

SLO Target Setting: Field-tested Practical Guidance

*Increasing Student Achievement,
Advancing Teacher Practice*



ctac | COMMUNITY TRAINING
AND ASSISTANCE CENTER

About this document: This document is intended to assist practitioners in the setting and reviewing student growth targets in an SLO model. It lays out a suggested three-step pathway and provides an example for applying these steps.

T: 617.423.1444 • E: ctac@ctacusa.com • www.ctacusa.com

Target Setting

The following highlights a field-tested pathway for using multiple data sources and growth methodologies to set meaningful targets in an SLO. It places students, and the teacher’s knowledge of students, at the core of target setting.

1 Collect and make sense of student data

When building a thorough knowledge of students, consider examining several types of baseline and descriptive data. These may include:

Achievement	Contextual	Survey	Social/Behavioral
<ul style="list-style-type: none"> • Pre-assessment(s) • Early course work • Standardized test scores (STAAR,AP) • Interim benchmarks and ACPs • Authentic student portfolios • Report cards • Prior SLOs 	<ul style="list-style-type: none"> • District expectations • Free and reduced lunch status • English Language Learner data • Course enrollment • Student exceptionalities • Attendance data 	<ul style="list-style-type: none"> • Interests • Perceptions • Learning preferences 	<ul style="list-style-type: none"> • Perceptual data • Report card information • Student interviews

When setting SLO targets, data are most informative when they are...

- aligned (measure the same standards included in the SLO)
- valid (correlate to other justifiable measures of success in the content area)
- recent and longitudinal (provide updated as well as trend information)
- comparable (can be reliably combined with and across other data)
- relevant (are meaningful in educational terms)

Fuller, more accurate understanding of students

Research shows that it is the thinking process that matters when teachers craft SLOs. Teachers take the data they have examined and weigh the relative value of each kind of data.

For instance...

An eighth grade French I teacher gathers and examines the following data about her students:

- **Achievement:** Previous STAAR results for ELA and ACPs in social studies, pre-assessment scores
- **Contextual:** District expectations, ELL status, student exceptionalities, attendance data
- **Survey:** Background knowledge and experience survey of French language
- **Social/Behavioral:** Initial student conferences, teacher perceptions to date

After reviewing these data, the teacher believes the pre-assessment, aligned to the SLO’s content, needs to play a strong role in target setting. She also understands her principal has an expectation that students should reach a minimum of 65 percent on the post-assessment for her SLO. She feels the previous ELA STAAR scores, due to their comparability, inform the SLO target setting by indicating students’ previous performance in and experience with school.

Target Setting

2

Analyze the implications of different approaches for students

Based on national experience, here are some growth target setting approaches which can be used individually or in combination. Each approach has pros and cons. Their effective use depends on having definitions of expected growth that are widely understood and accepted within a district. They also require teachers, and those who are approving the SLOs, to think through the implications of the approach(es) for all students.

Common Growth

Students are expected to grow by a common amount (e.g., each student grows by 20 points)

Student	Baseline	Target
A	50 of 100	70 of 100
B	70 of 100	90 of 100
C	55 of 100	75 of 100

Pros	<ul style="list-style-type: none"> Holds a consistent expectation for growth Often parallels familiar increase (e.g., All students will grow by this much this year)
Cons	<ul style="list-style-type: none"> Maintains achievement gaps between students Could be unrealistic and/or too low for some

Assumption of this approach: The emphasis on growth implies that the pre-assessment should parallel the summative assessment

Rubric Increase or Status Growth

Students grow a specified amount on a more holistic measure (e.g., from one level to the next; this could also be shown as maintaining the same achievement level on a more difficult assessment)

Student	Baseline	Target
A	Emerging	Proficient
B	Proficient	Exceeding
C	Novice	Emerging

Pros	<ul style="list-style-type: none"> Each student must increase Parallels use of a familiar scoring system
Cons	<ul style="list-style-type: none"> Can oversimplify the nuances of growth Could be unrealistic and/or too low for some

Assumption of this approach: If a rubric is used, it must be applied consistently across assessments

Banded or Tiered

Students are grouped with each group growing a common amount (e.g., students with high baseline scores grow by 2 points, while those with low scores grow by 4)

Student	Baseline	Target
A	8/10 (high)	10 of 10
B	6/10 (high)	8 of 10
C	3/10 (low)	7 of 10

Pros	<ul style="list-style-type: none"> Accounts for differences in student groups Levels all students into a small number of groups
Cons	<ul style="list-style-type: none"> Holds different expectations for students May not account for important individual student differences

Assumption of this approach: Students will naturally differentiate into various levels of performance

Individualized

Students grow differing amounts based on teachers' analysis and rationale (e.g., two students whose baseline was "3" have a different target based, in part, on non-quantified factors)

Student	Baseline	Target
A	2 of 8	4 of 8
B	3 of 8	5 of 8
C	3 of 8	6 of 8

Pros	<ul style="list-style-type: none"> Accounts for differences in individual students Allows for multiple data points to influence targets
Cons	<ul style="list-style-type: none"> Holds different expectations for students Can be more arbitrarily set

Assumption of this approach: The same kind of data will be available for all or most students

Target Setting

When analyzing these approaches, be sure to consider:

- If students meet expectations, will it be meaningful to students' future success?
- Will one approach for target setting be more viable than the others given the students' starting points and baselines?
- How do school, department, grade level, and district goals influence the kinds of targets that should be set?



3 Set targets for each student

After making sense of the student data, and analyzing and selecting the different target setting approaches, the next step is to set rigorous and realistic targets for each student. There needs to be a defensible rationale for the targets.

The eighth grade French I teacher set her targets and provided the accompanying rationale:

Student	TELPAS	Identified Disabilities	Grade 6 STAAR ELA	Grade 7 STAAR ELA	Grade 6 Social Studies ACP	Grade 7 Social Studies ACP	Pre-Assmt.	Growth Target
Abrams			S	S	70	72	43	90
Brock			S	S	71	73	40	80
DeLeon			S	U	69	61	20	60
Fletcher			A	A	74	76	40	90
Hampton		LD (math)	S	S	70	71	30	90
Johansen			U	U	70	73	30	65
Nguyen	Adv. High		U	S	64	71	25	70

She highlighted the following key points related to her target setting:

- For Fletcher, Abrams and Brock, the different data points are more consistent and seem to indicate a similar trajectory.
- Nguyen's recent increase in performance justifies a higher target than others with the same pre-assessment score.
- DeLeon's performance data are trending downward. This trend can be reversed significantly, but achieving the principal's expectation of 65 is not likely.
- Hampton is fluent in Spanish and German which will likely enable an easier acquisition of French. His learning disability in math should not affect learning French.
- Johansen is not doing well in ELA but is doing well in social studies. Is there something about ELA that is difficult for this student? Does the student prefer social studies?

Pathway for Target Setting

Target setting begins with developing a full and accurate understanding of students, then involves analyzing and selecting target setting approaches, and leads to setting specific targets for each student.

Last Name Jones

First Name Penelope

ID # 2014

SLO Type Class

School Hometown MS

Course 8th grade ELA

Focus Statement

What will be the focus of your teaching? What is the overall goal for student learning and growth? Use SMART goal language.

My third period English 8 students will practice reading and drawing conclusions from primary and secondary sources, primarily with Social Studies texts. Students will document conclusions with supporting evidence from the texts throughout the year. I expect students to grow by 15% from the pre- to post-assessment.

Alignment Statement

How is this SLO aligned to the success of the department, grade level, school, and/or district goals?

The selected ELA and supporting Social Studies standards are critical skills needed for 8th graders as well as beyond 8th grade in both content areas.

Student Population

Who will be included in this SLO?

What student groups are included in your SLO? Why did you select this student group?

There are 22 8th graders in my 3rd period ELA classes. There are 10 boys and 12 girls in this student focus group.

One student has an IEP and 14 students live with bilingual parents where some Spanish is spoken in the home.

No student will be excluded under this SLO unless it is otherwise required by their IEPs, 504 plans.

Standards

What standards will be the focus of this SLO?

What are the specific standards and student expectations that will be addressed in this SLO? Why are these the important standards to address in this SLO?

Students will practice reading primary and secondary sources in ELA using Social Studies texts that are consistent with content being taught in Grade 8 where US History is the focus. Students will document conclusions with evidence from the texts. I have spoken with my colleague teaching Social Studies for the 8th grade. For the past 3 years, she has been using a document-based questioning (DBQ) methodology and she indicates that students are having difficulty with the process. In addition, as the STAAR results have been reviewed, we find that the Understanding Informational texts reporting category is always the lowest score for students. We think that reinforcing the DBQ strategy for reading critically across disciplines will improve the skills of our students.

ELA Standards

(9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.

(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;

(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;

- (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and
- (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.

Related Social Studies Standards – My colleague in Social Studies pointed out that these are the standards she is addressing in her course work. I placed them here for reference.

(29) The student applies critical thinking skills to organize and use information acquired through established research Methodologies from a variety of valid sources, including electronic technology. The student is expected to:

- (A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (E) support a point of view on a social studies issue or event

Assessment(s)

How will you measure student learning of the content?

How have you verified that the assessments are aligned with the learning content, with an appropriate level of cognitive demand? Why is this the best way to measure whether students have learned this content?

Students were given a common assessment developed by ELA teachers with the assistance of the Social Studies teachers. The assessment is format aligns with the document based questioning format. The assessment is also aligned to the identified Social Studies and ELA standards of focus for this SLO. The assessment questions were designed to...

- Encourage students to read like detectives. Questions can only be answered through close attention to the details of the text.
- Offer students a sampling of non-fiction texts and documents.
- Are designed to be evidence based.
- Require students to build knowledge from multiple sources.
- Require students to use writing to organize their thinking.
- Require students to focus on the elements of good writing, drawing evidence from texts while demonstrating sufficient command of Standard English.

A scoring guide was developed for the assessment by the group of teachers. Students will have a clear understanding of expectations before taking the assessment. A similar assessment will be given as a formative, three times throughout the course, using different texts and questions each assessment, though in the same question type format.

Baseline

How well did students know this learning content at the beginning of the interval?

How did students perform on the baseline measure?

Does the baseline indicate a need for a focus on this learning content?

- 10 students scored 50 or less
- 8 students scored 51-60
- 4 students scored 61 or greater

Point scales vary by question, but the total possible 100% is the total possible score.

Growth Targets

How much do you expect students to grow?

How were baseline scores and other information about the student used in decision-making about student growth targets?

What percent of students is expected to meet the targets identified?

Why is the growth indicated appropriate for these students?

The school wide goal is that 70% of the students will score proficient (scoring a 70% or higher) on the developed district wide common assessment. Therefore, students are expected to grow by 25 points by the May assessment. If all students meet the expected growth goal, 76.1% of the students will be proficient on the assessment. This is consistent with the DISD SLO rubric expectation.

Timeline

When will this SLO be completed?

When will work on the SLO start and when will it end?

Students will receive instruction beginning in October and Ending in May. The content will follow the scope and sequence of instruction, integrating the content standards throughout the course of the year.

Specific Action Steps

What strategies will you use to ensure students learn the content?

What specific actions steps will be taken and which key instructional strategies will be used during this interval?

How will formative assessments be used during the interval to guide instruction and ensure that students are on track to meet their targets?

Instructional practices will be focused on document based questioning. With consistent instruction and practice, DBQ strategies support students to develop high-level critical thinking skills. This practice provides students with engaging questions and the use of primary and secondary sources, giving students the opportunity to investigate history from a variety of perspectives. The pedagogy supports discussion and debate as students clarify their own ideas and write evidence-based arguments. Learning this way not only deepens students' reading, thinking, and writing skills, it also builds Social Studies skills.

Instruction will be differentiated as needed. Students will be supported in getting from where they are to where we want them to be. Instruction will accommodate different students' needs for varying levels of structures. Differentiated support will involve providing sample essays to help students recognize the elements of a proficient evidence-based essay.

Instruction will focus on introducing and developing important skills for critical reading and understanding. Student learning strategies will include identifying similarities and differences, summarizing and note taking, or working cooperatively to test their hypotheses.

Last Name Angle

First Name Wright

ID # 54321

SLO Type Class

School Sample School

Course Grade 3 Math

Focus Statement

What will be the focus of your teaching? What is the overall goal for student learning and growth? Use SMART goal language.

Alignment Statement

How is this SLO aligned to the success of the department, grade level, school, and/or district goals?

Our school has committed to demonstrating a 10% school-wide increase in the number of mathematically proficient students from last year. This SLO supports this school goal by focusing on an essential aspect of 3rd grade math.

Student Population

Who will be included in this SLO?

What student groups are included in your SLO? Why did you select this student group?

I selected my 3rd grade homeroom students—that is the group I teach all subjects to all day, every day.

Standards

What standards will be the focus of this SLO?

What are the specific standards and student expectations that will be addressed in this SLO? Why are these the important standards to address in this SLO?

These are the TEKS selected for Grade 3 Math:

(3) Number and operations. The student applies mathematical process standards to represent and explain fractional units.

The student is expected to:

- a) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;
- b) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line;
- c) explain that the unit fraction $1/b$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number;
- d) compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts $1/b$;
- e) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8;
- f) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;
- g) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; and,
- h) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.

(7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:

- a) represent fractions of halves, fourths, and eighths as distances from zero on a number line;

SLO Template/Worksheet

Fractions have proven year-after-year to present challenges to students, not only in third grade but even more severely in later grades. By establishing a firm foundational understanding and skill set with fractions, students will be positioned for mathematical success in subsequent courses.

Assessment(s)
How will you measure student learning of the content?

*How have you verified that the assessments are aligned with the learning content with an appropriate level of cognitive demand?
Why is this the best way to measure whether students have learned this content?*

I have pulled sample items from the state website that provides released items. The state has articulated alignment of each item to specific standards related to fractions. Since the State measures student learning this way, we are following their recommendation.

Baseline
How well did students know this learning content at the beginning of the interval?

*How did students perform on the baseline measure?
Does the baseline indicate a need for a focus on this learning content?*

Growth Targets
How much do you expect students to grow?

*How were baseline scores and other information about the student used in decision-making about student growth targets?
What percent of students is expected to meet the targets identified?
Why is the growth indicated appropriate for these students?*

Timeline
When will this SLO be completed?

When will work on the SLO start and when will it end?

Though I will be teaching mathematics all year, I will specifically begin teaching fractions during the second quarter and continuing through the end of the third quarter to remediate and enrich as needed.

Specific Action Steps
What strategies will you use to ensure students learn the content?

*What specific actions steps will be taken and which key instructional strategies will be used during this interval?
How will formative assessments be used during the interval to guide instruction and ensure that students are on track to meet their targets?*

To attain my SLO, I plan to use effective math strategies, such as hands-on instruction and exploring misconceptions. I have found it vitally important to honor the research pointing to the need for concrete, then representational, then abstract experiences...and with fractions that is especially important. In terms of misconceptions, my own experience and professional development have proven that simply correcting a student's erroneous thinking immediately is not effective. An accomplished teacher must explore the depths of student understanding to find the underlying reasons and misunderstandings a student has so that those can be addressed with the student by helping him/her come to more accurate understandings on his/her own. My colleagues and I will use formative assessments to monitor student progress so we can address areas of need as they arise.

Last Name Miller First Name Glenn ID # 1944
 SLO Type Class School Anywhere
 Course Jazz Ensemble

Focus Statement

*What will be the focus of your teaching? What is the overall goal for student learning and growth?
 Use SMART goal language.*

This SLO will address the students in my Jazz Ensemble group which is now quite large. We will focus on improvisational skills and understanding the cultural context of Jazz music. All students are expected to improve their improvisational skills as measured by a rubric, as well as their background knowledge of historical context as measured using a written test. Overall, when these measures are combined to form a single scale, I am expecting all students to earn a 25-point gain by the end of this school year.

Alignment Statement

How is this SLO aligned to the success of the department, grade level, school, and/or district goals?

This SLO is aligned with the school literacy goal. Students are being asked to research the artist they choose to study in depth and write a report about their findings, emphasizing the cultural influences on music. This will require students to use their musical knowledge as well as reading, writing, researching, and evaluation skills at once. This will fulfill our principal's vision that students will come to see the importance of language and critical thinking skills in all disciplines.

Student Population

Who will be included in this SLO?

What student groups are included in your SLO? Why did you select this student group?

I have included the Jazz Ensemble IV group in this SLO. Over the past 10 years, enrollment in this group has far surpassed my other courses, largely because the students have been encouraging each other to join. Because most of the students have been involved in the ensemble over the course of the past 4 years, they are, for the most part, skilled musicians who understand direction. However, to live up to the spirit of Jazz music, it is important that they build their improvisational skills. It is my hope that focusing on particular musicians, learning about their struggles with playing outside the mainstream, and trying some of the techniques used by these artists, will encourage them to explore their own creativity further.

Standards

What standards will be the focus of this SLO?

*What are the specific standards and student expectations that will be addressed in this SLO?
 Why are these the important standards to address in this SLO?*

These are the TEKS for Music Level IV being addressed:

(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:

- (A) demonstrate mature, characteristic sound appropriate for the genre;
- (B) analyze and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
- (C) demonstrate rhythmic accuracy using complex patterns at an appropriate tempo;

- (F) create and notate or record original musical phrases at an increasing level of difficulty.
- (5) Historical cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
- (B) evaluate the relevance of music to societies and cultures;
 - (E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and

Over the course, students will study the history of Jazz, studying the greats including Louis Armstrong, Duke Ellington, John Coltrane, Miles Davis, Count Basie, Dizzy Gillespie, Thelonius Monk, Charlie Parker and others. Our focus will be on how music, and particularly jazz, represented freedom to the early pioneers.

Assessment(s)

How will you measure student learning of the content?

*How have you verified that the assessments are aligned with the learning content with an appropriate level of cognitive demand?
Why is this the best way to measure whether students have learned this content?*

Students will be evaluated using two measures:

1. Their performance will be judged using a rubric designed in collaboration with other music teachers in the district. Factors to be evaluated will be intonation, blend/balance, rhythm, improvisational quality, articulation, and notation. There will be two different scores selected for the performance at baseline and at the end of the interval. These pieces will be selected to of similar challenge but will be unknown to students. In both cases, students will have one week to familiarize themselves with this score. This will be essential to allow students to understand the melody and to decide where improvisation might be most appropriate.
2. A second measure will include a written assessment of students' knowledge of the history of Jazz, focusing on the role music played in changes in the perceptions of African American citizens in the US as well as how performers were affected by the economy. One of the essay questions will address their understanding of the culture affecting one of the well known artists.

The rubric score can range from 0-24 and the assessment is measured on a 52-point scale. Results will be weighted with the rubric score counting twice in the scoring – for a 100 total possible points.

The same written assessment will be administered at the beginning of the interval as well as at the end of the interval.

Baseline

How well did students know this learning content at the beginning of the interval?

*How did students perform on the baseline measure?
Does the baseline indicate a need for a focus on this learning content?*

Early in the fall, the assessment of student performance indicated that although students are strong sight-readers, they prefer to strictly follow scores. When students were given directions to improvise off the score, most were unable to do so at all. The few who were willing and able to improvise did not consider the balance required between their instruments and others. As a result, the quality of the performance overall was mediocre, with students scoring an average of 14 on the 24-point scale.

I also gave the written assessment as a pre-measure. The average score on the pre-assessment was 28. Clearly, students were unfamiliar with some of the cultural aspects of the history of Jazz, although they did know many of the musicians cited.

The combined average pre-assessment score, then, was 55.6 out of 100 possible points. Clearly, there is room for growth.

Growth Targets

How much do you expect students to grow?

*How were baseline scores and other information about the student used in decision-making about student growth targets?
What percent of students is expected to meet the targets identified?
Why is the growth indicated appropriate for these students?*

My goal is for all of my students to increase at least 25 points on the overall score by the end of the interval. This will be a stretch for students who will have to improve their performance skills considerably. I do not feel that students lack the ability to improvise, rather, I think they lack the confidence right now. When I used this rubric to evaluate the performance at baseline, I was a little surprised at their scores. As a group, they have always been good at following the director but this requires more self-direction than they had been offered in earlier courses.

On the other hand, the written test results were a little better than I might have thought. We have addressed many of these musicians throughout the pre-requisite courses, but usually in the course of preparing a piece for a concert. Students had learned some of the content from those discussions but there is still more knowledge to gain.

As I set growth targets, I did consider progress I have seen in these students if I had them in the previous courses. So a few students who I have seen growing over time have higher goals than the rest of the class. There are two students who have historically been slower to adapt to new requirements. I did reduce the targets for these students, but only slightly as you can see on the score sheet.

Timeline

When will this SLO be completed?

When will work on the SLO start and when will it end?

This SLO will begin October 1 and continue through May 1, 2015.

Specific Action Steps

What strategies will you use to ensure students learn the content?

*What specific actions steps will be taken and which key instructional strategies will be used during this interval?
How will formative assessments be used during the interval to guide instruction and ensure that students are on track to meet their targets?*

My plan for this year is to present students with multiple opportunities to improvise, on a section by section basis, and then with the group as a whole. I will use the rubric throughout the semester and provide students with specific feedback based on their performance. Where warranted, I will provide additional coaching for students who are not progressing. I have asked the Theater teacher to assist me in planning, and may introduce improvisational acting opportunities in the class to see if that will help students feel freer to explore musical risks.

We will also follow a documentary series on the development of Jazz as presented on public television. This will help set the stage for students' reading which will include biographies of several of the great Jazz musicians. Students will be writing summaries of these readings, focusing on reflections of how music affected the lives of these individuals as well as how their music was affected by the lives they lived.

As each piece of music is introduced, we will talk about the cultural setting of the piece and the history of the artist. The goal is to try to give students a broader view of contextual influences on music.

SLO Template/Worksheet

Last Name _____

First Name _____

ID # _____

SLO Type _____

School _____

Course _____

Focus Statement

*What will be the focus of your teaching? What is the overall goal for student learning and growth?
Use SMART goal language.*

Alignment Statement

How is this SLO aligned to the success of the department, grade level, school, and/or district goals?

Student Population

Who will be included in this SLO?

What student groups are included in your SLO? Why did you select this student group?

Standards

What standards will be the focus of this SLO?

*What are the specific standards and student expectations that will be addressed in this SLO?
Why are these the important standards to address in this SLO?*

Assessment(s)

How will you measure student learning of the content?

How have you verified that the assessments are aligned with the learning content and demand with an appropriate level of cognitive demand? Why is this the best way to measure whether students have learned this content?

SLO Template/Worksheet

Baseline

How well did students know this learning content at the beginning of the interval?

How did students perform on the baseline measure?

Does the baseline indicate a need for a focus on this learning content?

Growth Targets

How much do you expect students to grow?

How were baseline scores and other information about the student used in decision-making about student growth targets?

What percent of students is expected to meet the targets identified?

Why is the growth indicated appropriate for these students?

Timeline

When will this SLO be completed?

When will work on the SLO start and when will it end?

Specific Action Steps

What strategies will you use to ensure students learn the content?

What specific actions steps will be taken and which key instructional strategies will be used during this interval?

How will formative assessments be used during the interval to guide instruction and ensure that students are on track to meet their targets?