



Student Learning Objectives

A Handbook for Teachers

For RSU#19

In Collaboration With the Maine Department of Education

September, 2013

Student Learning Objectives

A Handbook for Teachers

September, 2013

In Collaboration With the Maine Department of Education



23 State House Station
Augusta, ME 04333-0023
207-624-6600

www.maine.gov/doe/excellence

Contents

	Page
The Maine Schools for Excellence Vision	1
Introduction to SLOs and Their Use in MSFE	2
The SLO Cycle	3
Support.....	4
Timelines and Important Deadlines.....	5
Roles and Responsibilities for Teachers and Administrators	7
Developing the SLO	9
1. Interval of Instruction	10
2. Needs Assessment and Student Population	10
3. Content Standards	11
4. Summative Assessment.....	12
5. Growth Targets	15
6. Instructional Strategies.....	17
7. Progress Monitoring Plan	17
Approving the SLO.....	18
Monitoring Progress	19
Scoring the SLO	19
Appendix A. Student Learning Objective Template.....	22
Appendix B. SLO Approval Checklist	24
Appendix C. Sample Formats for Growth Targets.....	25

The Maine Schools for Excellence Vision

Improving student learning and educator effectiveness is at the heart of the Maine Schools for Excellence (MSFE) initiative, which is the umbrella for a five-year Teacher Incentive Fund (TIF) grant from the U.S. Department of Education. The TIF 4 grant is assisting selected districts in their design and implementation of comprehensive human capital management systems.

As a participating TIF 4 MSFE district, RSU#19 will implement strategies that address the five components of the MSFE human capital management system shown in Figure 1. Each of these five components is interrelated.

The teacher evaluation and professional growth (TEPG) program builds on strong educator preparation, selection, and induction, which, in turn, will inform recognition and rewards. Underlying all of these strategies is the necessity of building a positive, collegial school environment in which all educators can grow and thrive.

This handbook focuses specifically on the use of student learning objectives (SLOs) as measures of student growth. SLOs are part of the evaluation and professional growth component of MSFE (in red) but also have implications for recognition and reward (in purple). In addition, the collaboration and discussion opportunities that the SLO process can provide supports the building of a positive, collegial school environment (in blue) in which all educators can grow, thrive, and learn from each other.

The vision of MSFE is as follows:

- **To** enhance educator effectiveness and student learning
- **For** the benefit of all stakeholders, including students, educators, parents, and the community
- **By developing** an integrated and coherent human capital management system that aligns with the district mission and includes the following key features for all educators: regular, specific measurement and feedback; ongoing, targeted professional development; and fair and equitable recognition and rewards
- **So that** schools can better attract and retain high-performing educators and benefit from a workforce of teachers and administrators who are aligned in purpose, teamed in their efforts, and motivated to succeed in delivering high-quality instruction to students

Figure 1. The MSFE Human Capital Management System



Introduction to SLOs and Their Use in MSFE

In spring 2013, teacher and administrator representatives from MSFE districts met to develop a set of recommendations and guidelines for implementing student learning objectives (SLOs). Based on these guidelines, RSU#19 developed its own SLO process and timeline for implementation. This guidebook will walk teachers step-by-step through the SLO process. This document will be an important reference tool as we begin to implement SLOs as part of TEPG.

What Are SLOs?

- SLOs are measurable goals that teachers set for their students at the start of a course or period of study and are approved by administrators.
- SLOs target the specific learning needs of students, focusing on specific local, state, or national standards that require emphasis based on a thorough review of available data.
- Within each SLO, teachers specify a growth target—a quantifiable amount of student learning expected by the end of the course, usually measured as growth between pre-assessment and post-assessment.
- In 2013–14, each SLO will target all students in a course.
- The creation of SLOs, in most cases, is a team effort. Each SLO is the result of collaboration and consultation among teacher colleagues and administrators.

Why Are the Maine Schools for Excellence (MSFE) Districts Implementing SLOs?

The SLO process provides a valuable opportunity for teachers and principals to have rich professional conversations that are focused on educational expectations. Research demonstrates that educators who set rigorous objectives for their students often realize greater improvement in student performance. In addition, SLOs give educators, districts, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

How Do SLOs Fit Into an Educator's Evaluation?

SLOs will be used as part of each teacher's evaluation as a measure of student growth. All teachers participating in MSFE will write one SLO in 2013–14. The SLO development process will give teachers a voice in how they will be evaluated while providing a vehicle for connecting teacher-set goals to content standards, district goals, and local initiatives.

The SLO Cycle



The SLO cycle consists of four steps:

1. **Developing the SLO**. The teacher collaborates with colleagues and administrators to create an SLO. The SLO template devised by the SLO (state) workgroup, developed in conjunction with AIR will be used by teachers to submit their SLO proposals to building principals; as well as relevant supporting documents, as requested by principals (ex: data summary, pre/post assessment).
2. **Approving the SLO**. School level principals review the SLO to ensure that the SLO meets minimum criteria in terms of appropriateness, rigor, and completeness.
3. **Monitoring Progress**. The teacher delivers high-quality instruction and monitors student progress throughout the course. As needed, the teacher adjusts his or her approach to ensure that all students are making progress. This step will include a formal or informal midcourse conversation between the teacher and administrator to discuss progress thus far.
4. **Scoring the SLO**. The teacher meets with a district-designated administrator or administrator team at the end of the year to review data and determine whether students met their growth targets. The teacher and administrator use the SLO results to inform professional development and SLO development for the next year. The administrator or administrator team assigns an SLO score.

Support

To support teachers throughout the SLO process, a variety of resources is available, including written documents, trainings, and resources.

Principals and (teacher-peer) TEPG facilitators will support teachers. The MSFE PD Coordinator and representatives from AIR will conduct on-going training throughout the year one pilot (2013-2014) in accordance with the PD calendar.

SLO Handbook

This document is a useful reference that should contain the answers to most of your questions pertaining to SLOs. It includes [timelines and important deadlines](#), step-by-step guidance, and templates.

Frequently Asked Questions

This living document answers some of the most commonly asked questions about SLOs. As needed, the Maine Schools for Excellence staff and RSU#19 staff will update this information on an ongoing basis.

Training

Each TEPG facilitator will provide a three-hour training module on SLOs. In addition, trainings throughout the year will revisit the SLO process. Delivery of this training is scheduled for:

- September 23, 24: TEPG Facilitator training
- November 6, 2013: SLO training for building staffs
- November – December: Individual/small group support, as needed

Additional Support

Your TEPG facilitator is your first resource and best contact if you have questions regarding SLOs. Should you have questions or require support, please contact your TEPG facilitator(s).

If you have questions about MSFE in general, please contact the TIF 4 Professional Development Coordinator, Jane Blais, at jane.m.blais@maine.gov.



Timelines and Important Deadlines

For Yearlong Courses

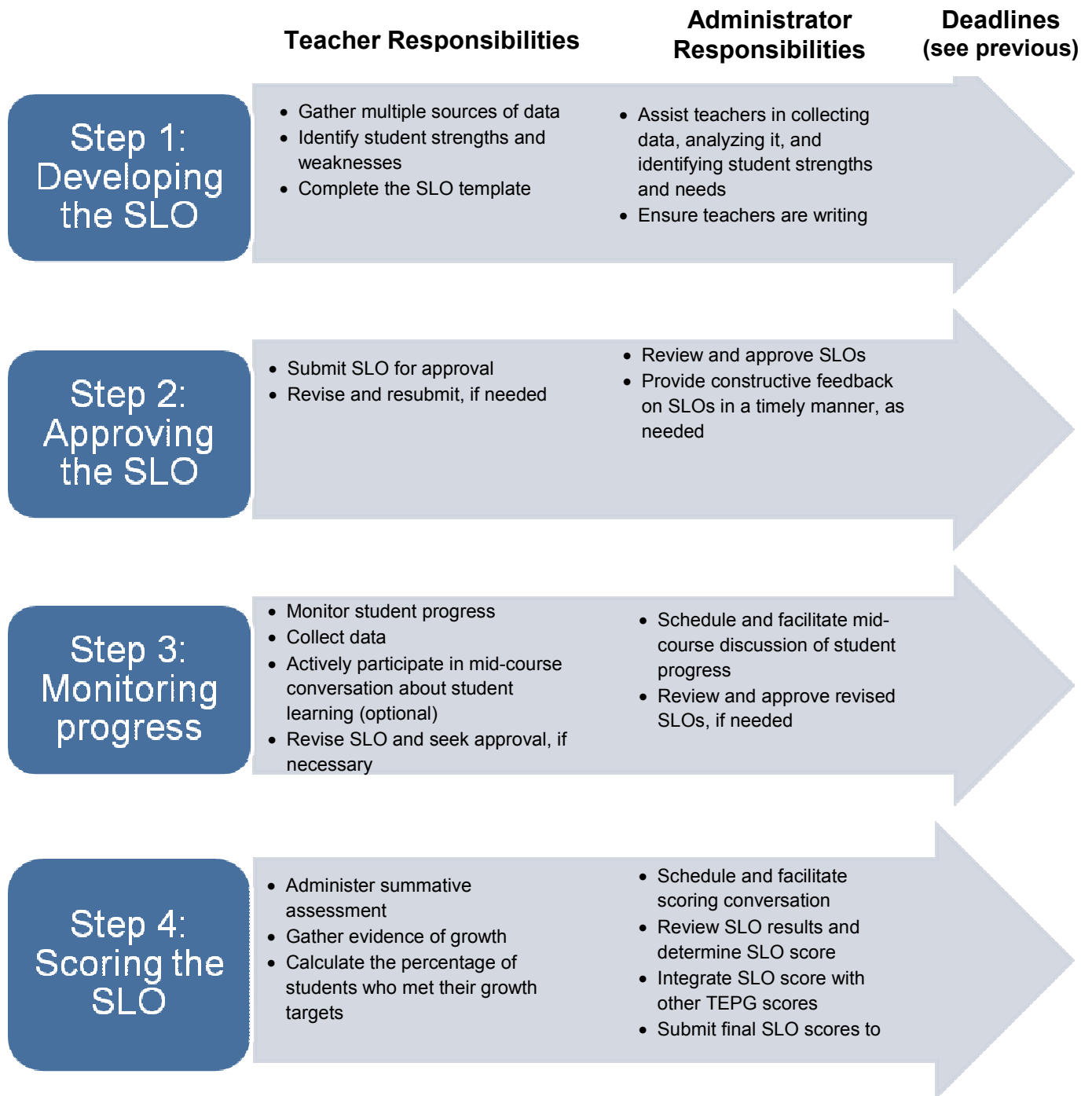
November	<ul style="list-style-type: none">• Develop and submit the SLO.
December	<ul style="list-style-type: none">• Revise and resubmit the SLO, if needed.
February	<ul style="list-style-type: none">• Meet to discuss student progress to date. (procedure/timeline to be discussed between administrator and teacher during SLO approval)
May	<ul style="list-style-type: none">• Submit list of students eligible for exemption.• Administer the postassessment.• Prepare for SLO scoring meeting.



**SLO Deadlines:
First Semester**

There will be no 1st semester, only, SLOs during the 2013-2-14 TEPG Pilot year in RSU#19.

Roles and Responsibilities for Teachers and Administrators



*Deadlines listed in this diagram are for yearlong SLOs. Teachers writing second-semester SLOs will need to adhere to the deadlines listed in the [Timelines and Important Deadlines](#) section.

Developing the SLO

Begin developing the SLO by determining how many SLOs you will need to write.

- In 2013–14, you need to write one SLO that includes all the students in a course.
- In 2014–15 and beyond, you will write two SLOs. The first SLO must include all the students in a course.

Once you have determined how many SLOs you need to write, determine for which course(s) you will write an SLO. Generally, teachers should prioritize core classes (mathematics, reading/English language arts, science, and social studies) over noncore or elective classes.

Each SLO consists of seven components, which are highlighted in the SLO template (see Appendix A):

1. [Interval of Instruction](#)
2. [Needs Assessment and Student Population](#)
3. [Content Standards](#)
4. [Summative Assessment](#)
5. [Growth Targets](#)
6. [Instructional Strategies](#)
7. [Progress Monitoring Plan](#)

Throughout the SLO development process, please refer to the [SLO Template](#) and [SLO Approval Checklist](#). Complete the SLO template when writing your SLO. It is strongly recommend that you review the SLO approval checklist when writing your SLO to ensure that you are meeting the minimum quality requirements for the SLO. After you submit your SLO, your administrator or administrator team will review the SLO using the SLO checklist.

The following subsections provide guiding questions and guidelines for each component of the SLO. Each subsection includes the applicable portion of the SLO Approval Checklist, which administrators will use to approve SLOs.

1. Interval of Instruction

The interval of instruction is the period of time between administration of the pre-assessment and post-assessment.

Checklist Items

Interval of Instruction	<input type="checkbox"/> Includes the number of instructional days between the pre-assessment and post-assessment.
--------------------------------	--

Guiding Questions

- When do I plan to administer my pre-assessment?
- When do I plan to administer my post-assessment?
- What is the length of time between the two assessments?

Guidelines

- In most cases, the interval of instruction should be close to a semester or school year in length, whichever fits the length of the course.
- Include the number of days in the interval of instruction when possible; having this information available can assist you in later steps of the SLO process cycle.

2. Needs Assessment and Student Population

The SLO development process begins with a needs assessment. When writing this component, include a summary of the data you collected, describe your student population, and identify student strengths and weaknesses.

Checklist Items

Needs Assessment and Student Population	<input type="checkbox"/> Identifies available data used to determine areas of strength and need.
	<input type="checkbox"/> Includes analysis of available data for areas of strength and need by subject area, student growth, concepts, skills, and behaviors.
	<input type="checkbox"/> Demonstrates evidence of collaboration during data analysis, when possible.

Guiding Questions

- Based on my prior experiences teaching the course, what do I anticipate will be areas of difficulty for students?
- What are important contextual factors that I want to note about my students?
- Based on my analysis of multiple data and information sources, what are my students' strengths and needs?
- In what area(s) do my students need the most support and instruction?

Potential Data Sources:

- Prior year end-of-course assessment scores
- Preassessment data
- Portfolios
- Student work samples
- Student files
- Individualized education programs (IEPs), 504 plans, etc.

Guidelines

- Gather multiple sources of data. Analyzing multiple pieces of evidence may provide you with a more complete picture of student progress.
- Analyze available data for areas of strength and need by subject area, student group, concepts, skills, and behaviors.
- When possible, collaborate with peers to analyze the data.
- When describing your students, refrain from using student names. For example, it is appropriate to say that you have three students with ADHD and two students with autism in your class, but it is not appropriate to identify these students by name. Protecting student confidentiality is critical.
- The SLO must include a pre-assessment, as stipulated in proposed Maine state regulations (regarding measuring learner growth).
 - The pre-assessment may be administered in the prior year (e.g., an end-of-course examination given in June may serve as a pre-assessment for the course the following year). However, in most cases, you should administer a pre-assessment at the beginning of the year because it provides important data on current student performance.
 - If you need to create a pre-assessment, follow the guidelines for [assessments](#) during assessment writing.

3. Content Standards

In this section, identify the standards that will be the focus of your SLO. The selection of standards should be informed by the needs assessment.

Checklist Items

Content Standards	<input type="checkbox"/> Aligns to national and/or state standards.
	<input type="checkbox"/> Addresses essential learning in an area of need.
	<input type="checkbox"/> Includes both process and content standards.
	<input type="checkbox"/> Are broad enough to represent learning over the course of an interval of instruction.
	<input type="checkbox"/> Are focused enough to be measured using an appropriate assessment.

Guiding Questions

- Which content and process standard(s) align with the need(s) identified in the needs assessment and student population component?
- Do the standards represent learning over the course of the interval of instruction?

Guidelines

- The SLO must address a student need.
- The content focus of the SLO should align with broader school and district goals.
- The content focus of the SLO should address essential area(s) of learning within grade and content area(s) that align with national and/or state standards.
- This section should identify standard(s) that address both process and content.
- The selected standard(s) should be broad enough to cover an extended interval of instruction, such as an academic year or semester, but focused enough to be measured by an appropriate assessment tool.

4. Summative Assessment

In this section, identify and describe the assessment you will use to assess student growth. This assessment should align with your pre-assessment.¹ Please attach a copy of your summative assessment to your SLO.

¹ It is recommended that, when using teacher-created assessments, the pre-assessment and post-assessment be the same or slightly different forms (e.g., same questions in a different order) of the same assessment.

Checklist Items

Summative Assessment	<input type="checkbox"/> Aligns with identified content and process standards.
	<input type="checkbox"/> Provides all students with an opportunity to demonstrate growth.
	<input type="checkbox"/> Meets all identified guidelines.
	<input type="checkbox"/> Is accompanied by a high-quality rubric, if is a performance or rubric-based assessment.

Guiding Questions

- What type of assessment will be most appropriate for assessing the standards identified above?
- Is there an assessment I already use that assesses the standards identified in the previous section? If not, is there one already available that I could use?
- Do I need to create the assessment?
- Will this assessment permit all students to demonstrate growth?
- Does this assessment contain a mix of question levels? For example, does this assessment just focus on recall questions, or does it also require application of knowledge and higher-order thinking?
- Is this assessment free from bias?
- Does this assessment contain appropriate language for students?
- How will I administer this assessment fairly and consistently to students?



Guidelines

All assessments should....

- Assess students using the appropriate format. Assessments are not limited to just pencil and paper tests. Performance-based assessments and portfolios are additional examples of allowable assessments.

If the assessment is a vendor assessment, the pre-assessment and post-assessment may be different in accordance with test administration guidelines from the vendor.

- Cover all standards identified in the Content Standards component of the template.
- Measure individual student performance and accommodate students' IEPs, 504 plans, or ELL status.
- Provide all students with an opportunity to adequately demonstrate their knowledge and demonstrate growth.
- Contain a variety of question levels.
- Be administered similarly across classes within a district and, if applicable, similarly to the pre-assessment.
- Be graded consistently between administrations and classrooms with attention to fairness.
- Be already used in the classroom whenever possible or, if it is a new assessment, be created through collaboration.
- Be free of bias, avoid unnecessarily complex language, and be administered fairly and consistently to all students.
- Not be graded by students.
- Be accompanied by an official class roster.
- Should be kept for at least one full year.

Performance-assessment- and portfolio-specific

- Rubrics should accompany all performance assessments. These rubrics should
 - a. Include a minimum proficiency-level scale of 1 to 4
 - Recommended scale: 4=exceeds proficiency, 3=proficient, 2=partially proficient, 1=needs improvement)
 - b. Contain specific, clear, and concise descriptions of each proficiency level
 - c. Contain positive, learner-appropriate language
- Rubrics may be used instructionally throughout the year unless they are content-specific.
- Performance assessments should be recorded (audio or video as appropriate) whenever possible.

Test-specific guidelines

- With some exceptions, tests may be administered at most twice per year (once as a pre-assessment and once as a post-assessment). Standardized assessments designed to be implemented multiple times throughout the year may be administered more than twice per year.

- Teachers may use questions similar to assessment questions during instruction, but exact test questions may be used only during testing.
- Teachers may complete answer documents for students only when this accommodation is listed on the student's IEP.

5. Growth Targets

Growth targets specify the amount of growth expected from students during the interval of instruction.

Checklist Items

Growth Targets	<input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth.
	<input type="checkbox"/> Follows state or district guidelines, if applicable.
	<input type="checkbox"/> Is rigorous, attainable, and developmentally appropriate.
	<input type="checkbox"/> Expects all students to demonstrate growth.

Guiding Questions

- Thinking about prior experience giving the assessment, what I know about student learning, and/or information from the test provider (if applicable), what information can I use to inform my setting of growth targets?
- Are these growth targets rigorous, attainable, and developmentally appropriate?

Guidelines

- Use baseline and pretest data to set developmentally appropriate expectations for students on the summative assessment.
- Follow state and district guidelines to ensure that SLO growth targets are rigorous, attainable, and developmentally appropriate. For example, if your district has a preferred growth target or provides a formula for setting growth targets, follow these guidelines.
- Apply your knowledge of students, content, and assessment to the growth targets.
- Set growth targets that expect all students to demonstrate significant and appropriate growth. However, significant and appropriate growth might look

different for different students based on their learning needs and readiness to learn.

Student growth targets may be formatted in a variety of ways. For examples of target formats, see [Appendix C](#).

6. Instructional Strategies

Strong instruction is the foundation for a successful SLO. In this section of the SLO template, describe the instructional strategies you intend to use throughout the year to help students reach their growth targets.



Checklist Items

Instructional Strategies	<input type="checkbox"/> Describes teacher's approach to instruction that will help students reach their targets.
---------------------------------	---

Guiding Questions

- What instructional strategies have I used in the past that led to student growth?
- Are there other instructional strategies I can use to help students reach these growth targets?

7. Progress Monitoring Plan

Effective teachers know that students respond differently to instruction. In this section of the SLO, identify the ways in which you will monitor student progress throughout the year and how you intend to use data to inform modifications to instruction as needed.

Checklist Items

Progress Monitoring Plan	<input type="checkbox"/> Identifies ways the teacher will monitor student progress.
	<input type="checkbox"/> Explains how the teacher will use data to inform instruction.

Guiding Questions

- How will I know if students are making sufficient progress toward their targets?
- How will I use formative data to inform modifications to my instruction?
- How frequently will I collect formative data?

Approving the SLO

Once you have developed the SLO, submit it for approval. Your building level principal reviews the SLO using the [SLO Approval Checklist](#) to ensure that the SLO meets minimum criteria in appropriateness, rigor, and completeness. If the SLO does not meet the criteria for approval, you will have an opportunity to review and resubmit the SLO.

The district will use the local TIF 4 / MSFE District Steering Committee to evaluate at least 10% of all approved teacher SLO's in year 1 of the TEPG pilot (2013-14).

Monitoring Progress

Once your SLO has been approved, continue to monitor student progress throughout the year and adjust instruction as needed. Between SLO approval and scoring, analyze and reflect upon the success of instructional strategies, and adjust instruction as needed. In some rare cases, you may need to adjust your growth targets.

The district will develop a “check in” process for mid-course and/or mid-year, depending. This will be discussed between administrators and teachers as part of the initial conference and SLO approval process. A written synopsis of progress toward SLO goals will be required for submission to building principals.

Remediation support for teachers, as needed, will be provided in the form of time to work directly with a facilitator (e.g. TEPG facilitator) or other expert.

Discussing Student Progress

This conversation provides a valuable opportunity to celebrate success to date and brainstorm ways to address challenges. During this conversation, teachers and administrators might discuss professional development opportunities, new instructional strategies, or specific student needs.

The Superintendent of Schools and the District’s TIF 4 Coordinator (Asst. Supt. of Schools) will monitor implementation, and involve the DSC and (instructional) Administrative Team in the process.

Revising the SLO

If unique circumstances warrant revisions, you may change the SLO at or before the middle of the interval of instruction. Table 1 provides a list of circumstances that may warrant a revision to the SLO and identifies the components affected by the revision.

Table 1. When SLO Revisions Are Permitted After Approval

Circumstance	Components Affected
Change in teaching assignment	Interval of instruction Needs assessment and student population Content standards Summative assessment Growth targets Instructional strategies Progress monitoring plan
Change in student population	Needs assessment and student population Content standards

	Growth targets Instructional strategies Progress monitoring plan
Maternity or other extended leave	Growth targets
Natural disaster	Growth targets
Extensive snow days	Growth targets

If one of these circumstances has occurred, gather evidence that justifies the change in the SLO. Present to your administrator your evidence and articulate your reasoning for your proposed SLO revisions. Your administrator and district will determine whether to accept your proposed revisions to the SLO.

Scoring the SLO

At the end of your course, meet with your administrator or administrator team to discuss the SLO score. The score is based on the percentage of students who met their growth targets. As the teacher, you are responsible for collecting data on student progress prior to meeting with the administrator or administrator team.

Preparing for SLO Scoring

Prior to the end of the interval of instruction, identify and discuss with your administrator or administrator team any students who are eligible for exemption from scoring. These students are those with extenuating circumstances that may have affected their ability to demonstrate progress. The allowable reasons for exemption are:

1. The student was absent for 20 percent or more of the interval of instruction. State regulations stipulate that students can be included in student growth measures only if they are present for 80 percent or more of the instruction that occurs between the pre-assessment and post-assessment. Students who do not meet this criterion **must** be excluded from the SLO scoring, including students who joined the course late and were not present for 80 percent of the interval of instruction.
2. The student experienced a significant disruption in his or her education. Circumstances include but are not limited to homelessness, extended illness, change in foster care, natural disaster, and death in the family.
3. The student is in his or her first year of English as a second language (ESL) status.

At the end of the interval of instruction, administer and score the post-assessment. Test administration should comply with the assessment guidelines outlined [here](#) in this document.

After scoring the student post-assessments, calculate the percentage of students who met their growth targets. A table can be helpful during calculations and when presenting information to the administrator, such as the sample shown in Table 2.

Table 2. Sample Completed Scoring Template

Student ID	Preassessment Score (out of 100)	Growth Target	Postassessment Score	Met Growth Target?
12345	54	Increase score by 20 points	70	No
67890	23	Increase score by 30 points	59	Yes
09876	42	Increase score by 20 points	69	Yes
54321	39	Increase score by 30 points	70	Yes
01928	49	Increase score by 20 points	60	No
			Percentage of students who met growth targets	60%

If desired, gather other evidence of student progress to discuss with the administrator during the SLO scoring conversation.

Meeting With the Administrator or Administrator Team

After calculating the percentage of students who met their growth targets, submit that information, as well as any other contextual information or data, to the administrator or administrator team. You will meet with the teacher to discuss SLO scoring. This conversation may occur in conjunction with another evaluation-related meeting or can be a stand-alone meeting.

Calculating the SLO Score

During the SLO scoring conversation, you and your administrator or administrator team identify which, if any, students should be excluded from SLO scoring because of extenuating circumstances. The administrator or administrator team has the discretion and responsibility for approving all exemptions.

The administrator determines the SLO score on the basis of the percentage of students, rounded to the nearest whole number, who met their growth targets. Table 3 provides the percentage ranges that correspond with each final SLO score.

Table 3. SLO Scoring Lookup Table

Percentage Ranges of Students Who Met Their Growth Targets	SLO Score
85–100%	4
71–84%	3
41–70%	2
0–40%	1

For example, consider the following scenario. A teacher’s SLO covers a course with 42 students. The administrator approves the exemption of two students. Of the remaining 40 students, 30 students (75 percent) meet their targets. On the basis of this information, the administrator would determine the SLO score to be 3 because 75 percent falls in the 71 percent to 84 percent range on the lookup table.

Discussing Student Progress

The purpose of the meeting with the administrator, beyond calculating the SLO score, is to have a meaningful conversation about student progress. With your administrator or administrator team, analyze the data and identify strengths or weaknesses in student progress.

For example, if students in your class demonstrated exceptional growth, the discussion might focus on how you can mentor or share instructional strategies with colleagues. If a particular subgroup of students did not demonstrate sufficient growth, you and your administrator or administrator team might brainstorm reasons why and identify potential opportunities for professional learning, especially in thinking about professional learning goals for the following year.

Integrating the SLO Score With Other Evaluation Measures

After the administrator determines the SLO score, the administrator calculates the summative rating. After gathering multiple sources of evidence, the administrator organizes the measures into distinct categories or dimensions of performance: professional practice, professional growth, learner perceptions, and learner growth. SLOs fit within the learner growth measure category.

After analyzing and rating the evidence gathered, the administrator combines the categories of measures to determine a summative effective rating, applying weights, priorities, or performance thresholds as appropriate. Once the summative score has been calculated, you and your administrator should discuss the results of summative scoring and implications for future practice.

Appendix A. Student Learning Objective Template

Date: _____

Teacher Name: _____ Position: _____

Subject/Grade/Course Number: _____ Interval of Instruction: _____

Needs Assessment and Student Population

What do you know from the data about your students' needs and strengths? How does this SLO address a need for included students?

Content Standards

What standards and content will you target in your SLO? How do these standards and content capture the essential areas of learning that align to national and/or state standards? How do these standards capture both process and content standards?

Summative Assessment

What assessment will you use to capture student growth? What modifications and accommodations will you provide to students with IEPs, 504 plans, or ELL status?

Growth Targets

What growth do you expect your students to demonstrate by the end of the interval of instruction?

Instructional Strategies

Which instructional strategies will you use to help students reach their growth targets?

Progress Monitoring Plan

How will you monitor progress throughout the year?

Is this SLO approved? Yes No

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Appendix B. SLO Approval Checklist

	Meets Expectations
General	<input type="checkbox"/> Includes all students in the identified course (2013–14).
	<input type="checkbox"/> Includes only students on the teacher’s roster in the student population (2013–14).
Interval of Instruction	<input type="checkbox"/> Includes the number of instructional days between the preassessment and postassessment.
Needs Assessment and Student Population	<input type="checkbox"/> Identifies available data used to determine areas of strength and need.
	<input type="checkbox"/> Includes analysis of available data for areas of strength and need by subject area, student growth, concepts, skills, and behaviors.
	<input type="checkbox"/> Demonstrates evidence of collaboration during data analysis, when possible.
Content Standards	<input type="checkbox"/> Aligns to national and/or state standards.
	<input type="checkbox"/> Addresses essential learning in an area of need.
	<input type="checkbox"/> Includes both process and content standards.
	<input type="checkbox"/> Are broad enough to represent learning over the course of an interval of instruction.
	<input type="checkbox"/> Are focused enough to be measured using an appropriate assessment.
Summative Assessment	<input type="checkbox"/> Aligns with identified content and process standards.
	<input type="checkbox"/> Provides all students with an opportunity to demonstrate growth.
	<input type="checkbox"/> Meets all identified guidelines.
	<input type="checkbox"/> Is accompanied by a high-quality rubric, if it is a performance- or rubric-based assessment.
Growth Targets	<input type="checkbox"/> Use baseline or pretest data to determine appropriate growth.
	<input type="checkbox"/> Follow state or district guidelines, if applicable.
	<input type="checkbox"/> Are rigorous, attainable, and developmentally appropriate.
	<input type="checkbox"/> Expect all students to demonstrate growth.
Instructional Strategies	<input type="checkbox"/> Describe teacher’s approach to instruction that will help students reach their targets.
Progress Monitoring Plan	<input type="checkbox"/> Identifies ways the teacher will monitor student progress.
	<input type="checkbox"/> Explains how the teacher will use data to inform instruction.

Appendix C. Sample Formats for Growth Targets

When setting growth targets, teachers use baseline and pretest data to set developmentally appropriate expectations for students on the summative assessment. Teachers should follow state and district guidelines to ensure that SLO growth targets are rigorous, attainable, and developmentally appropriate. Growth targets should be informed by the teacher's knowledge of students, content, and assessment. All students, regardless of their pre-assessment score, should be expected to demonstrate significant and appropriate growth.

Student growth targets may be formatted in a variety of ways. The following are sample formats, but not the only formats, for growth targets. All examples listed below have benefits and limitations. Please review your student data closely and select a format with care.

Growth Target Format 1: Expected Growth in Points

All students will increase their pre-assessment score by 18 points on the post-assessment.

Potential Strengths of This Format

- Clear, uniform expectations for all students.
- Each student's growth target will be based on his or her preassessment score. For example, a student scoring 50 on the preassessment would be expected to increase his or her score to 68; another student scoring a 62 would be expected to increase his or her score to 80.

Limitations or Considerations to This Format

- Assumes that it is developmentally appropriate to expect all students to demonstrate the same amount of growth.

Growth Target Format 2: Differentiated Growth in Points

Baseline Score (out of 100)	Growth Target
35–50	Increase baseline score by 20 points
51–70	Increase baseline score by 18 points
71–82	Increase baseline score by 16 points

Strengths of This Format

- Tiered targets enable teachers to differentiate expectations for students based on what is developmentally appropriate.
- Each student's growth target will be based on his or her preassessment score. For example, a student scoring 50 on the preassessment would be expected to increase his or her score to 68; another student scoring a 62 would be expected to increase his or her score to 80.

Limitations or Considerations to This Format

- Assumes that it is developmentally appropriate to expect all students to demonstrate the same amount of growth.

Growth Target Format 3: Differentiated Cut Scores

Baseline Score (out of 100)	Growth Target Score (out of 100)
35–50	59
51–70	79
71–82	91

Strengths of This Format

- Tiered targets enable teachers to differentiate expectations for students based on what is developmentally appropriate.
- It is easy to determine each individual student's growth target because no calculation is needed.

Limitations or Considerations to This Format

- Depending on how the targets are structured, expectations around the cut points vary and can be arbitrary. In the example above, students scoring a 50 need to increase their scores only to 59, but students scoring 51 need to increase their scores to 79.

Growth Target Format 4: Advanced Tiered Target

Preassessment Score	Growth Score
0–45 points	65 or +35 points, whichever is greater
46–70 points	75 or +15 points, whichever is greater
70+ points	85 or + 20 points, whichever is greater

Strengths of This Format

- Tiered targets enable teachers to differentiate expectations for students based on what is developmentally appropriate.
- This format attempts to reduce the variation in expectations around the cut scores seen in Growth Target Format 3.

Limitations or Considerations to This Format

- It is more difficult to determine each individual student's growth target.

Growth Target Format 5: Individual Targets

Student Number	Baseline Score (out of 100)	Growth Target Score (out of 100)
1234	50	75
5678	25	50
9012	25	55
3456	34	54
7899	60	85

Strengths of This Format

- This format articulates a specific growth target for each student.
- This format enables teachers to adjust targets for individual students based on what they know about the individual student.

Limitations or Considerations to This Format

- Growth targets are not the same across students. To ensure that teachers are not “cherry-picking” students, it may be important to require teachers to include reasons why expectations for two students with the same preassessment score are different.

Growth Target Format 6: Formula

All students will increase their scores by one half the difference between 100 and the preassessment score. For example, a student who scored 50 on the preassessment would be expected to score a 75 on the postassessment.

Strengths of This Format

- If assessments are formatted and scaled differently across teachers, a uniform approach like a formula may not be appropriate.

Limitations or Considerations to This Format

- Assumes students who begin with more knowledge and skill will demonstrate less growth in their score than their peers.