Utah Guidance and Toolkit for
Student Learning Objectives

Instructions and Materials
Utah SLOs

Updated September 2014

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1.0 INTRODUCTION

This document is intended to help you, the teacher, to understand and create Student Learning Objectives. The thoughtful practices you use to improve student growth begin with you. This resource is a practical guide intended to provide clarity to a complex but worthwhile task. This resource may also be used by administrators for professional learning.

As Utah moves toward providing a *Model for Measuring Educator Effectiveness* there is a need to ensure that all teachers have appropriate ways to demonstrate their contributions to student growth and learning. The *Utah Student Growth Model* differentiates between teachers of non-tested subjects and grades and teachers of tested subjects and grades. Non-tested subject and grades (NTSG) are teachers who teach courses, subjects, or grades that do not have student achievement data collected from Utah's standardized achievement tests (SAGE). More specifically, these teachers may instruct in such areas as: social studies, physical education, health, science K-3, dance, visual arts, music, theatre, computer, CTE, early childhood, and other courses not measured by state standardized testing.

In order to support all teachers, especially NTSG teachers, as they continue to improve their instructional practice, Utah is recommending the implementation and use of **Student Learning Objectives** as a means to positively impact student achievement. Student Learning Objectives are especially powerful when teachers are able to collaborate together to create the quality common assessments needed to measure all students within a grade level, department, or content area. Current research shows that creating Student Learning Objectives strategically aligned to instruction has a positive impact on increased learning of students (e.g., Beesley & Apthorp, 2010). In addition, Student Learning Objectives (SLOs) can be used as one measure of student growth and/or achievement to fulfill the required evaluation component of student accountability within *Utah's Educator Evaluation System* described in *Utah's Model for Measuring Educator Effectiveness* (R277-530 and R277-531).

The *Utah SLO Guidance and Toolkit* is intended to provide information about Student Learning Objectives and the processes used to develop, implement, and use in an educator's evaluation. Specifically, this document will provide information on the following:

- Definition and parts of SLOs
- Why SLOs were selected as the option for measuring growth in NTSG
- Benefits of SLOs
- How SLOs will be implemented in Utah and the SLO process
- SLO Pilot Study 2014 and preliminary findings
- Utah SLO Toolkit

The Utah SLO Guidance and Toolkit is organized into three sections: The **first section** provides information in an overview fashion. It describes why SLOs are part of *Utah's Model Educator Evaluation System*, what they are, and why Utah selected SLOs as the measurement for NTSG. The **second section** is more detailed and instructive. The SLO process is delineated, as well as the steps that educators and administrators take to implement SLOs with fidelity and comparability. The **final section, section three,** includes materials and resources in the format of a Toolkit that can be used in districts and schools to provide professional learning experiences and increase educators' knowledge and skills for developing SLOs.

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2.0 SECTION TWO

2.1 What are SLOs?

What They Are	What They Are Not
• Classroom level measures of student growth and/or achievement • Standards based and relevant to the course content • Specific and measureable • Based on student data using two points in time	• Individual lesson objectives • Units of study • Teaching to the test

2.2 Utah's Description of SLOs

SLOs are carefully planned goals for what a student or group of students will learn over a given period of instruction time and can be written for both tested and non-tested subjects and grades (CTAC, 2013).

SLOs are used in educator evaluation systems to determine the educator's contribution to student learning and to directly link an educator's instruction to specific measures of student growth and learning in a content area.

Educators determine baseline student performance data, establish student growth targets, and identify how growth in the content area will be assessed. At the end of the instructional period, the educators provide evidence to the administrator demonstrating the degree of attainment of the student growth targets.

All SLOs (whether in Utah or in other states) have the following characteristics:

- Identified student population (student broken down into groups as well as the whole class)
- Learning content areas (from Utah State Core Standards)
- Instructional strategies
- Interval of instruction time
- Student learning targets (growth required of the identified student groups)

2.3 The Three Main Parts of the SLOs included in the Utah Model SLO Template

1. The Learning Goal
2. The Assessment
3. The Targets

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These three parts of the SLO are described in detail in **SECTION TWO** of this document.

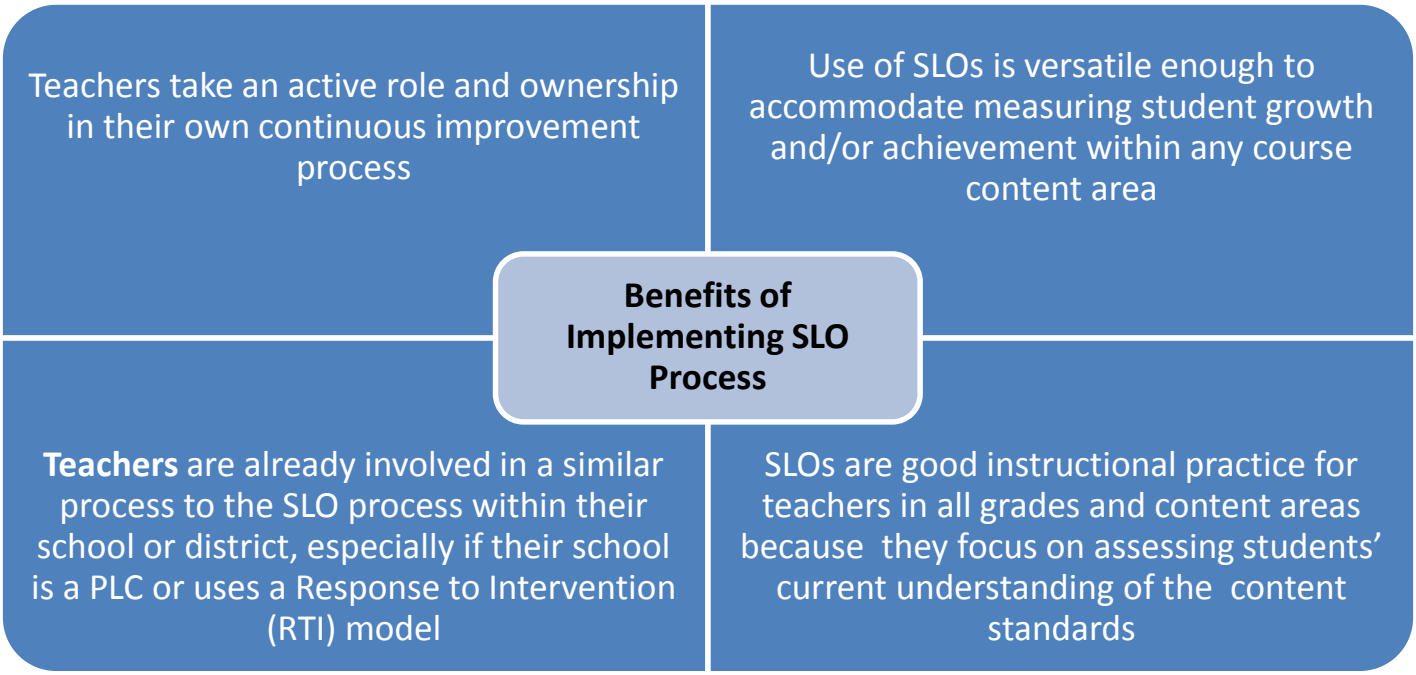
2.4 Why SLOs Were Selected as the Option for Measuring Growth in NTSG

Numerous districts and states across the United States are implementing SLOs into their educator evaluation systems (CTAC, 2013). SLOs are recognized as a way to address the problem of measuring growth associated with non-tested subject and grades (NTSG). They provide an analytic method for determining student growth and attributing the growth to the educator(s) identified in NTSG.

In addition to the accountability solution, SLOs also constitute an instructional improvement process. They are more than a means to evaluating educators. They are designed to strengthen teaching and improve student learning (CTAC, 2013). Many districts are using SLOs in both tested and non-tested subjects and grades because it encourages teachers and administrators to work collaboratively to analyze instructional practices and adjust strategies to better meet student needs. By using SLOs, meaningful conversations occur and strategic choices about future professional development take place.

SLOs also allow educators to contextualize and customize student growth targets based on previous student data. To measure growth, teachers set learning targets for individual and groups of students; at the end of the interval of instructional time, the number of students meeting their growth targets helps teachers see how much students have grown and helps administrators evaluate teacher effectiveness.

2.5 Benefits of SLOs



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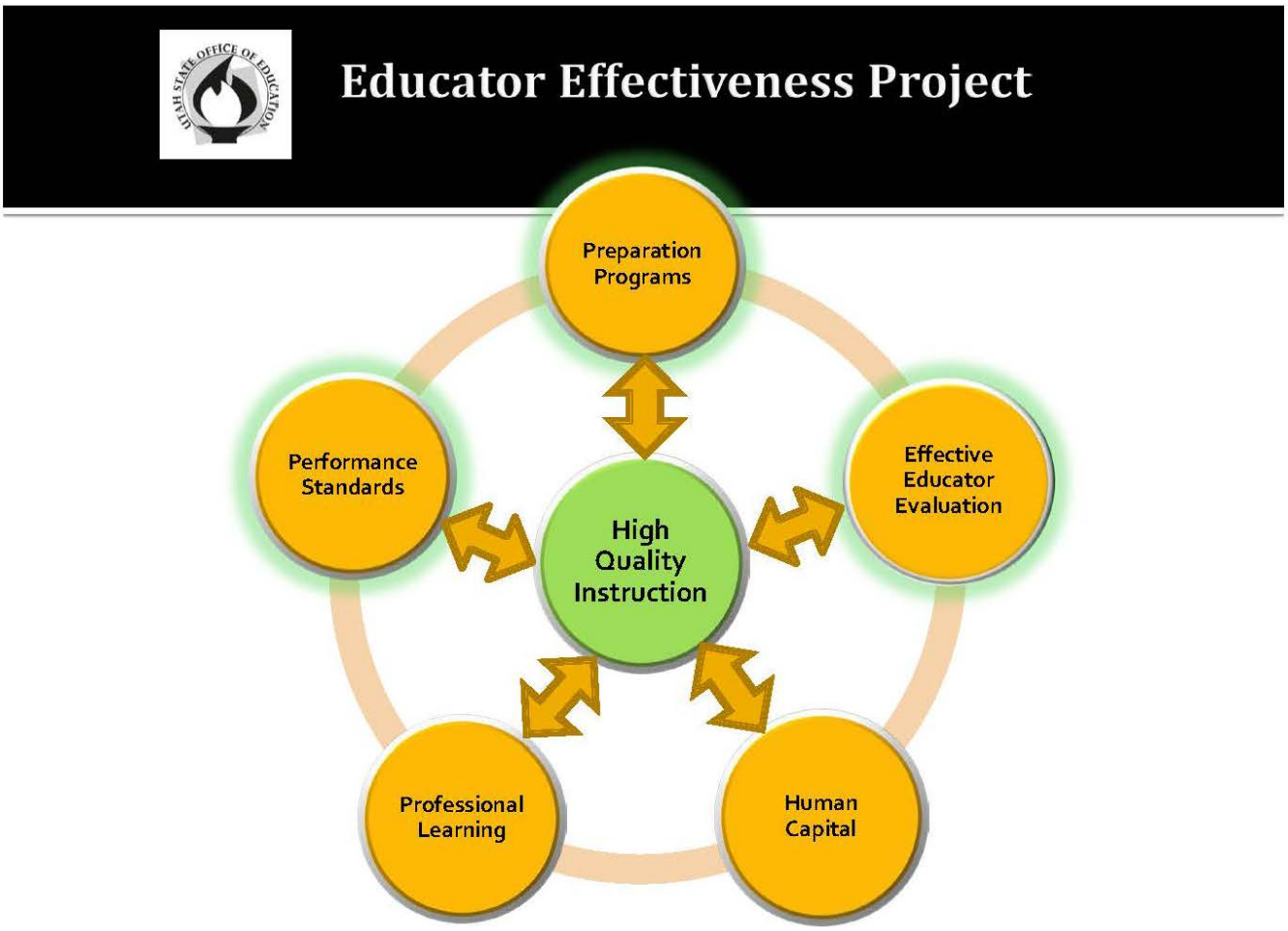
2.6 Utah's Model for Measuring Educator Effectiveness

Utah's Effectiveness Project for High Quality Education was instituted in 2010 by the Utah State Office of Education (R277-530 and R277-531) and the *Educator Effectiveness Project* (EEP) Team. With assistance from West Ed's Regional Educational Laboratory (REL), West Comprehensive Center, and CCSSO and SCEE, the EEP Team studied effectiveness research and processes needed to implement components important to the improvement of teaching and leading. The *Educator Effectiveness Project Model* (below) illustrates the relationship of all components to High Quality Instruction and Instructional Leadership. The model provides a coherent framework for improving education in Utah.



This model represents Utah's coherent system for educator effectiveness and includes the related components necessary for assuring high quality instruction in Utah.

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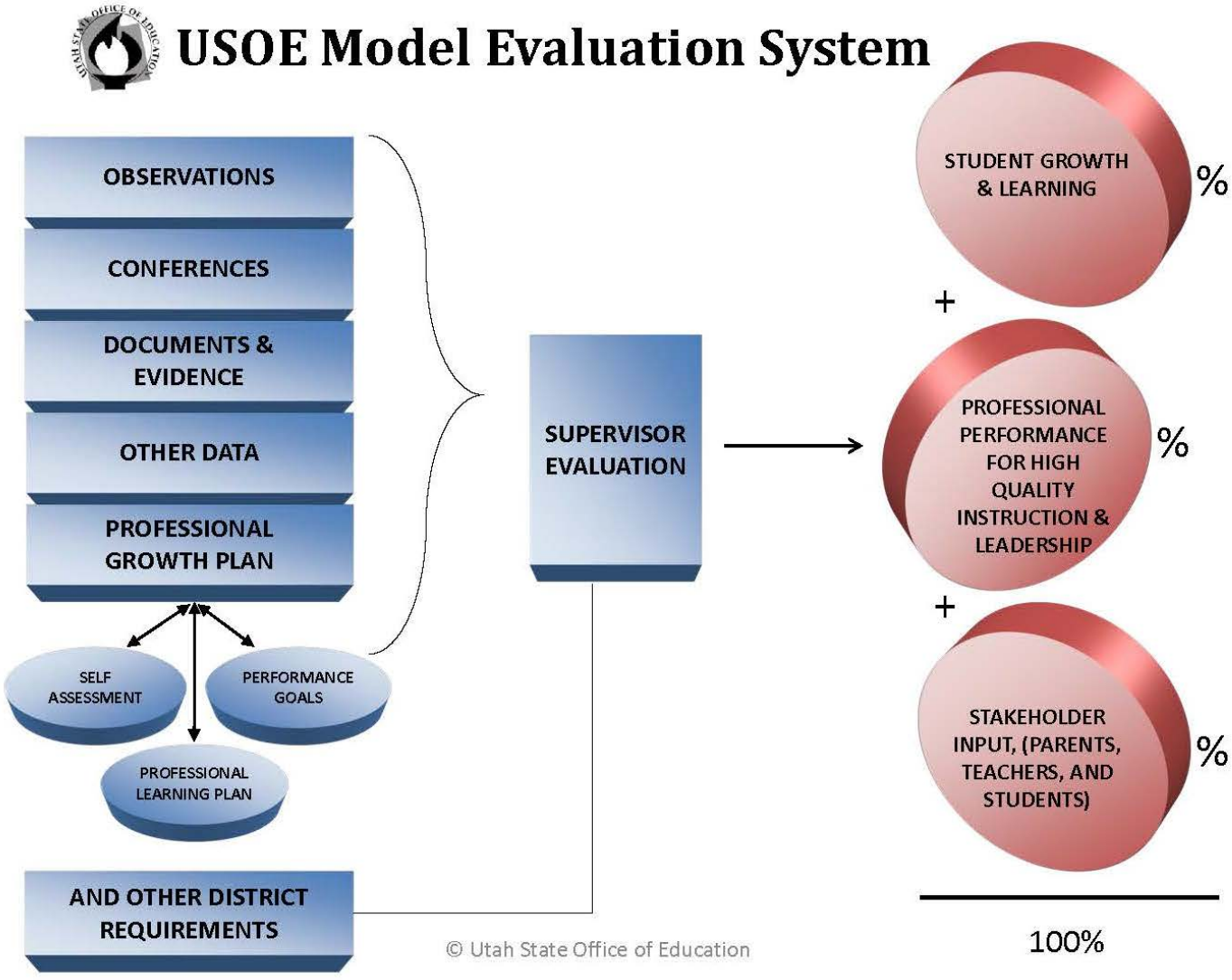
2.7 Utah's Model Evaluation System

Utah's Model for Measuring Educator Effectiveness is aligned to *Utah's Model Evaluation System*. The weights of the three components, 1) professional performance, 2) student growth, and 3) stakeholder input, have not yet been determined. Pilot Studies (2013-14 and 2014-15) are being conducted in order to determine the appropriate weights for the three components tied to an educator's summative evaluation.



Utah's Model Evaluation System: Utah's Measurement of Instructional Effectiveness and Utah's Measurement of Effective Leadership include the model Teaching and Leadership Observation Tools for measuring professional performance.

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2.8 Utah's Model Evaluation System: Three Evaluation Components

A. Professional Performance Component

The teaching and leadership professional performance component, aligned to Utah's Effective Teaching Standards (UTES) and Utah's Educational Leadership Standards (UELS) (R277-530), accounts for one of the measures for an educator's summative evaluation rating. These standards may be found here:

http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/Teaching-and-Leadership-Standards.aspx

The *Utah Measurement of Instructional Effectiveness* (Model Teaching Observation/Evaluation Tool) is adapted from the InTASC Standards (NPBTS, 2010). The evalution model integrates the UETS into 22 professional performance expectations that educators are held accountable for and are rated from "Not Effective to Highly Effective" based on a Rubric or Continuum of Professional Practice. The Performance Expectations that educators are evaluated on are embedded within the following ten standards:

- Learner Development
- Learning Differences
- Learning Environments
- Content Knowledge
- Assessment
- Instructional Planning
- Instructional Strategies
- Reflection and Continuous Growth
- Leadership and Collaboration
- Professional and Ethical Behavior

The *Utah Measurement of Educational Leadership* (Model Leadership Observation/ Evaluation Tool) includes six standards, 18 performance expectations, and numerous indicators that describe the actions and behaviors of effective leaders. The Utah Educational Leadership Standards (UELS) follow the ISLLC Standards (2010) but have been adapted to meet Utah's needs and values. In keeping with the UETS, the levels of effectiveness for the Performance Expectations are clearly described in a Rubric indicating effectiveness ratings from "Not Effective to Highly Effective." Three of the 18 Performance Expectations that leaders are evaluated on are equally included in all six standards listed below:

- Visionary Leadership
- Teaching and Learning
- Management for Learning
- Community Collaboration
- Ethical Leadership
- System Leadership

Evaluating educators to research-based standards is an important aspect supporting the validity of the evaluation observation tools. Professional educator workgroups were engaged in the process of determining the appropriate standards for teaching and leadership. The Utah State Board of Education adopted these standards in August 2011 (R277-530).

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B. Student Growth Component

Educator Evaluation includes measures of student growth and learning as the second component for the determining the summative evaluation. Measuring growth is complicated and difficult. It is not possible to accurately measure the growth of a student and attribute that growth to an educator based on a simple pre-test and post-test. The measurement requires using an analytic method to make sense of the data whether you are using data from tested subjects and grades (TSG) or NTSG. Since Utah is recommending the use of Student Growth Percentiles (SGPs) for analyzing data from TSG and SLOs for analyzing data and attributing an educator's contribution to student growth for NTSG, it is important to delineate how these analytic methods may be used to attribute student growth to the educator. *Utah Student Growth Model* explains this.

Student Growth Recommendations:

The USOE Student Growth Workgroup was given the charge to determine how student growth would be measured for *Utah's Evaluation System*. For two years this workgroup researched, discussed, and collaborated to come to consensus on recommendations that would be taken to the Utah State Board of Education in 2014.
The recommendations are as follows:

- **Who is required to do SLOs:** Educators in non-tested subjects and grades (NTSG); it is recommended that educators in tested subjects and grades (TSG) also do SLOs, but it is not required.

- **Number of SLOs required:** Two; LEAs have the option to require additional SLOs for teachers in either or both TSG and NTSG.

- **Analytic methods:**
    a. Student Growth Percentile (SGP) will be used to determine student growth for tested subjects and grades and applied to educators teaching these courses;
    b. Student Learning Objective (SLO) will be used to determine student growth for NTSG and applied to educators teaching these courses.

- **Attribution:** This term is used to describe the educator(s) that the student growth is attributed to and applied to the educator(s)' evaluation:
    a. Individual attribution means that the students' growth is attributed to an individual educator (the teacher of record);
    b. Shared attribution means that the students' growth is attributed to more than one educator, a team of educators, a grade level, a department of educators, even the whole school or district.

- **Assessments:** To measure the progress of students' learning or growth on Utah Core Standards in both TSG and NTSG assessments must be used. There are three categories of assessments:

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a. State standardized tests in ELA, math, and science that measure students' proficiency on the Utah Core Standards;
b. Commercial assessments aligned with the Utah Core Standards may be used to measure proficiency;
c. Teacher made assessments or district made common assessments may also measure proficiency. Learning Goals are developed from the Utah Core Standards and are part of an SLO. These assessments must measure the growth or progress made by students toward the Learning Goals.

- **Administrators' role and responsibilities:** Principals or their designee will approve the SLOs and sign off on the results of the SLO which are then applied to educator evaluation.

- **State support for using SLOs:**
  a. Statewide SLOs in NTSG content areas;
  b. Bank of statewide SLOs in content areas as models and examples for districts and schools to use;
  c. Statewide SLO Template;
  d. Statewide Rubric for Assessing the Quality of SLOs;
  e. Assessment Literacy professional development and Statewide Assessment Review Tool;
  f. LEA professional development and LEA SLO Specialist PD;
  g. Peer Advisory Committee and LEA audits;
  h. Piloting of SLOs 2013-14 and 2014-15 for fidelity and comparability.

Student Growth Options and Requirements:

Utah Student Growth Model allows for district local control decision making. For example, district leadership will have options in the following areas:

- Tested subjects and grades also doing SLOs;
- NTSG also sharing attribution of results with tested subjects and grades;
- NTSG learning communities sharing students and attribution of results;
- Districts creating assessments for the SLO Learning Goals or having schools, learning communities, and classroom teachers create their SLO Assessments;
- Requiring the number of SLOs beyond two.

Some of the requirements for *Utah Student Growth Model* will be decided statewide, however. For example, to improve reliability, the weights of the SLOs and SGPs (Student Growth Percentiles) will be determined statewide. The scoring matrix for the levels of effectiveness will also be determined statewide. *(*See graphic of *Utah Student Growth Model* on next page*.)*

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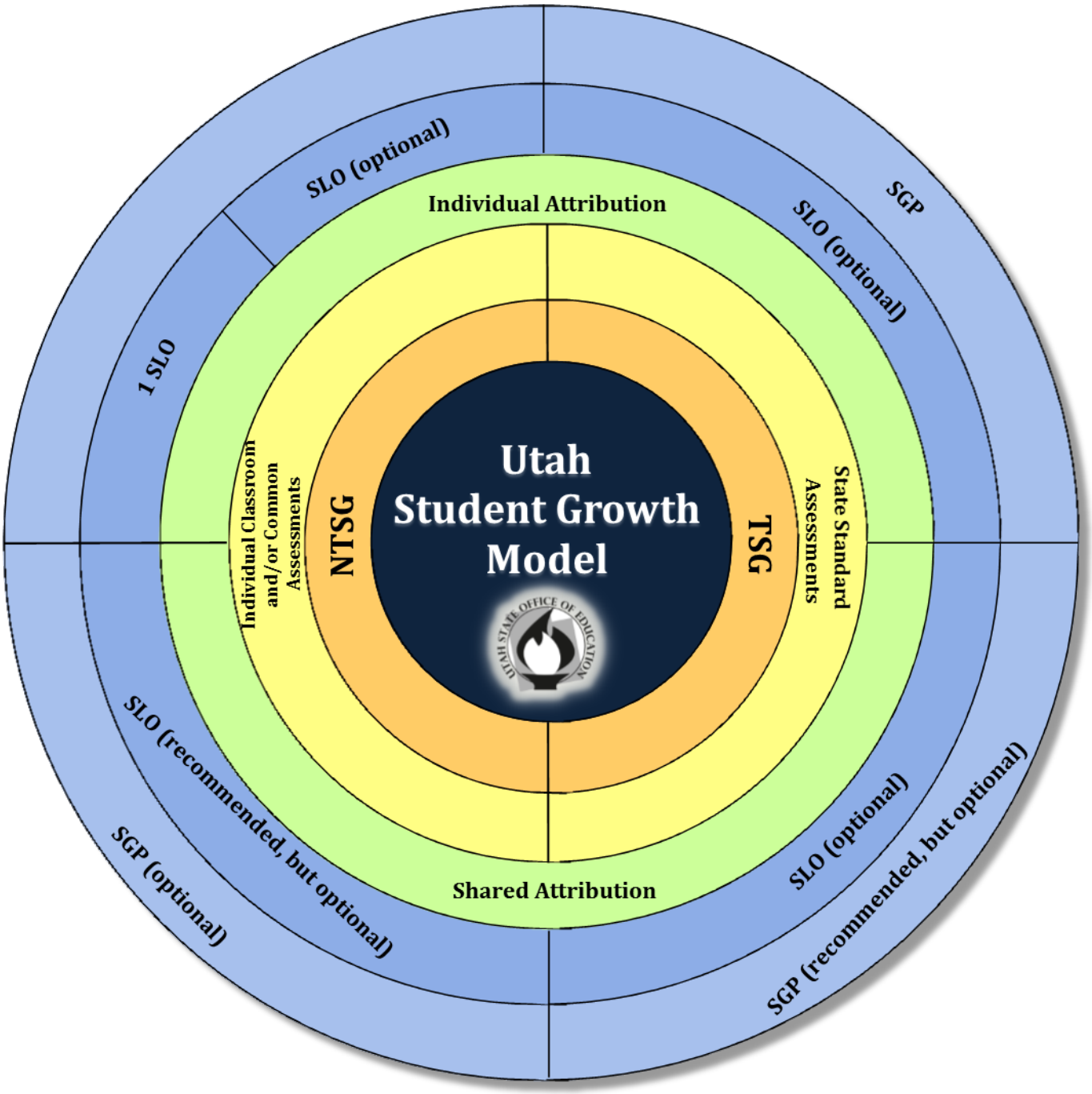
Utah Student Growth Model:



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C. Stakeholder Input Component

Stakeholder survey data is the third component of the evaluation ratings. For teachers, this means that this will be comprised of the results of surveys conducted with the students and their parents; for educational leaders this means that survey data from teachers, parents, and students will be used.

Parent surveys solicit information from parents on the quality of their teacher and school.

Student surveys provide an opportunity for students to rate teachers on various aspects of teacher practice, how much students feel they have learned in a class, and the extent to which they were engaged in classroom practices.

The survey component includes a self-reflection process that encourages review of strengths and areas of focus. The responses that an educator has to the feedback given will be part of the determination for the educator effectiveness rating.

2.9 Combining Multiple Measures

The evaluation results of these three components (i.e., observation of professional performance, student growth and learning data, stakeholder survey data and self-review) that measure educator effectiveness are intended to inform 1) a summative evaluation rating and 2) professional growth recommendations for each educator.

The combination of the measures produces an annual summative evaluation rating (R277-531) that is reported to the USOE. Summative evaluations may be completed on a three-year cycle, with formative evaluations completed on the off-summative years. An educator may be required to participate in a summative evaluation at any time, according to state code and district policy (53A-8a).

Combining multiple measures increases the likelihood that evaluation ratings accurately reflect the effectiveness of the educator (Met Study, 2012). The correlation of student growth measures with professional performance and stakeholder input should be high, thus indicating the overall effectiveness of the professional educator. Since evaluation is intended to be for professional growth and improvement, formative evaluations (observations, feedback, and development of professional growth plans accompanied with appropriate professional learning) provide the most important aspect of the entire process. As the summative evaluation is important to provide an evaluative judgment rating of educator effectiveness based on evidence over time, and the formative evaluation is important in that it allows for mutual conversation and learning between the evaluator and the supervisor. All three components should be included every year; trends in growth and development should be discussed and noted so that the effectiveness of the educator is documented and reviewed on yearly basis.

In the next section of this document, SLOs will be described in more detail. The three parts of an SLO are discussed, as well as the cycle and steps in the SLO process.

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3.0 SECTION THREE

3.1 How do States, LEAs, and Schools "Do" SLOs?

Having effective SLOs requires thoughtful design and development of statewide and districtwide plans. Appropriate organizational structures and guidelines need to be in place.

The following guidelines allow for a more meaningful and successful implementation of SLOs:

1) Enlist a broad base of stakeholders to design the SLO process and develop the SLO procedures statewide and districtwide;
2) Plan for professional development in the SLO process;
3) Allow time for writing, reviewing, revising, piloting, and approving SLOs and build these activities into the implementation timeline;
4) PD in the elements of SLOs at the school level needs to include teachers and administrators;
5) Designated point persons at the school, district, and state levels should be selected to handle questions and promote comparability of SLOs.

How these organizational structures and guidelines are determined and aligned needs to be thoroughly discussed and put into policy and practice at all three levels of the system: State, District, and School.

Having a statewide SLO Template and a statewide Rubric for rating the quality of the SLOs are important components of the system's organizational structure to ensure greater comparability and reliability.

3.2 How Have Other States, LEAs, and Schools Designed and Developed SLOs?

Stakeholder support is essential to the SLO process. A leadership or steering committee at all three levels of the educational system ensures that all key players have a voice in the process.

Having a group of educators at each level that serves as "SLO ambassadors" to encourage buy-in of other teachers and administrators builds the leadership capacity and strengthens the support for comparable SLOs. The team appointed to design the SLO process should include curriculum experts, administrators, teachers, assessment personnel, human resource specialists, and other education specialists.

It has been suggested that model or example SLOs be developed and that templates be used to ensure **rigor and comparability** across classes, grades, schools, districts, and state. Templates and statewide SLOs may evolve overtime as feedback is received through early implementation. Initially, the use of organizational SLO models and templates has demonstrated to teachers, boards of education, parents, students, and the public that the process seeks to be fair and comprehensive. Providing guidance at the beginning of the implementation stage has increased quality, rigor and relevance of the SLOs (CATC, 2013).

Establishing guidelines and procedures has also ensured that the SLO process is **fair and equitable**. It has been suggested that guidance on the SLO process should include the following:

1) SLO oversight;

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2) Appropriate student groups for SLOs;
3) Assessments options;
4) Attribution options (individual and/or shared).

In addition, allowing for flexibility and choice at the various organizational levels is a necessary component for success. For example, flexibility in determining the following has been recommended:

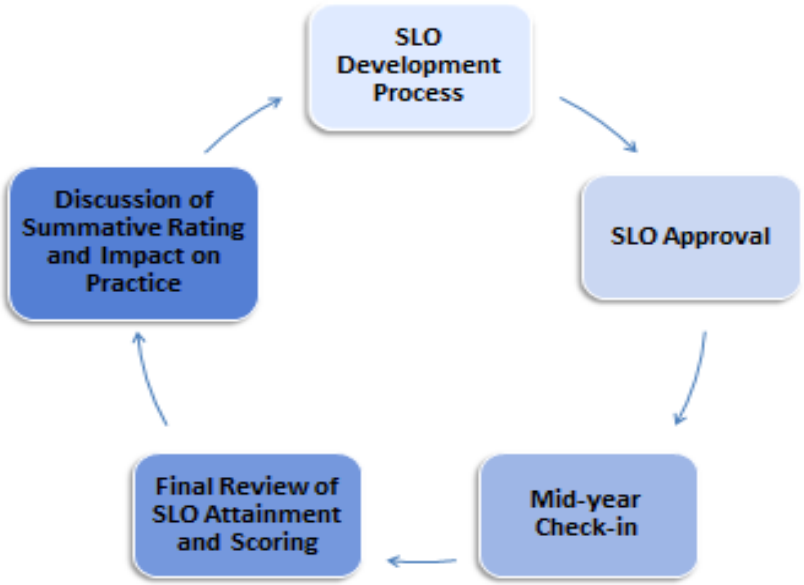
a) The number of SLOs required above a minimum;
b) Attribution configurations;
c) Whether tested subjects and grade are required to do SLOs;
d) Adopting and/or adjusting statewide SLOs; and
e) Weighting options for SLOs within the student growth evaluation component.

All of these recommendations have been infused within the SLO recommendations and guidance for Utah Student Growth Model. The Student Growth Workgroup used strategic processes for determining and developing the Utah SLO model, guidance for implementation, a model SLO Template, assessment recommendations, and other SLO tools and resources. The USOE has been developing a bank of example SLOs for every NTSG content area; additional SLOs for tested subjects and grades will also be developed in 2014-15.

3.3 SLO Cycle

The SLO Cycle will correspond to an educator's evaluation cycle. SLOs can be used during the formative evaluation period and inform instruction, as well as an educator's contribution to student growth and learning. The beginning of the year, mid-year, and end of year conferences that are conducted to discuss observations, documents, and other evidences of professional performance can be used to also discuss the SLO: Learning Goals, Assessments, and Targets. During the summative evaluation period, the educator and supervisor should adhere to the LEA policies regarding timelines, due dates, and other due process requirements associated with evaluation.

The SLO cycle is a simple five step process that allows for open discussion about professional growth and improvement, goal setting, and student accountability. The cycle is illustrated below.



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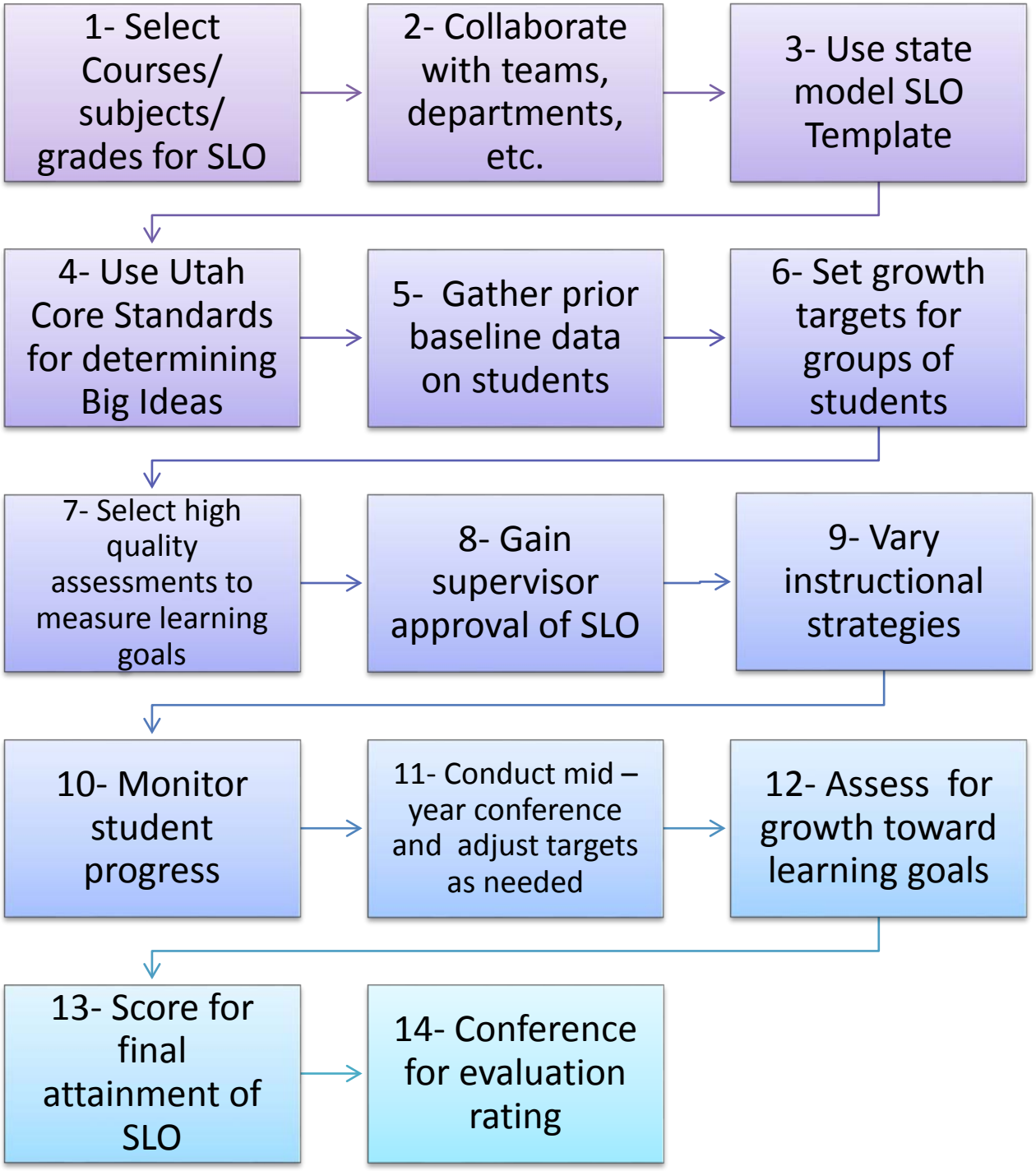
3.4 Steps in the Cycle

Breaking down the SLO Cycle to the important steps that an educator and supervisor will do to implement SLOs is very important. The following fourteen steps outline the process that is used throughout the year for SLO implementation.



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3.5 Conferencing and Mid-Instructional Period Conference

Educators and evaluators need to make a concerted effort to have beginning, mid, and end of year conferences to discuss the progress students are making toward growth and learning. The most practical way to accomplish the conferences for SLOs is to **simultaneously have the evaluation / observation conferences.** Astute administrators will attempt to schedule beginning of the year conferences with educators to discuss formative and summative evaluation cycles at the same time that they discuss **student expectations for growth**. The approval of the educator's SLO at the beginning of the year aligns nicely with the evaluation orientation process, the discussion of the professional growth plan, and the observations that the supervisor will conduct, either formally or informally throughout the school year.

The mid-instructional period conference and end of year conference can also be scheduled to support both of these components of the evaluation.

The mid-instructional conference is an opportunity for the teacher to submit evidence of current student growth and learning to the evaluator. This evidence will typically focus on the formative data the teacher has collected to **monitor students' progress** toward the learning goals. Prior to the conference, the supervisor/evaluator should review the *approved SLO Template and any notes made from the approval process* and any submitted student **baseline data** that was used at the beginning of the year conference.

The purpose of the mid-instructional period conference is to add context to the teacher's observed performance and to enhance discussion of instructional strengths and areas for improvement as they pertain to student growth and learning. The mid-instructional period conference also allows the supervisor/evaluator to get to know the teacher's methods of monitoring and assessing student progress and will help to support the teacher in efforts to promote student achievement.

Finally, the mid-instructional period conference allows the teacher to show evidence that growth targets need to be adjusted or revised. The administrator/supervisor, as the evaluator, will make every effort to support the teacher in these conversations. The evidence and data brought forward should be discussed until mutual understanding is reached. The figure below suggests discussion questions that the supervisor uses to bring focus to the conference and help the decisions about whether to adjust targets.

Mid-Instructional Period Conference Discussion Questions

- How are your students progressing toward their Learning Goal? How do you know? (Provide evidence and data)
- Which students are struggling/exceeding expectations? What are you doing to support them? (Provide evidence and data)
- What additional resources do you need to support you as you work to achieve the Learning Goal?
- Are you on-track to meet the SLO Targets?
- What can I do to support you? (Discuss evidence and progress monitoring)

Teachers should prepare to provide evidence and data during the Mid-Instructional Period Conference in order to continue to focus on instructional effectiveness and appropriate growth targets. The above discussion questions allow the teacher to understand the ultimate purpose of measuring student growth: improvement in teaching and learning. SLOs provide a means to this end.

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3.6 Instructions for Writing SLOs

Utah has created over 150 example SLOs in NTSG content areas over the last two years (2012-13, 2013-14, and 2014-15). These example SLOs are housed on the Utah State Office of Education website by content area.

http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/Resources.aspx

Educators are encouraged to use these example SLOs as written or to use them to guide the development of their own SLOs. Districts are encouraged to provide opportunities for teachers and content specialists to write additional SLOs that may be used by educators and housed in the state bank. These SLOs may be sent to the USOE for review to be included in the SLO bank on the website.

The vetting and review of SLOs is an important component of **comparability and equity**. As such, districts, schools, and educators that develop SLOs are encouraged to share them and have them reviewed for rigor and content by USOE and content specialists. The more SLOs in the various content areas that are available in a statewide bank, the more comparable the SLO process will be for measuring educator effectiveness.

The final aspect of **comparability and fairness** has to do with the process of writing and developing SLOs. The Student Growth Workgroup felt strongly that a state model **SLO Template** be used to ensure that the SLOs would be designed with **quality instruction** in mind. The use of a state template that helps guide the SLO development process by asking the appropriate questions to encourage cognitive reflection on what it is we want our students to learn, how we will know if they learned it, and what the appropriate growth targets are is very important. The *Utah Model SLO Template* does just this. The use of the *Utah SLO Development Guide*, along with appropriate professional learning on the SLO process is paramount to the **fairness, equity, fidelity, and comparability** of SLOs.

Student Learning Objectives (SLOs) are a method to document the influence that educators have on student learning over a specific amount of time. SLOs are content- and grade/course-specific learning goals that can be accurately measured to document student learning over a defined and significant period of time (e.g., semester or year). SLOs also constitute an instructional improvement process, driven by teachers in all grades and subjects.

Student Learning Objectives provide the opportunity for all teachers to be able to:

- set meaningful goals,
- collaborate with other educators around shared goals,
- monitor student and teacher progress toward goals, and,
- evaluate the extent to which goals were achieved.

In other words, SLOs encourage and support good teaching and learning.

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3.7 Student Learning Objectives Comprise Three Key Parts

A. The Learning Goal: a description of what students will be able to do at the end of the course, subject, or grade level;
B. The Assessment(s): measurement of students' understanding of the learning goal;
C. The Targets: the expected student outcome by the end of the instructional period.

The following information is important to know when using the *Utah Model SLO Template* and accompanying *Development Guide*.

A. Determining Learning Goals

Learning goals are the most important aspect of the SLO. Determining what students need to know and/or be able to do at the end of the learning interval is paramount to the success of the student. The learning goal is a description of what students need to be able to do; it is the overarching or "big ideas" that are embedded within the Utah Core Standards for the particular course or subject at that grade level.

A Learning goal is written such that the educator has thoroughly reflected on the purpose for the course, the skills embedded within the standards to be able to move on to the next level or subject within the content area, and what it is that a student should be able to do to indicate proficiency of the learning goal. In other words, the **SMART** goal setting process is used to create a learning goal that is 1) **Specific** to the Core Standards, 2) **Measureable** and can be assessed for mastery or proficiency, 3) **Attainable**, yet rigorous and ambitious for the students to master, 4) **Relevant** to real life and needed in future learning, and 5) **Time** bound because it can be taught during the period of instruction outlined. Using the Development Guide and being able to think through the conceptual questions that are required to set a quality learning goal is important to the success of the SLO. Recording the learning goal on the SLO Model Template will provide more consistency and validity to the SLO process.

B. Developing or Determining Assessments

Educators may create their own assessments, use assessments that are already developed and vetted for quality, or purchase assessments that have been aligned to the Utah Core Standards. Teacher created assessments are by far the most utilized assessments. These teacher developed assessments may be created by individual classroom teachers, teams of teachers (i.e., PLCs, departments,) or district level content area specialists. Some commercially developed assessments may also be used as long as they are vetted for quality and align with the course core standards.

The use of assessments is directly related to the learning goal. Assessments should be used to formatively determine the progress students are making toward proficiency of the learning goal. Educators need to know what proficiency looks like for this course or subject's learning goal(s). Understanding that one summative assessment is not enough will help the educator be more successful improving students' progress toward meeting the learning goal.

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Finally, no matter what assessments are used or how they are determined, they should be assessed for high quality; the Utah SLO Assessment Review Tool should be used to ensure **comparability and fairness** across schools, districts, and the state. The Utah rubric is available in the SLO Toolkit in Section Three of this document. In addition, educators should participate in assessment literacy professional learning as they begin to implement the SLO process.

C. Setting Targets

In order to determine the expected student growth outcomes based on the identified assessments, it is first necessary to consider the actual performance of students from **baseline data**. In other words, consider what information will help to identify students' prior knowledge and their potential achievement levels and growth. For example, if a course does not have a pre-requisite, consider whether the assessment that will be used to measure the learning goal expects students to use math, reading, and/or writing skills. Data from state standardized assessments, previous core content classes, and/or student work samples can be examined to determine growth targets.
For example, a student enrolled in an entry level music class may have taken private music lessons or a student enrolled in an entry level automotive class may have been learning about cars with a family member for years. In these cases, a student survey about their knowledge and experiences would be beneficial for establishing starting levels and developing expected Targets.

The **baseline data** that educators use will help to establish three or four *expected levels of student performance* that will be used to indicate overall educator contribution to student growth and learning. Targets provide the educator the opportunity to contextualize the growth expectations based on the students' starting places. This process of determining the educator's contribution to student growth and learning through the use of growth targets is similar to the way the Student Growth Percentile (SGP) is used as an analytic method that predicts a student's expected growth at the end of the tested subject's instructional period. *(The section below explains this further.)*

In addition to using **baseline data** for determining the contextualized growth targets, educators need to know the **benchmarks** they desire their *expected levels of student performance* to reach. **Benchmarks** for growth in the NTSG courses can be set by individual teachers, teams of teachers, schools, or districts. These determinations should be ambitious, yet realistic expectations for student growth.

Types of Data to Use to Determine Targets:

Data can be used to determine many things that a teacher wants to know. For example, students' present levels of knowledge, necessary interventions, progress or lack of progress and patterns of learning are some of the reasons data collection is one of a teacher's most important skills.
The use of **baseline data** to help determine SLO Targets is a key aspect of writing a valid SLO. The reason this is so important is because the Targets are the part of the SLO that make it a useful instrument for measuring student growth in NTSG. Similarly to the SGP that creates different "peer groups" of students taking standardized assessments, and predicts or projects the growth for the students in that "peer group" by using a statistical analytic method, the SLO Targets created by NTSG

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teachers do the same thing. The actual growth of the students, as predicted or expected levels of performance, is used to determine the effectiveness of the educator. This methodology for measuring student growth and applying it to evaluation is not about gauging an educator's prediction skills, but more about determining the educator's instructional skills and progress monitoring skills. This is why using SLOs is about effective teaching.

Understanding and using **baseline data to think about the kinds of achievement students should and will make** requires teachers to collaborate, use data accurately, adjust and differentiate instruction, use formative assessments to inform decision-making, and pay attention to improving all students' learning. **Baseline data** are not data about what the students DO NOT know, but more about what the students DO know. The following is a list of types of data that can be used to determine students' **present levels of knowledge and skills** about a Learning Goal:

Achievement Data	Demographic Data	Perceptual Data
Formative assessments • **Portfolios** • **Observations** • **Running records** • **Exit slips** • **Think-pair-share**	**Trends in student population and learning needs**	**Results of student surveys**
Performance assessments	**School and student profiles**	**Results of parent/community surveys**
Common assessments	**Data disaggregated by subgroups**	
Interim assessments		
Summative assessments		
Report card grades		
Student work samples		
Individual Education Plans		
State standardized results		

3.8 Utah SLO Pilot Study 2014 Preliminary Results

Research Questions, Purpose, and Significance of the Study

The purpose of the 2014 SLO Pilot Study was to determine if the SLO process could be implemented with fidelity and comparability using the State Model SLO Template and other reliability instruments from the Utah SLO Toolkit. The pilot study is discussed in this document to indicate the efforts being made to indicate attempts to validate the SLO process in Utah.

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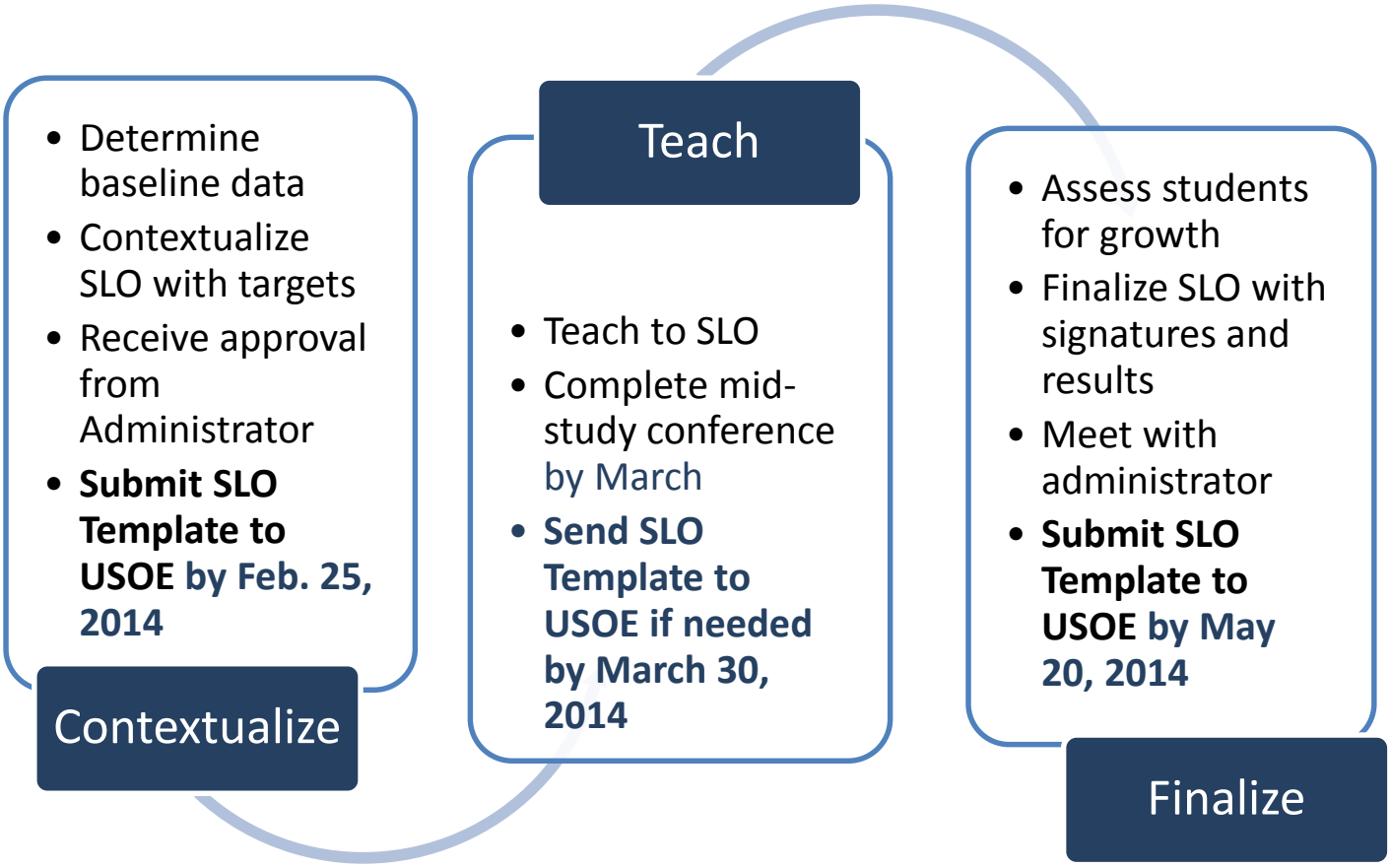
The overall research question was to **determine the extent that Utah's SLO process can be implemented with fidelity**? Subset research questions were:

- Will Utah's Model SLO Template be usable and doable?
- How do educators at different instructional levels and with different teaching roles and assignments understand and appreciate the SLO process?

This study was significant because after two years of work on the Utah Student Growth Model, preliminary data were needed to assess if the SLO process and model Template could be used with fidelity and accuracy in order to move forward with these recommendations and ultimately apply results to an educator's evaluation.

Process for the SLO Pilot Study

The SLO Pilot Study process consisted of three phases: **Contextualize, Teach, and Finalize**. These three phases allowed for the educator and administrator/supervisor participating in the study to organize their time in an effective and efficient manner. See next few pages outlining study activities.



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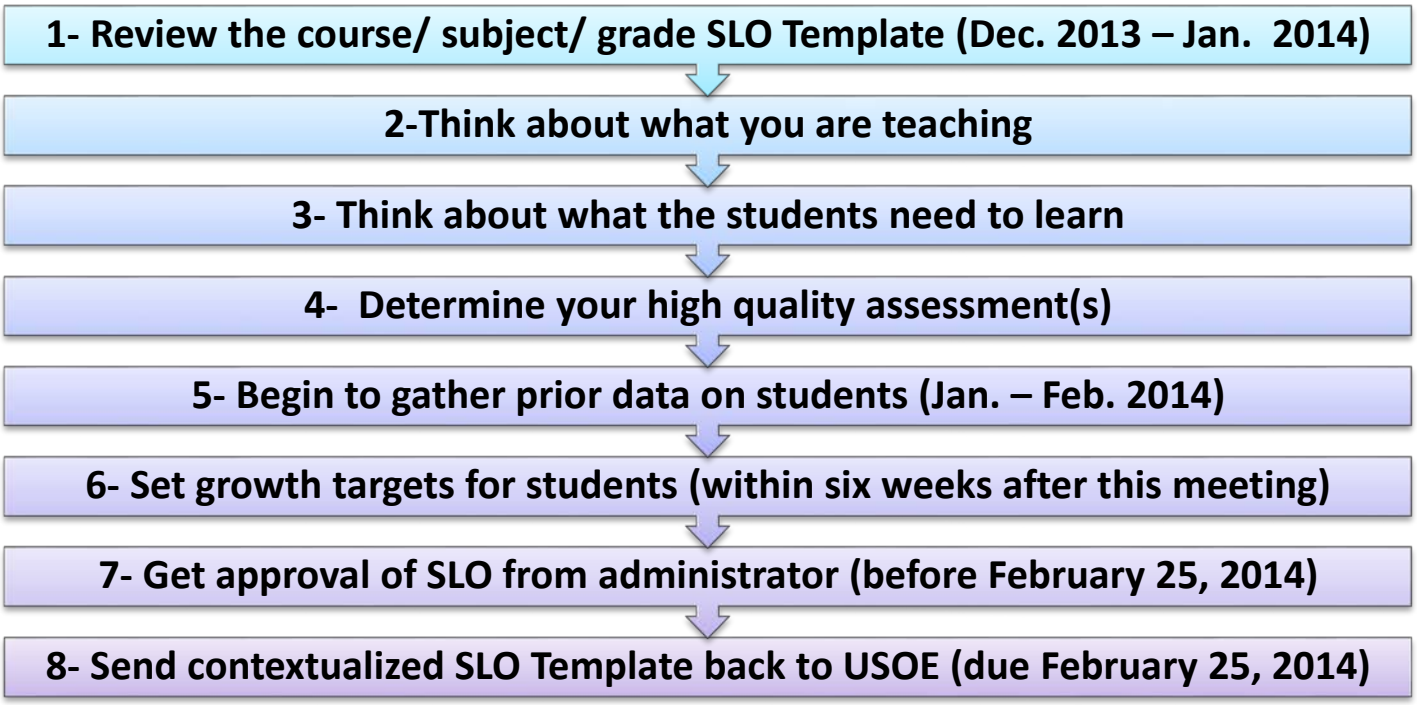
Phase One: Contextualize



Contextualize: Roles and Tasks Delineated

Administrator	Teacher	LEA SLO Specialist
Review the SLO Template with Teacher(s)	Review the SLO Template with Administrator	Review the Template(s) of all SLOs being piloted in district
Set an appointment (s) to approve the SLO before February 25, 2014	If Learning Goal or Assessment(s) need to be adjusted, do so before meeting with Administrator	Contact the Teacher(s) to offer support and assistance if needed before February 25, 2014
Meet with Teacher(s) to discuss SLO and Targets	Gather and analyze Baseline Data	Check with Administrator(s) and Teacher(s) to ensure that Template was sent to USOE
Sign off on the SLO using the Template	Set Targets for Growth using Template and other information on Baseline Date in Utah SLO Toolkit	
Send Template to USOE by February 25, 2014	Meet with Administrator to review and sign off on SLO	
	Remind Administrator to send in SLO Template to USOE	

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Phase Two: Teach

9- Teach with appropriate instructional strategies (Jan. – May 2014)

10- Monitor progress of students (ongoing)

11- Meet with administrator for mid – study conference (prior to March 30, 2014)

12- Send revised targets on SLO Template to USOE if needed (March 30, 2014)

Teach: Roles and Tasks Delineated

Administrator	Teacher	LEA SLO Specialist
Support Teacher(s) by visiting classroom, monitoring progress, and keeping in touch	Teach course/grade/subject according to Utah Core Standards, paying attention to Learning Goal	Contact Administrator(s) and Teacher(s) in March to show support and encouragement
Schedule meeting for mid-study conference in March	Differentiate instruction as needed	Check to ensure that the mid-study conference was completed
Discuss Targets and growth of students	Monitor progress of students and formatively assess progress	Check to see if Template with revised Targets was sent to USOE by March 30, 2014
Sign off on revised Targets	Meet with Administrator before March 30, 2014 for a mid-study conference to discuss Targets	
Send in Template to USOE by March 30, 2014	Adjust Targets as needed	
	Remind Administrator to send in revised Template if needed	

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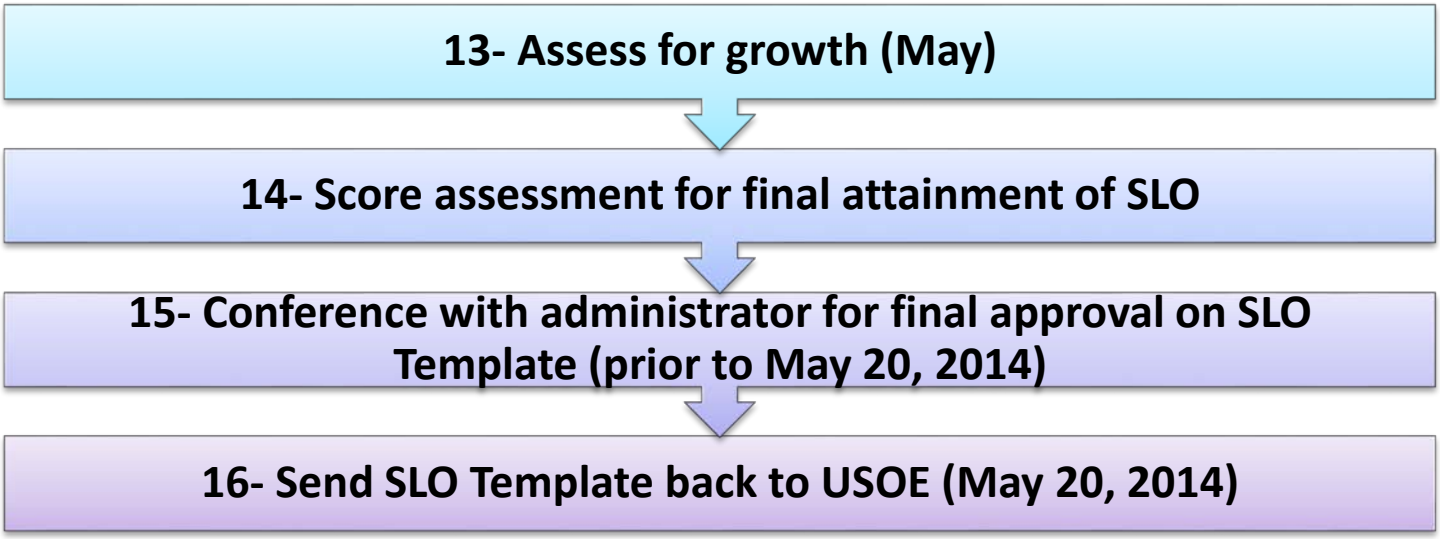
Phase 3: Finalize



Finalize: Roles and Tasks Delineated

Administrator	Teacher	LEA SLO Specialist
Check on the Teacher(s) during April to show support for the process	Prepare students for Assessment of Learning Goal	Check on Administrator(s) and Teacher(s) in April and beginning of May
Schedule end of year conference	Assess during May and record students' test results	Remind Teacher to assess in May
Meet with Teacher(s) before May 20, 2014 to discuss Targets and assessment outcomes	Meet with Administrator to finalize the SLO and record actual results on the Template	Review with Administrator the SLO finalization procedures for the SLO Template and remind to conference
Finalize the SLO Template and send to USOE by May 20, 2014	Sign off on SLO Template and remind Administrator to send to USOE by May 20, 2014	Check to ensure that the SLO Template was sent in by May 20, 2014

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Preliminary Findings 2014

Data were collected for the SLO Pilot Study using a mixed methodology. Qualitative and quantitative data were collected through individual interviews with the 84 teachers implementing self-selected SLOs from the state example SLO bank in four content areas: Social Studies, Fine Arts, Career and Technical Education (CTE), and Special Education. The administrators/supervisors of the teachers were also interviewed. Focus groups were held with the LEA SLO Specialists in the ten districts of the teachers piloting the SLOs.

In addition, a survey was sent to all participants. These quantitative data from the survey were triangulated with the results from the interviews and focus groups. The USOE used outside research assistants from a nearby university to interview the participants. All participants were guaranteed confidentiality and signed an informed consent form to ensure the information would be coded to reduce bias and the possibility of capricious findings.

Until a thorough analysis of the data is completed, preliminary results indicate that the SLO model template was too complicated and long. The SLO Model Template has already been revised and is in this version of this document. Other results mostly focus on the supervisor of the educator implementing the SLO. The following list is a summary of the first draft of the findings:

- **Principal involvement really makes a difference**
- **Teachers had "ah-ha" moments about their instructional strategies**
- **Teachers realized the importance of monitoring students' progress and learned some personal insights into their 1) grading practices; 2) assessment options; and 3) setting ambitious learning goals**
- **SLOs were not that different from what teachers already do**
- **SLOs were noted to be compatible with Professional Learning Communities**
- **SLO model template needs to be more manageable**
- **More training needed and include administrators**
- **Time was a concern for everyone involved: teachers and administrators**

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4.0 SECTION FOUR

4.1 The Utah SLO Toolkit

The *Utah SLO Toolkit* is an important section in this document. The toolkit provides hands-on materials and resources that LEAs can use to help train educators and administrators in the SLO process. It also provides easy to reproduce information handouts that educators can use to improve their SLO skills and knowledge.

The toolkit is organized in the following order:

- The Three Parts of an SLO
- Utah Model SLO Template and Development Guide
- Utah SLO Planning Template for professional development and writing content area SLOs
- Utah Rubric for Assessing the Quality of SLOs
- SLO Review Tool: A Companion to Utah Rubric for Assessing the Quality of SLOs
- Utah SLO Assessment Review Tool
- Using Baseline Data to Determine Targets for SLOs
- Utah Student Growth Model
- Utah Guidance for Student Learning Objectives: Summary Document
- Utah SLO Guidance Fact Sheet: What decisions do LEAs need to make?
- Six Modules for SLO Professional Learning
    - Module 1- Utah SLOs: Introduction and Overview
    - Module 2- Utah SLOs: Determining Learning Goals
    - Module 3- Utah SLOs: Cognitive Rigor and Depth of Knowledge
    - Module 4- Utah SLOs: Identifying High Quality Assessments
    - Module 5- Utah SLOs: Using Baseline Data to Set Targets
    - Module 6- Utah SLOs: Assessment Literacy

The *Utah SLO Toolkit* is purposely left uncompleted because new and updated resources will most likely be added to the documents. The date on the front of the document and in the footer will inform the LEAs if materials have been added or changed.

You may also find all of these materials listed as separate documents on the USOE website under Educator Effectiveness: Student Growth at
http://schools.utah.gov/CURR/educatoreffectiveness/Student-Growth.aspx

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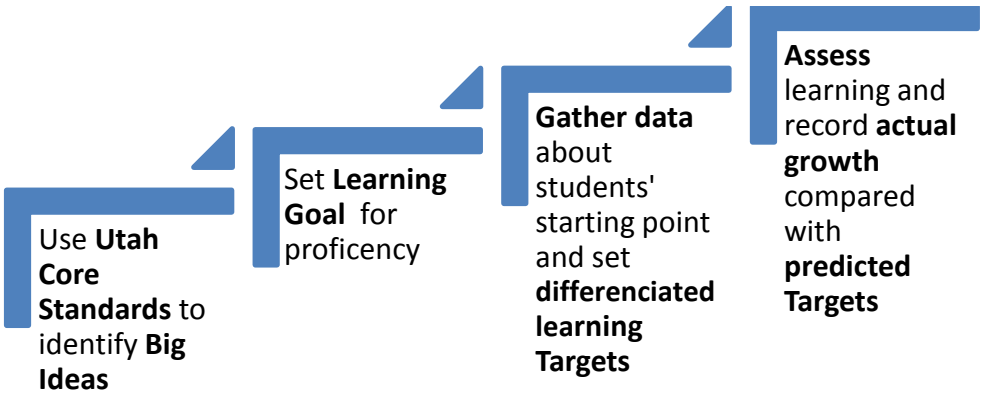
An SLO includes three main parts. An SLO is not an SLO if it is missing one of these parts. The Utah SLO Template includes all three parts. The Template can be accessed online and includes information and examples about how to develop the SLO

The umbrella over SLO's three parts

The visual below O. Understanding the **Utah Core Standards** t **earning Goal** that students need to know and be able to do should encompass the **Big Idea(s)** of the standards. The next step in the process is to **gather data** about the students' starting points and identify rigorous and realistic **differentiated learnaing targets** for individual or groups of students. Data may be gathered from past courses, attendance, progress monitoring pre-assessments, previous course grades, etc. The learning **targets** that are set predict the progress and growth students are expected to make toward the **learning goal**. Finally, the **assessment** is given to determine **actual growth**. The **actual growth** is compared to **predicted targets** and the educator is then rated on a four point effectiveness scale (exceeds, meets, partially meets, or does not meet expectations.



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Setting Learning Goals

The first step in writing an SLO is to develop the Learning Goal. Learning Goals are important because they represent the learning that the student is required to achieve.

I. Definition of a Learning Goal

- a description of what students will be able to do at the end of the course or grade,
- it is based on the intended standards and curriculum that are being taught and learned,
- as close to the individual student as possible, allowing for a variation based on the current achievement levels of individual groups of students.

II. SMART Goals

Utah has decided to use the "SMART" goal setting approach for developing Learning Goals. Many districts and charters use SMART goals in their professional learning communities. This should be a seamless process in transitioning to writing SLO Learning Goals. Below are the definitions of the SMART process that can be followed to write Learning Goals.

- **S**pecific: The learning goal is focused, for example, by content standards; by learners' needs.
- **M**easurable: An appropriate instrument/measure is selected to assess the learning goal.
- **A**ppropriate: The learning goal is within the teacher's control to effect change and is a worthwhile focus for the students' academic year ("important and meaningful" learning that requires "deep understanding").
- **R**ealistic: The learning goal is feasible for the teacher. While ambitious, the learning goals must be achievable, not just for the extraordinary teacher, but also for effective teachers.
- **T**ime limited: The learning goal is contained within a single school year or appropriate unit of instruction time. The learning goal must be written so it can be summatively evaluated within the time under the teacher's control.

III. Depth-of-Knowledge

Understanding cognitive rigor and Webb's Depth-of-Knowledge (DOK) is an important skill for developing Learning Goals. Webb's DOK is differentiated into four levels.

- **DOK-1** – **Recall & Reproduction** - Recall of a fact, term, principle, concept, or perform a routine procedure
- **DOK-2** - **Basic Application of Skills/Concepts** - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graphs

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- **DOK-3** - **Strategic Thinking** - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer

- **DOK-4** - **Extended Thinking** - An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources

The DOK is about complexity, not difficulty. The **intended student learning outcome** determines the DOK level. The question to ask is, "What mental processing must occur?"

- While verbs may appear to point to a DOK level, it is **what comes after the verb** that is the best indicator of the rigor/DOK level.
    - ***Describe*** the process of photosynthesis.
    - ***Describe*** how the two political parties are alike and different.
    - ***Describe*** the most significant effect of WWII on the nations of Europe. Provide evidence to support your decision.

IV. Deep Understanding

This is what drives the decisions about what Learning Goals to set. The intent is to use the Utah Core Standards to find the BIG IDEAS that students need to understand in order to be successful life-long learners and move to the next content level.

Big Idea and Enduring Knowledge (transfer of knowledge):

- Statements summarizing important ideas and core processes that are central to a discipline (content area) and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should "revisit" over the course of their lifetimes in relationship to the content area.

- Enduring Understandings

    - frame the **big ideas** that give meaning and lasting importance to discrete curriculum elements as facts and skills
    - can transfer to other fields as well as adult life
    - "unpack" areas of the curriculum where students may struggle to gain understanding or demonstrate misunderstandings and misconceptions
    - provide a conceptual foundation for studying the content area and
    - are deliberately framed as declarative sentences that present major curriculum generalizations and recurrent ideas.

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Selecting Assessments

I. Assessments should be used to support and measure the Learning Goal. Not vice versa.

The following suggestions should be used when selecting teacher made, district made, or commercial assessments:

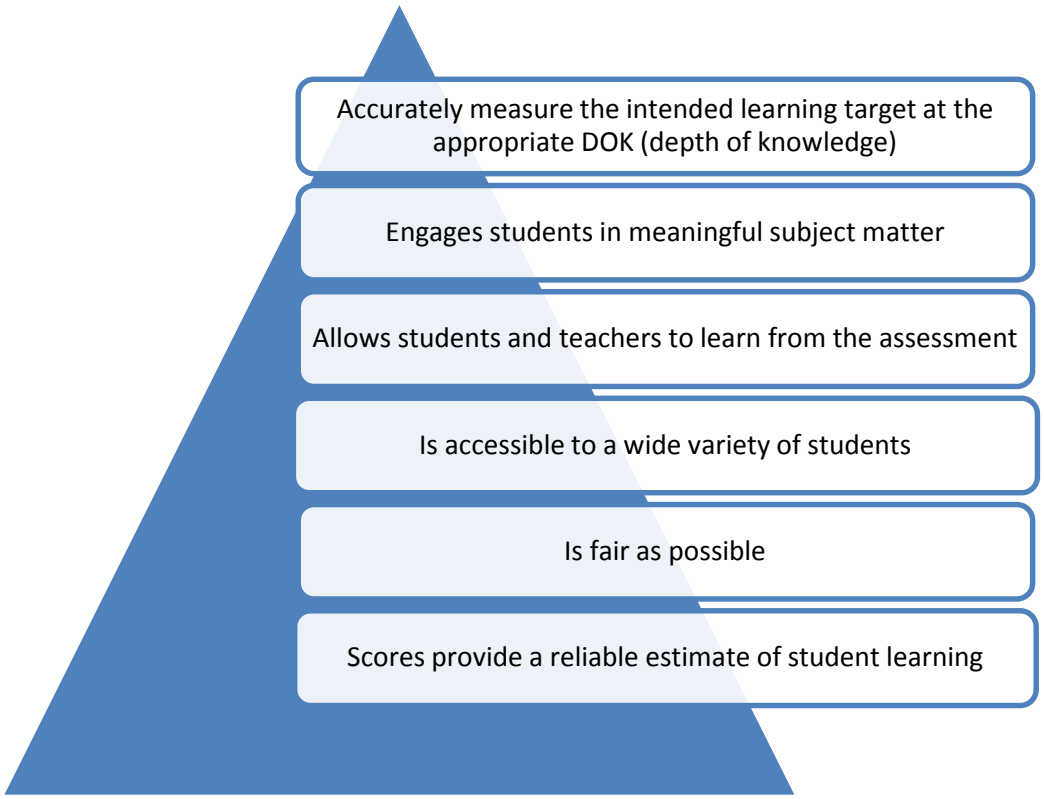
- Quality SLOs are built on quality assessments.
- Quality assessments should offer true indications of attainment of the standards in the SLO.
- Assessments should be selected and/or developed based on their appropriateness for the grade and content standards chosen for the SLO.

II. What is assessment?

When thinking about assessments that measure the success of SLOs, assessments should be:

1. standards-based,
2. designed to best measure the knowledge and skills found in the learning goal,
3. accompanied by clear criteria or scoring rubrics to determine student learning from the assessment,
4. **high quality** measures used to evaluate the degree to which students achieved the developed learning goals.

III. How do you know if assessments are high quality?



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Setting Learning Targets

Setting Learning Targets using the Utah SLO Template is the most critical aspect of the SLO. Targets are used to determine if the educator or educators (shared attribution) have been effective in providing instruction to students in order to meet the Learning Goals. Targets set by the educator(s) predict the expected amount of growth students will make in during the instructional learning period.

Targets are used with SLOs in the same manner that Student Growth Percentiles are used to predict the expected amount of growth students will have compared to their peer group on standardized state assessments.

The following information will help educators set Student Learning Targets:

1. Definition of Targets
   - A target is the expected outcome by the end of the instructional period.
   - May differ for subgroups of students.
   - There are two key components of the targets associated with SLO:
     - Starting Level: If we expect all students to all achieve the same end goal, then we can skip this step, but more likely there will be some differentiation of goals.
     - End Goal: What performance demonstrates that students met the learning goal using your assessments?

II. Establishing Targets
   - Baseline data, previous data, or data trends provide the basis for measuring the SLO.
   - Before writing SLO Targets consider and analyze data using any of the following information sources:
     - Grades from previous course performance assessments that focus on the SLO's standards
     - Percentage of students receiving As, Bs, Cs, Ds, and Fs in related courses
     - Attendance rate for students in related courses
     - Teacher surveys detailing students prior knowledge
     - Previous achievement of meeting expected targets
     - Tutoring and remediation services opportunities for the course Percentage of students in course with IEPs, in gifted classes, etc.
     - State-mandated standardized tests based on SLO's standards
     - **Any other data that links classroom practices to student achievement.**

III. Using the SLO Template

Using prior performance, classify students into "performance" groups, for example:
   - Different levels of achievement (e.g., basic, proficient)
     - Different proportions of students reaching the same target (e.g., 80% of Level 3 students will achieve target)
     - SLO targets would then be differentiated according to the students' starting groups.
   - State the beginning starting points of students (number of students in low, average, high groups)
   - Set targets (usually three sub-groups indicating the number of students moving to the groups after instruction
   - Record actual data (numbers of students in the three groups after the assessment of the learning goal)

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EXAMPLE:

- **STARTING TARGETS DECIDED BY EDUCATOR(S)**

LEVEL	STARTING # OF STUDENTS
LOW	21
AVERAGE	33
HIGH	6

- **EXPECTED TARGETS (Using students' starting points, identify the number or percentage of students expected at each achievement level based on their assessment performance(s). Be sure to include any appropriate subgroups.)**

LEVEL	STARTING # OF STUDENTS	EXPECTED # OF STUDENTS
LOW	21	5
AVERAGE	33	46
HIGH	6	9

- **ACTUAL TARGET OUTCOMES** (Record the **actual** number or percentage of students who achieved the targets. Be sure to include any appropriate subgroups. Please provide any comments you wish to include about actual outcomes.)

LEVEL	STARTING # OF STUDENTS	EXPECTED # OF STUDENTS	ACTUAL # OF STUDENTS
LOW	21	5	3
AVERAGE	33	46	49
HIGH	6	9	8

- **SLO EFFECTIVENESS RATING ON TEMPLATE**

DOES NOT MEET	PARTIALLY MEETS	MEETS	EXCEEDS
Based on the students' starting points, students performed worse than expected.	Based on the students' starting points, students partially performed as expected.	Based on the students' starting points, students performed as expected.	Based on the students' starting points, students performed better than expected.

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Utah Model Template:
Student Learning Objectives (SLOs)

Educator Name	

Directions: The **Utah Model SLO Template** is recommended to be used statewide by educators using SLOs as an indication of student growth for educator evaluation. Adjustments to this template must be approved by the Utah State Office of Education (Board Rule).

The **Utah Model SLO Template** is available at http://schools.utah.gov. The model should be used in tandem with the **Utah SLO Development Guide** to ensure information about **Learning Goals, Assessments, and Targets** are appropriately addressed.

Course/Grade Level Information	
Course Name	
Brief Course Description and Number of Students	
Grade Level(s)	

Process, Implementation Timeline, and Sign-Offs	
Names and current job positions of those developing this SLO	
Administrator/Supervisor Name and Title	
Administrator/Supervisor sign-off of initial SLO	
Date final SLO is due to determine educator effectiveness rating	

Section 1: Establish a Learning Goal:

A Learning Goal describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum.

Section 2: Document Assessment(s) and Scoring:

Assessment(s) and Scoring: Assessments are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or **scoring rubrics** to describe the level at which students have learned.	
Identify what **proficiency** looks like to meet the Learning Goal.	
Describe the **Assessment(s)** (such as performance tasks and their corresponding **scoring rubric(s**) that measure the level of students' understanding of the Learning Goal[1].	
Describe **how often** you will collect data to **monitor** student progress toward the Learning Goal. Note any formative assessments that you will use.	
Explain how you will use this information to **differentiate instruction** for all students toward the Learning Goal (e.g., gifted and talented, ELL, special education).	

[1] Assessments and scoring rubrics need to be rated as high quality using the *Utah Assessment Review Tool*.

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Section 3: Establish Targets:

Targets: Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. **Targets** are used to effectively project levels of proficiency toward the Learning Goal.	
Identify the **baseline data** and **past performance** (e.g., courses, grades, test scores, etc.) of students to **categorize student levels** as their **starting points** prior to instruction and learning.	**STARTING Points**
Using students' starting points, identify the **number or percentage of students expected** at each **Target** level based on available data about their performance(s). Include any appropriate subgroups.	**EXPECTED Growth**
Describe the **high, average, and low** expected levels of growth and **proficiency** required for students placed within the expected targeted groups.	**PROFICIENCY Levels**

Mid-Instructional Period Target adaptations:

Adapted SLO Targets: At a conference with administrator/supervisor discuss any changes that might be needed.	
If SLO **Targets** are adjusted at mid-year or mid-semester, list **revised outcomes** for end of instructional period Learning Goal.	**REVISED Targets**

Final Target Outcomes:

Actual Outcomes for Targets: Record the actual outcomes at the end of the instructional period as assessed using the identified assessment(s) and scoring rubrics for the whole class as well as for different subgroups, as appropriate.	
Record the **actual number or percentage** of students who achieved the **Targets** set in the section above at the beginning of the instructional period. Include any appropriate subgroups as noted above.	**ACTUAL Outcomes**
Provide any comments you wish to include about **actual Target outcomes and proficiency/growth levels** for student learning.	

Final Section: Establish Educator Ratings: Use the table below to document the educator rating based on the established **Learning Goal, Assessment(s), and Targets**.

Educator Ratings: Educator rating results are based on the final **SLO Target** results.			
☐ **Does Not Meet** Based on the students' starting points, students performed worse than expected.	☐ **Partially Meets** Based on the students' starting points, students partially performed as expected.	☐ **Meets** Based on the students' starting points, students performed as expected.	☐ **Exceeds** Based on the students' starting points, students performed better than expected.
Administrator/Supervisor comments.			

Date	Administrator/ Supervisor Signature
Date	Educator Signature (the signature does not necessarily indicate agreement with the rating)

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Utah SLO Development Guide

Directions: The following instructions should be used to assist in the development of Utah SLOs. It is designed to be used with the **Utah Model SLO Template**. The three components of an SLO must be included in SLOs that are used to measure student growth and apply results to educator evaluation ratings. This instruction tool is also useful for districts using an adapted version of the **Utah Model SLO Template**.

Section 1: Learning Goal: A learning goal describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum.

A. What is your proposed **Learning Goal?** Planning a learning goal requires the use of the **SMART** review process. Once you have completed this review process, finalize your **Learning Goal** and insert it into the **Utah Model SLO Template**.

SMART Review: Use this protocol to determine alignment of the SLO **Learning Goal**.
Specific – Learning Goal is focused on the *big idea* and Utah Core content standards.
Measurable – Learning Goal is able to be appropriately and adequately assessed (the Assessments section below will identify the specific assessment to be used).
Appropriate – Learning Goal is within the educator's control to affect change and is important and meaningful for students to learn during the identified time span.
Realistic – Learning Goal, while ambitious, is achievable for both educators and students, during the time span identified.
Time Limited – Learning Goal can be evaluated within the time span that is under the educator's control.

B. The following sequence of thinking will assist in the **SMART** review process so you are able to write the final learning goal. This is a series of questions that will help you think about the learning goal.

1.	Identify the **big idea** supported by the Learning Goal.
2.	List all **Utah Core content standards** that are associated with this big idea, (include the text and code of the standards).
3.	Explain **why** this Learning Goal is important and meaningful for students to learn.
4.	Describe how the Learning Goal requires students to demonstrate **deep understanding** of the knowledge and skills of the standards and big idea being measured.
5.	Being specific to the different aspects of the Learning Goal, describe the **instruction and strategies** that will be used to teach the Learning Goal.
6.	Identify the **time span for teaching** the Learning Goal (e.g., daily class - 45 minutes, two days a week for the entire school year, weekly units).
7.	Explain **how** this time span is appropriate and sufficient for teaching the Learning Goal.

C. Using the ***Utah Rubric for Assessing Quality SLOs*** as a guide, **write your Learning Goal in the Utah Model SLO Template.**

Section 2: Assessment and Scoring: Assessments are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO learning goal. Assessments should be accompanied by clear criteria or **scoring rubrics** to describe the level at which students have learned.

A. What **assessments** will you use to measure the students' growth toward the learning goal?

B. The following sequence of thinking will assist in the selection or development of high quality assessments to **measure** the learning goal. This is a series of questions that will help you think about the assessments needed for the SLO.

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1.	Explain how student performance is defined and scored using the chosen Assessment(s). Include the specific scoring rubric and/or criteria to be used.
2.	Identify what proficiency looks like to meet the Learning Goal.
3.	Describe how often you will collect data to monitor student progress toward the Learning Goal.
4.	Explain how you will use this information to differentiate instruction for all students toward the Learning Goal (e.g., gifted and talented, ELL, special education).
5.	Describe the Assessment(s) (i.e., performance tasks and their corresponding scoring rubrics) that measure the level of students' understanding of the Learning Goal. These may include formative and/or summative assessments.

C. Using the ***Utah Assessment Review Tool***, review the quality of the assessment(s) and scoring rubric(s) that you will use.

D. Using the ***Utah Rubric for Assessing Quality SLOs***, review the assessment(s) and scoring rubric(s) for your SLO. **Write in the Utah Model SLO Template what assessments and scoring rubrics you will use.**

Section 3: Targets: Targets are used to effectively project levels of proficiency toward the learning goal. Identify the expected student learning outcomes (growth) by the end of the instructional period for the whole class as well as for different student subgroups, as appropriate.

A. What **targets** will you set for your students' learning and growth? Not all students learn and grow at the same rates and in the same time intervals. Knowing your students and where they are in relationship to their past experiences and pre-requisite knowledge and skills will help you identify appropriate rates of student growth toward the learning goal.

B. The following sequence of thinking will assist in establishing ambitious, yet realistic student growth targets.

1.	Describe the courses, past assessments, and/or experiences you will use to establish baseline data that will inform your expected Target outcomes for students' understanding of the Learning Goal.
2.	Identify the past performance (e.g., grades, test scores, etc.) of students in the identified courses, assessments, or other sources of information to categorize student levels as starting points prior to instruction and learning.
3.	Using students' starting points, identify the expected number or percentage of students at each Target level group based on available data about their performance. Include any appropriate subgroups.
4.	Describe the high, average, and low levels of growth and proficiency required for students to be placed within the expected targeted groups.
5.	Explain how these expected Target outcomes demonstrate ambitious, yet realistic growth for measuring students' understanding of and progress toward proficiency of the Learning Goal.

C. **Write your starting points and expected growth Targets using the Utah Model SLO Template.**

D. At your **mid-instructional period conference** with your supervisor/administrator, review your data from the progress monitoring activities that you completed. Are your targets still ambitious, yet realistic? What adjustments or revisions do you need to make? Discuss these adjustments with your administrator and give a rationale. **Write any changes in targets on the Utah Model SLO Template.**

E. At the end of the instructional period, assess the students using your identified assessments and scoring rubrics. What are the students' actual growth outcomes for your SLO Targets? What are the final target outcomes? **Record the actual number or percentage of students who achieved the targets you set. Include any subgroups as noted above.**

F. Record any **comments** on the **Utah Model SLO Template** as needed.

Final Section: Establish Educator Ratings: Use the table in the **Utah Model SLO Template** to review the SLO with the administrator/ supervisor and document the educator rating based on the established **Learning Goal, Assessment(s), and Targets**.

A. Educator ratings are selected based on the targets that the educator set indicating growth toward the learning goals. Administrators and educators should discuss these targets and determine the **best rating option** (Does Not Meet, Partially Meets, Meets, and Exceeds) that indicates the **contribution of the educator to student growth** and learning.

B. The administrator/ supervisor may record comments as needed. **To finish, both educator and administrator sign the SLO.**

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Educator Name	
School Name	
District Name	
Date	

Directions: This professional development **planning template** is designed to assist educators as they learn to create Student Learning Objectives (SLOs). A complete SLO must include the information on **Learning Goals, Assessments, and Targets** found in the sections below. The recommended **Utah SLO Template** for district, school, and educator use is available at http://schools.utah.gov. Educators may choose to use the **Utah SLO Template and SLO Development Guide** available at this site.

Course/Grade Level Information	
Course Name	
Brief Course Description and Number of Students	
Grade Level(s)	

Process, Implementation Timeline, and Sign-Offs	
Names and current job positions of those developing this SLO	
Administrator/Supervisor Name and Title	
Administrator/Supervisor sign-off of beginning of year or semester SLO	
Date final SLO is due to determine educator effectiveness rating	

Section 1: Establish a Learning Goal: Write your proposed **Learning Goal**. Then thoroughly complete the planning information. The planning information is used to guide the **SMART** review process. Finalize your **Learning Goal** (as needed) once you have completed the **SMART** review.

SMART Review: Use this protocol to determine alignment of the SLO **Learning Goal**.

Specific – Learning Goal is focused on the big idea and Utah Core content standards.

Measurable – Learning Goal is able to be appropriately and adequately assessed (note the Assessments section below will identify the specific assessment to be used).

Appropriate – Learning Goal is within the educator's control to affect change and is important and meaningful for students to learn during the identified time span.

Realistic – Learning Goal, while ambitious, is achievable for both educators and students, during the time span identified.

Time Limited – Learning Goal can be evaluated within the time span under the educator's control.

A Learning Goal describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum.

Proposed SLO Learning Goal	
Write the *proposed* SLO **Learning Goal,** and then complete the planning information.	

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A Learning Goal describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum.	
Planning Information for Writing the Learning Goal	
Identify the *big idea* supported by the Learning Goal.	
List all *Utah Core* content standards that are associated with this big idea, (include the text and code of the standards).	
Explain why the Learning Goal is important and meaningful for students to learn.	
Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards and big idea being measured.	
Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach the Learning Goal.	
Identify the *time span* for teaching the Learning Goal (e.g., daily class - 45 minutes, two days a week for the entire school year, weekly units).	
Explain how this time span is appropriate and sufficient for teaching the Learning Goal.	
Final SLO Learning Goal	
From the SMART review above, finalize the **SLO Learning Goal**.	

Section 2: Document Assessment(s) and Scoring: Use the planning information below to develop and tailor the description and use of **Assessment(s) and Scoring.**	
Assessments are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or scoring rubrics to describe the level at which students have learned.	
Planning Information for Determining Assessment(s) and Scoring	
Explain how student performance is defined and scored using the chosen **Assessment(s)**. Include the specific **scoring rubric(s)** and/or criteria to be used.	
Describe **how often** you will collect data to **monitor** student progress toward the Learning Goal.	
Assessments are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or scoring rubrics to describe the level at which students have learned.	

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Explain how you will use this information to **differentiate instruction for all students** toward the Learning Goal (e.g., gifted and talented, ELL, special education).	
Assessment(s) for the SLO	
Identify what **proficiency** looks like to meet the Learning Goal.	
Describe the **Assessment(s)** (i.e., performance tasks and their corresponding **scoring rubrics)** that measure the level of students' proficiency toward the Learning Goal[2].	

Section 3: Establish Targets: Use the planning information below to guide you to establish SLO **Targets**.	
Targets are used to effectively project levels of proficiency toward the Learning Goal. Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different student subgroups, as appropriate.	
Planning Information for setting Targets used to establish Educator Evaluation Ratings	
Describe the courses, past assessments, and/or experiences used to establish **baseline data** that will inform expected Target outcomes for students' understanding of the Learning Goal.	Baseline Data:
Identify the **past performance** (e.g., grades, test scores, etc.) of students in the identified courses, assessments, or other sources of information to **categorize student levels as starting points** prior to instruction and learning.	Starting Points:
Expected SLO Targets	
Using students' starting points, identify the **number or percentage of students expected** for each **Target** group based on available data about their performance. Include any appropriate subgroups.	Expected Growth:
Describe the **high, average, and low** levels of growth and proficiency required for students to be placed within the **expected targeted groups**.	Proficiency Levels:
Targets are used to effectively project levels of proficiency toward the Learning Goal. Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different student subgroups, as appropriate.	
Explain how these **Target outcomes** demonstrate ambitious, yet realistic growth for measuring students' **understanding of and progress toward** proficiency of the Learning Goal.	Rationale for Expected Growth:

[2] Assessments and scoring rubrics need to be rated as high quality using the *Utah Assessment Review Tool.*

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Adapted SLO Targets (as needed based on Mid-year or Mid-semester Conference)	
If **SLO Targets** are adjusted, list revised Targets for end of instructional period Learning Goal.	Revised Targets:

Directions: Complete this section at the end of the instructional period (i.e., year, semester, course, grade level). This section records the final outcomes for your SLO **Targets**.

Actual Outcomes for Targets: Record the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Record the **actual number or percentage** of students who achieved the **Targets** set in the section above at the beginning of the instructional period. Include any appropriate subgroups as noted above.	Actual Outcomes:
Provide any comments you wish to include about actual **Target** outcomes, student progress, growth, and proficiency levels.	

Establish Educator Ratings: Use the table below to review the SLO with the administrator/ supervisor and document the educator rating based on the established **Learning Goal, Assessment(s), and Targets**.

Educator Ratings: Educator rating results are based on the **SLO Targets.**			
☐ **Does Not Meet** Based on the students' starting points, students performed worse than expected.	☐ **Partially Meets** Based on the students' starting points, students partially performed as expected.	☐ **Meets** Based on the students' starting points, students performed as expected.	☐ **Exceeds** Based on the students' starting points, students performed better than expected.
Administrator/Supervisor comments:			
Date	Administrator/ Supervisor Signature		
Date	Educator Signature (the signature does not necessarily indicate agreement with the rating)		

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Utah Rubric for Assessing the Quality of Student Learning Objectives (SLOs)

Purpose of this Rubric: This rubric is for use by teachers, school administration, and district administration to assess the different aspects of Student Learning Objectives (SLOs) to ensure the SLO meets an "acceptable quality" rating before it is used to establish educator evaluation ratings. SLOs that do not meet "acceptable quality" should be revised.

Three Parts of an SLO	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
Learning Goal A description of what students will be able to do at the end of the course or grade based on course- or grade-level Core content standards and curriculum. ☐ Acceptable Quality ☐ Quality Needs Improvement ☐ Insufficient Quality	Appropriately identifies and thoroughly describes an important and meaningful Learning Goal, with: ✓ the big idea and the standard(s) clearly aligned to and measured by the Learning Goal, ✓ a clear explanation of the critical nature of the Learning Goal for all students in the specific grade/ course, ✓ a clear description of how the Learning Goal allows students to demonstrate deep understanding of the Core content standards within the identified time span, and ✓ specific and appropriate instruction and instructional strategies described to teach the Learning Goal.	Generally identifies and describes a Learning Goal with: ✓ the big idea and/or standards minimally aligned to the Learning Goal, ✓ some explanation of the importance of the Learning Goal for students in the specific grade/ course, ✓ a general description of how the Learning Goal allows students to demonstrate adequate understanding of the Core content standards within the identified time span, and/or ✓ some generic instruction and instructional strategies used to teach the Learning Goal.	Identifies and describes a Learning Goal that is vague, trivial, or unessential, with: ✓ the big idea and/or standards not aligned to the Learning Goal, ✓ lack of information of the importance of the Learning Goal for students in the specific grade/course, ✓ little to no description of how the Learning Goal allows students to demonstrate understanding of the Core content standards in the identified time span, and/or ✓ questionable and/or vague instruction and instructional strategies used to teach the Learning Goal.
Assessments and Scoring Assessment(s) should be standards-based, of high quality, and be designed to best measure the knowledge and skills found in the SLO Learning Goal. They should be accompanied by clear criteria or scoring rubrics to determine levels of student learning from the Assessment. ☐ Acceptable Quality ☐ Quality Needs Improvement ☐ Insufficient Quality	Appropriately identifies and clearly describes: ✓ high quality Assessments(s), with evidence to support how the appropriateness and quality of the Assessment(s) have been established, ✓ scoring rubrics that appropriately differentiate student performance, including information to support that these rubrics are valid, and ✓ progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information.	Identifies and provides some description, which may lack specificity of the: ✓ Assessment(s), with partial explanation and no evidence to support how the appropriateness and quality of the Assessment(s) have been established, ✓ scoring rubrics that partially differentiate student performance, with no evidence to support how the rubrics have been validated, and/or ✓ progress-monitoring measures used with little detail in how instruction will be differentiated based on this information.	Identifies and provides an unclear, insufficient, or confusing description of the: ✓ Assessment(s), which minimally measure the Learning Goal, with no reference to how the appropriateness and quality of the Assessment(s) have been established, ✓ scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or ✓ progress-monitoring measures used with minimal or no reference to the differentiation of learners
Targets Projected expected outcomes of growth for groups of students by the end of the instructional period. Set targets for the whole class as well as for different subgroups of students, as appropriate. ☐ Acceptable Quality ☐ Quality Needs Improvement ☐ Insufficient Quality	Clearly and thoroughly explains how the data are used to define teacher performance, including: ✓ appropriate baseline data/information used to establish and differentiate expected student performance, and ✓ rigorous expectations that are realistic and attainable for each group of students using the documented high quality Assessments.	Broadly, without specificity, explains how the data are used to define teacher performance, and may include: ✓ unclear baseline data/information used to establish and differentiate expected student performance, and/or ✓ expectations that are imprecise, somewhat realistic and/or attainable for each group of students.	Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include: ✓ no baseline data/information or use of irrelevant information to establish and differentiate expected student performance, and/or ✓ low expectations for each group of students.

Utah SLO Toolkit: Utah's Rubric for Assessing the Quality of SLOs, January 2014 (*Special thanks to the JThompson Center for Assessment)*

Utah SLO Review Tool:

A Companion to the

Rubric for Assessing the Quality of SLOs

Utah State Office of Education

with special thanks to JThompson
Center for Assessment

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Utah SLO Review Tool

A Companion to the Rubric for Assessing the Quality of Student Learning Objectives

INSTRUCTIONS:

Utah SLO Review Tool: This tool provides a framework for teachers, school administration, and/or district administration to use when evaluating the quality of an SLO. This tool prompts educators to consider the level of quality of the Learning Goal, Assessments and Scoring (rubric or criteria), and the Targets. It is a companion document to be used along with the SLO Rubric for Assessing Quality SLOs (part of the Utah SLO Toolkit). It includes specific descriptors and questions to consider, as well as examples and annotations to provide clarity when reviewing an SLO. This SLO Review Tool can also be used as an instructional tool during professional development related to writing Student Learning Objectives.

Process for Using the Utah SLO Review Tool: This Review Tool uses a series of questions to guide the reviewer through an evaluation of a SLO. In order for the components of the SLO to be considered as *Acceptable Quality*, the responses to the questions should have a "yes" response. If there are "partial" or "unclear" responses, it may be necessary to have a SLO conversation with the educator. However, if the "partial / unclear" responses are not clarified through this process, the rating of the SLO component would be considered *Quality Needs Improvement*. A preponderance of "no" responses would constitute the rating of the SLO component as *Insufficient Quality"* and would require revisions by the educator. Overall, when reviewing a SLO, educators will want to ensure that there is coherence found from one part to the next.

After the SLO has been reviewed, use the *Utah Rubric for Assessing the Quality of Student Learning Objectives* to identify the quality of the SLO and to provide feedback for the educator to make any necessary changes to the SLO. Once the SLO is resubmitted, if necessary, the educator reviewing the SLO need only review the sections that were scored as "partial / unclear" or "no" to determine if the SLO is acceptable and ready to be implemented by the educator.

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Educator(s) Name(s): _____ Content Area: _____
Grade Level: _____ Review Date: _____
Reviewer(s): _____ SLO Title _____

Part 1: Learning Goal
Identify the enduring concept or set of concepts supported by the Learning Goal.
☐ Yes ☐ Partial/Unclear ☐ No Is the learning goal focused on the development of students' deepening understanding of specific content and skills and NOT on an assessment score or performance target?
☐ Yes ☐ Partial/Unclear ☐ No Is the concept or set of concepts able to be taught throughout most of the units of study in this course/class? Note: A Learning Goal is <u>not</u> intended to be completed within one unit or set of lessons within a unit. The interval of instruction should be the length of the course.
☐ Yes ☐ Partial/Unclear ☐ No Is the concept or set of concepts meaningful to students in a way that can be assessed through engaging learning situations throughout the course/year, such as through demonstrations or performance assessments? Note: A Learning Goal is not intended to be assessed one time (e.g., at the end of a unit) or through selected response assessments, but rather through authentic tasks and assessments, including formative and summative assessments.
☐ Yes, fully aligned ☐ Partially aligned ☐ No, not aligned Is the concept or set of concepts aligned to the Utah Core Standards or relevant content standards for the specific grade and subject? Note: A Learning Goal should be based on the content standard, but is not the content standard.
☐ Yes ☐ Partial ☐ No Does the concept or set of concepts align to a cognitively rigorous depth of knowledge (DOK)? Note: For example, "students demonstrating the ability to identify an explicit theme in grade-level narrative texts" may be a DOK Level 2; but to "make inferences about explicit or implicit themes using text-based evidence" may align to a DOK 3 depending on the specific task. ☐ **DOK 1:** recall and reproduction ☐ **DOK 2:** skills and concepts ☐ **DOK 3:** strategic thinking/reasoning; requires deeper cognitive processing. ☐ **DOK 4:** extended thinking; requires higher-order thinking, including complex reasoning, planning, and developing of concepts. *(See K. Hess, Cognitive Rigor Matrices, 2009, Center for Assessment, for more information)*
☐ Yes ☐ Partial/Unclear ☐ No Can the full concept or set of concepts be realistically taught and learned within the designated amount of time considering other content expectations?

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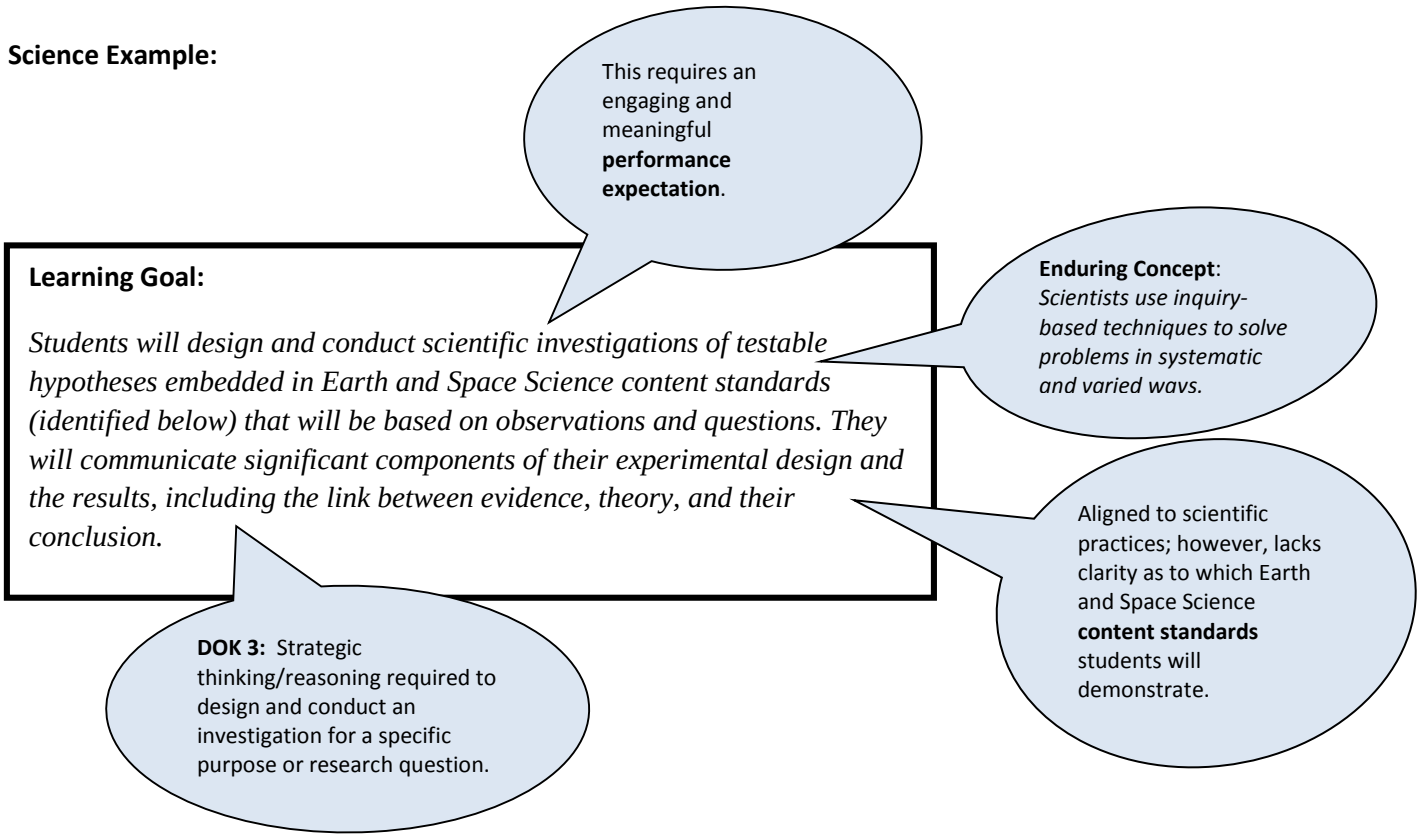
Identify the number of "yes" responses: _____
Identify the number of "partial/unclear" responses _____
Identify the number of "no" responses _____

Based on this information, determine the rating of the **Learning Goal** for the SLO as being an *Acceptable Quality*, *Quality Needs Improvement*, or *Insufficient Quality*. Place the rating on the *Rubric for Assessing the Quality of Student Learning Objectives*.

Science Example:



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Assessments and Scoring
☐ Yes, fully aligned ☐ Partially aligned ☐ No, not aligned Are the assessments aligned to the concept or set of concepts identified in the Learning Goal such that the learning goal is fully assessed by the assessment or more likely, the set of assessments, both formative and summative?
☐ Yes, fully aligned-similar complexity ☐ Partially aligned ☐ No, not aligned-more complex or less complex Are the assessments aligned to the targeted depth of knowledge? Note: A Learning Goal that expects students to demonstrate strategic thinking should be measured by assessments that also expect strategic thinking.
☐ Yes ☐ Partial/Unclear ☐ No Are the assessments fair and unbiased? More specifically: 1) Do the assessments provide opportunity and access for all students through appropriate levels of academic language for the grade and content area? 2) Are they visually clear and uncluttered (free from distracting information)? 3) Are the directions presented in a straightforward manner for a range of learners?
☐ Yes, fully aligned ☐ Partial/Unclear ☐ No, not aligned Is the rubric or scoring criteria aligned to the concept or set of concepts identified in the Learning Goal? Note: The rubric or scoring criteria should address all of the demands within the assessment.
☐ Yes ☐ Partial/Unclear ☐ No Does the rubric or scoring criteria have clear descriptors that are coherent across all performance levels? Note: The descriptors should be free from ambiguous language such as “good” or “poor”, but rather should include clear expectations of student performance that shows progress from one level to the next.
☐ Yes ☐ Partial/Unclear ☐ No Are appropriate progress monitoring assessments identified that will allow for adjusting and/or differentiating instruction?
Identify the number of “yes” responses _____ Identify the number of “partial/unclear” responses _____ Identify the number of “no” responses _____ Based on this information determine the rating of the **Assessments and Scoring** for the SLO as being an *Acceptable Quality*, *Quality Needs Improvement*, or *Insufficient Quality*. Place the rating on the *Rubric for Assessing the Quality of Student Learning Objectives.*

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Foreign Language Example:

Assessments and Scoring:

A variety of validated performance tasks (both informal and formal) that focus on engaging in a transactional conversation and responding to clarifying questions will be used to measure student success. All tasks have been validated through the Utah SLO Assessment Review Tool. These tasks are aligned to the World Language state standards and this Learning Objective. Students will have opportunities to rehearse, self-evaluate, and receive feedback from peers and the teacher using the scoring rubric as well as criteria checklists. Struggling students will have opportunities to use technology tools such as VoiceThread to help them listen to the spoken language and to hear their responses. Small group or individual instruction will be provided for students based on formative assessments. Advanced students will have tasks that allow for more complex conversations.

Example: Students will role play situations involving social conventions, greetings and leave-takings in groups of three using faces (puppets or labeled cards) they have drawn to indicate their identity (e.g., family member, child, adult). Each student must take two parts, one informal and one formal. As a minimum, there must be an initial greeting suitable for the time of day, an introduction and two social inquiries (e.g., How are you? How is your sister? Where are you going this summer? Did you like the film?), a weather observation, and a leave-taking using titles (Mr., Miss) when appropriate.

The use of a multi-dimensional rubric will be used to score student responses for:

- *Knowledge - vocabulary and language structures for formal and informal greetings, leave takings, and other social conventions at various times of the day were complete and correct.*
- *Comprehension - verbal exchanges showed understanding.*
- *Communication - interpersonal strategies used to convey the main idea were complete, clear and comprehensible.*

Students will be videotaped and evidence will be scored on the validated common rubric through a committee to ensure reliability.

Aligned to Foreign Language Standards (and learning goal):
1. Use the target language to communicate within and beyond the classroom setting.
- engage in short conversations using culturally appropriate greetings (DOK 2)
- ask & answer questions about familiar topics (DOK 2)
- share likes and dislikes about people, events, places, and things (DOK 2)
- follow and give directions (DOK

Identifies appropriate **progress monitoring assessments** and how instruction will be differentiated.

Fair and unbiased description of the **assessment expectations**.

DOK 2: Task aligns to the cognitive complexity of the standards (learning goal) – basic reasoning, using skills and concepts.

Rubric: The criteria align to the standards and task. It is unclear if the descriptors are coherent across performance

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Targets
☐ Yes ☐ Partial/Unclear ☐ No Are the baseline data sources identified appropriate to use for establishing and differentiated starting points and identifying groups for students? Note: Baseline data should provide evidence of students' learning that measure the pre-requisite knowledge and skills necessary for the concepts identified in the Learning Goal. (See *Using Baseline Data and Information to Set SLO Targets, A Part of the Utah SLO Toolkit*).
☐ Yes ☐ Unclear ☐ No Is the actual performance of students based on the data sources established and differentiated? Note: There should be a clear, differentiated difference in performance identified for the groups of students as they start out.
☐ Yes ☐ Unclear ☐ No Is the expected performance of students established and differentiated? Note: Similarly, the expected performance targets should be clear and differentiated and based on the clear levels of proficiency noted in the assessment(s) section.
☐ Yes ☐ Unclear ☐ No Is the expected performance of students realistic and/or attainable? It is important that expected targets are not set too low or too high, but rather should demonstrate that students are making appropriate progress (e.g., a year's worth of learning or more) based on assessment(s) evidence.
Identify the number of "yes" responses _____ Identify the number of "partial/unclear" responses _____ Identify the number of "no" responses _____ Based on this information determine the rating of the **Targets** for the SLO as being an *Acceptable Quality*, *Quality Needs Improvement*, or *Insufficient Quality*. Place the rating on the *Rubric for Assessing the Quality of Student Learning Objectives.*

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Social Studies Example:

The **baseline data source** is identified and appropriate for the Learning Goal: *Students will independently use primary and secondary sources to explain, generalize, connect, and/or form an argument based on historical and contemporary issues related to civics and government.*

Targets:

Actual Performance: *Baseline data was established using reading and writing scores from the grade 11 state standardized assessment. Course grades in 11th grade English and social studies classes were also used.*

Low Group	*21 of students*
Approaching Proficiency Group	*33 of students*
Proficient or Highly Proficient Group	*6 students*

Total of 60 students

The **actual performance levels** are clearly established and differentiated into three levels to start out the course learning.

Expected Targets: *Based on the pre-assessment data above.*

Low Group	*5 students*
Approaching Proficiency Group	*46 students*
Proficient or Highly Proficient Group	*9 students*

Total of 60 students

Expected levels are established and differentiated into the same three levels.
Although approximately 75% of the students in the low group are expected to move up at least one level, only 15% of the 60 students are expected to be proficient by the end of the year. **It appears that these expected targets may be set too low.** Additional information would be needed to determine if this is an acceptable target.

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Utah SLO Assessment Review Tool

Part 1: Assessment Profile

Item Types – check all that apply (Note: there is often overlap among certain item types)

☐ **Constructed Response** (essay, multi-step response with explanation and rationale required for tasks)

☐ **Product** (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)

☐ **Performance** (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)

☐ **Short Answer** (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)

☐ **Selected Response** (multiple choice, true-false, matching, etc.

The assessment includes – check all that apply (Note: include as much information as possible to provide a clear picture of the assessment)

☐ **Teacher directions** (may include prerequisites/description of instruction before giving the assessment; e.g., this assessment should be given after students have learned…)

☐ **Scoring guide/rubric**

☐ **Sample evidence to show what student performance might look like**

☐ **Materials** (if needed to complete the assessment)

☐ **Estimated time for administration**

☐ **Student directions & assessment task/prompt** – what does the student see/use?

☐ **Other:**

The assessment is administered – check all that apply

☐ **Whole Group**

☐ **Small Group**

☐ **Individual**

☐ **Paper and Pencil**

☐ **Computer**

☐ **Other:**

Based on the content evaluated by the task or the set of items reviewed, identify what purpose the assessment serves:

☐ **Summative**
☐ **Diagnostic**
☐ **Report Card Grade**
☐ **Interim**
☐ **Formative**
☐ **Other:**

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A high quality teacher-created assessment should be … Aligned
Part 2: Alignment
Identify the SLO that this assessment is used for:
Indicate the standards evaluated by the assessment:
Indicate any standards included on the SLO that are not assessed by this assessment (Note: the SLO should identify any other assessments used to measure the SLO):
Indicate any additional standards evaluated by this assessment that are not included in the SLO: If additional standards are identified, explain whether only the relevant portions of the assessment are being used or if the results from the entire assessment are being used for the SLO:
Identify the Depth-of-Knowledge range of the Standards measured by the assessment (see Webb's DOK chart- *Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.*): ☐ **DOK 1:** recall and reproduction ☐ **DOK 2:** skills and concepts ☐ **DOK 3:** strategic thinking/reasoning; requires deeper cognitive processing. ☐ **DOK 4:** extended thinking; requires higher-order thinking including complex reasoning, planning, and developing of concepts.
Compare the Depth-of-Knowledge range of items on this assessment to the Depth-of-Knowledge range of the standards included in the SLO: ☐ **Fully aligned** ☐ **Partially aligned** ☐ **Not aligned**

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Describe the content knowledge/concepts assessed:
Describe the skills/performance assessed:
Explain the sufficiency of items or tasks on the assessment to target each standard being assessed.
Explain why the assessment item types used to measure the content are most appropriate.
To what extent do you see a strong content match between the item types (e.g., constructed response, product, performance, etc.) on the task and the corresponding Standards? ☐ **Full match** – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard(s)/curriculum ☐ **Close match** – most tasks or items address the relevant skills and knowledge described in the corresponding state standard(s) /curriculum ☐ **Partial match** – many tasks or items partially address the skills and knowledge described in the corresponding state standard(s) /curriculum ☐ **Minimal match** – some tasks or items match some relevant skills and knowledge described in the corresponding state standard(s) /curriculum ☐ **No match** – tasks or most items are not related to the skills and knowledge described in the corresponding state standard(s) /curriculum
Are the set of items or tasks reviewed as cognitively challenging as the standards/curriculum? Use the definitions below to select your rating. ☐ **More rigor** – most items or the tasks reviewed are at a higher DOK level than the range indicated for the state standard(s)/curriculum ☐ **Similar rigor** – most items or the task reviewed are similar to the DOK range indicated for the state standard(s)/curriculum ☐ **Less rigor** – most items or the task reviewed are lower than the DOK range indicated for the state standard(s)/curriculum
Comments/Suggestions for Improving Alignment
Provide evidence to support your responses:

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A high quality assessment should be … Scored using Clear Guidelines and Criteria
Part 3: Rubric/Scoring Guide
Scoring Guide to be used with the assessment: ☐ **Generalized Rubric** (e.g., for persuasive writing, for all science labs, etc.) ☐ **Task-specific Rubric** (only used for the particular task) ☐ **Scoring Guidelines** (e.g., checklist with score points for each part) ☐ **Answer key, scoring template, computerized or machine scored** ☐ **Teacher Observation Sheet/Observation Checklist**
Explain how the rubric/scoring criteria are aligned to the assessment.
Explain how the score categories are clearly defined and coherent across performance levels.
Explain the degree to which the rubric/scoring criteria address all of the demands within the task or item.
Based on your review of the rubric/scoring criteria, would the scoring rubric would most likely lead different raters to arrive at the same score for a given response?
How long will it take the teacher(s) to score each assessment? Is this practical given the number of students and the type of assessment?
Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, explain what student work would be needed.
Comments/Suggestions for Improvement for the Rubric/Scoring Guide
Provide evidence to support your responses:

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A high quality performance assessment should be…Fair and Unbiased
Part 4: Fair and Unbiased (the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)
To what extent are the items or tasks visually clear and uncluttered (e.g., appropriate white space and/or lines for student responses, graphics and/or illustrations are clear and support the test content, the font size seems appropriate for the students)? ☐ **Formatting is visually clear and uncluttered** ☐ **Formatting is somewhat clear and uncluttered** ☐ **Formatting is unclear, cluttered, and inappropriate for students** Provide an explanation of your response, if needed:
Are the directions and items or the task presented in as straightforward a way as possible for a range of learners? ☐ **Yes** ☐ **No** If no, please identify problematic items/tasks and provide suggestions for improvement.
Is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? ☐ **Yes** ☐ **No** If no, please identify problematic items/tasks and provide suggestions for improvement.
Describe if the assessment uses appropriate levels of academic language for the grade and content area.

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Accommodations are commonly categorized in five ways: presentation, response, setting, timing and scheduling, and linguistics. Considering these, identify and explain what type(s) of accommodations are provided/ should be provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed.

☐ ***Presentation Accommodations*** *– Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.*	
☐ ***Response Accommodations****—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.*	
☐ ***Setting Accommodations****—Change the location in which a test or assignment is given or the conditions of the assessment setting.*	
☐ ***Timing and Scheduling Accommodations****—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.*	
☐ ***Linguistic Accommodations****—Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. The accommodation is based on an ELL's limited English language proficiency, which is different than an accommodation based on a student's disability or a cognitive need.*	

**Please reference "Defining Features of Academic Language in WIDA's Standards"*

If applicable, explain how the assessment can be differentiated/extended for students identified as gifted and talented.

Comments/Suggestions for Improvement for Fair and Unbiased

Provide evidence from to support your responses:

Recommendation for this assessment:

☐ **No changes needed**

☐ **Changes needed**

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Understanding Accommodations

Presentation Accommodations – Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

- ***Example: text read aloud vs. text read independently***

Response Accommodations—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

- ***Example: dictating response as the teacher scribes***

Setting Accommodations—Change the location in which a test or assignment is given or the conditions of the assessment setting.

- ***Example: sitting alone rather than in a group while responding to the task***

Timing and Scheduling Accommodations—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

- ***Example: administering the assessment in the morning when the student is more alert***

Linguistic Accommodations—Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. The accommodation is based on an ELL's limited English language proficiency, which is different than an accommodation based on a student's disability or a cognitive need.

- ***Example: allowing the use of a bilingual dictionary; orally translating the text***

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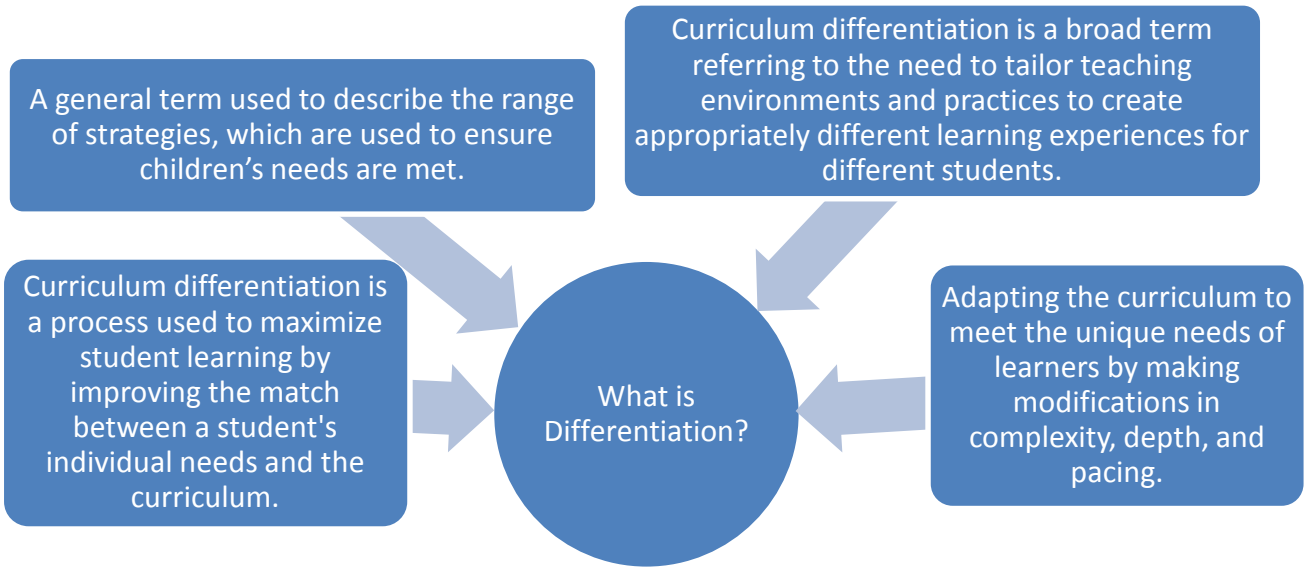
Understanding Differentiation

That students differ may be inconvenient, but it is inescapable. Adapting to that diversity is the inevitable price of productivity, high standards, and fairness to the students.
~Theodore Sizer
Sizer, T. (1984). *Horace's Compromise: The Dilemma of the American High School (p. 194). Boston: Houghton-Mifflin*



Teachers Can Differentiate:		
CONTENT: Knowledge, skills, and attitudes we want students to learn; differentiating content requires that students are pre-tested so the teacher can identify the students who do not require direct instruction.	**PROCESS:** Varying learning activities / strategies to provide appropriate methods for students to explore the concepts; important to give students alternative paths to manipulate the ideas embedded within the concept (different grouping methods, graphic organizers, maps, diagrams, or charts).	**PRODUCT:** Varying the complexity of the product that students create to demonstrate mastery of the concepts; students below grade level may have different performance expectations than students above grade level (ie. more complex or more advanced thinking~ Depth of Knowledge/Bloom's Taxonomy).
According to Students':		
READINESS/ DEVELOPMENTAL: Some students are ready for different concepts, skills, or strategies; others may lack the foundation needed to progress to further levels.	**INTEREST:** Student interest inventories provide information to plan different activities that respond to individual student's interest.	**LEARNING STYLE** Individual student preference for where, when or how students obtain and process information (visual, auditory, kinesthetic; multiple intelligences; environment, social organization, physical circumstance, emotional climate, psychological climate).

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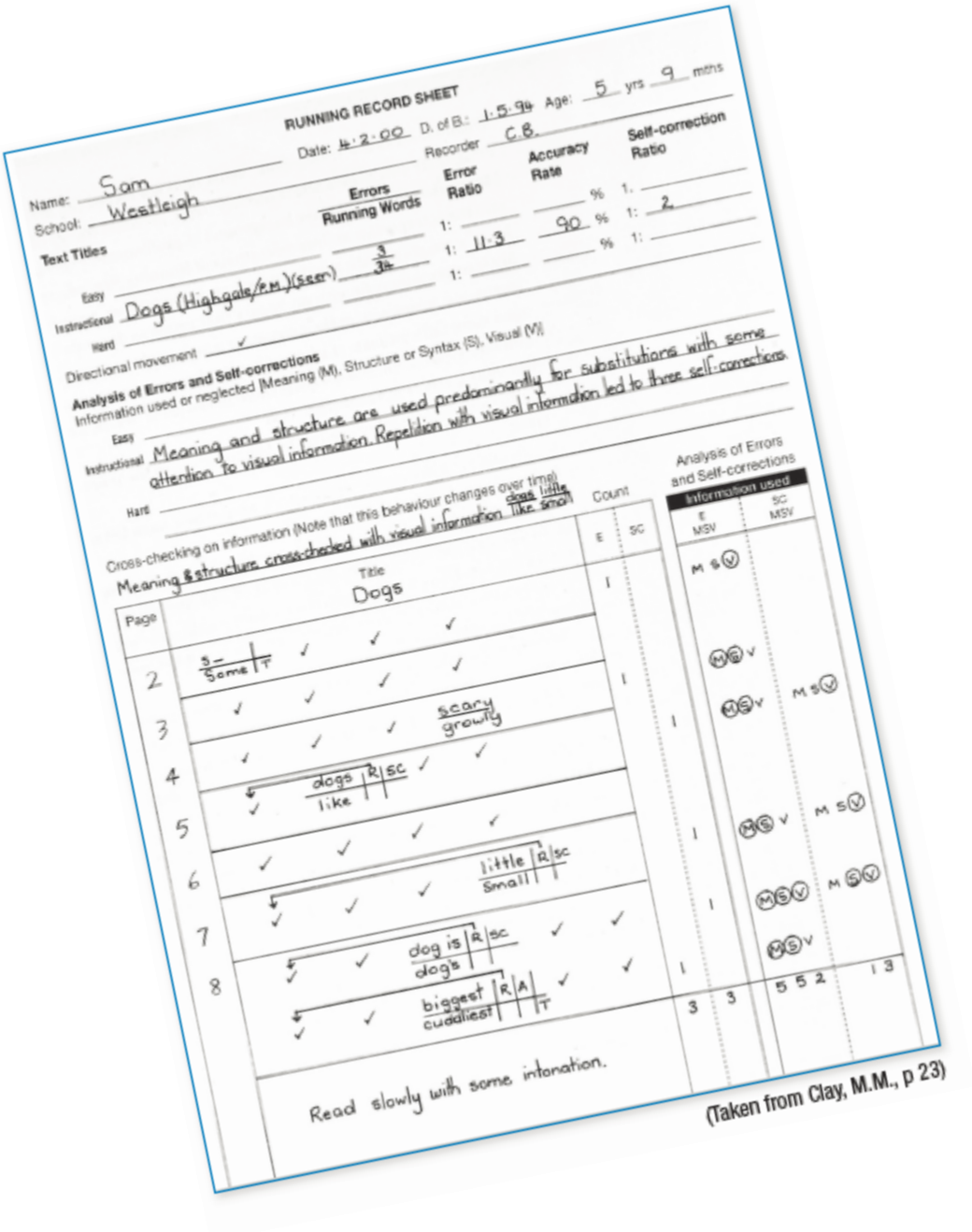
Using Baseline Data and Information to Set SLO Targets

A part of the Utah SLO Toolkit



(Taken from Clay, M.M., p 23)

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Putting faces on the data reminds us "that the numbers represent real children and young people striving to make the most of themselves as they prepare for an uncertain future."

~ Foreword from Sir Michael Barber in "Putting Faces on the Data" (2012) ~

Why gather and use data and information?

Kathy Samuels, a high school English teacher, emphasized the importance of data in her classroom. She attributed her conscious focus on data to her Teacher Residency program, in which she spent a year devoted to looking at student data and learning to be reflective. "I used to think that data was scary until I realized that I use it all the time!"

Ms. Samuels noted that data must drive instruction and keep teachers accountable for students. "Formative data is the most common data used in my classroom because, although summative state assessments are available, they are delivered too late in the year. I like to think of data as helping to show the past, present, and future. Past – did my students learn what I intended to teach them? Or, what are my students coming into my class knowing and able to do? Present – I am in the midst of teaching kids and I need a quick dipstick to see if they're getting it, to check their understanding. And future – based on the data I collect, I will adjust future lessons, change curriculum, and plan for my current students and even for future years, figuring out a better way to engage kids in my lesson."

The increased use of a variety of assessments, as well as more sophisticated technology, has made more data available in schools than ever before. This access to current and varied student learning data has been described as "teaching with the lights on" because educators do not have to guess what students know or hope that their instruction is having the desired effect. Data provide a way to confirm what students are learning and the extent to which they are making progress towards goals and targets. Using data systematically, whether running records, observations, response logs, performance assessments, or quizzes, to ask questions and gain insight about student progress is a logical way to tailor instruction to meet the needs of all students. Using the information that data provide allows educators to make decisions aimed at improving student achievement, such as:

- ***prioritizing instructional time***
- ***targeting struggling or high-performing students to provide additional and individualized instruction***
- ***identifying individual students' strengths and needs to provide appropriate interventions***
- ***gauging the instructional effectiveness of classroom lessons***
- ***refining instructional strategies***
- ***examining school-wide data to determine how to adapt curriculum***

(Hamilton, L., et al, 2009).

What are Data?

For many educators, the word "data" conjures up images of cumbersome spreadsheets, stacks of student reports, and lists of cold, hard numbers. When conceived of in this way, data can seem at odds with the holistic and nuanced way teachers think about their students. But the truth is data are just information. Teachers collect and use information about their students nearly every day, whether or not they call it "data". Attendance, behavior, quizzes, observations, comments, grades, and test scores are all data sources. Data collected and organized in a systematic way can be used to

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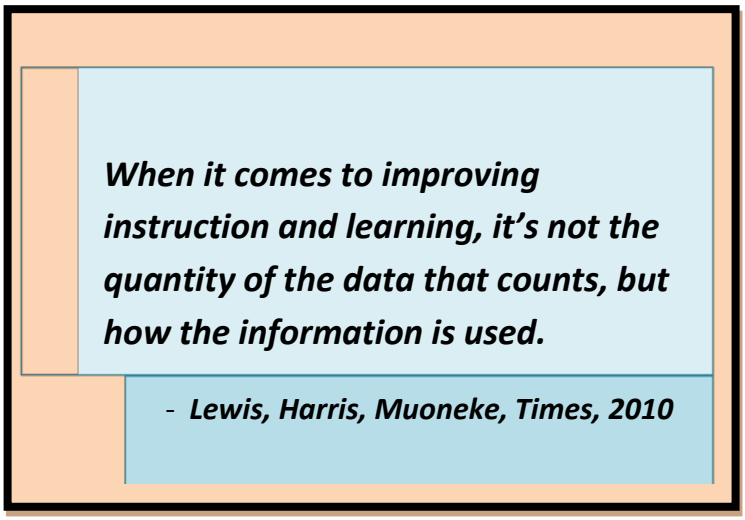
make classroom, district, or system decisions. It should provide an accurate measurement of student progress or lack of progress of content knowledge on tasks, activities, or behaviors. Data collection allows teachers to determine:

- students' present levels (baseline)
- interventions or challenging materials necessary
- progress or lack of progress
- patterns of learning



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These data can be quantitative (use of numbers, measurable) and qualitative (descriptive, observed) and can include:

Student Achievement Data	Demographic Data	Perceptual Data
– what we want to impact based on the baseline information	– clarifies students' needs beyond the classroom	- provides opinions and ideas of stakeholders and can support hypothesis about programs and student needs
• formative assessment ✓ Portfolios (writing, art, etc.) ✓ Observations ✓ Running Records ✓ Exit slips ✓ Think-pair-share • performance assessments • common assessments • interim assessments • summative assessments • report card grades • student work samples • individual Education Plans • state assessment results	• trends in student population and learning needs • school and student profiles • data disaggregated by subgroups (gender, ethnicity, socio-economic status, special needs, ELL)	• results of student surveys • results of parent/ community surveys

(Sharratt & Fullan 2013; Brown & Maday, 2008)

What are Baseline Data?

Baseline data are information about students' level of performance at the "start" of the interval of instruction. These data are generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-assessment, or other evidence of students' learning, such as portfolio work samples that measure the **pre-requisite knowledge and skills** necessary for the course. *When baseline data are compared with data collected at later points in the school year, decisions can be made as to whether students are making adequate progress towards targets and goals.* The baseline is a "line in the sand" that can be used to measure student change toward important academic indicators during a course or academic year. The key to measuring student learning is to select the appropriate assessments or sources of evidence. Baseline data are used to establish **SLO targets** (the expected outcome at the end of the instructional period) and consequently, the amount of growth that should take place within the allotted time period. **Consider the following teachers' rationale on identifying and using baseline data to establish groups and targets.**

There is no value in assessing students if it does not impact learning and instruction.

Fullan, Crevola, and Hill 2006

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Teacher	SLO Learning Goal Statement	Baseline Data	Teacher's Rationale for Baseline Data Choices
Ms. Anderson Elementary School Art Teacher	Students in grade 3 will be able to create portraits from observation in a variety of mediums (including drawing with oil pastels, printmaking, collage, and painting) that show evidence of problem solving using basic visual arts concepts (including visual composition, color, shape, as well as a mixture of representational and expressive techniques).	• K-2 art portfolios • Pre-assessment of a self-portrait from memory • Pre-assessment of a self-portrait using a mirror • Self-reflection of portraits	*"Examining this cohort's portfolios with the K-2 art teacher will showed that while students were working with line, color, shape, and pattern, they were not obviously constructing composition, relating parts to the whole, developing attention to detail, or mixing representational and expressive techniques. During the first week of class, I asked students to draw a self-portrait from memory and then gave students individual mirrors to do an observation of their face and draw a self-portrait with paper and pencil. I asked each student to reflect on the choices they made regarding concept and technique and to explain those choices verbally. Through this assessment I was able to determine baseline information on which techniques students relied on using in their art, which they were comfortable using in descriptive speech, and how they articulated their process and choices. Using all of the data I was able to determine the expected targets for each identified group."*
Mr. Franklin Grade 8 Chorus Teacher	Students will demonstrate proficiency reading music using standard notation and performing four pieces that illustrate a variety of genres, skills, and techniques including augmentation and diminution, pitch, meter, rhythm, tone, expression and dynamics, and articulation and diction.	• Class survey of prior experiences in a formal chorus (e.g., elementary school, church, etc.), including reading music, and executing musical notation • Basic test in reading music • 7th grade choral assessments (for those who participated) • Individual performance on a simple song • Group performance on a simple song	*"Students do not have an opportunity to take chorus until 7th grade, and many students have not sung in ensembles since elementary school. Most students were not required to read music to perform in ensembles; however, this is a requirement for high school chorus. The survey will allow me to identify the formal choral, private lessons, and/or other musical experiences of each student, including whether they were expected to read music. The basic test in reading music will allow me to identify the extent that the students can read music. And the performance will provide me with their ability to demonstrate technical accuracy and tone, expression and dynamics, articulation and diction, and rhythm. Finally, for those students who participated in chorus last year, their choral assessments will indicate their ability. All of these data will allow me to determine the baseline groups and the*

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			expected targets."
Mr. Fredericks Grade 10 French 2 Teacher	Students will demonstrate proficiency in reading, writing, and speaking basic French, including knowledge of vocabulary (related to travel, school, emotions, food, the workplace, sports/hobbies, and the family), the ability to conjugate regular and irregular verbs in the past, present, and future tenses, and knowledge of the geography and culture of the French-speaking world.	• French 1 class data (grades, available assessments, interview with French 1 teacher) • French 1 content assessment as a pre-test of foundational skills • Individual/group conversations with each student to assess oral expression	*"This is the highest level of World Language required by the district. However, whether ending herein their pursuit of further study of the language or continuing their study, a solid foundation in basic French including the broader vocabulary, more nuanced grammar, and increased attention to elocution and reading comprehension in upper-level French is necessary. Although class grades and assessments will help me to gain an understanding of what students are able to demonstrate, the teacher interview will provide me with each student's specific strengths and weaknesses. By administering the pre-test and having individual and/or group conversations I will be able to confirm the students' preparedness for the course as well as to determine what needs to be reviewed after the summer break. Using this data I was able to establish three groups: Group 1-in need of some remediation; Group 2-adequately prepared; Group 3-highly prepared/possibly in need of some enrichment; and I was able to establish the targets for each group."*
Ms. Sampson Grade 11 Culinary Arts II Teacher	Students will develop culinary knowledge and practical skills needed to be career-ready for entry-level culinary-prep positions including sanitation and safety, knife skills, use of large and small equipment, varied food preparation, nutritional values, receiving and storage, management and employability skills, and customer service.	• Culinary Arts I course assessment • Culinary Arts I final grade • Class survey of prior experiences in culinary arts outside of the school experience (e.g., catering, restaurant, etc.) • Interview with grade 10 English teachers about writing strengths and needs for those students who struggled with the written component of the course assessment • Hands-on tasks and new materials assigned in the first two weeks of class to confirm established targets	*"All students in Culinary Arts II have taken and passed Culinary Arts I, including the course assessment. The assessment has both a written part and a performance part. Analyzing both of these sections of the assessment, along with grades in the Culinary Arts I will provide me with the baseline information needed to sort students into three groups: students who excel at both the written and performance portions, students who excel at the performance portion but struggle more with the written component, and students who need remediation in Culinary Arts I basics. In addition, the interviews with the grade 10 English teachers will allow me to validate the struggles that students are having on the written portion of the assessment, and to determine how to provide support for them. Finally, students that are serious about working in the culinary arts often have summer and/or school year experiences working in the field. The survey allows me to know how to provide challenges for those students who have gained additional experience."*

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Baseline Data – Is it the same as a pre-assessment?

Baseline data are often considered data from the use of pre- assessments. Pre-assessments can serve as a means of providing the knowledge level of a current group of students when they are first entering a program or course, determining instructional activities based on student strengths and weaknesses, and providing some basis of determining whether **pre-requisites** have been achieved. However, there are some cautions to consider when using pre- and post-assessments:

- It may be hard to discern if the positive change charted in a pre-post assessment is due to learning in the classroom or simply natural maturation.
- May indicate larger gains from fall to spring due to loss of student learning during the summer, especially for younger students.
- Students may get the sense that the pre-test doesn't count and consciously or unconsciously underperform.
- Determining how to develop meaningfully comparable pre- and post-assessments is difficult, since the pre-assessment may have to be so basic that any additional learning could be seen as "growth".
- If the assessment is not based on a high structured or linear content where the objectives are taught toward and adhered to across all courses in a systematic manner, it may be difficult to correlate the results or to demonstrate the causes of the growth.
- Lack of equated tests so it is impossible to determine whether students learned more or the test got easier. Tests must be equated and placed on the same scale in order to make these judgments.

Many of the assessments that teachers give can be powerful instructional tools. To realize their potential, though, teachers need to understand and use these assessments well.

- ***Millner, Santi, Held, and Moss, 2009***

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Using Multiple Sources of Baseline Data

"Using data to drive improvement" was identified as a key to success in a report developed by the National Education Goals Panel after a series of hearings designed to find examples of successful schools and to understand why those schools were succeeding. Specifically, the successful schools "use performance information to determine where they were succeeding and where they needed to direct their efforts for improvement" (Rothman, 2000). However, no single assessment can tell educators all that is needed to make well-informed instructional decisions. Therefore, the use of multiple data sources should be considered when making and supporting informed instructional decisions, as well as setting SLO targets (Lewis, et al, 2010).

The following are an overview of **examples of assessment sources**, the purpose they serve, and the limitations of using them for making instructional decisions and setting SLO Targets.

Data Source	Purpose	Limitations
Annual State Assessments	• Analyze broad areas of relative strengths and weaknesses among students • Identifying students or groups of students who may need particular support • Setting school-wide, grade-level, department-level or classroom goals for students' annual performance • Reveals which students performed *advanced, proficient, basic,* and *below basic*. This could help inform how you identify specific tiers for SLO Targets	• A significant amount of time may have passed between the administration and when data become available; students' knowledge and skills may have changed during that time • Over-alignment of instructional practices with test content
Interim Assessments • First benchmarking assessment of the year (e.g., STAAR, DIBELS, DRA2, PALS)	• Evaluate instructional strategies • Track the progress of current students in a single school year • Reveals which students performed *advanced, proficient, basic,* and *below basic*. This could help inform how you identify specific tiers for SLO Targets as well as monitoring progress during the year	• May be a snapshot of what students can do since these assessments are seldom cumulative
Classroom Performance Data Previous year: • unit tests • course projects • summer reading work • portfolios (e.g., art, writing) • interviews with teacher from prior year Current year: • class work or homework during the first week or two of school • surveys of prior knowledge • student interviews	• Assess student prior knowledge to focus instruction • Provide ongoing, formative evaluation of student learning at the most specific level • Focus re-teaching on missing knowledge or weak skills • Identify students for flexible instructional groups or for immediate and specific instruction • Provide immediate feedback about student learning • Provide rich, detailed examples of students' academic performance to complement state or interim assessments	• Assignments, conditions, and scores are not generally comparable across classrooms • Assessments are not always consistent with the content or rigor of interim and standardized assessments • Teachers may lack experience in high-quality assessment development procedures • Classroom assessments may require significant teacher time to score and analyze results

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Non-achievement data Previous year: • attendance records • behavior and work habits		

Triangulation is the term used for combining three or more student achievement measures to get a more complete picture of student achievement.

- Bernhardt, 2003

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In order to set SLO Targets, teachers must use their professional judgment when deciding what information will be helpful in determining students' starting points. Common sources of baseline evidence include:

Results from prior year assessments or test that assess knowledge and skills that are pre-requisites to the current subject and/or grade.

For example: a French 2 teacher may examine data from the French 1 class data (grades, available assessments, interview with French 1 teacher) to identify the students' prerequisite knowledge and skills.

Results from assessments in other subjects, including teacher or school generated tests, and state tests that assess pre-requisite knowledge and skills.

For example: a physics teacher may want to examine the results of students' prior math assessments and their abiity to solve complex problems OR, a Spanish I teacher may want to examine students' general reading and writing abilities from their previous ELA classes to identify their knowledge of grammar.

Results of beginning of the course teacher or department performance task or the first interim assessment focused on the course enduring understandings.

For example: a first grade teacher may administer benchmark assessments, PALS and DRA2, in September of the current school year to determine students' foundational skills in reading.

Students' performance on the work assigned in the first few weeks of the course. This information will provide a picture of students' level of preparedness based on the pre-requisite knowledge and skills needed for the course. This information can be gathered through assignments (e.g., students ability to read complex scientific texts), surveys, observational checklists, and/or anecdotal notes.

For example: a Computer Programming teacher may administer and analyze a performance assessment to determine students level of preparedness.

Historical data, such as students' writing or art portfolios, science projects, or students' grades in previous classes (ensuring that there is an understanding of the criteria for the grades given by the students' previous teachers).

For example: the third grade teacher may examine students' K-2 art portfolios to determine the use of basic art elements.

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The use of multiple data sources will allow teachers to form a more comprehensive picture of the students in the class, and more likely get as close as possible to students' true starting points. Once the data have been collected, teachers should examine and interpret the available data (e.g., student work samples from the previous year, class/course surveys, initial benchmarking assessment, or end of year grades) in order to form a comprehensive picture of the students in the class. When multiple data sources are used and show similar areas of student strengths and weaknesses, teachers can be more confident in the starting points and the targets established. By considering areas of relative strength and weakness, teachers can determine the starting points of students relative to the SLO.

However, when one assessment shows students struggling in a particular skill and another assessment shows them performing well in that skill, teachers need to look closely at the items on both of the assessments to try to identify the source of discrepancy. Although this may not always be possible, the use of more than one data source will help to shed light on the particular aspects of the knowledge and skills in which students struggle or are successful. **Consider the following scenario and how the examination of data can allow for setting thoughtful targets and guiding instruction**.

Scenarios:	**Examining student data to understand learning, determine starting points, and set targets**
Use of Data Source #1: State Assessment	**The 5th grade teachers at Riverview Elementary School met to examine selected data about how students had performed on the previous year's mathematics state assessment. The teachers examined the results on each math strand and found that most students were proficient in arithmetic. However, they struggled with geometry skills concerning shapes and measurements.**
Use of Data Source #2: End-of-Year 4th Grade Common Assessment	**Using the end-of-year 4th grade common assessment on geometry, the teachers observed that the content strand which caused students to struggle the most was measuring perimeters of polygons. Since calculating perimeters was a matter of adding, and students had performed well on the addition strands of both the annual and unit assessments, the teachers were perplexed. They decided to collect new data on students' geometry skills using questions from the supplemental workbooks of their standards-based math curriculum.**
Use of Data Source #3: Supplemental Workbooks	**When reviewing the students' workbook responses, they noticed a pattern. Students performed well on simple perimeter problems when the shapes were drawn for them, but on word problems that required them to combine shapes before adding, they struggled. The teachers hypothesized that students' difficulties were not with calculating perimeters, but with considering when and how to combine polygons in response to real-world problems. They further hypothesized that students would benefit from opportunities to apply basic geometry skills to unique situations.**

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Setting Targets

Knowing students' starting points by using baseline data lets teachers set SLO Targets that are both rigorous, yet attainable for the students in their class. Starting points enable teachers and administrators to determine the amount of progress that students will make during the course or year. **One way of determining starting points for students is to identify three levels of preparedness for the curricular focus of the Learning Goal**. Tiered targets are specific growth targets for individual students or groups of students. They help to more accurately capture an educator's contribution to learning because goals are not focused on attainment of information, but rather on individual growth:

Low Level: Students have not mastered **pre-requisite knowledge or skills** necessary for the course
Average Level: Students are **appropriately prepared** to meet the demands of the course
High Level: Students have **already mastered some key knowledge and skills**

Targets can be set for a whole class, differentiated groups, or individual students.

Whole Group Target	Tiered Targets	Individual Targets
One target for all students included in the SLO. **This works best when:** • **All students score similarly on the baseline data,** • **The course content requires a certain level of mastery from all students in order to pass/advance (e.g., a C&T course in Plumbing),** • **It is necessary for all students to work well together (e.g., orchestra, theater, dance).**	**Two to three targets for groups of students identified by the SLO.** **This allows for projecting achievement for students who are at, above, or below grade level.**	**Each student identified by the SLO receives a target.** **This can work well in Special Education settings when class sizes are small.**
Example: **100% of students will pass the certification exam for the career and tech course.**	**Example:** **The 18 students who scored a 2 on the baseline writing prompt will score a 3 or higher on the final of monthly writing prompts.** **The 6 students who scored a 3 on the baseline writing prompt will score a 4 or higher on the final monthly writing prompt.** **The 4 students who scored a 4 on the baseline writing prompt will score a 5 or higher on the final monthly writing prompt.**	**Example:** **80% of the students will meet individual targets on Fountas and Pinnell guided reading levels:** **Student 1 will reach a Level O** **Student 2 will reach a Level N** **Student 3 will reach a Level M** **Student 4 will reach a Level K** **Student 5 will reach a Level N** **Student 6 will reach a Level L**

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SLO Targets can be written as either measuring **student progress or as student mastery**. A progress target is defined as an *increase in points, or levels, from the beginning to the end of the year.* On the other hand, a mastery target is a *static score that could be defined as percent or other form of achievement level* that demonstrates students' growth from the beginning to the end of the year.

Progress Target examples: **85% of students will grow by 1 level or more on their summative assessment.** **80% of students will grow by 45 percentage points on the summative assessment.**
Mastery Target examples: **85% of students in the average performing group (partially proficient and proficient scores) will score at a Level 3 or 4 on the summative assessment.** **80% of students in the average performing group (partially proficient and proficient scores) will score 75% or higher on the summative assessment.**
Combination Progress and Mastery Target example: **80% of students will score at a Level 3 or 4 on the summative assessment, and the other 20% will grow by 1 level from their baseline data.**

Whichever way the target is written, it should show student growth rather than simply attainment of a score. The use of baseline data will allow the targets to clearly illustrate this growth.

> ***While the deepest insight into schools and students can be gained by crossing different measures to gain a better-rounded picture of the school and its challenges, even a relatively simple analysis of school data can help teachers shape their practice more effectively.***
>
> *- Bernhardt, 2009*

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Baseline Data Worksheet

Use the following worksheet to help guide the identification of appropriate baseline data to consider collecting, analyzing, and using in order to set SLO targets.

Learning Goal *What do my students need to know or be able to do?*	
Baseline Data *What data are available for me to review?*	
What do these data tell me about my students?	
Do these data impact my Learning Goal? (If yes, revise and reexamine the baseline data.)	
How will I group students for my Targets based on these data (e.g., whole group, tiered, individual)?	
How will I set my Targets based on these data (e.g., progress, mastery, combination)?	
What other data do I need and how can I gather these data?	
Do these new data alter the Targets or groups?	

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Baseline Data Worksheet (Grade 5 Physical Education example)

Use the following worksheet to help guide the identification of appropriate baseline data to consider collecting, analyzing, and using to set SLO Targets.

Learning Goal ***What do my students need to know or be able to do?***	***My fifth grade students will understand, monitor, and be able to explain in writing how physical fitness and nutrition influence their health and wellness.***
Baseline Data ***What data are available for me to review?***	• ***Interviews with previous year and current year teachers on basic math skills (necessary for calculating calories, nutritional facts, portions, distance, etc.) and writing skills*** • ***Student writing portfolios*** • ***Previous success in physical education courses*** • ***State assessment from 4th grade (mathematics)***
What do these data tell me about my students?	***I was able to identify the students that had a solid grasp of 4th grade mathematical skills as well as those students that are able to communicate well in writing. In addition, these baseline data provided me with information about which students would be in need of additional support in mathematics, writing, or in both.***
Do these data impact my Learning Goal? (If yes, revise and reexamine the baseline data.)	***No, based on the baseline information, a majority of the students will be able to calculate the necessary information and to be able to communicate their learning about the influence of physical fitness and nutrition on their health and wellness.***
How will I group students for my Targets based on these data (e.g., whole group, tiered, individual)?	***Because students are expected to demonstrate their understanding of the physical education/health content in conjunction with using math and writing skills, the baseline data indicate that students should be grouped in the following tiered Targets:*** • ***Students who demonstrate a solid understanding of 4th grade mathematics and writing skills.*** • ***Students who have some understanding of 4th grade mathematics and/or writing skills.*** • ***Students who struggle with 4th grade mathematics and/or writing skills.***
How will I set my Targets based on these data (e.g., progress, mastery, combination)?	***Targets will be set as a combination because the majority of the students were stronger in their math and writing skills than students from previous years. Therefore, I would expect:*** • ***100% of students in the high group to demonstrate proficiency or above on the summative assessment,*** • ***80% of the average group to demonstrate proficiency on***

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	the summative assessment and the other 20% to grow by 1 level from the baseline data (mathematics and writing). • ***100% of the low group to grow by at least 1 level from the baseline data.***
What other data do I need and how can I gather these data? (Consider Mid-Year data and conference to alter beginning of year Targets.)	***A student writing sample from a Wellness journal that includes how they calculate potential calories burned, distance walked/run, a tally of calories consumed from what they eat and drink, a counting of servings from the different food groups, and a reflection on how they felt before, during and after the physical activity. This journal entry will allow me to identify how the students currently apply their math and writing skills within the context of physical education.***
Do these new data alter the Targets or groups?	***After three weeks of reviewing journals as part of the baseline data, my Targets have changed. Students in the average group are stronger than expected and are performing as well as the students in the high group. The students in the low group are, however, in need of support. Therefore, I would expect:*** • ***100% of students in the high and average group to demonstrate proficiency or above on the summative assessment,*** • ***100% of the low group to grow by at least 1 level from the baseline data.***

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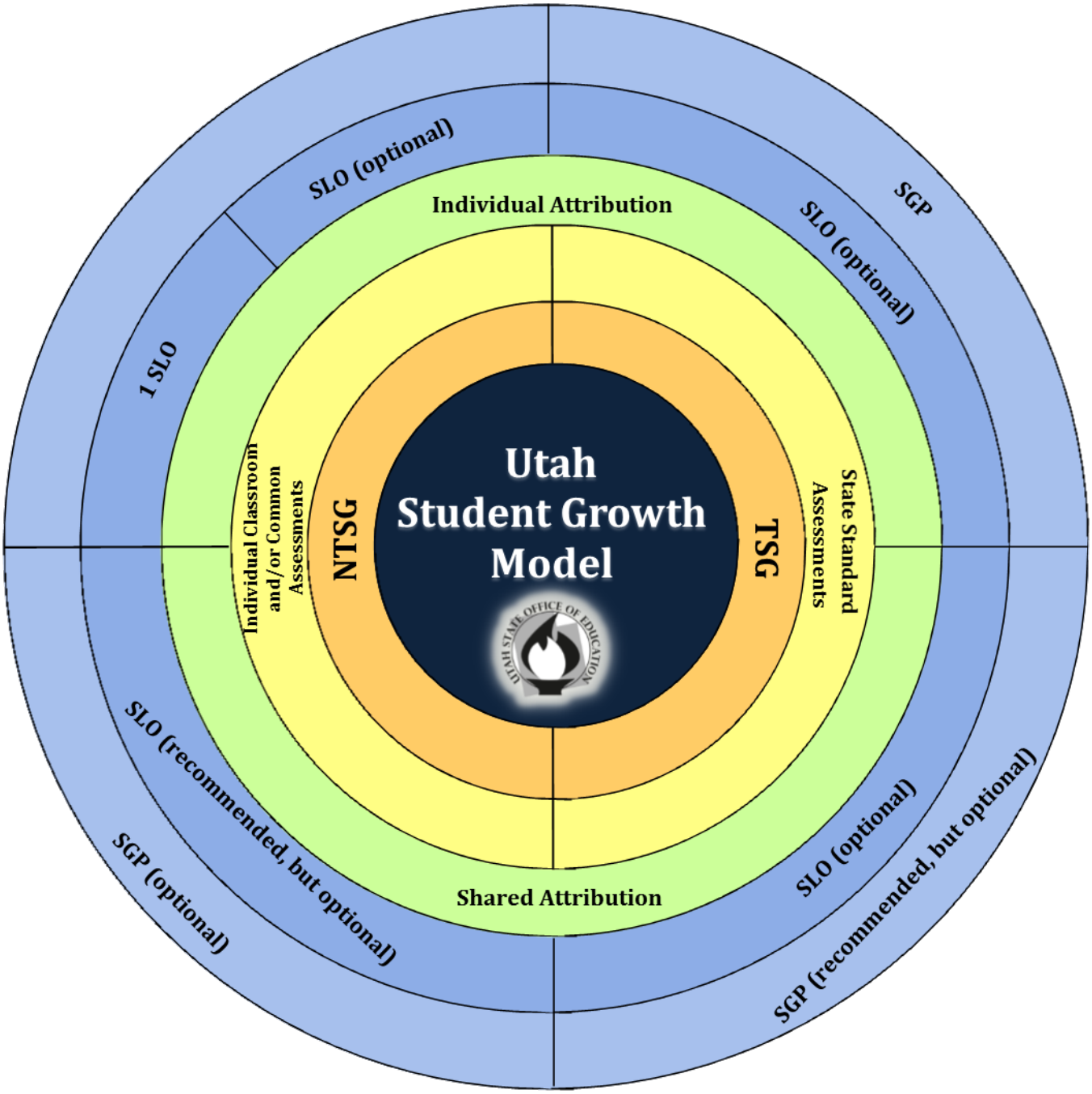

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UTAH GUIDANCE FOR STUDENT LEARNING OBJECTIVES: SUMMARY DOCUMENT

INTRODUCTION:

The Utah Student Growth Workgroup recommends the use of Student Learning Objectives (SLOs) to document educators' contributions to student performance in non-tested subjects and grades. The SLO approach is designed to reflect and incentivize good teaching practices. In essence, educators establish learning goals, monitor students' progress toward these goals, and then assess the degree to which students have met the students' target outcomes.

The Student Learning Objectives Guidance Document will help guide educators and administrators in designing and implementing the SLO process. This document is divided into four sections: 1) SLO Validity; 2) Process for Establishing SLOs; 3) Assessment/Measures; and, 4) Oversight and Support.

SLO VALIDITY:

The number and specificity of the SLOs are important considerations in terms of maximizing the validity of the evidence regarding the claims one is trying to make as a result of the SLO process.

The following recommendations are designed to maximize the validity of the SLOs:

1. All non-administrator educator evaluations shall include a minimum of two SLOs for each individual educator in a building during the 2014-2015 school -year. This number may be increased in future years.
2. SLOs for each educator should be representative of the set of courses/subjects they teach as much as possible.
3. The selected SLOs shall be linked to the appropriate specific content knowledge and skills from the Utah Core Standards in each course.
4. At the school and/or district discretion, educators shall participate in a shared or aggregate SLO, in addition to the one individual SLOs required by teachers of non-tested subjects and grades.
5. SLOs for educators should reflect consideration of the overall district/school improvement plan.
6. Growth-based SLOS should be encouraged and employed where possible to do so in technically defensible ways.
7. The SLOs should be ambitious but realistic. The student learning objectives should be assessed according to the *Utah Rubric for Assessing Quality SLOs* that includes at least three levels to differentiate the quality of the SLOs and encourage the development of high quality SLOs throughout districts and the state.

PROCESS FOR ESTABLISHING SLOS:

The process of setting Student Learning Objectives is critical to the fairness, educator buy-in and manageability of the SLOs. The process should be comparable within the building and eventually comparable across the district. With the help of USOE developed statewide example content area SLOs and the *Utah SLO Guidelines and Toolkit*, districts will strive to be as consistent and comparable in the development of SLOs as possible.

The following recommendations are designed to maximize the consistency and comparability of the SLO development process:

1. Each district shall establish a framework for ensuring that the SLO development process across the district is as comparable as possible. The *Utah Rubric for Assessing Quality SLOs* shall be used to ensure the SLO development process is consistent.

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2. Generally, the school principal is legally responsible for the evaluation of all personnel in the building and therefore should approve all SLOs
3. In addition to school administrators, teams of educators shall be involved in a collaboration process when establishing and developing both shared and individual educator SLOs. School teams and leaders may also be established to help review SLOs for quality prior to administrator approval.
4. The Student Learning Objectives shall be established as close to the individual student as possible; each educator shall have considerable say in establishing his/her SLOs.
5. Relevant performance and baseline data on students for whom SLOs will be set, as well as data from the same course in prior years, shall be used to assist in establishing meaningful targets.
6. The SLO should be established within six weeks of the start of the course or class.
7. The statewide *Utah SLO Model Template* or the components within shall be used to establish SLOs. The template shall include documentation of learning goals, assessments, and targets.
8. Statewide example SLOs shall be developed for non-tested subjects and grades and districts will use these SLOs to assist in the development of content area SLOs as appropriate. Contextualization of the statewide example SLOs will be documented through the targets and instructional strategies.

ASSESSMENTS/MEASURES:

Educators should rely on the highest quality assessments available to evaluate SLOs. Assessments should best match the specific learning goals. It will be a challenge in the early years to find high quality assessments to measure student learning with the SLOs, however, this should be seen as an opportunity to improve the quality of local assessments.

The following recommendations help guide the assessment component of the SLO process:

1. State standard-based assessments shall be used to evaluate the educators' contributions to student performance in the subjects and grades where such assessments are available.
2. When state assessments are not available (specifically for non-tested subjects and grades), schools and districts will have to choose another method for assessing student learning. Those districts that have high quality common assessments shall provide a verifiable method for applying student assessment results to educator evaluation. Using SLOs and setting target outcomes for student growth is recommended. USOE and consortia of districts shall be encouraged to facilitate the development of resources and tools (e.g., common assessments, common scoring rubrics) as examples to aid in the assessment of learning goals in non-tested subjects and grades.

3. Districts that do not have standardized high quality assessments available for NTSG will use SLOs (learning goals, assessments, and targets) as the analytic method to provide evidence of student learning.
4. Districts shall use the *Utah Assessment Review Tool* to assure high quality assessments are used.
5. The relative weighting of SLOs along with other measures of student performance and growth, such as shared attribution and the use of state standardized tests, shall be determined by the Utah State Board of Education.
6. Educator evaluation ratings for SLOs should be scored using a four point scale (e.g., exceeds SLO, meets SLO, partially meets SLO, and does not meet SLO).

OVERSIGHT AND SUPPORT:

Educators will need professional development to gain the knowledge and skills necessary to sustain wide-scale implementation of the SLO process. In order to promote comparability and consistency in the SLO process, some level of monitoring and oversight at the state level will be necessary.

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The following recommendations address the need for monitoring and support for the districts and schools:

1. USOE, based on recommendations from the Student Growth Workgroup, shall create clear guidance for creating SLOs and the SLO process. A *Utah SLO Guidance and Toolkit* shall be provided, as well as statewide example content area SLOs that may serve as models for districts to use.
2. A state SLO Review Committee shall be established to review and support the SLO process, including evaluating the quality and development process of learning goals, assessment measures, and target performance outcomes. A district local review process shall also be used to assist with developing comparability and consistency of SLOs at each grade level or span.
3. USOE will provide statewide example SLOs in NTSG content areas that may be used as the SLO process is being implemented. The statewide example SLOs will be developed by state and local content specialists working with teacher representatives in content area writing groups.
4. USOE, along with contributing schools and districts, shall develop a Utah SLO resource bank of statewide example SLOs and potential assessment instruments and scoring rubrics.
5. Each district, with USOE support, shall design a structure and process for providing professional development on the implementation of SLO processes for its educators and administrators.
6. USOE shall provide an evaluation pilot of student growth measures and SLOs in 2013-14. The results will be used to inform subsequent modifications to the SLO process, the *Utah Model SLO Template*, and the weighting of evidence of student growth and learning in the Utah evaluation system.

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Utah SLO Guidance: FACT Sheet

August 1, 2014

Tight: What districts MUST do	Loose: What districts have the OPTION to do
• All students will be assessed using SAGE in TSG and growth will be determined using SGPs • Teachers of TSG will receive aggregated student learning and growth results • Teachers of NTSG will use SLOs to measure student growth and learning • Subjects / courses for SLOs will be selected by educators, but districts will have discretion to make policy concerning how these selections are made • Teachers will implement 2 SLOs (or two measures of growth) • One of the two SLOs MUST be an individual SLO • If an educator teaches the same TSG (only one TSG subject or course) and no other subject or course, the SGP will be used; another measure of student growth is NOT required in this case • If an educator teaches two TSG or some arrangement of TSG and NTSG, then two measures of student growth will be required; this includes elementary teachers grades 4+ • Administrators will approve SLOs and use SLO and SGP results for educator evaluation • SLOs will be reviewed for quality and consistency using the *Utah Rubric for Assessing Quality SLOs* (pp. 19-28 in *Utah SLO Toolkit*) • NTSG assessments for students will be of high quality; the *Utah Assessment Review Tool* is available to assist with reviewing the quality of assessments • SLOs will be representative of the subjects / courses taught and MUST be linked to Utah Core Standards • The *Utah Model SLO Template* (or the components of the template) will be used statewide; the template is available on-line (pp. 9-17 in *Utah SLO Toolkit*)	• Assessments may be developed for SLOs at the teacher, school, or district level; commercial assessments for SLOs may be used (if reviewed for quality, validity, and applicability) • Districts, schools, and teachers may write SLOs using the format and *Development Guid*e for the *Utah Model SLO Template;* statewide example content area SLOs are available to guide the development of SLOs • SLOs created by districts may be shared with the USOE to be included in the state SLO bank of example SLOS • Administrators may use team leaders, department chairs, etc. to provide oversight of the SLOs being developed, prior to administrator final approval • Statewide example SLOs will be provided by the USOE and districts are encouraged to use them in part or in whole as needed • Contextualization of SLOs will occur through the setting of student target outcomes. • *Utah Student Growth Model* outlines LEA attribution options • Options for educators to be evaluated through multiple growth measures allow schools and districts to require more than two measures of growth, a combination of SLOs and SGPs, or a combination of individual and shared attribution of SLOs and SGPs • Districts may require educators of TSG to implement SLOs • Shared attribution of SLO results with other NTSG teachers and TSG teachers is encouraged • NTSG sharing attribution of TSG results is encouraged • Teacher collaboration and working within learning communities is encouraged

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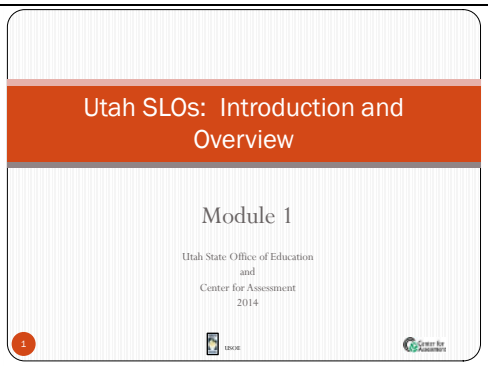
Utah SLOs: Introduction and Overview

Module 1

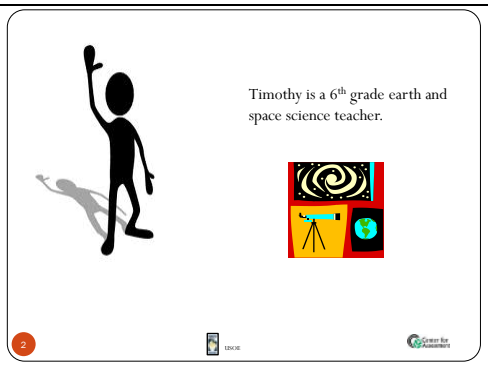
Slide 1:

Welcome to the Utah State Office of Education's **Introduction and Overview to Utah Student Learning Objectives Module 1**. We have prepared a series six of modules with a focus on the needs of teachers that will help you to deepen your understanding of the SLO components as well as the information that supports it. In order to expand your knowledge of SLOs we suggest you view each of the modules and to use the Utah SLO Guidelines and Toolkit to assist in your learning about SLOs. You may also wish to visit the Center for Assessments SLO Toolkit at www.nciea.org.



Slide 2:

Timothy is a 6th grade earth and space science teacher who will have Student Learning Objectives (SLOs) as part of his teacher evaluation rating. In this module, we will learn about SLOs and their components.



Slide 3:

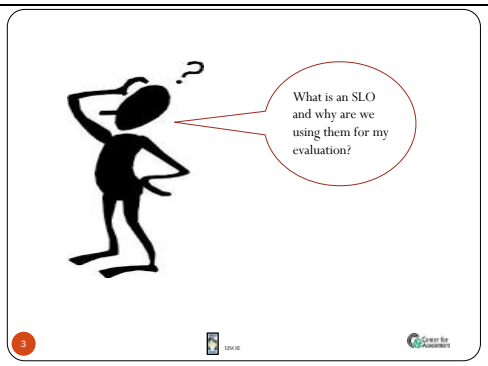
What is an SLO and why are we using them for my evaluation?

Many states and districts are creating educator evaluation systems that include academic student performance information. SLOs are one method to document the influence that educators have on student learning over a specific amount of time. SLOs are content- and grade or course-specific learning objectives that can be validly measured to document student learning over a defined and significant period of time (e.g., semester or year). SLOs can constitute an instructional improvement process, driven by teachers in all grades and subjects.

Student Learning Objectives provide the opportunity for all teachers to be able to:

- **set meaningful goals,**
- **collaborate with other educators around shared goals,**
- **monitor student and teacher progress toward goals,**
- **evaluate the extent to which goals were achieved.**

In other words, SLOs encourage and support good teaching and learning!



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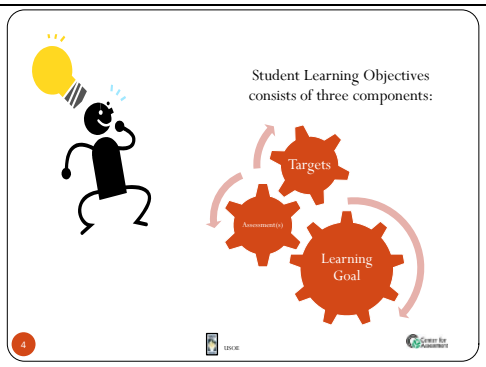
Slide 4:

Student Learning Objectives consists of three components: a learning goal, assessment(s), and targets.

The learning goal is a description of what students will be able to do at the end of the course or grade. It is based on one or more of the overarching or big ideas that are central to a discipline or course and have lasting value beyond the classroom.

Timothy will want to think about SMART goals as he develops these learning goals. SMART is an acronym for goals that are Specific, Measureable, Attainable, Relevant, and Time bound.

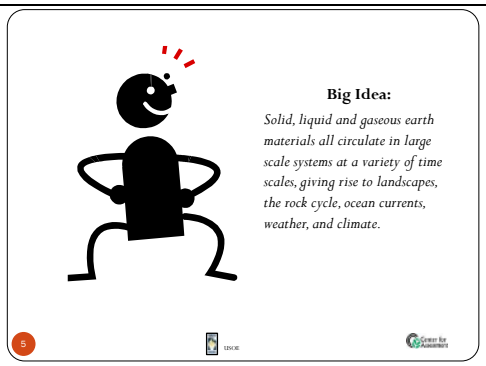


Slide 5:

As Timothy begins to write a SMART Learning Goal, he thinks about the "big idea" that will support it.

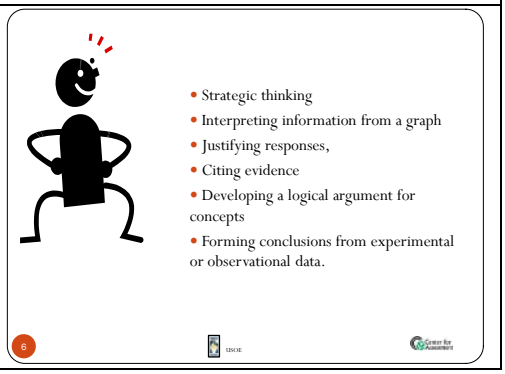
He knows that a "big idea" is one that will link his units and lessons to focus his daily instruction for his students and help them to understand "why does this learning matter".

He considers: "Solid, liquid and gaseous earth materials all circulate in large scale systems at a variety of time scales, giving rise to landscapes, the rock cycle, ocean currents, weather, and climate" as the overarching concept that integrates many science standards from his curriculum.



Slide 6:

Timothy knows that for students to truly understand this concept, they will need to apply strategic thinking including interpreting information from a graph, justifying responses, citing evidence and developing a logical argument for concepts, and forming conclusions from experimental or observational data.



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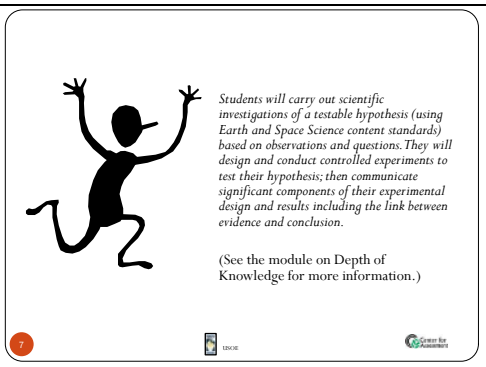
Slide 7:

Based on the development of his preliminary information, Timothy is able to develop a meaningful Learning Goal for his course; one that is taught and assessed throughout the year:

Students will carry out scientific investigations of a testable hypothesis (using Earth and Space Science content standards) based on observations and questions. They will design and conduct controlled experiments to test their hypothesis; then communicate significant components of their experimental design and results including the link between evidence and conclusion.

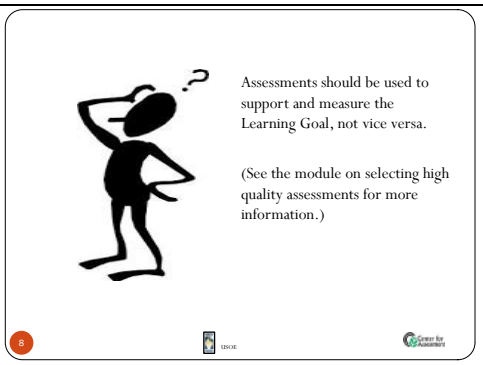
(See the module on Depth of Knowledge for more information.)



Slide 8:

It was important for Timothy to develop his Learning Goal prior to determining his assessments. Assessments should be used to support and measure the Learning Goal, not vice versa. As Timothy considers possible assessments, he knows that they need to be standards-based measures of student knowledge and skills that are aligned to his Learning Goal. There are a number of assessment options for him to consider, including performance-based, projects, and district-level assessments. The implementation of these types of assessments will also require the development and use of rubrics.

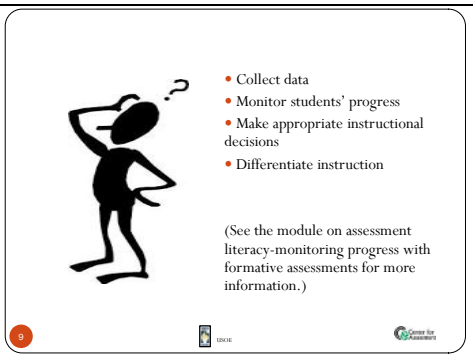
(See the module on selecting high quality assessments for more information.)



Slide 9:

Since Timothy's class is a year-long course, he wants to be sure that he collects data throughout the year to monitor his students' progress and to make appropriate instructional decisions that will allow for differentiated instruction. Timothy is planning to collect formative science investigations from his students at least three times during the year to be sure that students are prepared for the summative investigation in which they have to independent put all the pieces together.

(See the module on assessment literacy-monitoring progress with formative assessments for more information.)



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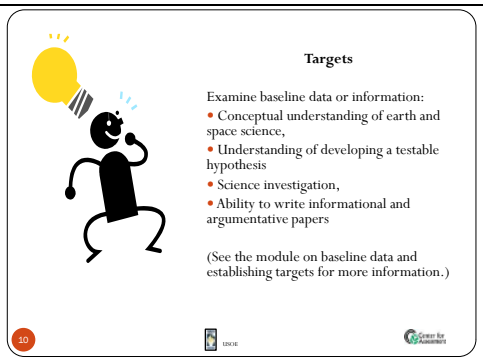
Slide 10:

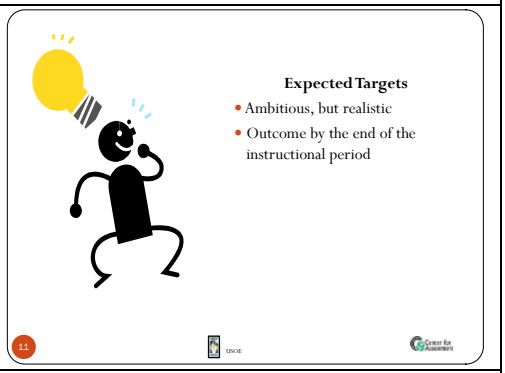
Finally, Timothy needs to contextualize the SLO for his classes. He does this by identifying the expected outcome for his students by the end of the school year. In order to set targets, Timothy examines baseline data or information about his students' level of performance at the beginning of the school year. There are several things that Timothy wants to know about his students, including their conceptual understanding of earth and space science, their understanding of developing a testable hypothesis and a science investigation, as well as their ability to write information and argumentative papers.

(See the module on baseline data and establishing targets for more information.)



Slide 11:

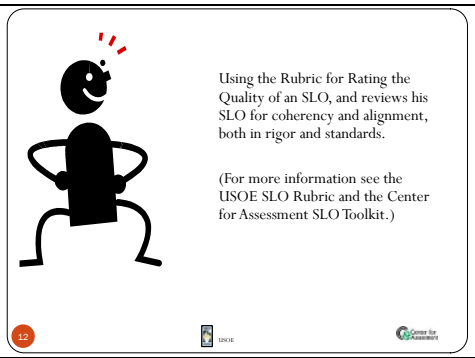
As Timothy considers the expected targets for his students, he wants to be ambitious, but realistic. He knows from past teaching experience that he can move just about all of his students at least one level and those that are very close to demonstrating proficiency of the pre-requisite skills, he is confident that he can help them move up to the high level. Based on this knowledge, Timothy sets his expected targets for measuring his students' understanding of the Learning Goal.



Slide 12:

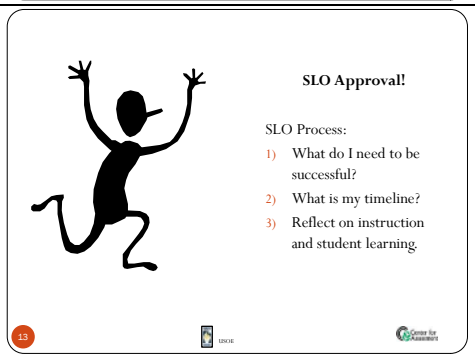
Before Timothy submits his SLO to his administrator for approval, he refers to the Rubric for Rating the Quality of an SLO, and reviews his SLO for coherency and alignment, both in rigor and standards.

(For more information see the USOE SLO Rubric and the Center for Assessment SLO Toolkit.)



Slide 13:

When Timothy meets with his administrator, he receives approval on the SLO, affirming that each aspect of the SLO is of an acceptable quality. Together, they review the SLO process which began with the development of the learning goal, identification of assessments, and setting targets for his students. Timothy's administrator next asks him to identify his goals for the year to ensure that his students are successful. Timothy shares that he will want to collaborate with other science teachers at his school and in the district in order to score and analyze student work, as well as seek out additional training on developing high quality science investigations. There are two last steps of the SLO process. Timothy will want to create a timeline



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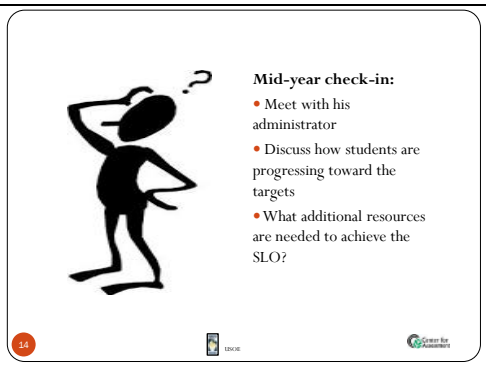
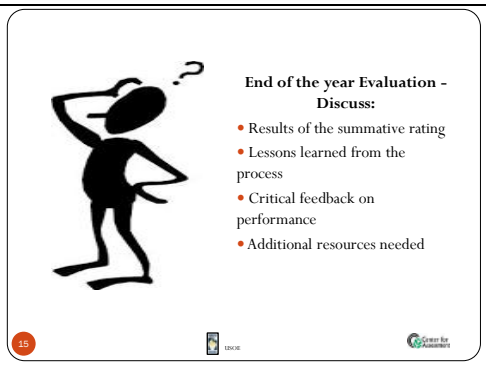
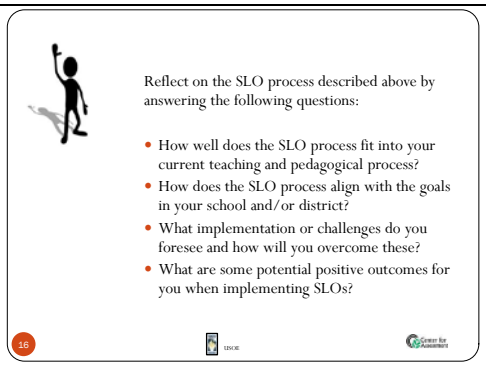
that outlines when he will be implementing his goal, administering student assessments, and analyzing the data to be sure that he and his students meet with success. And finally, Timothy will develop a reflection strategy to keep track of the instructional changes made and the evidence to support these changes, learning that was gained from his collaboration and training, as well as lessons learned in the SLO process.	
Slide 14: Mid-year Timothy will meet with his administrator as a midcourse check-in to discuss how his students are progressing toward the targets that he set, which students are struggling or exceeding expectations, and what additional resources he might need as he works to achieve his SLO.	
Slide 15: And finally, at the end of the year, after he has delivered the final assessment, Timothy will compile all of the information and data in a way that is clear and concise in order to share with his administrator. At his end-of-the-year evaluation they will discuss: • the results of the summative rating • lessons learned from the process • critical feedback on Timothy's performance that were valuable for improving student learning as well as those aspects that could be improved • additional resources that would provide reinforcement or opportunities for Timothy	
Slide 16: Reflect on the SLO process described above by answering the following questions: • How well does the SLO process fit into your current teaching and pedagogical process? • How does the SLO process align with the goals in your school and/or district? • What implementation or challenges do you foresee and how will you overcome these? • What are some potential positive outcomes for you when implementing SLOs?	

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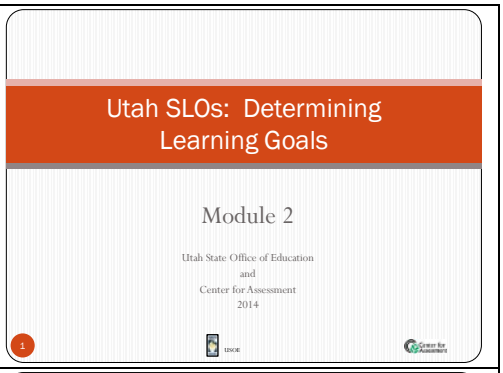
Utah SLOs: Determining Learning Goals

Module 2

Slide 1:

Welcome to the Utah State Office of Education's **SLO Learning Goals Module 2**. We have prepared a series of six modules with a focus on the needs of teachers that will help you to deepen your understanding of the SLO components as well as the information that supports it. In order to expand your knowledge of SLOs we suggest you view each of the modules and to use the Utah SLO Guidelines and Toolkit to assist in your learning about SLOs. You may also wish to visit the Center for Assessments SLO Toolkit at www.nciea.org.

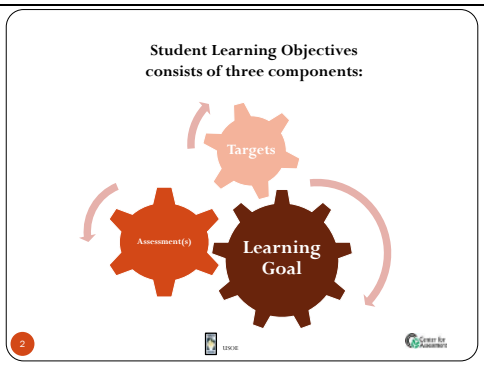


Slide 2:

Student Learning Objectives consists of three components: a learning goal, assessment(s), and targets.

The learning goal is a description of what students will be able to do at the end of the course or grade. It is based on one or more of the overarching or big ideas that are central to a discipline or course and have lasting value beyond the classroom.

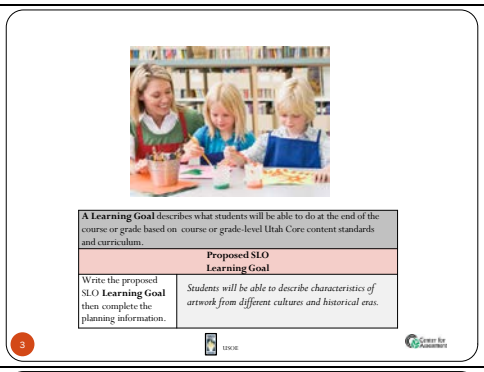
You will want to think about SMART goals as he develops these learning goals. SMART is an acronym for goals that are Specific, Measureable, Attainable, Relevant, and Time bound.



Slide 3:

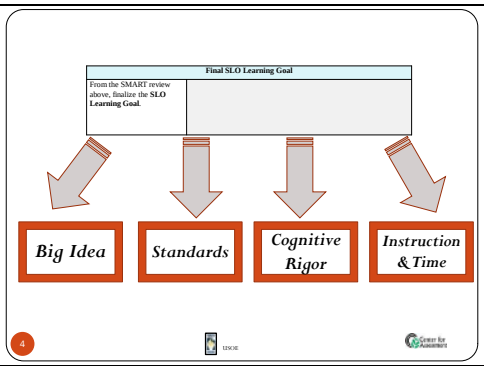
Susan is an elementary art teacher for grades 3, 4, and 5. She is developing her SLO Learning Goal and has **proposed** it as:

Students will be able to describe characteristics of artwork from different cultures and historical eras.



Slide 4:

Planning for writing a **final** learning goal requires thoughtfully identifying and synthesizing a big idea, content standards associated with the big idea, the appropriate cognitive rigor, the instructional strategies and the necessary time span to teach the learning goal.



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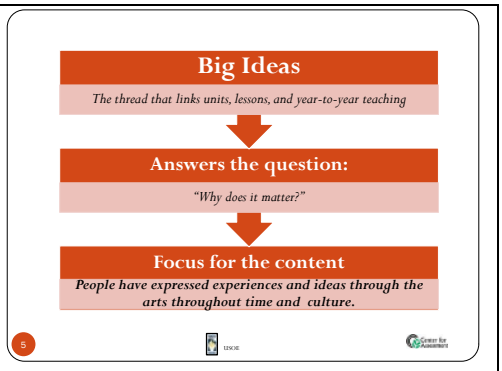
Slide 5:

Susan knows that big ideas are the thread that links units, lessons, and year-to-year teaching. They provide a way to focus daily classroom activity on **meaningful** goals and a way to think about her curriculum that helps her students answer the question: ***"Why does it matter?"***

Susan realizes that the big Idea is essential to provide a focus for the specific content as opposed to what she expects students to be able to do and considers what **big idea** is supported by the proposed learning goal.

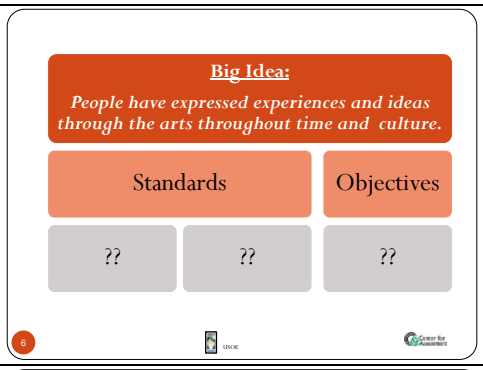
She recognizes the importance of having her students understand art through time and cultures and identifies the big idea as:

People have expressed experiences and ideas through the arts throughout time and across cultures.



Slide 6:

Susan knows that this big idea is an overarching concept that integrates all of the grades that she teaches, but she needs to be sure that there are grade level standards associated with this big idea in the grades she is implementing this SLO Learning Goal.

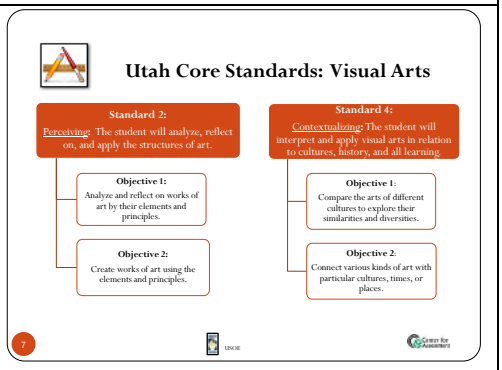


Slide 7:

She refers to her Utah Core Standards for Visual Arts and finds that Standards 2 and 4 aligns to her SLO Learning Goal for all the grades that she teaches. These standard include:

Standard 2: Perceiving**:** The student will analyze, reflect on, and apply the structures of art.
Objective 1: Analyze and reflect on works of art by their elements and principles.
Objective 2: Create works of art using the elements and principles.

Standard 4: Contextualizing**:** The student will interpret and apply visual arts in relation to cultures, history, and all learning.
Objective 1: Compare the arts of different cultures to explore their similarities and diversities.
Objective 2: Connect various kinds of art with particular cultures, times, or places.



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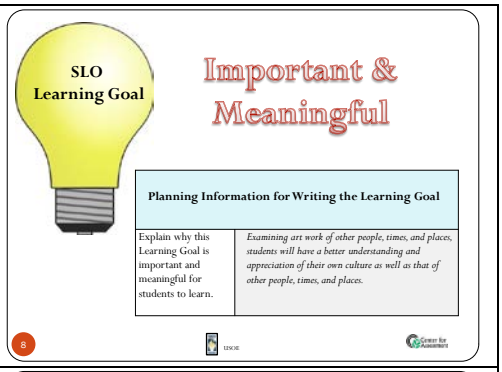
Slide 8:

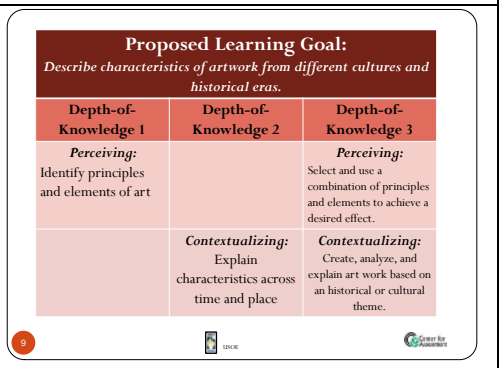
As Susan considers the learning goal, big idea, and standards, she identifies that this learning goal is important and meaningful for her students to learn because examining art work of other people, times, and places, students will have a better understanding and appreciation of their own culture as well as that of other cultures and historical times.



Slide 9:

Susan's proposed learning goal expects students to describe artworks from different cultures. Describing or explaining principles and elements of art across time and place expects students to demonstrate basic skills and concepts, and is at the most, a depth-of-knowledge level 2. But Susan realizes that she wants her students to create artwork that uses not only the principles and elements she teaches, but also the styles from different cultures. She also notes that the standards expect students to also analyze, reflect on, and make connections to their **own** artwork. Selecting and using a combination of principles and elements of art, analyzing and making connections across time and place to achieve a desired affect requires students to demonstrate complex and strategic thinking, which is at a depth-of-knowledge level 3. Her learning goal requires students to demonstrate a lower level of cognitive rigor than what is expected in the standards. Susan begins to rethink her learning goal.

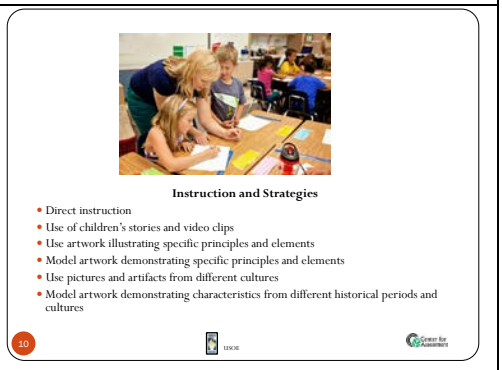
(See the module on Depth of Knowledge for more information.)



Slide 10:

Susan reflects on her units and lessons to consider what instruction and strategies she will use to engage students in understanding the concepts in her learning goal. She knows that her elementary students will require more than direct instruction. She plans to introduce the elements and principles of art through the use children's stories and video clips. She will have students examine and create artwork that employs these elements and principles. Susan will also model creating artwork that illustrates specific art principles and elements.

In addition, Susan plans to introduce artwork from the different cultures that are studied at each grade level in social studies. She knows that Native Americans are studied in grade 3, Central America is studied in grade 4, and Africa is studied in grade 5. She plans to use pictures and actual artifacts for students to examine in order to describe and to compare the principles and elements used in each culture to European art during different historical periods of time.



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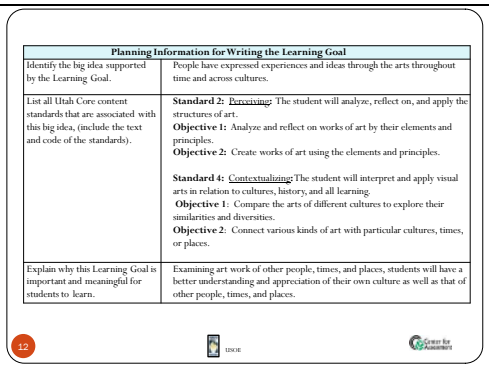
Slide 11:

Susan plans for students to learn this information throughout the course of the entire year. Since she meets with students for 40 minutes two days a week , she knows that the engagement in the elements and principles of art, along with students comparing, analyzing, and making connections will require multiple opportunities to learn during this time.

Slide 12 and 13:

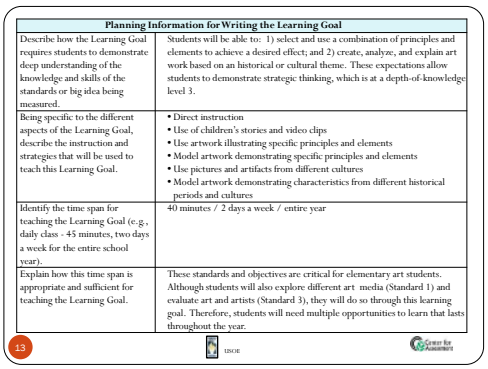
Finally, Susan reflects on all of the planning information necessary to write her final learning goal.

{NOTE: Show both slides before slide 14.}



Planning Information for Writing the Learning Goal	
Identify the big idea supported by the Learning Goal.	People have expressed experiences and ideas through the arts throughout time and across cultures.
List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards).	**Standard 2:** Perceiving: The student will analyze, reflect on, and apply the structures of art. **Objective 1:** Analyze and reflect on works of art by their elements and principles. **Objective 2:** Create works of art using the elements and principles. **Standard 4:** Contextualizing: The student will interpret and apply visual arts in relation to cultures, history, and all learning. **Objective 1**: Compare the arts of different cultures to explore their similarities and diversities. **Objective 2**: Connect various kinds of art with particular cultures, times, or places.
Explain why this Learning Goal is important and meaningful for students to learn.	Examining art work of other people, times, and places, students will have a better understanding and appreciation of their own culture as well as that of other people, times, and places.

12



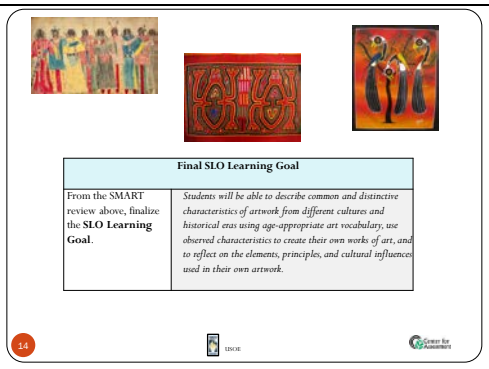
Planning Information for Writing the Learning Goal	
Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured.	Students will be able to: 1) select and use a combination of principles and elements to achieve a desired effect; and 2) create, analyze, and explain art work based on an historical or cultural theme. These expectations allow students to demonstrate strategic thinking, which is at a depth-of-knowledge level 3.
Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach this Learning Goal.	• Direct instruction • Use of children's stories and video clips • Use artwork illustrating specific principles and elements • Model artwork demonstrating specific principles and elements • Use pictures and artifacts from different cultures • Model artwork demonstrating characteristics from different historical periods and cultures
Identify the time span for teaching the Learning Goal (e.g., daily class - 45 minutes, two days a week for the entire school year).	40 minutes / 2 days a week / entire year
Explain how this time span is appropriate and sufficient for teaching the Learning Goal.	These standards and objectives are critical for elementary art students. Although students will also explore different art media (Standard 1) and evaluate art and artists (Standard 3), they will do so through this learning goal. Therefore, students will need multiple opportunities to learn that lasts throughout the year.

13

Slide 14:

Susan decides to rewrite her learning goal to include the expectations from the standards as well as to ensure that she has the appropriate cognitive rigor for her students. She records her final learning goal as:

Students will be able to describe common and distinctive characteristics of artwork from different cultures and historical eras using age-appropriate art vocabulary, use observed characteristics to create their own works of art, and to reflect on the elements, principles, and cultural influences used in their own artwork.



Final SLO Learning Goal	
From the SMART review above, finalize the **SLO Learning Goal**.	*Students will be able to describe common and distinctive characteristics of artwork from different cultures and historical eras using age-appropriate art vocabulary, use observed characteristics to create their own works of art, and to reflect on the elements, principles, and cultural influences used in their own artwork.*

14

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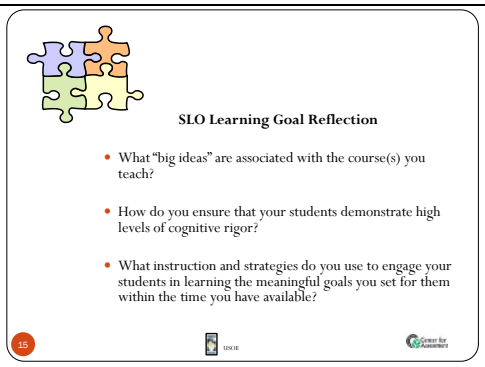
Slide 15:

Reflect on the Learning Goal writing process described above:

- What "big ideas" are associated with the course(s) you teach?
- How do you ensure that your students demonstrate high levels of cognitive rigor?
- What instruction and strategies do you use to engage your students in learning the meaningful goals you set for them within the time you have available?



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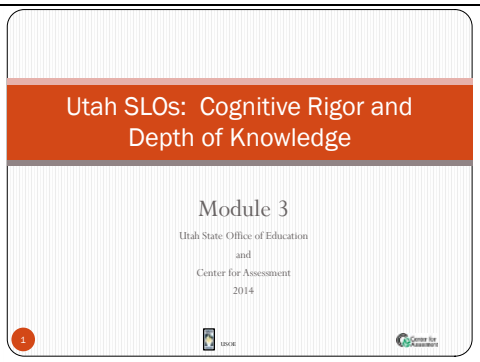
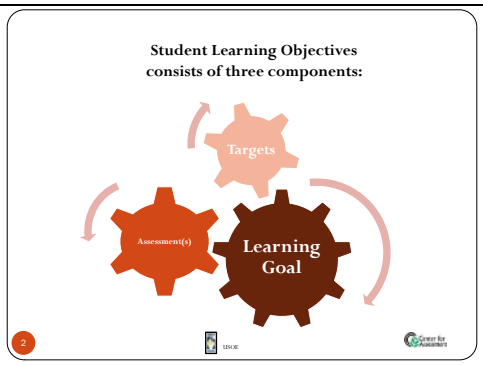
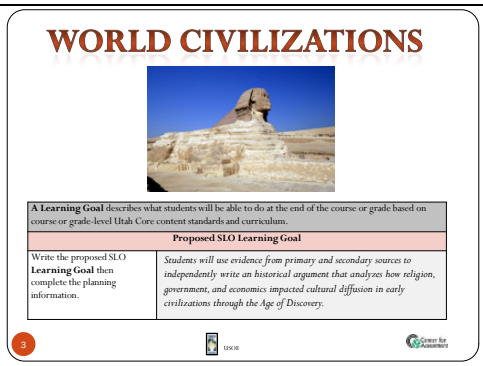
Utah SLOs: Cognitive Rigor and Depth of Knowledge

Module 3

Slide 1: Welcome to the Utah State Office of Education's **Cognitive Rigor and Depth of Knowledge for SLOs Module 3**. We have prepared a series of six modules with a focus on the needs of teachers that will help you to deepen your understanding of the SLO components as well as the information that supports it. In order to expand your knowledge of SLOs we suggest you view each of the modules and to use the Utah SLO Guidelines and Toolkit to assist in your learning about SLOs. You may also wish to visit the Center for Assessments SLO Toolkit at www.nciea.org.	
Slide 2: **Student Learning Objectives consists of three components: a learning goal, assessment(s), and targets.** **In order to develop a coherent SLO, you will need to consider the alignment of your learning goal and corresponding assessments used to measure the learning goal, as well as the expected cognitive rigor of those standards.**	
Slide 3: Jim is a 10th grade World Civilization teacher. He is developing his SLO Learning Goal and identifying the assessments that he will use to measure his learning goal. He has **proposed** his learning goal as: *Students will use evidence from primary and secondary sources to independently write an historical argument that analyzes how religion, government, and economics impacted cultural diffusion in early civilizations through the Age of Discovery.*	

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Slide 4:

He has identified the Utah State Social Studies standards that he will measure as:

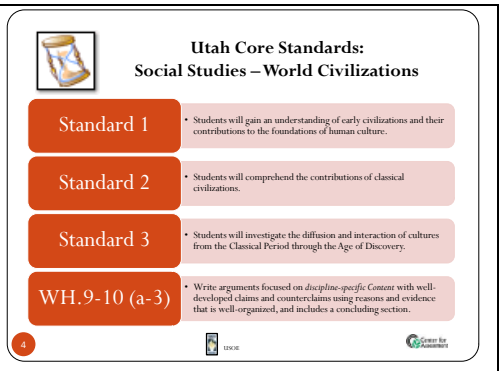
Standard 1: Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.

Standard 2: Students will comprehend the contributions of classical civilizations.

Standard 3: Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery.

As well as Writing Standards for Literacy in History/Social Studies :

CCSS-ELA-Literacy.WH.9-10 (a-e): Write arguments focused on *discipline-specific Content* with well-developed claims and counterclaims using reasons and evidence that is well-organized, and includes a concluding section.

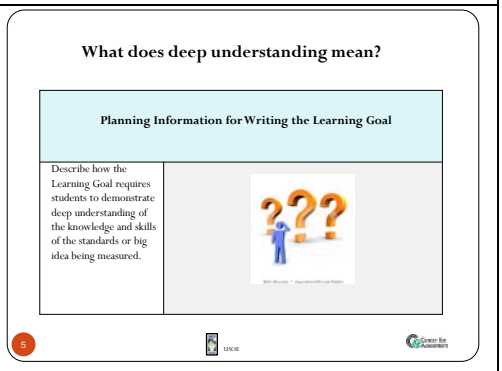


Slide 5:

The planning section asks Jim to:

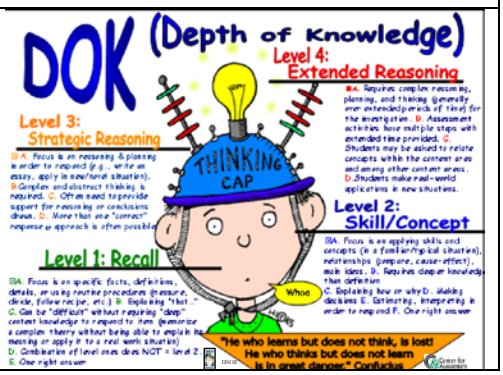
Describe how the Learning Goal requires students to demonstrate deep ***understanding*** *of the knowledge and skills of the standards or big idea being measured.*

As he considers **deep understanding**, he thinks about what he has learned about depth-of-knowledge and cognitive rigor.



Slide 6:

He knows that **deep understanding** or cognitive rigor is the kind of thinking required of students to interact with the task AND the level or complexity required of the task. But Jim is not sure what is expected at the different DOK levels, so he refers to several resources that have been given to him to clarify his understanding.



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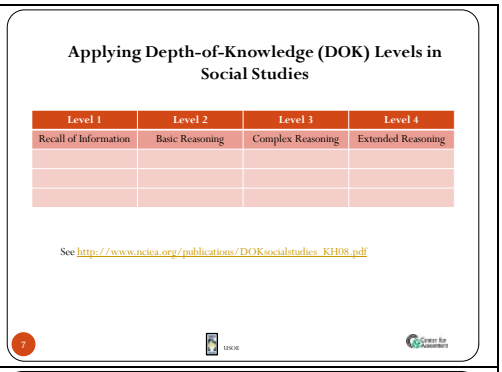
Slide 7:

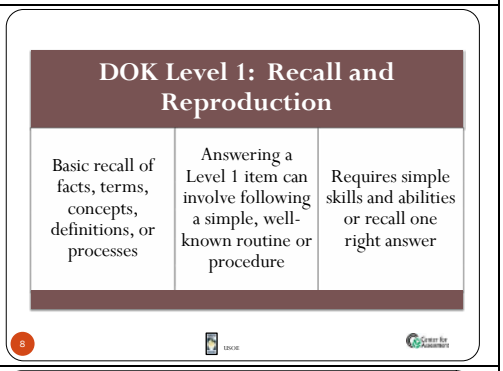
Jim specifically begins with the resource *Applying Depth-of-Knowledge (DOK) Levels in Social Studies.*

See the identified website for more information.



Slide 8:

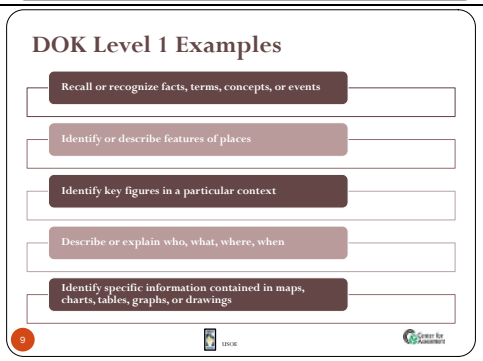
Depth-of-Knowledge Level 1 requires *Recall and Reproduction* in which students are expected to have a basic recall of facts, terms, concepts, definitions, or processes. He learns that responding to a Level 1 assignment involves following a simple, well-known routine or procedure and requires simple skills and abilities or the recall of one right answer.



Slide 9:

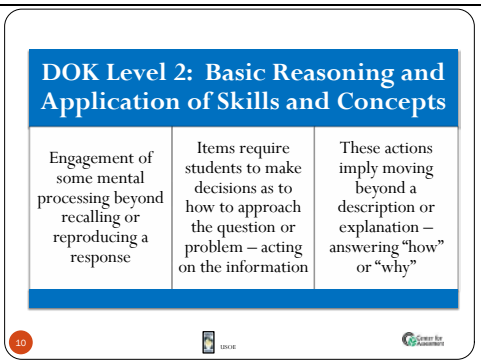
In social studies, that would include students responding by:

- **Recalling or recognizing facts, terms, concepts, or events**
- **Identifying or describing features of places**
- **Identifying key figures in a particular context**
- **Describing or explaining who, what, where, when**
- **Identifying specific information contained in maps, charts, tables, graphs or drawings.**



Slide 10:

Depth-of-Knowledge Level 2 requires the *Basic Reasoning and Application of Skills and Concepts*. This level anticipates students engaging in some mental processing beyond recalling or reproducing a response. Specifically, students would be required to make decisions as to how to approach the question or problem and then acting on the information. Jim realizes that responding to a Level 2 assignment involves moving beyond a description or explanation of recalled information to describe or explain a result. In other words, answering "how" or "why".



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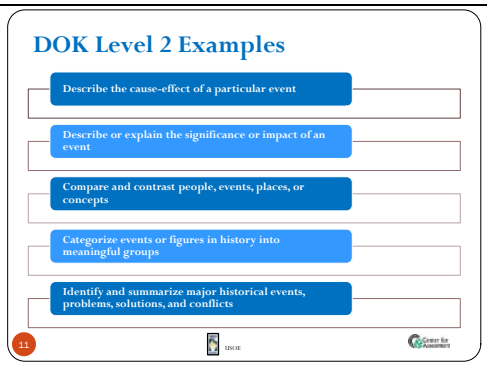
Slide 11:

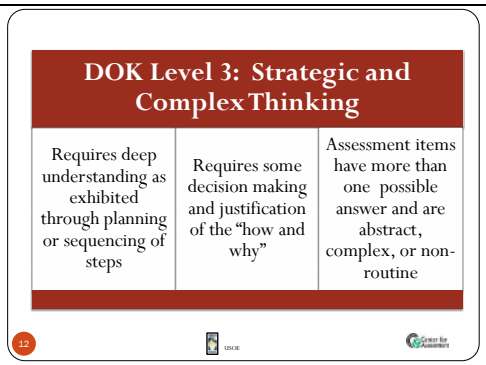
At this level students would respond by:

- Describing the cause-effect of a particular event
- Describing or explaining the significance or impact of an event
- Comparing and contrasting people, events, places, or concepts
- Categorizing events or figures in history into meaningful groups
- Identifying and summarizing major historical events, problems, solutions, and conflicts



Slide 12:

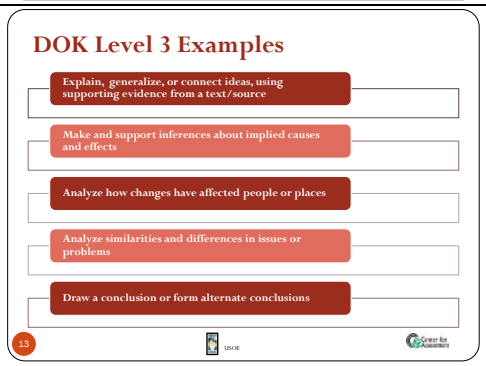
A Depth-of-Knowledge Level 3 expects students to engage in *Strategic and Complex Thinking*. At this level, students will need to go beyond describing or explaining "how and why" to justifying the "how and why" through application and evidence. This level requires deep understanding as exhibited through decision-making. Jim realizes that DOK Level assessments must go beyond one right answer, but need to be abstract, complex, or non-routine.



Slide 13:

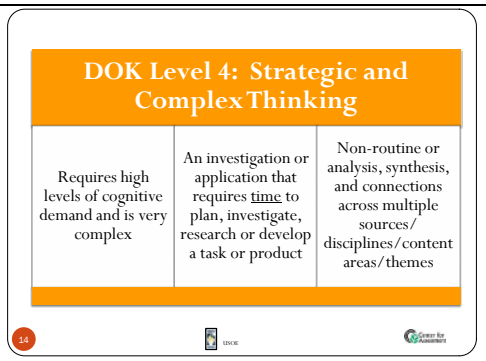
Students will need to:

- Explain, generalize, or connect ideas, using supporting evidence from a text/source
- Make and support inferences about implied causes and effects
- Analyze how changes have affected people or places
- Analyze similarities and differences in issues or problems
- Draw a conclusion or form alternative conclusions



Slide 14:

Finally, a Depth-of-Knowledge Level 4 requires *Extended Reasoning*. This level requires the complex reasoning of Level 3 along with having students plan, investigate, research, or develop a task or product that most likely requires an extended period of time. But more important than the amount of time is the expectation that the task or product requires complex and high levels of cognitive demand, such as to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources and/or describe and illustrate how common themes and concepts are found across time and place.



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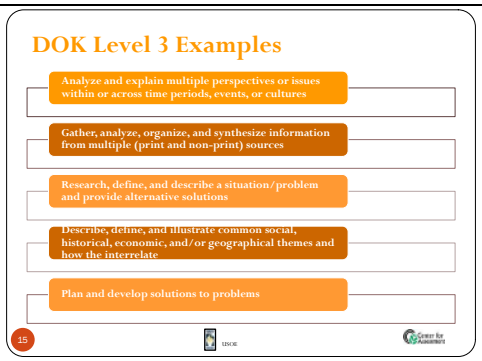
Slide 15:

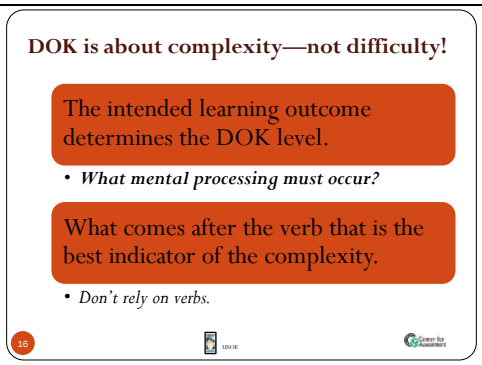
At this level, students will need to:

- Analyze and explain multiple perspectives or issues within or across time periods, events, or cultures
- Gather, analyze, organize, and synthesize information from multiple (print and non-print) sources
- Research, define, and describe a situation/problem and provide alternative solutions
- Describe, define, and illustrate common social, historical, economic, or geographical themes and/or how they interrelate
- Plan and develop solutions to problems



Slide 16:

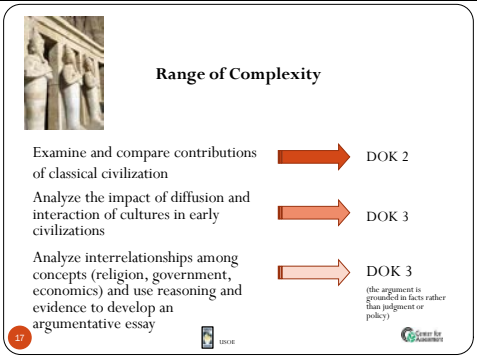
Jim recalls that Depth-of-Knowledge is about **complexity**, not **difficulty**. The intended learning outcome determines the DOK level. He understands that he must think about the mental processing that must occur and not just on the verb. It is what comes after the verb that is the best indicator of the complexity. As Jim thinks about this, he knows that it may be difficult for his students to understand the trends in culture, religion, government, economics, and other elements of civilization. However, understanding this information does not make the learning complex.



Slide 17:

Now that Jim has a clearer understanding of cognitive rigor, he refers to the Social Studies World Civilization standards and the objectives that align to his Learning Goal, as well as the Literacy standards for Social Studies and realizes that there is a range of cognitive rigor expected in these standards.

For example, in order for students to comprehend the contributions of classical civilization they must investigate by examining and comparing which is a DOK 2. But students must also analyze the impact of diffusion and interactions of cultures in early civilizations which is a DOK 3. And the ability to analyze the interrelationships among the concepts within these early civilizations – religion, government, economics –using reasoning and evidence to develop an argumentative essay is a DOK 3. Because many of the resources will be provided for the students, the process will be scaffolded, and the argument is grounded in facts rather than a judgment or policy, Jim determines that the argumentative writing is **not** at a DOK Level 4.



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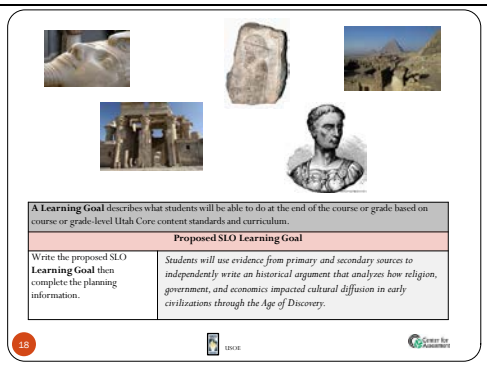
Slide 18:

Jim wants to be sure that his learning goal focuses on the highest level of complexity aligned to the standards, which is a DOK 3. He revisits his learning goal:

Students will use evidence from primary and secondary sources to independently write an historical argument that analyzes how religion, government, and economics impacted cultural diffusion in early civilizations through the Age of Discovery;

and considers whether it requires students to demonstrate deep **understanding** of the knowledge and skills of the standards and big idea being measured.



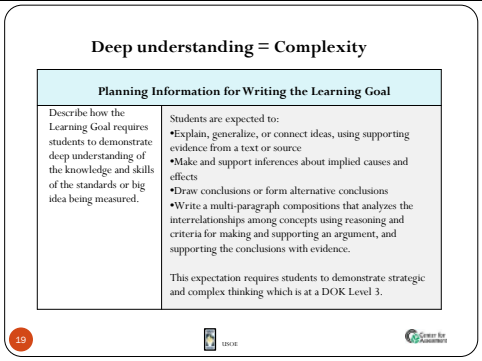
Slide 19:

Jim determines that his learning goal does indeed require students to demonstrate deep understanding because students are expected to:

- Explain, generalize, or connect ideas, using supporting evidence from a text or source
- Make and support inferences about implied causes and effects
- Draw conclusion or form alternative conclusions
- Analyze how changes have affected people or places

In addition, students are required to write a multi-paragraph composition that analyzes interrelationships among concepts using reasoning and criteria for making and supporting an argument, and supporting the conclusion with evidence.

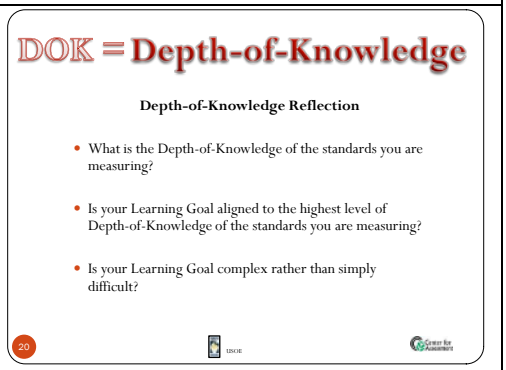
He records this information in the section: *Describe how the Learning Goal requires students to demonstrate deep **understanding** of the knowledge and skills of the standards or big idea being measured.*



Slide 20:

Reflect on Depth-of-Knowledge for developing SLOs :

- What is the Depth-of-Knowledge of the standards you are measuring?
- Is your Learning Goal aligned to the highest level of Depth-of-Knowledge of the standards you are measuring?
- Is your Learning Goal complex rather than simply difficult?



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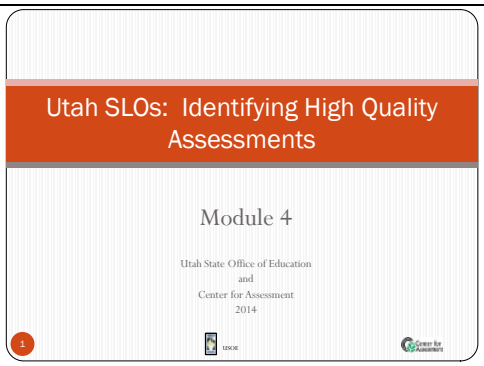
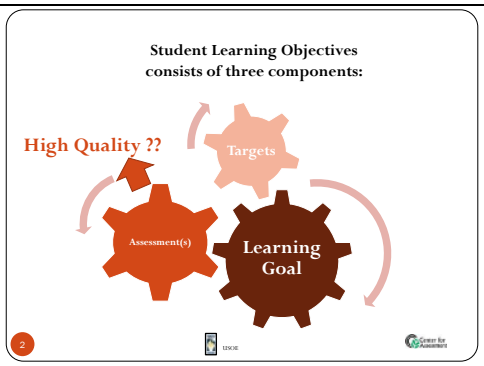
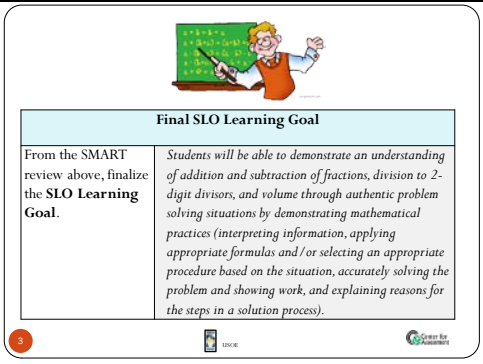
Utah SLOs: Identifying High Quality Assessments

Module 4

Slide 1: Welcome to the Utah State Office of Education's **Identifying High Quality Assessments for SLOs Module 4**. We have prepared a series of six modules with a focus on the needs of teachers that will help you to deepen your understanding of the SLO components as well as the information that supports it. In order to expand your knowledge of SLOs we suggest you view each of the modules and to use the Utah SLO Guidelines and Toolkit to assist in your learning about SLOs. You may also wish to visit the Center for Assessments SLO Toolkit at www.nciea.org.	
Slide 2: **Student Learning Objectives consists of three components: a learning goal, assessment(s), and targets.** **Assessments** are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or scoring rubrics to describe the level at which students have learned. But how do you know an assessment is of high quality? Let's look over Jason's shoulder as he selects high quality assessments for use in measuring his SLO learning goal for his 5th grade math students.	
Slide 3: Jason has developed his Final SLO Learning Goal as: *Students will be able to demonstrate an understanding of addition and subtraction of fractions, division to 2-digit divisors, and volume through authentic problem solving situations by demonstrating mathematical practices (interpreting information, applying appropriate formulas and/or selecting an appropriate procedure based on the situation, accurately solving the problem and showing work, and explaining reasons for the steps in a solution process).*	

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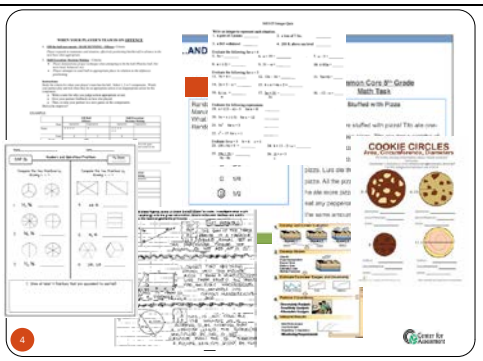
Slide 4:

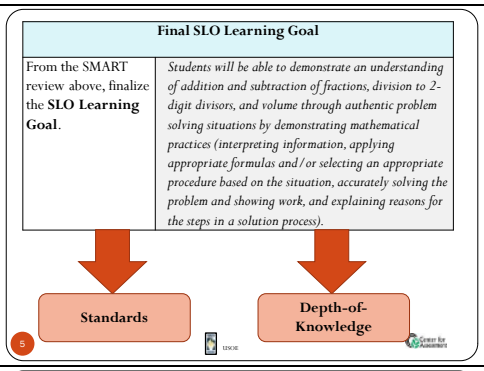
He realizes that he must select several performance assessments that are aligned to the mathematical concepts that he is teaching throughout the year. He must also select a rubric in order to evaluate the student responses. He knows that for students to be able to demonstrate the mathematical practices, he must use a performance assessment rather than an assessment with multiple choice items. But, which assessments should he use?



Slide 5:

First Jason identifies the standards and their Depth-of Knowledge that he is intending to measure through his SLO Learning Goal. He considers what content knowledge and skills are required for students to successfully demonstrate proficiency toward these standards.

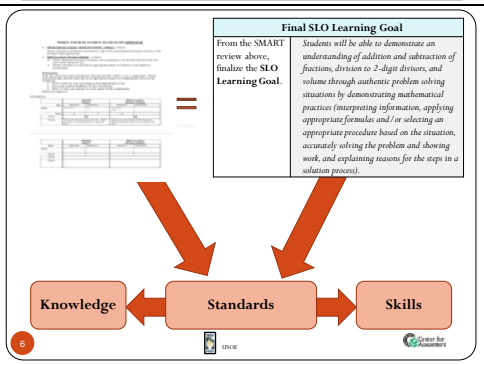
He knows that the content knowledge is what students are expected to "know", and the skills are what students are expected to be able to "do".



Slide 6:

Next, as Jason reviews the performance assessments that he is considering, he identifies the standards that are evaluated by the assessments. Jason wants to be sure that these standards align to the standards he intends to measure through his SLO Learning Goal. This will help Jason to make certain that students are not only demonstrating an understanding of the mathematical content, but <u>also</u> the mathematical practices or skills.

Jason first wants to be sure that there is a full match or alignment between the content standards measured by the assessment and the SLO learning goal.

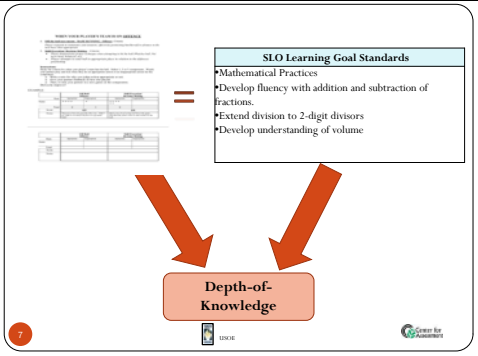


Slide 7:

Then, Jason analyzes the expectations of the assessment task to determine the level of cognitive rigor students are expected to perform. He wants to be sure that the depth of mental processing expected on the assessment fully matches the highest level of complexity expected from the standards.

Jason also wants to be sure that there is a full match or alignment between the Depth-of-Knowledge measured by the assessment and the SLO learning goal.

(See the module on Depth-of-Knowledge for more information.)



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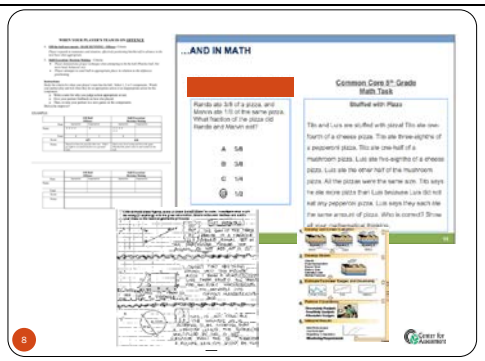
Slide 8:

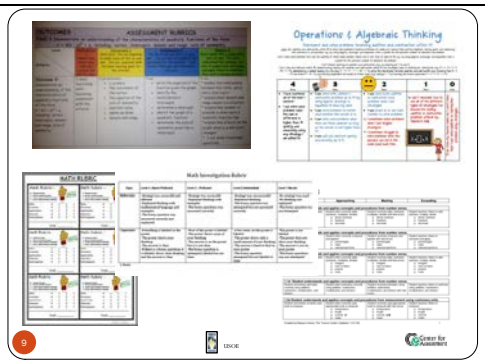
Based on this careful examination and analysis of the standards and assessments, Jason settles on four performance tasks that he will administer throughout the school year. He has determined that these assessments will measure both the mathematical content and the skills at the depth-of-knowledge level that is aligned to the standards.

But he needs to be sure that the rubric he intends to use has clear guidelines and criteria that will reliably score the assessments.



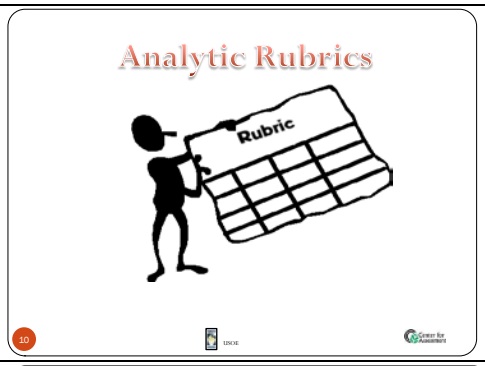
Slide 9:

Jason collects a variety of math rubrics that he and his colleagues have previously used. He wants to be sure that the criteria or score categories are clearly aligned to the standards that he is measuring. He knows that the rubric must include the mathematical practices of *interpreting information, applying appropriate formulas and/or selecting an appropriate procedure based on the situation, accurately solving the problem and showing work, and explaining reasons for the steps in a solution process*, as well as evaluating the conceptual understanding of the content.



Slide 10:

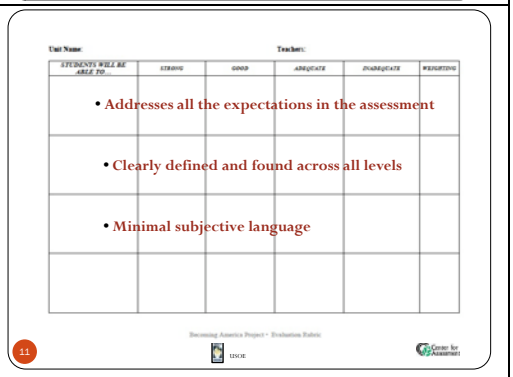
Jason identifies an analytic rubric that includes the criteria required for evaluating student responses on the selected assessments. This type of rubric will allow him to clearly identify his students' strengths and weaknesses for each of the criterion.



Slide 11:

He next begins to review the performance descriptors for each criterion at each level. He wants to be sure that the descriptors address **all** the expectations found in the assessment.

He also wants to be sure that the descriptors are clearly defined and found across all performance levels. He knows that by having clear descriptions, it will reduce the occurrence of discrepancies when scoring each student's work. In other words, Jason wants to be sure that there is minimal subjective language that can be interpreted differently by different scorers.



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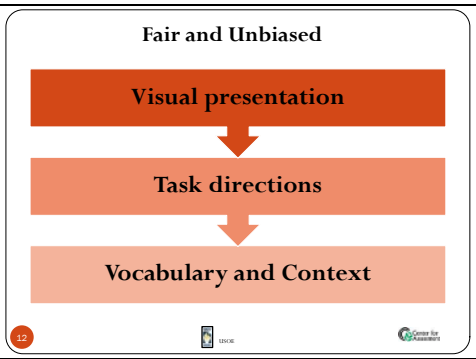
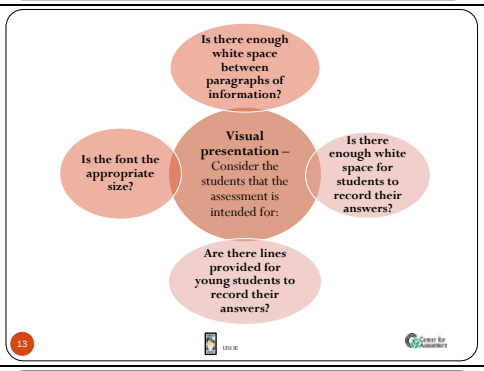
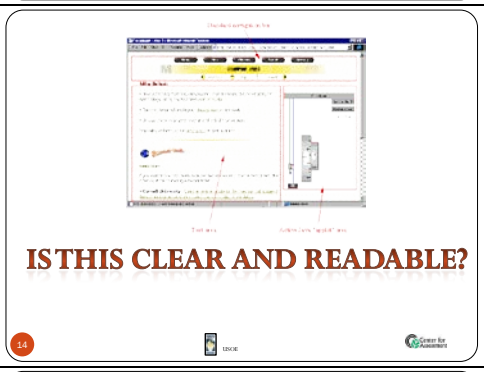
Slide 12: The final step in ensuring that his assessments are of high quality is for Jason to be sure that they are fair and unbiased. He wants to be sure that the structure of the assessment does not hinder students from accessing the task expectations. This requires Jason to examine the visual presentation, the directions, and the vocabulary and context.	
Slide 13: When examining the selected assessments, Jason checks to be sure that the font is the appropriate size for his 5th grade students, that there is white space between paragraphs, enough white space for his students to show their work, and enough lines for students to explain their reasoning.	
Slide 14: He also wants to be sure that the graphics and charts used provide support for the performance task rather than cause a distraction. He checks to be sure that the graphics and charts are clear and readable.	
Slide 15: Jason next examines the prompt to be sure that it is written in a way that his 5th grade students can understand. He checks the vocabulary to be sure that the academic language is appropriate and familiar, and does not contain inappropriate technical language, grammatical structures, or idiomatic words or phrases.	

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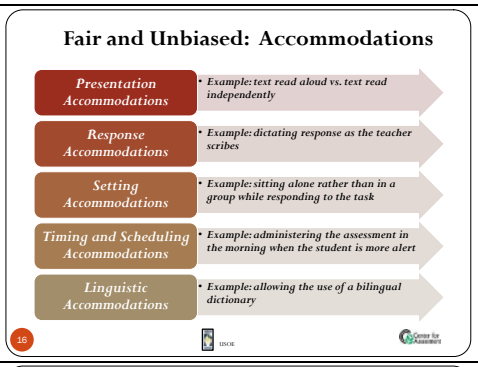
Slide 16:

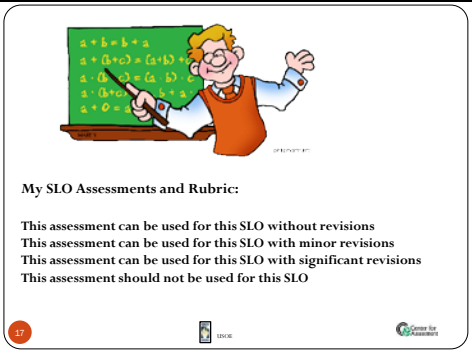
Finally, Jason wants to be sure that all students can access the task, so he considers what accommodations he can make to the presentation of the task, the ways in which students can respond to the task, as well as the language in the task.



Slide 17:

As a result of Jason's detailed review of the assessments, he is clear on what aspects of his assessments and rubric need to be altered and which aspects need to be modified in order to have high quality assessments to measure his SLO Learning Goal.

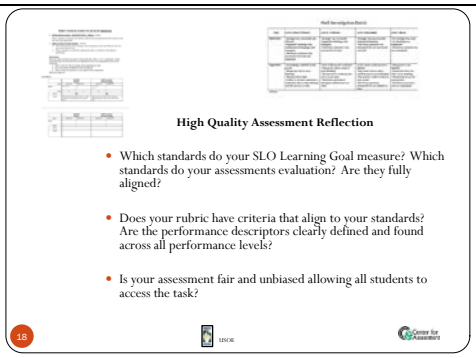
(See the SLO High Quality Assessment Review Tool for more information.)



Slide 18:

Reflect on the elements of a high quality assessment necessary to measure a SLO Learning Goal :

- Which standards do your SLO Learning Goal measure? Which standards do your assessments evaluate? Are they fully aligned?
- Does your rubric have criteria that align to your standards? Are the performance descriptors clearly defined and found across all performance levels?
- Is your assessment fair and unbiased allowing all students to access the task?



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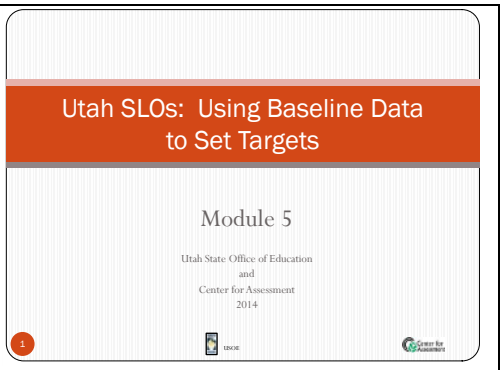
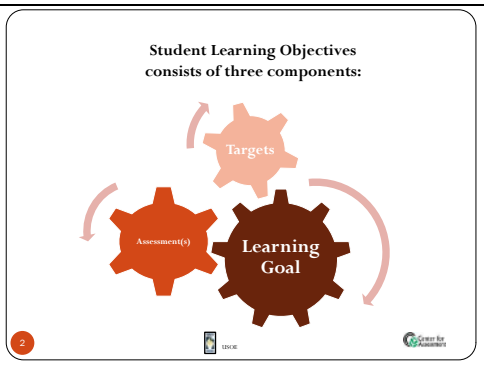
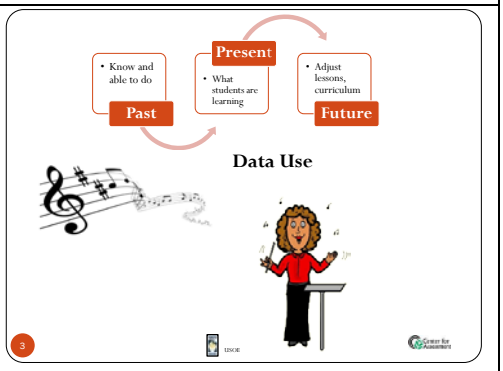
Utah SLOs: Using Baseline Data to Set Targets

Module 5

Slide 1: Welcome to the Utah State Office of Education's **Using Baseline Data to Set SLO Targets Module 5**. We have prepared a series of six modules with a focus on the needs of teachers that will help you to deepen your understanding of the SLO components as well as the information that supports it. In order to expand your knowledge of SLOs we suggest you view each of the modules and to use the Utah SLO Guidelines and Toolkit to assist in your learning about SLOs. You may also wish to visit the Center for Assessments SLO Toolkit at www.nciea.org.	
Slide 2: **Student Learning Objectives consists of three components: a learning goal, assessment(s), and targets.** **Targets are the expected student outcome by the end of the instructional period. In order to determine the expected student outcomes on the identified SLO assessments, it is first necessary to consider students' current and actual performance by examining baseline data.** **In other words, baseline data and information allows teachers to consider how students are currently achieving on pre-requisite knowledge in order to determine how they will perform on the new learning.** **Let's explore this further through Janet's 9th grade vocal music class.**	
Slide 3: Janet understands that **data** must drive instruction and they aid in keeping teachers accountable for student learning. She likes to think of data as helping to show the ***past*** – what students coming into my class know and are able to do, ***present*** – what students are learning as a result of my teaching, and ***future*** – how can I adjust lessons, curriculum, and assessments for current and future students. Janet knows that data provide a way to confirm what her students are learning and the extent to which they are making progress towards her goals and targets.	

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Slide 4:

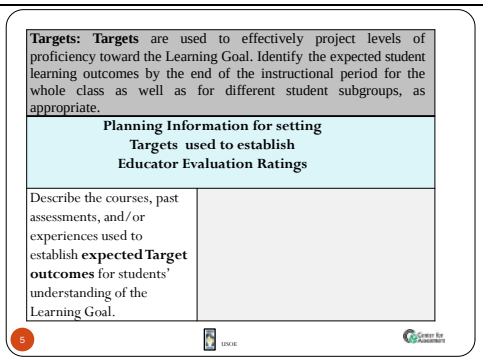
Prior to the use of SLOs, Janet didn't view data as relevant to her. When she heard the word "data" she imagined cumbersome spreadsheets, stacks of student reports, and lists of cold, hard numbers.

But what she soon realized was that data are everywhere and she was collecting them on a regular basis, but didn't recognize it. Her data came from student attendance, behavior, quizzes, observing and listening to student performances, types of feedback she gave to students, grades, as well as previous musical experiences. These data allowed her to identify student levels of performance, interventions or challenging materials necessary and meaningful patterns of student progress.

Slide 5:

The Target planning section of the SLO template asks Janet to:

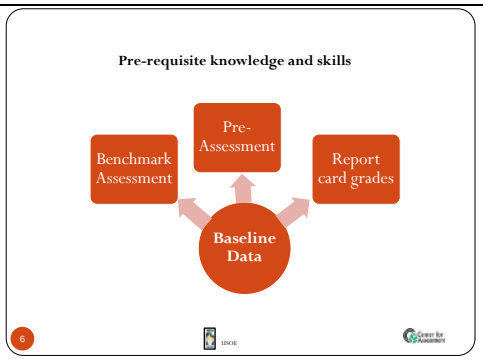
Describe the data, courses, assessments, and/or experiences used to establish expected outcomes for students achieving proficiency of the learning goal.



Slide 6:

She knows that this section refers to **baseline data**. She also knows that this includes information about students' level of performance at the "start" of the instruction. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-assessment, or other evidence of students' learning that measure the **pre-requisite knowledge and skills** necessary for the course.

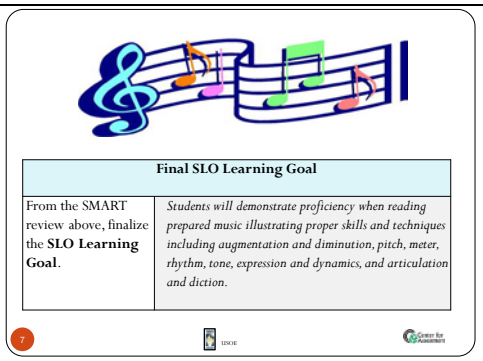
Janet knows that it is necessary to select the appropriate assessments or sources of evidence in order to make better make sense of how her students will perform on the important academic indicators for her course.



Slide 7:

Janet's SLO Learning Goal states:

Students will demonstrate proficiency when reading prepared music illustrating proper skills and techniques including augmentation and diminution, pitch, meter, rhythm, tone, expression and dynamics, and articulation and diction.



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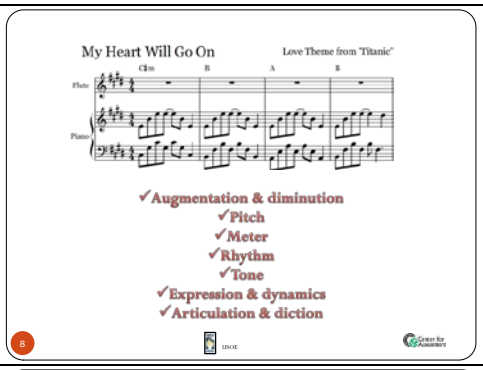
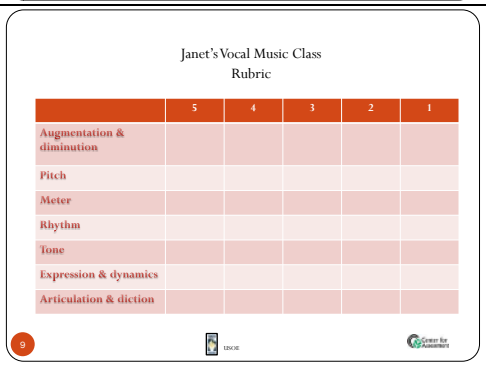
Slide 8:

Throughout the year her assessments allow for students to perform both teacher- and student-selected pieces which include a variety of musical elements. These performances are recorded to provide formative feedback, as well as a score from a five-point rubric with specific descriptors for each level that are aligned to the musical elements.



Slide 9:

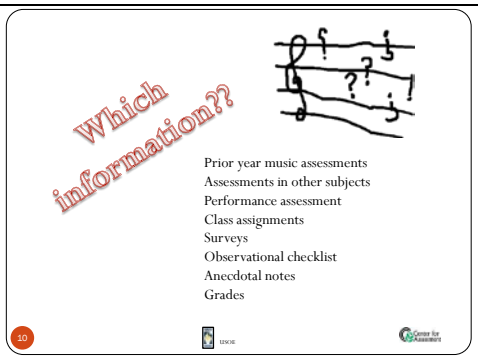
The students in Janet's vocal music class have a range of knowledge and experience and it is critical for Janet to understand what they know about vocal music. This knowledge is not only important for her to determine her instruction and how to differentiate it, but also to know the level of achievement they will have by the end of the course.



Slide 10:

She considers the types of information that will be helpful to her in determining her students' starting points. She considers:

- Results from prior year assessments or tests that assess knowledge and skills that are pre-requisites for her course.
- Results from assessments in other subjects, including teacher or school generated tests, and state tests that assess related pre-requisite knowledge and skills.
- Results from a performance task at the beginning of her course that focuses on the enduring understandings**.**
- Students' performance on the work assigned in the first few weeks of the course. This information could provide her with a picture of her students' level of preparedness and she can gather them through assignments, surveys, observational checklists, and/or anecdotal notes.
- Historical data, such as students' portfolios, projects, or grades in previous classes.



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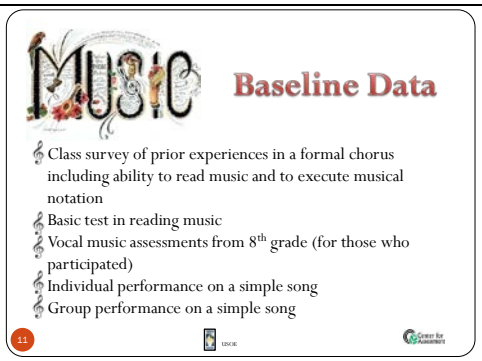
Slide 11:

She decides to use the following information as her **baseline data**:

- A class survey of prior experiences in a formal chorus (e.g., elementary school, church, etc.), including ability to read music and to execute musical notation
- A basic test in reading music
- Vocal music assessments from 8th grade (for those who participated)
- Individual performance on a simple song
- Group performance on a simple song



Slide 12:

She believes this information will provide her with an understanding of her students' **pre-requisite knowledge and skills**. She says:

"Students do not have an opportunity to take vocal music until 8th grade, and many students have not sung in ensembles since elementary school. Most students were not required to read music to perform in ensembles; however, this is a requirement for high school vocal music.

The survey will allow me to identify the formal choral, private lessons, and/or other musical experiences of each student, including whether they were expected to read music.

The basic test in reading music will allow me to identify the extent that each student can read music.

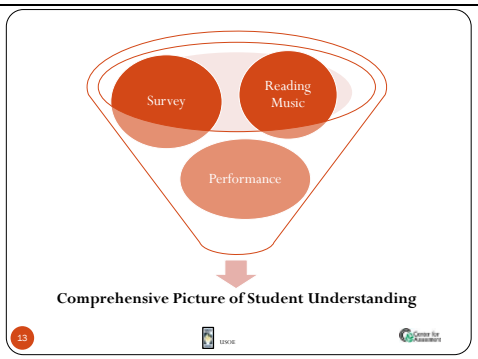
And the performance will provide me with their ability to demonstrate technical accuracy and tone, expression and dynamics, articulation and diction, and rhythm.

Finally, for those students who participated in vocal music during the previous year, their vocal music assessments will indicate their ability.

All of these data will allow me to determine the baseline groups, their actual abilities, and the expected targets."

Slide 13:

Janet knows that no single assessment can tell her all that is needed to make well-informed decisions. The use of multiple data sources will allow her to form a more comprehensive picture of the students' understanding of the SLO Learning Goal, and more likely get as close as possible to her students' true starting points. She also wants to use multiple data sources when making and supporting informed instructional decisions, as well as when setting her SLO targets.



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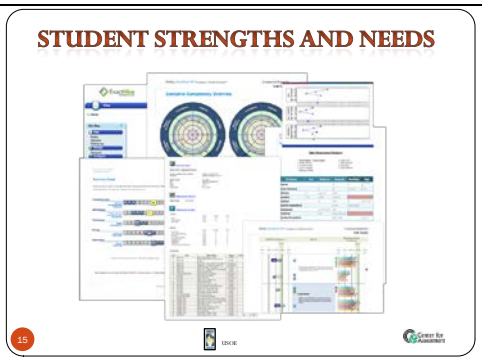
Slide 14:

Once the data has been collected, Janet will need to examine and interpret it in order to form a comprehensive picture of the students in her class. Using multiple data sources help to highlight similar areas of student strengths and weaknesses, and she can then be more confident in the starting points and the targets she establishes. By considering areas of relative strength and weakness Janet can determine the targets of students relative to the SLO.

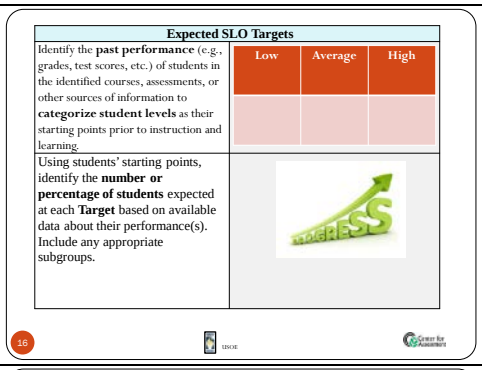
Slide 15:

However, Janet also knows that when one assessment shows students struggling in a particular skill and another assessment shows them performing well in that skill, she will need to look closely at the items on both assessments to try to identify the source of discrepancy. Although this may not always be possible, the use of more than one data source will help to shed light on the particular aspects of the knowledge and skills in which students struggle or are successful.



Slide 16:

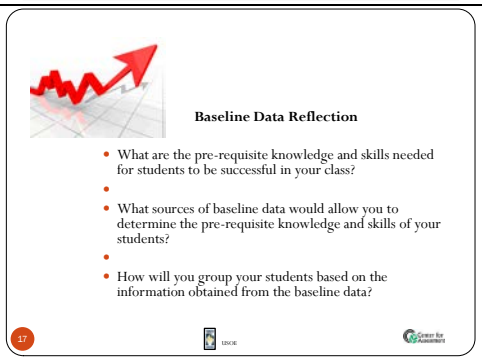
Knowing her students' general level of achievement by using baseline data lets Janet set SLO targets that are both rigorous, yet attainable, for the students in her class. Starting points enable her to determine the amount of progress that students will make during the course. Janet has determined that the starting points for her students lend itself to three levels of preparedness for the curricular focus of the Learning Goal.



Slide 17:

Reflect on the Baseline Data necessary in your course for developing SLOs :

- What are the pre-requisite knowledge and skills needed for students to be successful in your class?
- What sources of baseline data would allow you to determine the pre-requisite knowledge and skills of your students?
- How will you group your students based on the information obtained from the baseline data?



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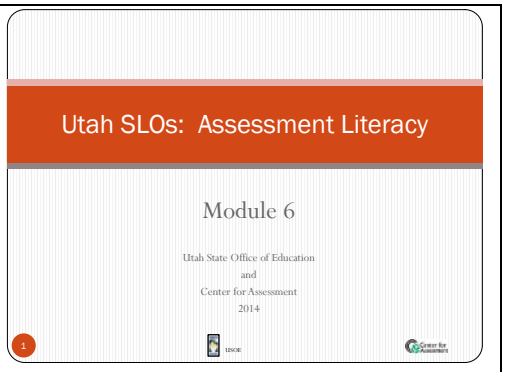
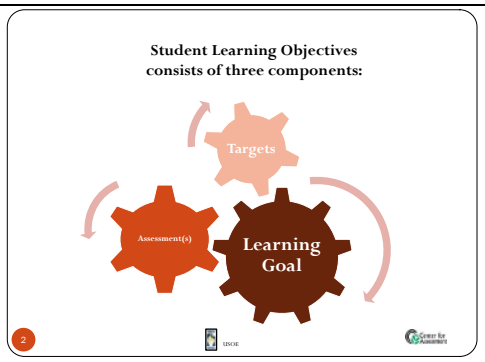
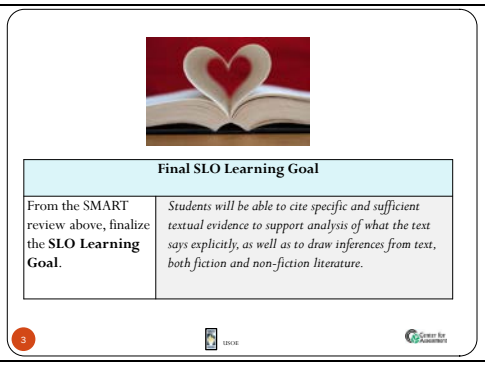
Utah SLOs: Assessment Literacy

Module 6

Slide 1: Welcome to the Utah State Office of Education's **Assessment Literacy Module 6**. This is the last of the series of six modules that have been prepared with a focus on the needs of teachers that will help you to deepen your understanding of the SLO components as well as the information that supports it. In order to expand your knowledge of SLOs we suggest you view each of the modules and to use the Utah SLO Guidelines and Toolkit to assist in your learning about SLOs. You may also wish to visit the Center for Assessments SLO Toolkit at www.nciea.org.	
Slide 2: **Student Learning Objectives consists of three components: a learning goal, assessment(s), and targets.** **Assessments** are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or scoring rubrics to describe the level at which students have learned. **Let's explore the selection of assessments further through Karla's 8th grade English class.**	
Slide 3: Karla has developed her Final SLO Learning Goal as: *Students will be able to cite specific and sufficient textual evidence to support analysis of what the text says explicitly, as well as to draw inferences from text, both fiction and non-fiction literature.*	

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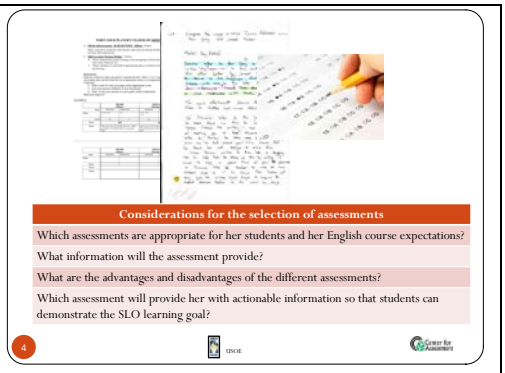
Slide 4:

In order to measure her Learning Goal, she needs to consider which assessments she wants to use, but there are so many different types of assessments to select from! Karla begins by considering:

1) **Which assessments are appropriate for her students and her English course expectations?**
2) **What information will the assessment provide?**
3) **What are the advantages and disadvantages of the different assessments? and**
4) **Which assessment will provide her with actionable information so that students can demonstrate the SLO learning goal?**



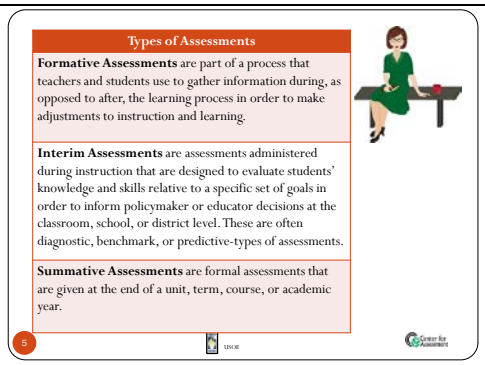
Slide 5:

Karla begins by distinguishing the differences between formative, interim, and summative assessments. She finds that:

Formative Assessments are part of a process that teachers and students use to gather information during, as opposed to after, the learning process in order to make adjustments to instruction and learning.

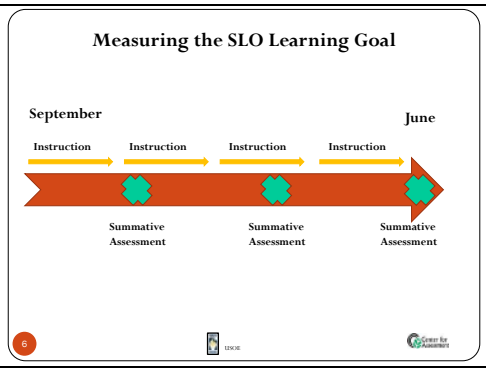
Interim Assessments are assessments administered during instruction that are designed to evaluate students' knowledge and skills relative to a specific set of goals in order to inform policymaker or educator decisions at the classroom, school, or district level. These are often diagnostic, benchmark, or predictive-types of assessments.
and

Summative Assessments are formal assessments that are given at the end of a unit, term, course, or academic year.



Slide 6:

She realizes that the assessments she uses to formally measure her SLO learning goal should be summative assessments as they will occur after larger chucks of instruction and will cover the broader scope of the content she is teaching.



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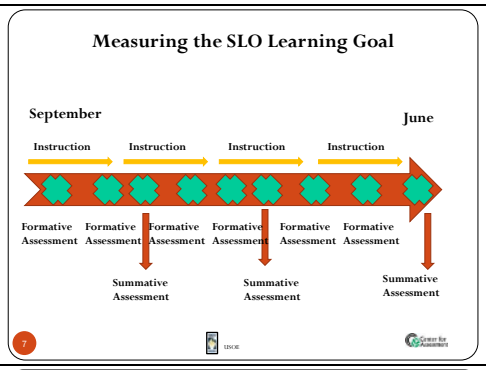
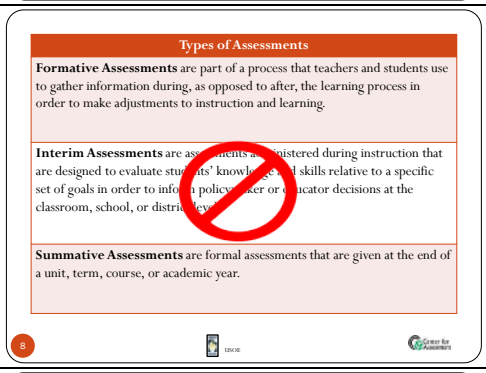
Slide 7:

But she also wants to use a formative assessment process as these occur frequently during her instruction and will focus on specific and smaller chunks of content. They will also allow her to provide specific and descriptive feedback to her students regarding particular objectives and their demonstration of the learning.



Slide 8:

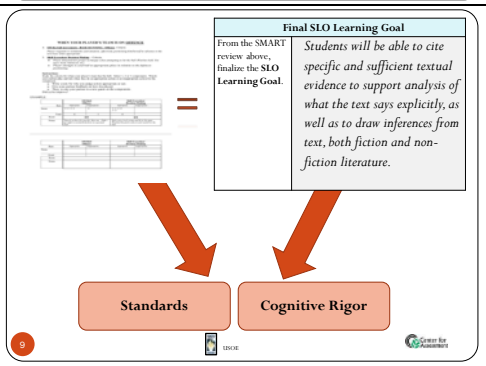
Karla decides that although her district includes several interim assessments as part of their balanced assessment system, she will not include these as part of her SLO assessments. She knows that the information is useful for measuring the overall progress of students, but she realizes that the data will not provide her with actionable information for her learning goal.



Slide 9:

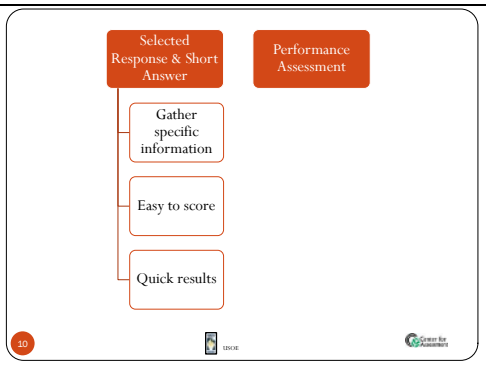
As Karla begins to analyze possible summative assessments, she uses The **High Quality Review Tool** to be sure that the assessments are **aligned** to the standards that are identified in her SLO Learning Goal. This will assure her that the assessment will actually measure what she intends to measure. She also wants to be sure that the assessments are as **cognitively rigorous** as the standards.

(See the module on High Quality Assessments for more information.)



Slide 10:

Karla next examines the structure of the assessments to determine whether she wants to use selected response and short answer question assessments or whether it would be beneficial for students to respond to a prompt from a performance assessment. She realizes that the selected response and short answer assessment will allow her to gather specific information directly related to her curricular objectives, they will be easy to score, and they will provide her with results quickly.



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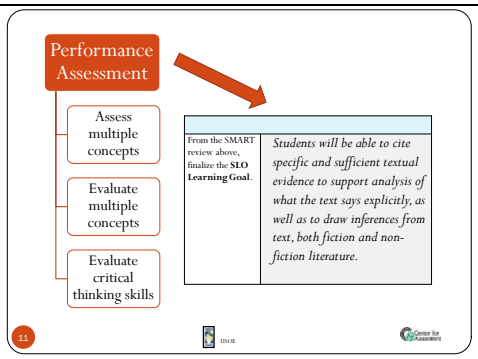
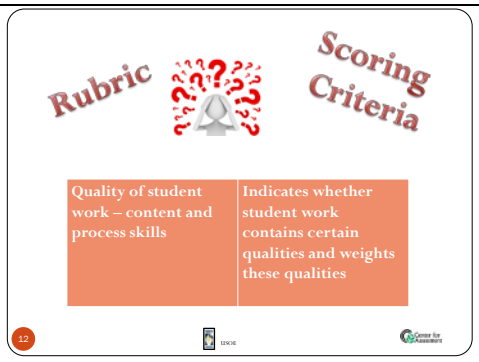
Slide 11:

However, she recognizes that her learning goal requires students to be able to *cite specific and sufficient textual evidence in order to support an analysis*. She quickly realizes that a performance assessment will better allow her to determine whether students can integrate their ability to analyze text in response to a prompt, select evidence to support the analysis, and write in a coherent manner. Although this type of assessment may take her more time to evaluate, it will allow her to evaluate their critical thinking abilities.



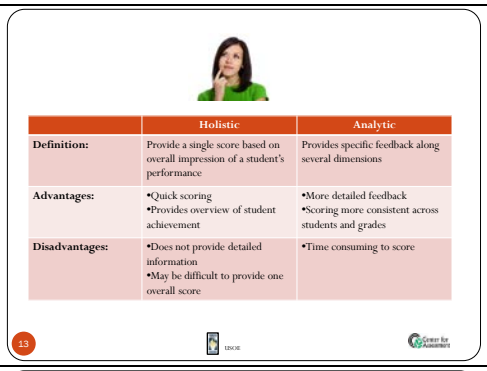
Slide 12:

Now that Karla has decided on performance tasks as her summative assessments for her SLO Learning Goal, she next considers how she will evaluate the student work. She could use a rubric or scoring criteria. A rubric will show her the **quality** of student work, including the content and process skills, whereas scoring criteria will allow her to know whether students included specific expectations and whether they demonstrated them well, adequately, or not well. She decides on a rubric which will describe the specific criteria at a variety of performance levels.



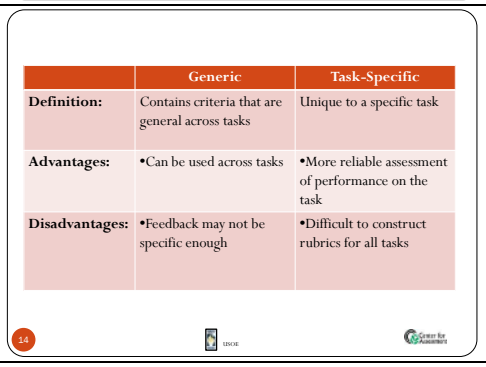
Slide 13:

As she examines different rubrics, she needs to determine whether she should use a **holistic** or **analytic** rubric. A holistic rubric will give her a single scored based on her overall impression of the students' performance, whereas an analytic rubric will provide her with specific feedback for different criteria. Karla decides that she wants to have detailed feedback for each of the different criteria expected from her learning goal and the corresponding assessments, so she will use an analytic rubric.



Slide 14:

Finally, Karla decides that she wants to use a generic rubric rather than a task-specific rubric. She wants to be able to use the same rubric across multiple assessments allowing her to determine how students are achieving on each criterion over time.



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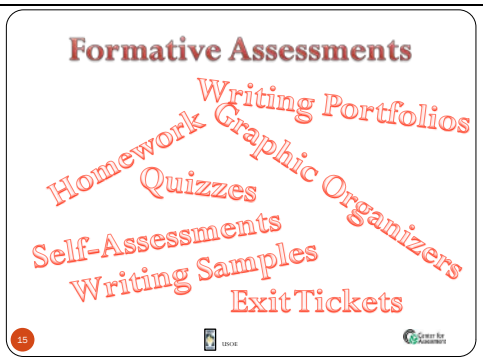
Slide 15:

Now, that Karla has decided on performance assessments as her summative, she focuses her attention to the formative assessments she will use to monitor student progress toward the SLO Learning Goal.

There is a wide range of options for her to consider including:

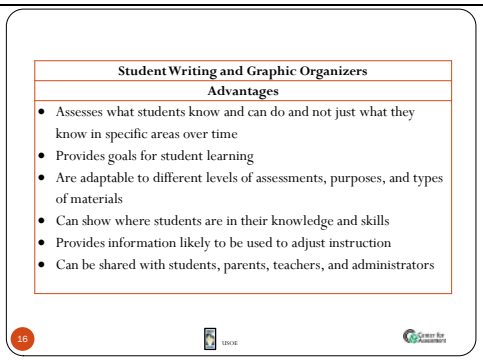
- Quizzes
- Homework
- Writing samples
- Graphic organizers, and
- Exit tickets



Slide 16:

Karla knows that each of the formative assessments will provide her with a variety of information and that her decision will need to be based on what information she can gain from the assessment that will inform her instruction and the learning process for her students. She decides that in order to know whether her students are able to cite evidence and to integrate this evidence into writing, the use of writing samples and graphic organizers will be the assessments that will be used to gauge her students' progress toward the SLO Learning Goal.

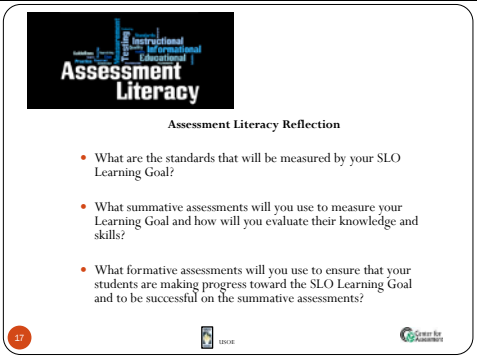
These formative assessments will be collected on a weekly basis and will allow her to monitor student progress and to differentiate instruction for all her students.



Slide 18:

Reflect on the Assessments necessary in your course for developing SLOs :

- What are the standards that will be measured by your SLO Learning Goal?
- What summative assessments will you use to measure your Learning Goal and how will you evaluate their knowledge and skills?
- What formative assessments will you use to ensure that your students are making progress toward the SLO Learning Goal and to be successful on the summative assessments?



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4.2 Conclusion

Using Student Learning Objectives to measure educator effectiveness is one way to determine the impact of an individual or group of educator's instruction on student growth and learning. The Utah State Office of Education recognizes that this approach, if implemented with fidelity and integrity, could result in a new approach for educators of non-tested subjects and grades (NTSG) to measure their effectiveness with students in an impactful manner.

The use of SLOs allows educators to take an active role and ownership in their own evaluation process focusing support for growth and learning on all students. By setting SLO Learning Goals and Targets, educators are empowered to provide instruction on their specific content standards and assess progress toward these goals and targets. The SLO Targets, which are written to allow for the greatest potential of improvement for all students, are designed to help educators focus on closing the achievement gap as well as support students to reach beyond simple mastery.

As educators move forward with full implementation of the Utah Core Standards, SLOs can also help link the educator evaluation process to the implementation of the Utah Effective Teaching Standards and Utah Educational Leadership Standards. By focusing on achieving their SLO Learning Goals through the use of more effective instructional strategies, teachers and leaders are also meeting effective levels of professional performance.

Our hope is that the guidance and tools outlined in this document are helpful in fostering collaboration among teachers, as well as with their supervisors/evaluators. We encourage LEAs to work with NTSG teachers and use the *Utah SLO Guidance and Toolkit* when working to measure student growth. The SLO process should support and enhance school site improvement plans through the addition of a stronger model to evaluate non-tested subjects and grades, resulting in an awareness of effective teaching and leadership practices that will produce a more comprehensive academic program for all students.

As always, the Utah State Office of Education will provide technical assistance and support to LEAs in implementing SLOs. Please contact Educator Effectiveness Department for Teaching and Leadership at 801-538-8000 for more information.

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