

# RSU5 STUDENT LEARNING OBJECTIVES (SLO)

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# Introduction

## What is a Student Learning Objective (SLO)?

Student Learning Objectives are measurable, instructional goals established for a specific group of students over a set period of time. SLO serve as one of the measures of student growth established by Maine's Educator Effectiveness Law. The law requires multiple measures to evaluate teacher performance and in the RSU5 Professional Growth and Evaluation process, student learning and growth represent 20% of an educator's summative effectiveness rating.

## Why student learning objectives (SLOs)?

RSU5 recognizes that setting rigorous and feasible learning targets, aligning practice and instruction to achieve those targets, monitoring student progress, and using high quality assessments are key elements of teaching.

RSU5 currently uses the Professional Learning Communities model along with SMART goals. The addition of SLOs is an opportunity to use this established best practice to improve student learning and growth as part of the educator summative effectiveness rating.

The SMART goal process simply uses different terms and key questions. Most notably, how an educator will know when children have learned; how will s/he respond when children have not; and how will s/he respond when they have; are essential.

Specific	
Measurable	Baseline data to growth target assessments
Attainable	Know instructional cohort. Monitor student progress
Relevant	Essential Learning, priority standards
Time-Bound	Length of learning experience clearly defined

## RSU5 Strategy for Improvement

The RSU believes that Professional Learning Community work ensures the focus shifts from teaching to learning. Data inquiry is fundamental; knowledge of current performance levels is essential for appropriate goal setting. Setting goals for student learning is a key characteristic of high performing schools. What is our current reality and where do learners need to be?

Educator collaboration is key. We know teachers learn from one another. Planning and creating learning experiences for students and using high impact strategies have the greatest impact. Developing action steps to achieve the goal is essential.

## Aligning the SLO / SMART Goal Process

This handbook contains a template that describes the process RSU5 teachers will follow to document the process. It is expected that educators will participate in a PLC and annually complete an SLO. In most cases, this will be done collectively with a cohort of educators at a grade level, course level, or content area. However, with administrator approval, an educator may elect to develop and be evaluated by developing his/her own SLO. Every 3<sup>rd</sup> year in the cycle, an educator will go through a summative appraisal where the SLO will be incorporated into his/her teacher evaluation. Maine's law requires educators in grades 4-8 to do an additional goal tied to the MEA assessment.

# Implementation Overview



# Student Learning Objectives (SLO) Process

## 1. Identify your cohort

- a. If you are a K-5 teacher, your cohort is some or all of your class.
- b. If you are a grades 6-12 teacher or specialists, you will choose a cohort (a section, or two sections of the same class).
- c. If you are a special education teacher, if you teach a class of 3 or more, you will use them as your cohort. If you don't teach a class, you will share the same goal as a classroom teacher with whom you work closely.
- d. What is the make-up of your cohort?
- e. How many students have IEPs, ILAPs, 504s, are in RTI, etc.?
- f. Consider previous test scores if needed (F&Ps, NWEAs, etc.)

## 2. Pre-Assessment and data collection

- a. Create an appropriate summative assessment to gather relevant data
- b. If you teach K-5, you will likely use a pre-made assessment from one of the provided curriculums (Reader's Workshop; Writer's Workshop; Everyday Math; F&P, etc.)
- c. Types of assessments:
  - i. *Selected response* - true/false; multiple-choice; fill-in-the-blank; matching
  - ii. *Written response* - short or extended answer essays
  - iii. *Performance response* - students demonstrate their knowledge through a tangible product or performance (demonstrations; artifacts)
  - iv. *Personal communication* - structured and unstructured interactions
- d. When to use specific assessment types (suggested):

Selected response	Math, Science, Social Studies
Written response	All subjects
Performance response	World Languages, SPED, ESL Elementary - later in the school year Elementary - reading fluency (throughout the year)
Personal communication	World Languages, SPED, ESL

- e. Examples of types of assessments and their pros/cons:

Type of Assessment	+	-
Selected Response (SR)	<ul style="list-style-type: none"> <li>● quick</li> <li>● specific</li> </ul>	<ul style="list-style-type: none"> <li>● no higher level thinking</li> <li>● quick to assess</li> </ul>

Selected Response cont.	<ul style="list-style-type: none"> <li>● recall</li> <li>● good test-taking students</li> </ul>	
Written Response (WR)	<ul style="list-style-type: none"> <li>● show what they know</li> <li>● higher level thinking</li> <li>● step up from SR</li> <li>● more skills involved</li> </ul>	<ul style="list-style-type: none"> <li>● Student whose ability to write doesn't equal their ability to think</li> <li>● time consuming</li> <li>● difficult for LD/ELL</li> <li>● more skills involved</li> </ul>
Performance Assessments (PA)	<ul style="list-style-type: none"> <li>● real-life skills</li> <li>● student choice</li> <li>● more language domains</li> <li>● LD/ELL, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● time consuming</li> <li>● lot of practice</li> <li>● student anxiety</li> <li>● LD/ELL, etc.</li> <li>● scoring a challenge</li> <li>● requires lots of practice</li> </ul>
Personal Communication (PC)	<ul style="list-style-type: none"> <li>● formative</li> <li>● elementary students</li> <li>● good for students whose verbal ability is higher than their writing ability</li> <li>● need good record keeping</li> </ul>	<ul style="list-style-type: none"> <li>● summative - 1:1</li> <li>● time consuming</li> <li>● doesn't always work with high verbal students</li> </ul>

### 3. Determine learning objective

- Using your pre-assessment, look for the highest areas of need for your students
- Write a SMART goal that will help your students increase their skill level in this (these) area(s)
- Graphic to help you write a SMART goal

S	<b>Specific</b>	<ul style="list-style-type: none"> <li>• What do I want to accomplish?</li> <li>• Why do I want to accomplish this?</li> <li>• What are the requirements?</li> <li>• What are the constraints?</li> </ul>	
M	<b>Measurable</b>	<ul style="list-style-type: none"> <li>• How will I measure my progress?</li> <li>• How will I know when the goal is accomplished?</li> </ul>	
A	<b>Achievable</b>	<ul style="list-style-type: none"> <li>• How can the goal be accomplished?</li> <li>• What are the logical steps I should take?</li> </ul>	
R	<b>Relevant</b>	<ul style="list-style-type: none"> <li>• Is this a worthwhile goal?</li> <li>• Is this the right time?</li> <li>• Do I have the necessary resources to accomplish this goal?</li> <li>• Is this goal in line with my long term objectives?</li> </ul>	
T	<b>Time-Bound</b>	<ul style="list-style-type: none"> <li>• How long will it take to accomplish this goal?</li> <li>• When is the completion of this goal due?</li> <li>• When am I going to work on this goal?</li> </ul>	

- d. SMART Goal examples:
  - i. [Examples by grade and subject](#)

## 4. Determine growth targets

- a. Tiered growth target

### Examples of SLO Growth Targets

#### Tiered Growth Targets

- Group students together based on their pre-assessment scores.
- Divide students into three or more categories (low, mid, advanced)

Preassessment Score	Growth Score
0–45 points	65
46–70 points	75
70+ points	85

Pre-Assessment Scores

- 34 – target 65
- 36 – target 65
- 42 – target 65
- 48 – target 75
- 56 – target 75
- 78 – target 85
- 90 – target 85

What are the benefits of using a “basic” growth target? What are the drawbacks?

Once you have your pre-assessment data, review it to look at the numbers. When creating appropriate goals for students, you can group them. For the example above, all students who scored between 0 and 45 will achieve a 65 on the post-assessment. You will discuss your growth expectations with your administrator when you meet for your pre-SLO Administrator Meeting.

## 5. Determine instructional plan

- a. Examples of instructional strategies - Choose 2-3 instructional strategies (this list is not all inclusive).

Small group Pairs Manipulatives Turn & Talk Realia - real life Photographs Multi-step projects Movement Cloze	Songs/Music Debates Socratic Seminar Drawings Story mapping Videos Choral readings Variety of examples for multiple contexts Concepts maps	Games Modeling Re-enactments Dramatic play Graphic organizers Guiding questions Essential questions Journals OPI - practiced conversations
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b. Examples of formative assessments

<p>Tests - true/false; multiple choice; fill-in-the-blank</p> <p>Quizzes</p> <p>Essays</p> <p>Short answer - oral or written</p> <p>OPIs - oral proficiency interviews</p> <p>Exit slips</p> <p>Stickies</p> <p>Writing prompts</p> <p>Debate</p>	<p>Math journal pages (gr. K-6)</p> <p>Running records</p> <p>Retells</p> <p>Quizlet (iPad)</p> <p>Socrative app (gr. 6-12)</p> <p>Nearpod app (gr. 6-12)</p> <p>Assistments app (Math)</p> <p>Blogs</p> <p>Games</p> <p>Plickers (app for iPad)</p>	<p>Mini-projects</p> <p>Mini-conferences</p> <p>Room check-in (thumbs up/down; warm/cold)</p> <p>Parking lot</p> <p>Journals</p> <p>Anticipation guides</p> <p>Stickies (RW)</p> <p>homework</p> <p>That Quiz app</p>
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## 6. Pre-SLO Administrator Meeting

- a. Your building administrator will schedule a meeting during the last week of October or first two weeks in November.
- b. You will need to have your SLO form filled out and your pre-assessment. You may bring an example of your post-assessment, if you have it.

## 7. SLO Teaching Period

- a. Six week minimum period, starting with your pre-assessment.
- b. Use your chosen instructional strategies.
- c. Monitor progress using formative assessments.
- d. Collaborate regularly with any colleague with whom you are sharing common goals.

## 8. Post-Assessment and data collection

- a. This **summative** assessment will be very similar to your pre-assessment.
- b. It must measure the same skills as your pre-assessment in order to provide you with accurate data for comparison.

## 9. Data Analysis

- a. You will need to score pre- and post-assessments.
- b. Enter your scores on the Student Growth Summary Page in Appendix C.
- c. Compare your assessment data with your growth target to see if the students met your goal.

<b>SLO Data Form - EXAMPLE</b>					
<b>Student</b>	<b>Pre-Test</b>	<b>Post-test</b>	<b>Growth</b>	<b>Growth Target</b>	<b>Met Target</b>
Student A	43	71	26	65	yes
Student B	54	76	22	75	yes
Student C	76	84	9	85	no
Student D	85	89	4	85	yes
Student E	23	60	37	65	no

## 10. Post-SLO Administrator Meeting

- a. Review your data with your administrator.
- b. Did your students reach the anticipated growth targets? If not, what were some things that could have impacted the growth?

## Student Growth Data Cut Points

Percentage Ranges of Students Who Met Their Growth Targets	
85-100%	Highly Effective
70-84%	Effective
41-69%	Needs Improvement
0-40%	Ineffective

# Resources



## Selecting or creating an appropriate assessment for your SLO

	Meets Expectations
Alignment	<ul style="list-style-type: none"> <li>○ <b>Align with identified content and process standards.</b></li> </ul>
Growth	<ul style="list-style-type: none"> <li>○ <b>Provide all students with an opportunity to demonstrate growth.</b></li> </ul>
Performance assessments	<ul style="list-style-type: none"> <li>○ <b>Is accompanied by a high-quality rubric, if is a performance or rubric-based assessment.</b></li> <li>○ <b>Include a minimum proficiency-level scale of 1 to 4</b></li> <li>○ <b>Contain specific, clear, and concise descriptions of each proficiency level.</b></li> <li>○ <b>Contain positive, learner-appropriate language</b></li> <li>○ <b>Rubrics may be used instructionally throughout the year unless they are content-specific.</b></li> <li>○ <b>Performance assessments should be recorded (audio or video as appropriate) whenever possible.</b></li> </ul>
Accommodations	<ul style="list-style-type: none"> <li>○ <b>Measure individual student performance and accommodate students' IEPs, 504 plans, or ELL status.</b></li> </ul>
Stretch	<ul style="list-style-type: none"> <li>○ <b>Provide all students with an opportunity to adequately demonstrate their knowledge and demonstrate growth.</b></li> </ul>
	<ul style="list-style-type: none"> <li>○ <b>Contain a variety of question levels.</b></li> </ul>
Reliability	<ul style="list-style-type: none"> <li>○ <b>Be administered similarly across classes within a district and, if applicable, similarly to the pre-assessment.</b></li> </ul>
	<ul style="list-style-type: none"> <li>○ <b>Be graded consistently between administrations and classrooms with attention to fairness.</b></li> </ul>
Fairness	<ul style="list-style-type: none"> <li>○ <b>Be free of bias, avoid unnecessarily complex language, and be administered fairly and consistently to all students.</b></li> </ul>
	<ul style="list-style-type: none"> <li>○ <b>Not be graded by students.</b></li> </ul>