 pts"/>
The assessment does not include vocabulary that is overly complex.	All vocabulary matches the standards 5 pts	Most vocabulary matches the standards 4 pts	Some vocabulary matches the standards 3 pts	Many of the voc words are either below or above grade level standards 2 pts	Most of the voc words are either below or above grade level standards 1 pts	No Marks 0 pts	<input type="text" value=" / 5 pts"/>
Clear scoring rubrics and guidance exists for open-ended questions or performance-based assessments.	Assessment has both clear scoring rubrics and guidance 5 pts	Assessment has clear scoring rubrics but not much scoring guidance 4 pts	Assessment either has unclear scoring rubric or missing guidance 3 pts	Assessment has unclear scoring rubric and missing guidance 2 pts	Assessment does not have a clear rubric 1 pts	No Marks 0 pts	<input type="text" value=" / 5 pts"/>
The assessment items and/or tasks are written clearly and concisely.	All of the items/tasks are written clearly & concisely 5 pts	Most of the items/tasks are written clearly & concisely 4 pts	Some of the items/tasks are written clearly & concisely 3 pts	Many of the items are either unclear or too long 2 pts	Many of the items are both unclear and too long 1 pts	No Marks 0 pts	<input type="text" value=" / 5 pts"/>

Home Page for Each Course

canvas Courses ▾ Assignments ▾ Grades Calendar

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LW Grade 1 Math

WELCOME!

The task for each professional learning community (PLC) is to collaboratively create high quality assessments and aligned Student Learning Objectives (SLO).

Go to Step 1: Teams Review And Rate Online Pool Of Assessments

Student Learning Objectives Writing Project Members

Wood County ESC Lucas ESC of Lake Erie West Ottawa Sandusky Erie North Point ESC Huron

Student Learning Objectives Writing Project

SLO Writable PDF Template

Student Learning Objective (SLO) Template (This template should be completed while referring to the SLO Template Checklist.)

Teacher Name: Content Area and Course(s): Grade Level(s): Academic Year:

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

What data will be used to summarize student information – test scores (describe) from previous years, results of preassessments (what kind, who developed, who took it, what were the results)?

Describe trend data, if available. What are the students' strengths and weaknesses?

How many students are in each scoring range?

SLO Template Checklist

<input type="checkbox"/>	Identifies sources of information about students (e.g., test scores from prior years, results of preassessment, etc.) Comments:
<input type="checkbox"/>	Draws upon trend data, if available Comments:
<input type="checkbox"/>	Summarize the teacher's analysis of the baseline data by identifying student strengths and weaknesses Comments:

Online Facilitators

Dozens of ESC consultants and administrators
across the region

Training 1-2 days with additional supports as
needed

Step by Step guide for what to monitor and what
to do each week



For more information

SLO Writing Project Website:

<http://www.eslakeeriewest.org/school-improvement>

For electronic copies of rubric and SLO template:

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