

Student Learning Objectives



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Training Norms

- Practice timely attendance with active participation
 - Utilize Parking Lot and Burning Questions
- Professional dialogue and common courtesy
- Focus on ideas that enhance instructional strategies and student achievement
- Limit distractions and stay within sphere of influence

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Student Growth Measures

Subject Area Resources

Third Grade Reading Guarantee

Value Added

Staff Only

**Summer of Growth 6-12
Academy**

*Mon Aug 5 2013
to Tue Aug 6 2013*

**Ohio Teacher Evaluation
Training**
Tue Aug 6 2013

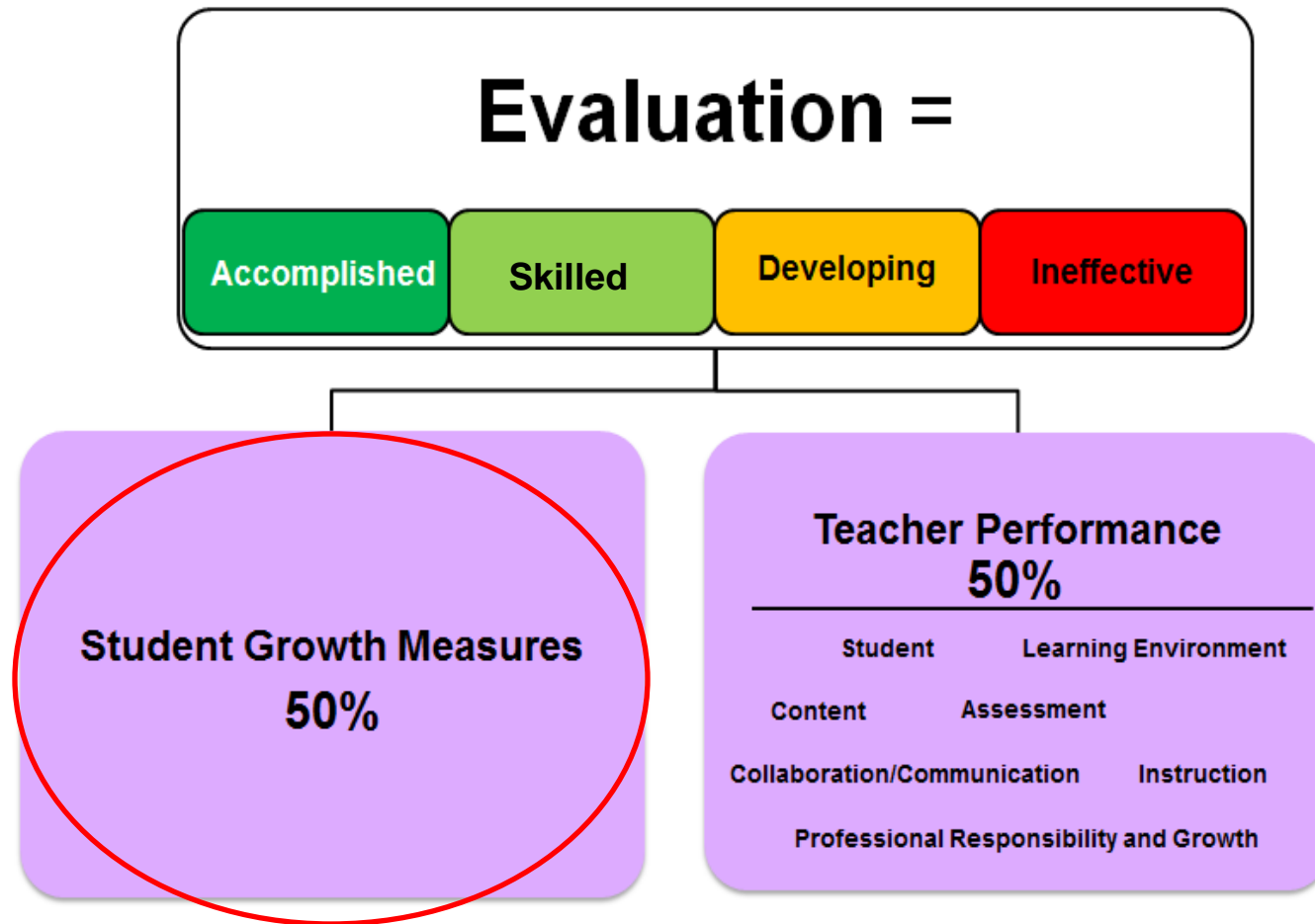


Learning Targets

- Explain the categories of student growth measures
- Explore what makes an SLO high-quality
- Understand the importance of using appropriate assessments in the SLO process
- Evaluate the ODE Science 6th grade SLO example using the checklist
- Review the process



Where Do SLOs Fit In?



Definition of Student Growth



The change in student achievement for an individual student between two or more points in time

Value-Added

- EVAAS Reports
- 4-8 Rd/Math
- Other grades & subjects may be added in the future

Approved Vendor Assessments

- Approved ODE List
- Provides a 1-5 rating
- List is fluid

Local Measures

- Student Learning Objectives (SLOs)
- Shared Attribution
- (Other) Vendor Assessments

Valid

Reliable

Diagnostic

Attributable

Comprehensive

Fair

Rigorous

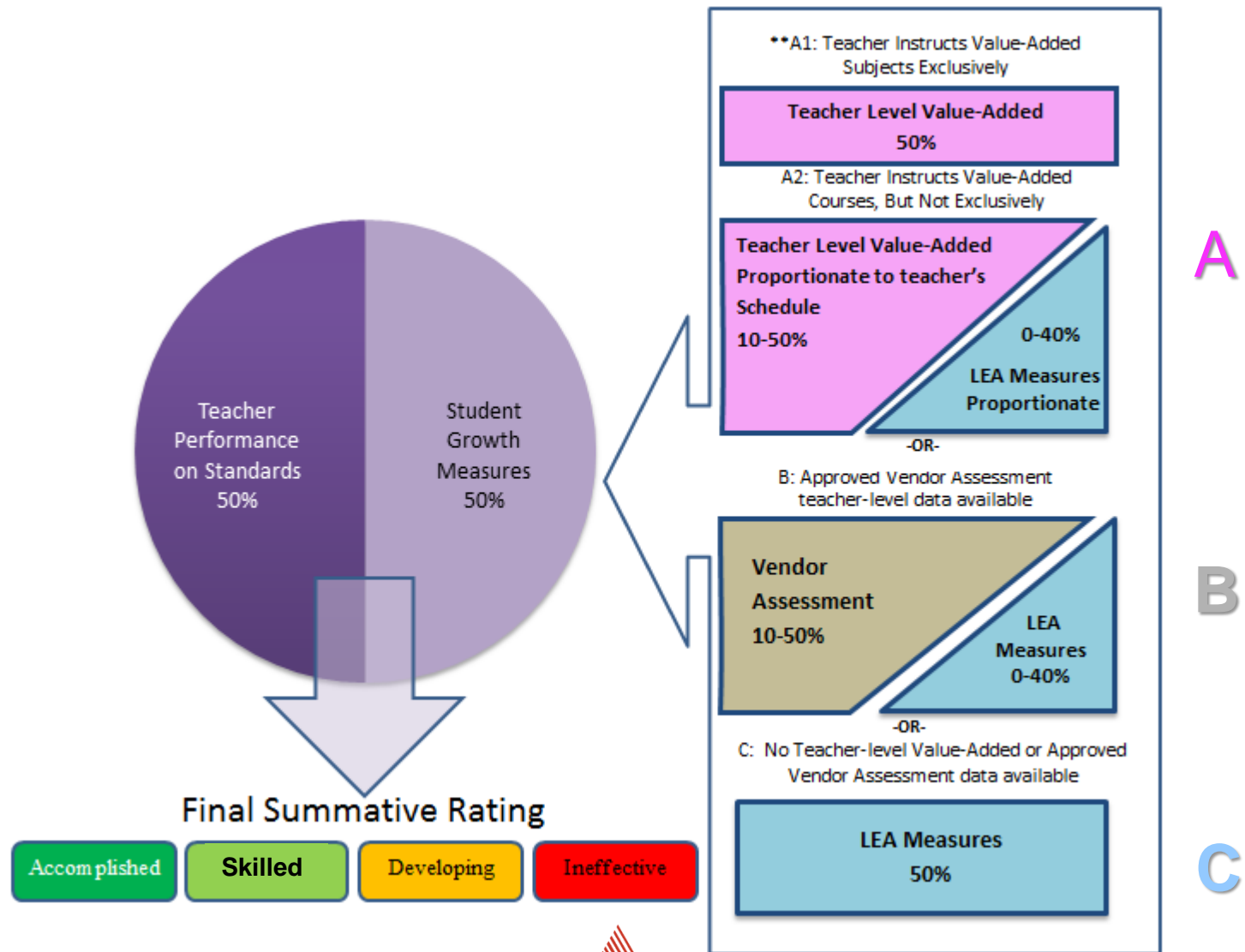
3 Measures of Student Growth



Ohio

Department
of Education

Student Growth Measures



A: Teacher-level Value-Added Data Available

2013-14

A1. Teacher Instructs Value-Added Subjects Exclusively

**Teacher Value Added
26-50%**

**LEA Measures
0-24%**

A2. Teacher Instructs Value-Added Subjects, but Not Exclusively

Teacher-Level Value Added
Proportional to teaching schedule
10-50%

0-40%
LEA Measures
Proportional to teaching schedule

A: Teacher-level Value-Added Data Available

A1. Teacher Instructs Value-Added Subjects Exclusively

2014-15

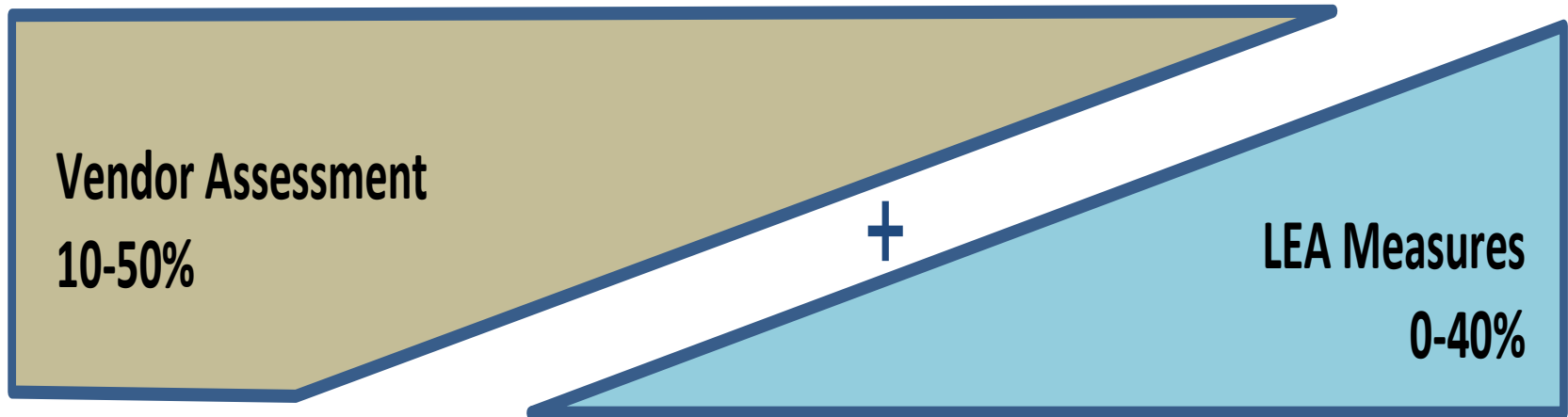
Teacher Value Added
50%

A2. Teacher Instructs Value-Added Subjects, but Not Exclusively

Teacher-Level
Value Added
*Proportional to teaching
schedule*
10-50%

0-40%
LEA Measures
*Proportional to
teaching schedule*

B: Approved Vendor Assessment Data Available



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Approved Vendor Assessments

Fifty-percent of Ohio's Teacher and Principal Evaluation System is based on student growth.

If Value-Added data is not available to measure student growth, schools can choose to use other assessments provided by national testing vendors and approved for use in Ohio. Teachers and Principals with approved vendor data are considered Category B and must use this data for 10-50% in the student growth measures calculation.

[» Overview](#)[» Requirements](#)[» Approved list](#)

C: No Teacher-level Value-Added or Approved Vendor Assessment Data Available

LEA Measures
50%

3 Types of Local Measures

Student Learning Objectives (SLOs)

Shared Attribution

Approved vendor assessments for
Category A2 teachers



What is an SLO?

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 many student learning objectives do I have to write?

2-4

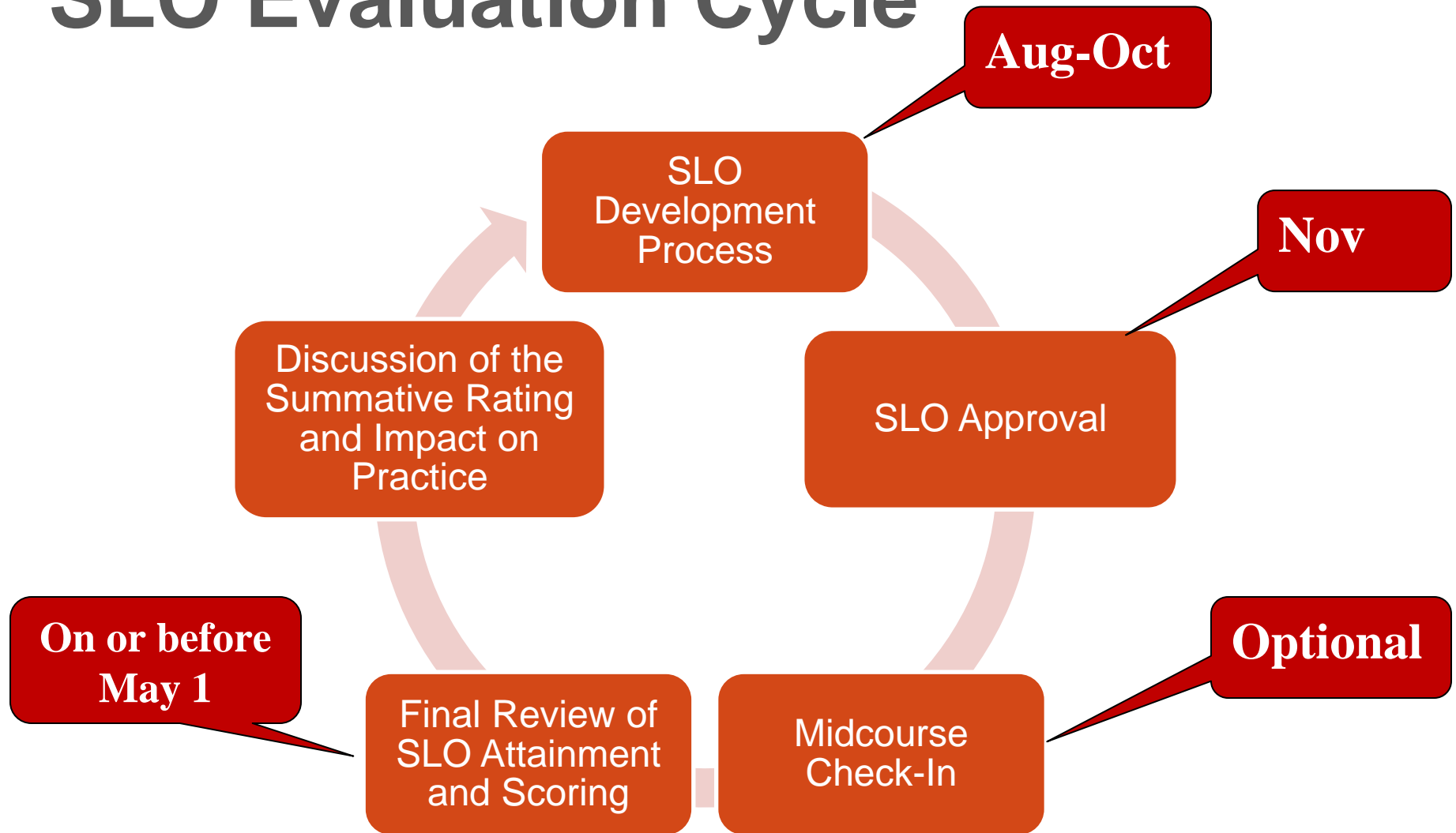
If you are using student learning objectives as a growth measure, the Department requires a minimum of two and recommends no more than four which are representative of your schedule and student population. This guideline also applies to both Category B and Category A2 teachers if your district or school has determined these teachers will also be using local measures.



Retrieved from

<http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=142708> May 23, 2013.

SLO Evaluation Cycle



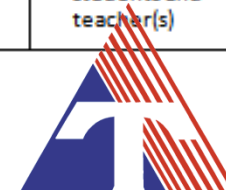
High-quality SLOs include or address the following criteria:

1. Baseline and Trend Data
2. Student Population
3. Interval of Instruction
4. Standards and Content
5. Assessment(s)
6. Growth Target(s)
7. Rationale for Growth Target(s)

SLO Template Checklist

Handout

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



Baseline and Trend Data:

- Identifies source(s) and summarizes student information (test score from previous years, results of pre-assessments) ***in numerical and narrative form.***
- Draws upon trend data, if available.
- Summarizes analysis of data by identifying student strengths **and** weaknesses.



Student Population:

- Identifies the students covered by the SLO (number, course, grade level, etc.).
- Describes the student population & considers any contextual factors that may impact growth.
- Does not exclude subgroups of students that may have difficulty meeting targets.

EVALUATE THE SLO EXAMPLE



Interval of Instruction:

Matches the length of the course (e.g., quarter, semester, etc.).

Consider adding the following also:

- *Course start and end dates*
- *How frequently the course meets*
- *Typical length of a class period*
- *Any other relevant information*

**Prior to
May 1**



Standards and Content:

- Specify which standards the SLO covers.
- Represents the big ideas or domains of the content. *(Teacher should explain why s/he believes these are the most important.)*
- Identifies core knowledge/skills students should attain if the SLO is targeted.

EVALUATE THE SLO EXAMPLE



Assessments



- What to look for when **selecting assessments** for scoring SLOs.
- How to **create high quality assessments** and rubrics for scoring SLOs.



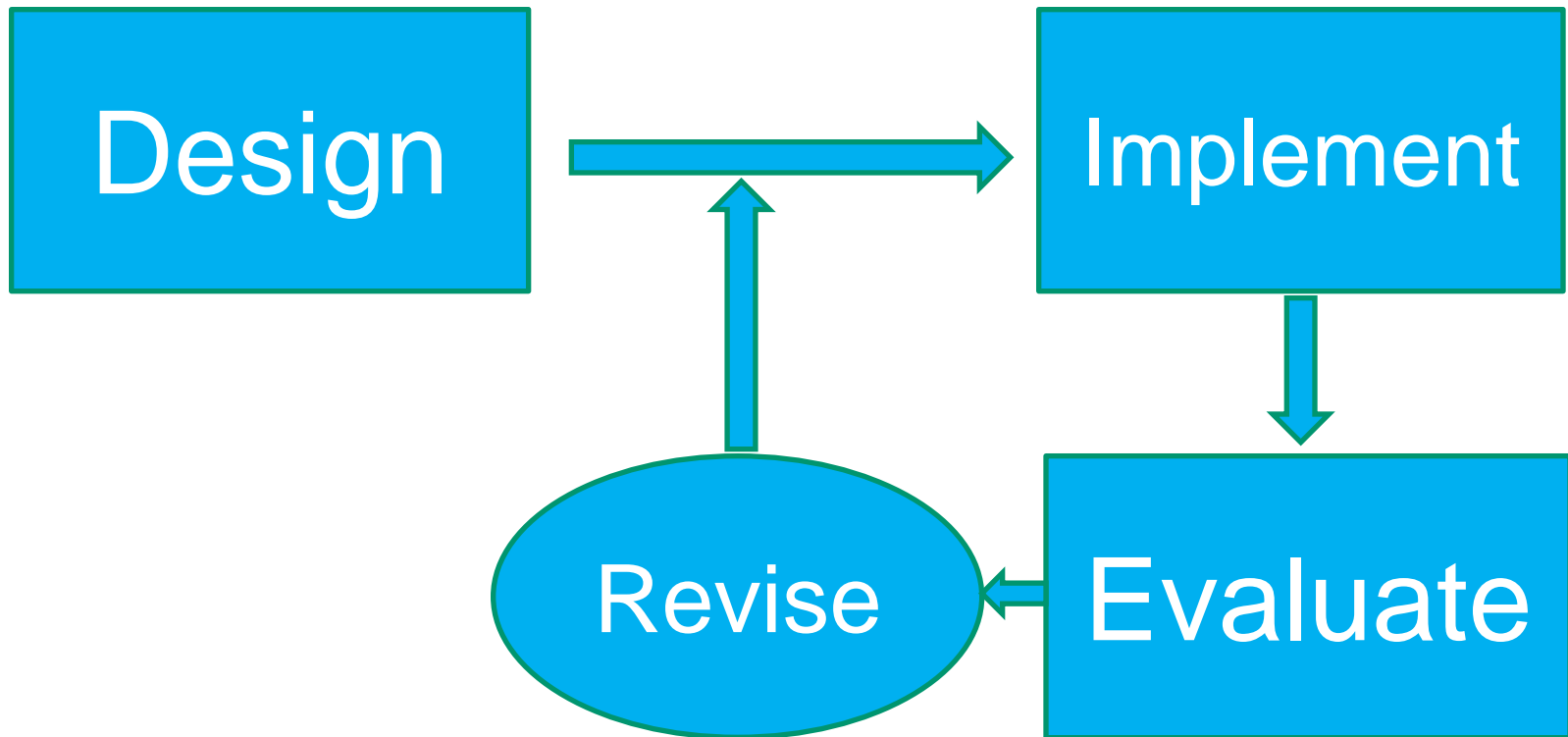
SGM Assessment Literacy

- Regardless of the measure:
 - Value-added
 - Vendor assessments
 - Local measures
- Any measure used must be:
 - **Fair;**
 - **Reliable;**
 - **Aligned to the standards (valid);**
 - **Rigorous and comprehensive; (stretch)**
 - A valid means to measure educators' contribution to student growth



1. Be Systematic

Assessment System Quality Process



Designing Assessments

- **1. Create Assessment Blueprint**
 - Cognitive level to be measured
 - Describes both *content* the assessment should cover and student *performance* expected in relation to that content.
- Helps you determine:
 - Number of points on overall test
 - Number of points at each cognitive level to assess appropriate thinking skills



Bloom's Revised Taxonomy of Learning Objectives

Lower order thinking skills			Higher order thinking skills		
remember	understand	apply	analyze	evaluate	create
<u>Key words</u> Define, label, name, recall, duplicate, spell, list, select, recognize, identify, retrieve <i>Ex: Can you recall...?</i>	<u>Key words</u> Interpret, clarify, paraphrase, exemplify, illustrate, classify, categorize <i>Ex: How would you rephrase the meaning...?</i>	<u>Key words</u> Demonstrate, apply, illustrate, utilize, model, build <i>Ex: What ideas apply..?</i>	<u>Key words</u> Categorize, dissect, discover, inspect, contrast, conclusion, examine, survey <i>Ex: What conclusions can you draw...?</i>	<u>Key words</u> Validate, opinion, support, judge, decide, compare, appraise, value <i>Ex: Are there any errors...?</i>	<u>Key words</u> Compose, develop, hypothesize, invent, organize, produce, propose, design <i>Ex: How would you solve the following...?</i>

Adapted from Anderson and Krathwohl, 2001, pp. 67-68



Ohio

**Department
of Education**

General Content Areas Covered on Assessment

Taxonomic Levels on Assessment – not all taxonomic levels need to be addressed on assessment (Analysis, Synthesis, Evaluation not on this test)

Total Points and % by content area should match emphasis of instruction in classroom.

Content Outline	Knowledge/Remember	Comprehension/Understand	Application	Total Points	%
Basic Parts of Cell	Name and tell function of nucleus, cytoplasm, cell membrane; Label parts of a cell on a line drawing (12 points)		Given photos of actual plant and animal cells, label the parts (4 points)	16	40
Plants vs. Animal Cells		Explain differences between plant and animal cells; Describe cell walls and cell membrane (4 points)		4	10
Cell Membrane	Define diffusion; List substances diffused and not diffused by cell membrane (6 points)		Distinguish between diffusion and oxidation (2 points)	8	20
Division of Cells	Define division, chromosomes, and DNA (4 points)	Explain differences between plant and animal cell division (4 points)	Given the numbers of chromosomes in a cell before division, state the number in each cell after division (4 points)	12	30
Total Points	22	8	10	40	
%	55	20	25		100

Item Complexity needs to align with what you believe is needed to match your teaching.

Body of Blueprint indicates specific learning objectives at their *taxonomic level* with *points* allocated by cell. All cells do NOT need to be filled in.

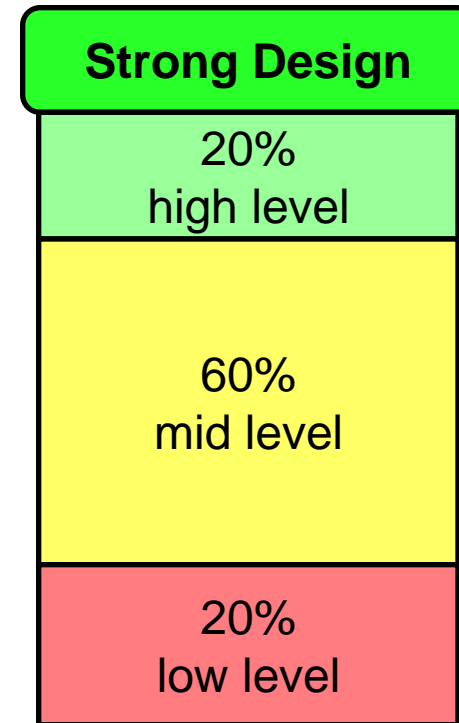
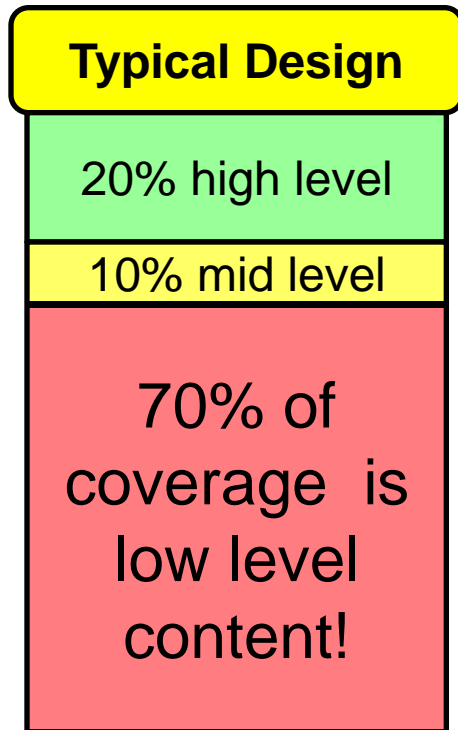
Total Points on Test

Do the Assessments Have Stretch?

Typical Design



Do the Assessments Have Stretch?



Validity and Reliability Considerations

- The assessment should
 - Be **valid**—it measures what it says it measures.
 - Be **reliable**—it produces consistent results.
 - Contain clearly written and concise questions and directions.
 - Be fair to all groups of students.



Alignment Considerations

- Assessments should cover key subject and grade-level content standards.
- No items, questions, or prompts should cover standards that the course does not address.
- The assessment structure should mirror the distribution of teaching time devoted to course content.
- The cognitive demand of the assessment should match the full range of cognitive thinking required during the course.

Questions to Consider.....

- Are scoring procedures in place?
- How and when will the assessment be administered?
- Based on student baseline data, will all students be able to demonstrate growth on this assessment?
- Will this assessment be fair to all students, including students with disabilities and English language learners?
- Are different assessments needed for students who are gifted?



Additional Resource

- *Guidance on Selecting Assessments for Student Learning Objectives (SLOs)* on the Ohio Department of Education website

Checklist for Selecting Appropriate Assessments

This checklist should be completed prior to SLO approval to ensure that the assessment chosen meets the basic requirements.

Alignment to Standards:

Is the Learning Objective clearly reflected in the assessment measure?

Yes	Somewhat	No	
			All items in the assessment align to the standard(s) addressed in the SLO.
			The assessment measure addresses the full range of topics and skills included in the SLO.
			The focus of the assessment mirrors the focus of the curriculum and standards.
			The items or task match the full range of cognitive thinking required during the course.
			The assessment requires students to engage in higher order thinking where appropriate.

Comments:

Stretch:

Will all students be able to demonstrate growth on this assessment?

Yes	Somewhat	No	
			The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.
			Test items cover knowledge and skills that will be of value beyond the school year.

Comments:

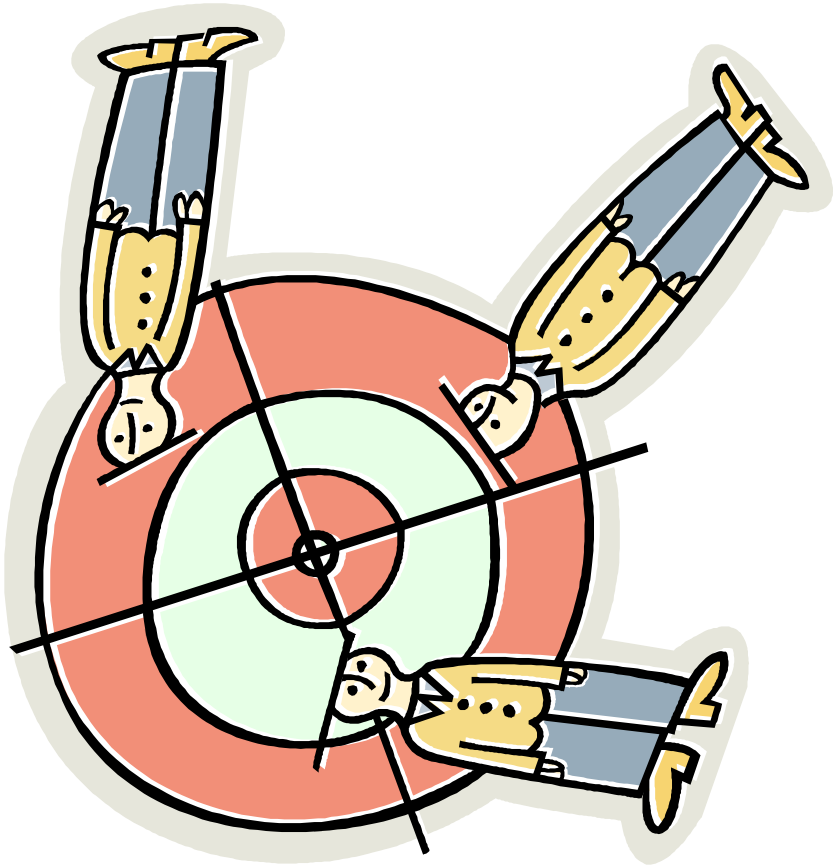
Validity and Reliability:

Is the assessment measure a valid and reliable tool for the intended purpose?

Yes	Somewhat	No	
			The assessment does not include overly complex vocabulary.
			Items or tasks are written clearly and concisely.

EVALUATE THE SLO EXAMPLE

Growth Target(s):



- All students have a growth target (*not necessarily a passing score*).



Growth Target(s):

- Refers to baseline/pretest data.
- Provides tiered targets to encompass all learners. (*Rank order pretest scores and look for breaks in the data to identify tiers.*)



Growth Target(s)

The targets should reflect high expectations for student achievement that are **developmentally appropriate**.

The targets should be **rigorous** yet **attainable**.



Sample Trend Data

Results of Seventh Grade Postassessment by Content Area for 2010-11 and 2011-12 Students ($n = 305$)

For the past two years, Mrs. Wilson has administered a postassessment worth 100 points. The distribution of points by topic area is listed here.

Teacher: Mrs. Wilson

Unit/Skill Area	Median Score ($n = 305$)	Range of Scores ($n = 305$)
Cycles of Patterns of Earth and Moon	12 (out of 15)	7-19
Conservation of Mass and Energy	10 (out of 15)	6-19
Cycles of Matter and Flow of Energy	10 (out of 15)	5-19
Scientific Inquiry	11 (out of 20)	5-15
Data Analysis	13 (out of 20)	4-17
Analyzing and Communicating Predictions	11 (out of 15)	9-13

Results of Seventh Grade Preassessment and Postassessment for 2010-11 and 2011-12 Students ($n = 305$)

The results of the pre- and postassessment data for Mrs. Wilson's past students are described here.

Baseline Score Range on Seventh-Grade Team-Created Preassessment	Number of Students Scoring in That Range	Range of Scores on Postassessment of Students Scoring in That Baseline Score Range	Mean Amount of Growth between the Preassessment and Postassessment
0-20	30	30-74	45 points
21-30	75	50-76	38 points
31-40	75	67-85	37 points
41-50	69	70-90	36 points
51-60	51	85-98	38 points
61-70	5	93-99	33 points



Example Growth Targets

Target 1

Taking into account student's entry level of skill, all students will meet their target score on the post assessment:

Pre-Assessment Baseline Score Range	Target Score on Post-Assessment
41-60	70
61-80	85
81-90	95
91-95	97

Example Growth Targets

Target 2

Taking into account student's entry level of skill, all students will meet their target score on the post assessment:

Pre-Assessment Baseline Score Range	Target Score on Post-Assessment
41-60	70 or increase score by 15 points , whichever is greater
61-80	85 or increase score by 15 points , whichever is greater
81-90	95 or increase score by 7 points , whichever is greater, plus 85 or higher on capstone project
91-100	97 plus 90 or higher on capstone project

Descriptive Growth Target

Target 5

Students will improve their performance by meeting the following growth targets using LinguaFolio Can-Do Assessments, supporting data, and a final individualized performance assessment as sources of evidence:

Baseline Data (from Spanish I)	Growth Target (for Spanish II)
Novice Mid	Novice High
Novice High	Intermediate Low
Intermediate Low	Intermediate Mid

Rationale for Growth Target(s)

High quality SLOs include strong justifications for why the goal is important and achievable.

The rationale ties it ***ALL*** together.



Rationale for Growth Target(s):

- Demonstrates teacher knowledge of students & content.
- Explains why the targets are appropriate.
- Uses data to identify student needs & determine appropriate targets.
- Aligns with broader school/district goals.

EVALUATE THE SLO EXAMPLE



SLO Approval

SLOs are approved at the local level.

ODE recommends an approval committee.

Timeline



SLO Approval: Committee

- Will review the SLO to assure that all required elements are complete
- Should complete the SLO Approval Form.
- Identify areas that need revision.
- Timeline for resubmission.

SLO Scoring

It is the responsibility of the teacher to organize and present evidence to the evaluator or local committee.

Sample Scoring Template

Teacher Name: Ms. Montenegro		School: Sunny Elementary			
SLO Title: 2 nd grade writing		Assessment Name (if available): District-created writing portfolio			
Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/Meets Target? (yes/no)
Anna Warren	123456A	20	30	32	Yes
Bob Quindlen	652241B	31	37	35	No
Chris Rodriguez	133248V	19	29	29	Yes
Dylan Xavier	432590C	24	32	31	No
Emma Smith	463856V	30	36	41	Yes

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

Final SLO Percentage
% Exceeding/Meeting Target: 60%
% Below Target: 40%

NUMERICAL RATING OF SLO:
2

SLO Scoring Example

- A teacher has 100 students included in an SLO.
- 90 students, or 90 percent of students, met their growth targets.
- This percentage corresponds to a rating of “Most Effective.”

SLO Scoring Matrix		
Percentage of Students That Met or Exceeded Growth Target	Descriptive Rating	Numerical Rating
90–100	Most Effective	5
80–89	Above Average	4
70–79	Average	3
60–69	Approaching Average	2
59 or less	Least Effective	1

Final Student Growth Measure Score

- Once the individual SLO scores are input into eTPES, the system will generate a final score that incorporates scores from all student growth measures.
- Teacher index score converted to an effectiveness rating
 - Above
 - Expected
 - Below

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**Search Key Words:
Educator Evaluation**

Support

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QUESTIONS?