

# STUDENT LEARNING OBJECTIVES

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# WHAT ARE SLOs?

## WHAT IS A STUDENT LEARNING OBJECTIVE?

A **Student Learning Objective (SLO)** is an academic **target** based on student performance throughout a course of study. Teachers will set specific and measurable targets for student learning at the start of a course for students to strive to achieve by the end. The target represents the most important learning for the year (or semester, term where applicable) as defined within state or national standards for learning.

## WHY WRITE A STUDENT LEARNING OBJECTIVE?

The New York State Board of Regents has committed to the transformation of the teacher and principal evaluation system. As a result, it has enacted legislation (Education Law §3012-c) to prepare, support, and evaluate educators across the state using the same rigorous and comparable measures. Within the new system, the law specifies that student performance on assessments will comprise 40% of teacher and principal evaluations - 20% based on a student growth measure provided by the State or SLO process, and the other 20% based on student growth or achievement on an assessment determined at the district level.

Teachers of 4 - 8th grade ELA and math courses will receive a **State Provided Growth Measure**. For those teachers where no state measure is provided, they will be required to develop a Student Learning Objective (SLO) and their scores will be based upon the degree to which their goals were attained.

## WHAT ARE THE BENEFITS OF STUDENT LEARNING OBJECTIVE?

The process of setting Student Learning Objectives (SLOs) encourage educators to focus and align instruction with school, district, state, and national initiatives for improving student achievement. There is evidence that setting rigorous and ambitious learning goals, combined with the purposeful use of data through both formal (pre- and post-assessments) and informal (formative/interim) assessments, leads to higher academic performance by students.

Looking at promising practices in districts and states across the country implementing Race to the Top initiatives, New York State has adopted a similar goal setting process tailored to meet the specific requirements of the evaluation system. The State expects that the data driven practice will have significant instructional benefits by encouraging teachers to be systematic and strategic in their instructional decisions, thus leading to improved teacher and student performance.

- adapted from the New York State Education Department Student Learning Objective Guidance Document.  
<http://engageny.org/wp-content/uploads/2012/03/slo-guidance.pdf>

## WHAT'S IN A STUDENT LEARNING OBJECTIVE?

Student Learning Objectives (SLOs) **must** consist of the following elements:

### SLO AT-A-GLANCE

<b>Student Population:</b>	<b><i>Which students are being addressed?</i></b> Each SLO will address all students in the teacher's course (or across multiple course sections) who take the same final assessment.
<b>Learning Content:</b>	<b><i>What is being taught?</i></b> CCSS/national/State standards? Will specific standards be focused on in this goal or all standards applicable to the course?
<b>Interval of Instructional Time:</b>	<b><i>What is the instructional period covered?</i></b> If not a year, rationale for semester/quarter/etc.
<b>Evidence:</b>	<b><i>What pre- and post-assessments will be used?</i></b> Identify which assessment(s) or student work product(s) will be used to measure this goal.
<b>Baseline:</b>	<b><i>Where does the baseline data tell you about student needs?</i></b> Analysis of pre-assessment, and other data, where available, to determine where students are starting from.
<b>Target:</b>	<b><i>What is the academic goal for success?</i></b> Description of the academic target to be met by the end of the instructional period.
<b>HEDI Criteria:</b>	<b><i>How will evaluators determine the score?</i></b> Evaluators will determine what range of student performance "meets" the goal (effective) versus "well-below," (ineffective), "below" (developing), and "well-above" (highly effective). These ranges translate into HEDI categories to determine teachers' final rating for the growth subcomponent of evaluations. Districts must set their expectations for the HEDI ratings and scoring.
<b>Rationale:</b>	<b><i>Why choose this learning content, evidence and target?</i></b> Summary of decision-making processes for determining the learning content to be covered in the evidence, as well as how the target was set.

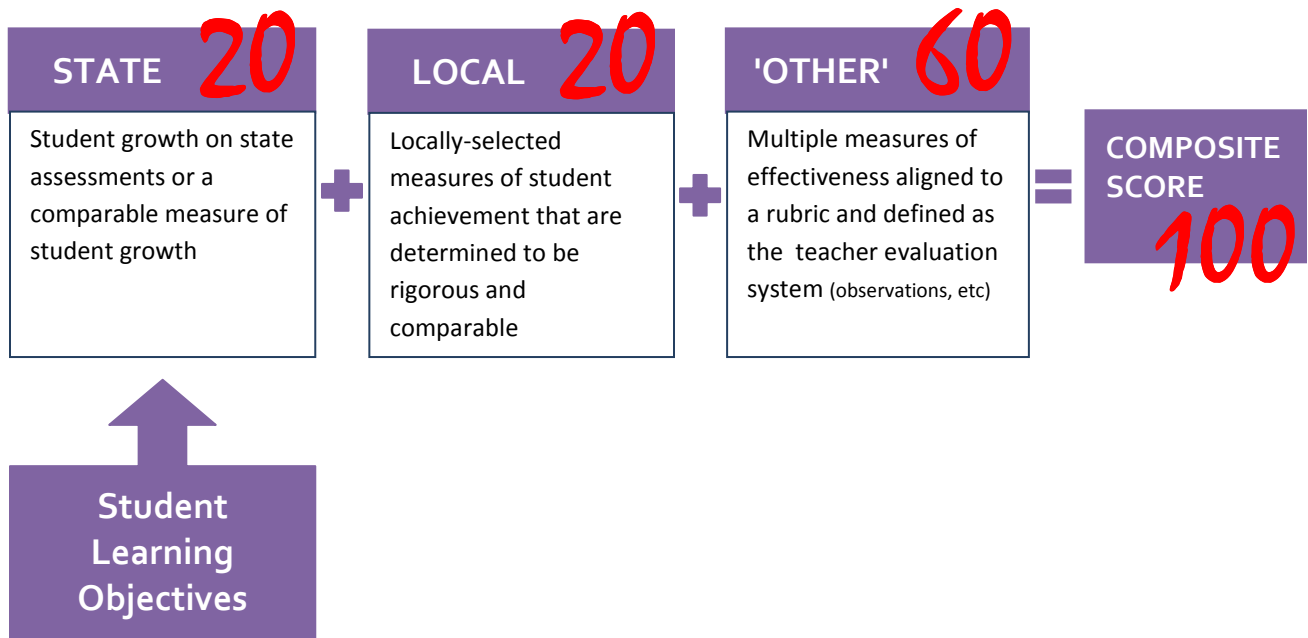
- adapted from the New York State Education Department Student Learning Objective Guidance Document.  
<http://engageny.org/wp-content/uploads/2012/03/slo-guidance.pdf>

## WHAT ARE NYSED'S REQUIREMENTS FOR TEACHER EVALUATION?

The Annual Professional Performance Review (APPR) requires teachers to be evaluated based on the following three components:

1. student growth on state assessments or comparable measures;
2. student growth or achievement on local assessments; *and*
3. other measures of effectiveness, such as classroom observation.

Teachers will now receive a final score out of 100, also known as a **composite score**, based on points earned from the three categories described above. Teachers can earn up to 20 points based on student growth on state assessments or comparable measures, and another 20 points based on student growth or achievement on local assessments. The final 60 points are based on the district's teacher evaluation system, which includes classroom observation and other measures negotiated at the district-level with the collective bargaining team.



## WHO NEEDS A STUDENT LEARNING OBJECTIVE?

The **State Student Learning Objective** or **SLO** is a comparable measure for those teachers who will not receive a State Provided Growth Measure.

The NYSED APPR Guidance Document defines the Student Learning Objective requirements as:

*For teachers who have SLOs, if any course/section has State-provided growth measures, at least one SLO must use it (for example, a teacher with one section of 7th grade Math and 4 sections of 7th grade Science must have an SLO associated with the State-provided growth measure for Math). SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered. If any of the largest courses has a State assessment, but does not have a State-provided growth measure, the State assessment must be used as evidence in the SLO.*

The following list outlines the global rules for identifying who will receive a State Provided Growth Score and who needs a Student Learning Objectives. For more information and for special situations, review the **NYSED SLO Guidance Document**.

### RULES AT-A-GLANCE

- If you teach **4th - 8th grade ELA** and/or **math**, and **OVER 50%** of your total number of students take the NYS ELA and/or math assessment(s), you will receive a Growth Score from the State. You do **NOT** need an SLO. *[Teacher who teach BOTH ELA and math will receive one overall score from the State]*

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- If you teach 4th - 8th grade ELA and/or math, but less than 50% of your total number of students take the NYS ELA and/or math assessment(s), you will still receive a Growth Score from the state, but you must write an SLO for the class(es) until over 50% of students are covered.

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- State-Provided Growth scores or SLOs must cover **over 50%** of a teacher's total number of students.

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- When deciding which courses will be covered by SLO(s), you must start with the course(s) with the largest number of students.

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- Courses that culminate in the EXACT SAME summative assessment may be combined on ONE SLO. *[For example, 3 sections of 9th Grade English can be combined. Courses with different assessments may NOT be combined]*

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- If you are writing an SLO for a course that has a state assessment (*i.e. Regents, 3rd grade, 5th and 8th science*), you **MUST** use the state assessment as all or part of the evidence that students made their target.

# SLO PROCESS: Developing Assessments

## WHAT TYPES OF ASSESSMENTS MUST BE USED FOR SETTING SLOs?

The SLO template and target setting process is grounded by the assessment. Each SLO must use a least one source of evidence, but multiple sources are allowed. There will be two different scenarios for assessments based on the type of course

1. **Courses ending in a state assessment** - if a course ends in a state assessment, including Regents examination or equivalents, NYSED mandated assessments (3rd grade ELA or math), the SLO must be used as evidence.
2. **Courses without a state assessment** - if a course does not end in a state assessment, district must use one of three state-determined assessment options:
  - 3rd Party Vendor
  - Regional- or BOCES-developed Assessment
  - District-developed Assessment

### COURSES with STATE ASSESSMENT

3rd grade ELA and math  
4th grade Science  
8th grade Science  
Living Environment Regents  
Earth Science Regents  
Chemistry Regents  
Physics Regents  
Global Studies  
US History & Government  
Comprehensive English  
Integrated Algebra  
Geometry  
Algebra 2/Trigonometry

### COURSES without STATE ASSESSMENT

K - 2 ELA and math  
5-7 Science  
5-8 Social Studies  
Art  
Technology  
FACS  
Library Services  
Physical Education  
Health  
HS Electives  
AP Courses [AP courses => 3rd party vendor]  
OTHER:

## WHAT ARE THE CONSIDERATIONS FOR ASSESSMENTS?

**WHO:** For the majority of teachers developing a SLO, assessment development of some kind will be required whether it is for the end-of-year assessment or a pre-assessment. In order to ensure comparability, district-based teams will be responsible for creating district-wide pre-assessments, as well as summative assessments for those courses without state assessments.

**WHAT:** Districts must ensure that assessments are rigorous and comparable. According to the APPR Guidance Document, NYSED defines *rigorous* as 'locally-selected measures aligned to the New York State Learning Standards or, in instances where there are no such learning standards that apply to a subject/grade level, evidence of alignment to research-based learning standards and, to the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing'. *Locally-comparable* refers to the comparability across classrooms, which means

that 'the same locally-selected measures of student growth are used across all classrooms in the same grade/subject in the district or BOCES'.

**HOW:** The first step in developing quality assessments:

## PROTOCOL: Developing an Assessment

### STEP 1: Identify the LEARNING CONTENT

- What district expectations are in place for choosing SLO learning content?
- What is the source of standards for the content area? Where do the Common Core Standards fit in?
- Does the selected learning content represent the entire course's content or only a part of it? Is this comparable across grade levels and subjects?

### STEP 2: Choose PRIORITY STANDARDS, CONTENT or SKILLS

- Which learning standards will be prioritized based on district/school initiatives and needs?
- If a state assessment, what data trends can be found regarding the number of times specific standards are assessed on past exams?

### STEP 3: Design the ASSESSMENT STRUCTURE GRID

- Which assessment structures - length of test, question types, etc. - are appropriate for the grade level and content area?
- What level of parallelism is required between the pre- and summative assessment?

### STEP 4: Create the ASSESSMENT

- What resources, technologies and content (reading passages, graphs, illustrations), will be used to develop the assessment?
- What scoring resources must be developed?
- Are there specific requirements for administering the assessment, such as modifications or equipment setup?

### STEP 5: Develop ASSESSMENT PROTOCOLS [District-Determined]

- What procedures are in place for submitting assessments for review and approval?
- What policies and procedures are in place for proctoring assessments? Has an assessment calendar been put in place?
- What policies and procedures are in place to score and store assessments securely?

# SLO PROCESS: Analyzing Pre-Assessment Data

## HOW DO PRE-ASSESSMENT RESULTS HELP DEVELOP TARGETS?

There are many factors that can influence the target setting process. In order to keep this process streamlined, teachers should base their decisions about target based on their analysis of the pre-assessment and/or baseline data.

### BEFORE BEGINNING THE DATA ANALYSIS

Organizing the data before beginning the analysis process, may require a little extra time, but is well worth it. Data teams and/or teachers should organize student data from the pre-assessment into two columns - student name or ID and pre-assessment results. Organize the data in ascending order so the pre-assessment scores are from lowest to highest.

### ANALYZING THE DATA

The first step in analyzing data, is to look for **outliers** [data points in the set of results that are much bigger or smaller than the next nearest data point]. Teachers should reflect on other data sources to help explain these outliers. These data sources could be qualitative in the sense that they reflect what you know about the student based on past performance and observation. For example, a student who scores a 65% on a pre-assessment may have done well because he or she has already taken the course. This score, if included in a holistic analysis, would skew the results.

STUDENT	PRE-ASSESSMENT DATA
Tim	7
Sam	17
Barb	18
Sam	20
Shawn	21

This score is considered an outlier because it is at the lowest end of the data set and is considerably lower than the next lowest number (10pt difference).

By calculating the **average** [the result obtained by adding several quantities together and then dividing this total by the number of quantities] teachers will be able to see how the class did as a whole. By calculating the **range** [the difference between the highest and lowest values in the set], teachers can get a sense of the differentiation within the scores. If the range is small, teachers could infer that students are starting from the same place, and choose to create a whole group target. If the range is large, teachers may want to choose a differentiated target to account for student diversity.

DATA SET #1: 17, 18, 20, 21, 22, 24, 25

Small range (17-25, 8pt range); teacher may choose a whole group target because students are starting from relatively the same place on the learning continuum.

DATA SET #2: 17, 25, 32, 33, 38, 45, 49

Large range (17-49, 32pt range); teacher may want to investigate students at the high and low end of the range to identify if there are other factors that would lead to differentiated targets.



In the **Big Picture Analysis** step, teachers will draw conclusions about the data as a whole. During this phase, teachers should look for trends in the data. If a teacher notices that the data points are clustered within the data range, he or she may want to identify natural breaks, or clusters in the data and consider tiered targets.

DATA SET #1: 17, 18, 20, 21, 22, 24, 24, 38, 38, 37, 43, 43, 44, 45, 47, 47, 48, 49

This cluster of scores at the low end could indicate that these students have less background knowledge with the course content.

This cluster of scores could represent students who typically achieve above grade level. The teacher will need to 'zoom-in' on the cluster to identify similarities in the students to be able to set a realistic target.

Finally, in the **Zoom-in Analysis** step teachers will further investigate inferences and conclusions drawn from the holistic data. Using outside sources, such as scores on past assessments, final grades, anecdotal and observation notes, pre-screening results, Rtl data, teachers can make better decisions about setting targets that are both rigorous and realistic.

Pre-screening	Previous year's grades
Anecdotal notes	Individual Educational Plans
Observation data	Student History Data
Portfolio/Student Work	Demographic Data
Supplemental Assessments	Guided Reading Logs
Inventories/Surveys	Running Records

# PROTOCOL: Analyzing Pre-Assessment Data

**STEP 1: Highlight outliers, those data points which are far above or below the majority of data points.**

**STEP 2: Calculate the CLASS SIZE, AVERAGE & RANGE.**

- How will class size impact your selection of the target type? Is it realistic to have an individual target for every student included in the SLO?
- What does the range tell you about how students did on the pre-assessment as a whole class?

**STEP 3: 'BIG PICTURE' ANALYSIS**

- Are there trends in the data? Do the scores show specific patterns?
- What percentage of students do you expect to perform at grade level? Mastery?

**STEP 4: 'ZOOM IN' ANALYSIS**

- Looking at the patterns in the scores, can you find similarities between the students? Are there differences?
- What other data sources would be helpful in learning more about the students and help determine their level of proficiency at the start of the course?

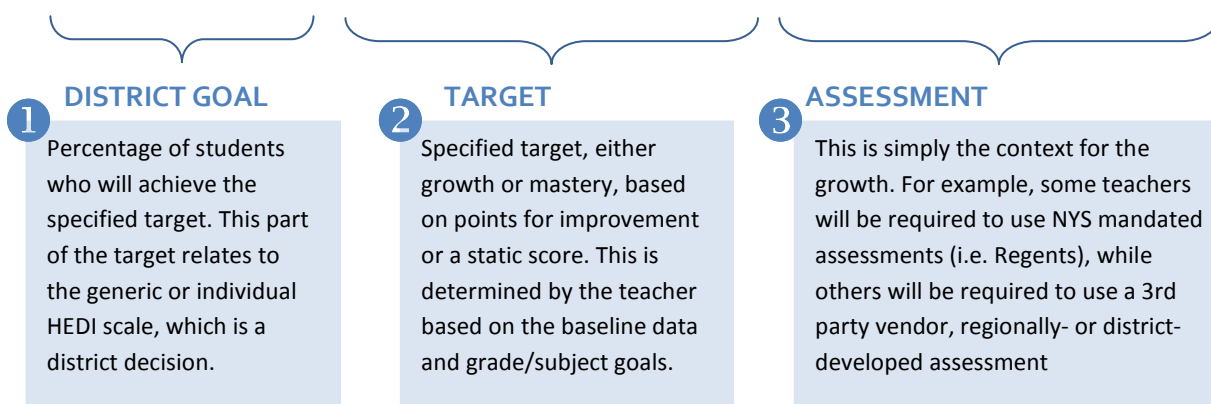
# SLO PROCESS: Understanding Targets

## WHAT IS A TARGET?

This is a numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time. Teachers will be required to define a numeric growth goal for student performance on a summative assessment(s) that measures student knowledge and skill in the learning content. A growth target may be set for a whole class, differentiated groups or individual students, and is based on student performance on a pre-assessment and other baseline data, where available.

A SLO Target has three components:

**80% of students will score at least a 75% or higher on the end-of-year assessment.**



## WHAT ARE THE TYPES TARGETS?

There are two types of targets, growth and mastery. A growth 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.

### GROWTH TARGET Examples:

80% of students will grow by 45 percentage points on the summative assessment.

85% of students will grow by 1 level or more on their summative assessment.

### MASTERY TARGET Examples:

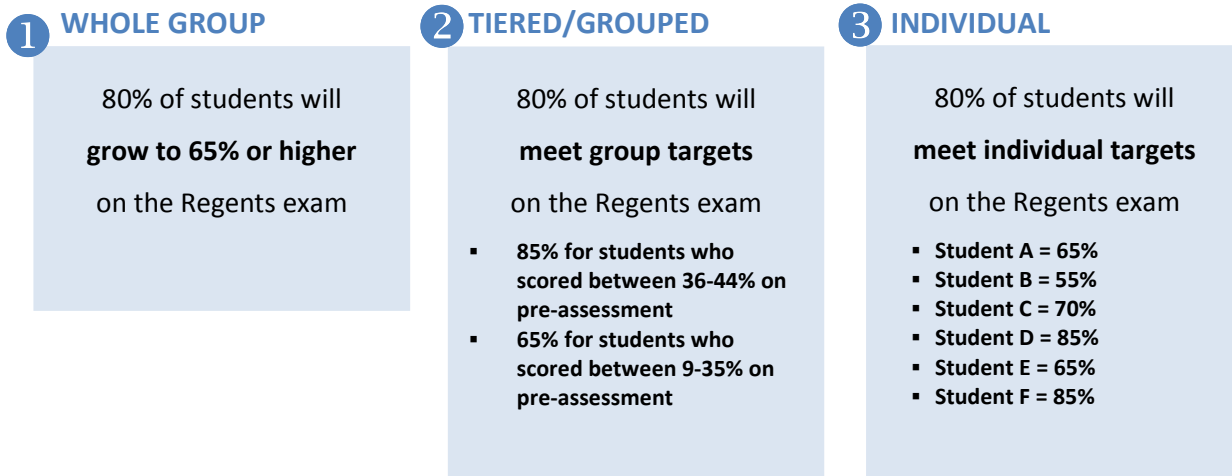
80% of students will grow to 75% or higher on the summative assessment.

85% of students will grow to Level 3 or 4 on the summative assessment.

## HOW CAN TARGETS BE DIFFERENTIATED?

A target can be differentiated to meet the diverse needs of the student population. A teacher may choose to differentiated a target in the following ways:

1. **Whole group target** - one target, growth or mastery, for all students in SLO
2. **Tiered/grouped target** - 2 to 3 targets, growth or mastery, for groups of students in SLO. Note: all students must be accounted for in the SLO target.
3. **Individual target** - each student in the SLO receives a target, growth or mastery.



**NEED TO KNOW:** What is the District Goal? What types of targets will the district allow?

## WHAT ARE THE GUIDELINES FOR DEVELOPING A QUALITY TARGET?

In order to create a rigorous year-long growth target, teachers should apply the following:

- ✓ setting targets consistent with district-level expectations based on district, school, grade, and subject goals (i.e. based on trends in historical data represented in CDEP plans)
- ✓ require that students make at least a year's growth, including those students who may be starting at a lower point, thus requiring them to grow more
- ✓ where possible, setting goals that require at least 80% or more of students, including special populations, meet their goals
- ✓ ensuring that goals for special student populations are equally challenging and rigorous as for other students, considering each student's starting point
- ✓ analyzing pre-assessment data to set rigorous, but realistic growth goals to strive for

# SLO PROCESS: Writing the SLO

## WHAT ARE THE ELEMENTS OF A QUALITY SLO?

ELEMENT	EXPECTATION CRITERA	EXCEEDS EXPECTATIONS (where applicable)
<b>Student Population</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides course sections included in the SLO.</li> <li><input type="checkbox"/> Includes all students in selected course sections.</li> <li><input type="checkbox"/> Provides student names and/or ID numbers for all students in the SLO.</li> </ul>	na
<b>Learning Content</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies course name.</li> <li><input type="checkbox"/> Uses the appropriate body of standards (Common Core, national, state, local).</li> <li><input type="checkbox"/> Names the exact standards, indicators, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Highlights most important or priority standards, indicators, etc., for the course.</li> <li><input type="checkbox"/> Includes CCLS</li> <li><input type="checkbox"/> Aligns to district/school priorities</li> <li><input type="checkbox"/> Aligns to college and career readiness</li> </ul>
<b>Interval of Instructional Time</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Indicates a clear start and end date.</li> <li><input type="checkbox"/> Provides a rationale if the interval is less than one year (e.g., <i>course length is less than one year</i>).</li> </ul>	na
<b>Evidence</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies pre- and summative assessment(s).</li> <li><input type="checkbox"/> Selects appropriate summative assessment(s).</li> <li><input type="checkbox"/> Offers accommodations as required and appropriate.</li> <li><input type="checkbox"/> Ensures that those with vested interest are not scoring summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demands higher order thinking and/or real-world application of knowledge/skills.</li> <li><input type="checkbox"/> Includes a majority of constructed response and/or performance measures.</li> <li><input type="checkbox"/> Measures a majority of the learning content standards, indicators, etc. in more than one way.</li> <li><input type="checkbox"/> Uses a rubric, scoring guide, and/or answer key to minimize scoring subjectivity.</li> </ul>
<b>Baseline</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describes student performance on the pre-assessment.</li> <li><input type="checkbox"/> Provides a baseline score for each student in the SLO.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses multiple data sources</li> </ul>
<b>Target</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides a target statement.</li> <li><input type="checkbox"/> Sets targets consistent with district-level expectations for target-setting in this grade/subject.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Requires students to make at least a year's growth in a year's time, with students below grade level being required to grow more than a year's growth in a year's time.</li> <li><input type="checkbox"/> Requires 80% or more of students, including special populations, to meet their goals.</li> <li><input type="checkbox"/> Includes goals for special student populations that are equally challenging and rigorous.</li> </ul>
<b>HEDI Criteria</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Allocates points clearly and objectively within a HEDI rating category.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Defines HEDI rating categories that are rigorous, attainable, in-line with district goals.</li> <li><input type="checkbox"/> Includes special populations explicitly.</li> </ul>
<b>Rationale</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides reasoning for the selection of the learning content, evidence, and target.</li> <li><input type="checkbox"/> Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Indicates a thoughtful level of detail resulting in defensible decisions for the following elements: learning content, evidence, target(s), baseline, and HEDI.</li> <li><input type="checkbox"/> Explains how multiple and appropriate data points are used to select the learning content and target(s) for the student population.</li> </ul>

- adapted from the New York Student Learning Objectives Analytic Rubric for Rating the Quality of SLO Elements by NYSED, Teaching Learning Solutions © 2012, Community Training And Assistance Center © 2012

## SLO: HS Regents - Global Studies II

TEACHER: Ms. Smith

Population	<p><i>These are the students assigned to the course section(s) in this SLO – all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p><i>Course sections:</i> 1 Section of Global II (see attached roster)</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p><i>Course:</i> Global Studies II, High School  <i>Source of Standards:</i> NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies Standards, Performance Indicators, etc.:</p> <p>NYS Learning Standards 2, 3, 4 &amp; 5 for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also:</p> <p>RHST.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.          RHST.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.          RHST.9-10.10 Read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>The SLO begins October 1, 2012 and conclude on May 31, 2013.</p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p><u>Pre-assessment:</u> District-developed assessment aligned to NYS Global History Learning Standards is used as the pre-assessment.  <u>Summative assessment:</u> The summative assessment is the Global History and Geography Regents Exam to be administered June 2013.</p> <p><i>Offers accommodations as legally required and appropriate?</i> Yes; students' IEPs and 504 plans will be followed.  <i>Ensures that those with vested interest are not scoring summative assessments?</i> Yes; the district will be participating in regional scoring to ensure that teachers with a vested interest will not be scoring any students included on their SLOs.</p>
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <ol style="list-style-type: none"> <li><u>Performance in Global I End of Year District Exam:</u> Of my students, 40% received a letter grade of D for the course, with only 10% students passing the summative exam. Students' learning logs from last year reveal only a superficial understanding of important standards that must be deepened this year, in addition to the new material.</li> <li><u>District-Developed Pre-Assessment:</u> The average score on this assessment was 43%. Actual test scores are included in the attached student roster.</li> <li><u>History of English Language Arts Performance:</u> I reviewed past exam data and student report cards and there were clear deficits in students' abilities to communicate persuasively in writing and to interpret factual texts. Much of the Regents exam is devoted to document based questions where students are first asked to read excerpts from factual documents and respond to questions about the text. In addition, they must consolidate their knowledge of the readings to respond to a final essay question. This led to including Common Core standards in this SLO, and also a review of students' reading and writing performance. I found that many of my students, particularly those identified as ELLs, have demonstrated weaknesses in this area according to their academic performance.</li> <li><u>Additional Diagnostic Assessment:</u> To confirm these difficulties, during the first month of school, I created a series of 5 brief readings, asked students to respond to factual as well as inferential questions about the texts, and finally to respond to an essay question. I used a rubric similar to the one used on the Regents exam and found that less than 50% of my students could complete this task at a mid-level proficient level. Unfortunately, a number of students could not answer the short answer questions and responded to the essay request with only one or two sentences.</li> </ol>

*What is the expected target of students' level of knowledge of the learning content at the end of the instructional period?*

84% of my students will meet their specific goals that I have in the attached rosters. These goals were differentiated based on pre-assessment scores (also included in the attached rosters). Ranges for targets were assigned using the following:

Target Level	Pre-Assessment Score	Target Score
Above Grade Level	56 - 60	85
At Grade Level	36 - 55	65
Below Grade Level	25 - 35	55

Note: that my ELL students and my students with disabilities have the same goal ranges as the rest of my students. I will seek assistance from the Special Education and ESL teachers to help me think through strategies to help all of my students meet their goals.

Target(s)

HEDI

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>94%	90-94%	85-89%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	58-64%	51-57%	44-50%	38-43%	32-37%	26-31%	22-25%	18-21%	< 20%

*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*

The learning content was chosen as it is measured by the Regents exam and important for college and career readiness. While all course standards are the basis of this SLO, three Common Core standards for reading are included as well, as our school-wide literacy data indicate a need for improvement in technical vocabulary and more opportunities for reading comprehension of informational texts.

College recruiters have been telling us that high school graduates do not have the independent reading, critical thinking, and writing skills essential for success in higher education. Developing these skills throughout the semester is essential to preparing students for the next phase of their lives.

Rationale

The assessment is rigorous, as students must review textual information with a critical eye, draw supportable conclusions, and make connections among world events. Mastering these important skills is vital as my students prepare for their collegiate and career lives. These abilities are consistent with what students will need as they continue in our ever-changing society.

Given the extent of document based questioning and essays on the Regents exam, this evidence will measure the selected learning content. Higher order thinking skills represent a large portion of the exam and a significant number of items require students to make inferences based on facts presented to them, which also demonstrates the rigor of this evidence.

The performance targets for our students on the summative assessment represent high expectations and help ensure our students are ready for graduation, college, and careers. Our department agreed that due to overall school-wide literacy needs, we need to focus significant instructional time on opportunities for students to build their academic vocabulary and to read and respond to informational texts. We have agreed to use ongoing formative assessments and to discuss the assessment results at our weekly PLC meetings where we will share ideas, determine student grouping and intervention supports, and determine other instructional adjustments.

## HS Regents - Global Studies II STUDENT ROSTER

Student Last Name	Student First Name	Baseline Assessment	TARGET
Abbot	A.	57	85
Babar	C.	62	85
Bennett	L.	45	65
Donald	M.	57	85
Eckhart	S.	58	65
Fleming	A.	57	85
Frederick	D.	35	55
Greene	W.	42	65
Johnson	R.	37	65
Jimenez	S.*	49	65
Klepper	V.	54	65
Montoya	C.*	29	55
Nguyen	B.*	42	65
Ortega	S.*	35	55
Oweida	R.	41	65
Patrone	A.	48	65
Sawyer	H.	30	55
Swift	T.	36	65
Travis	M.	43	65
Trevino	B.*	46	65
Anders	J.	48	65
Babbs	C.	39	65
Baxter	L.**	36	65
Dunlap	M.**	43	65
Elliott	S.	45	65
Foster	A.**	48	65
Garonne	D.	31	55
Gonzales	W.	37	65
Jackson	R.	45	65
Kepper	S.**	51	65
Klein	V.	29	55
Mung	C.	34	55
Nguyen	A.	35	55

\* English Language Learners

\*\* Special Education Students



# PROTOCOL: Providing Feedback on SLOs

## STEP 1: Ensure that the appropriate SLO(s) have been selected.

- Does the SLO(s) represent more than 50% of the teaching assignment?
- Has the appropriate course(s) for the SLO been selected based on the NYSED and/or district rules?

## STEP 2: Review the TARGET.

- Is the district goal correct?
- Is the target written using the appropriate structure?
- Based on the BASELINE DATA --> Is it rigorous, yet realistic with regard to the course and student population?

## STEP 3: Review the EVIDENCE

- Is the correct pre- and post-assessment used based on NYSED and/or district rules?
- Is it aligned to the LEARNING CONTENT described in the SLO?

## STEP 4: Review the RATIONALE

- Does it clearly describe the process for selecting the LEARNING CONTENT?
- Does it identify how the BASELINE DATA influenced the target setting process?
- Does it provide a rationale for setting the TARGET?
- Does it describe the EVIDENCE that will be used to determine student success?

# SLO PEER REVIEW worksheet

TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

ELEMENT	EXPECTATION CRITERIA	COMMENTS
<b>SLO SELECTION</b>	<input type="checkbox"/> Represents more than 50% of teaching assignment <input type="checkbox"/> Follows rules for setting SLOs <input type="checkbox"/>	
<b>TARGET</b>	<input type="checkbox"/> Uses appropriate district goal <input type="checkbox"/> Written correctly <input type="checkbox"/> Rigorous, yet realistic <input type="checkbox"/>	
<b>EVIDENCE</b>	<input type="checkbox"/> Pre-assessment is appropriate <input type="checkbox"/> Post-assessment is appropriate <input type="checkbox"/> Aligned to learning content <input type="checkbox"/>	
<b>RATIONALE</b>	<input type="checkbox"/> Describes process for selecting learning content <input type="checkbox"/> Identifies baseline data trends <input type="checkbox"/> Provides rationale for target <input type="checkbox"/> Describes evidence used <input type="checkbox"/>	

REVIEWER: \_\_\_\_\_ DATE: \_\_\_\_\_

# SLO PROCESS: Scoring the SLO

## WHAT IS A HEDI SCALE?

The H.E.D.I. scale is based on levels of effectiveness determined by NYSED, which stand for highly effective, effective, developing, and ineffective. Based on APPR requirements, districts must adopt a 20 point rating scale that translates targets into points. Each scale must adhere to the following rules as defined by the law:

LEVEL	POINTS	DESCRIPTION
Highly Effective	18-20	Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above District expectations.
Effective	9-17	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations.
Developing	3-8	Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective	0-2	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

Using this framework, districts must then develop a scale, including ranges and intervals aligned to each point. This is called the HEDI scale and it is instrumental in scoring a SLO.

## SAMPLE

Based on NYSED rules, the target can only be set within the effective range.

		<b>17</b>	82 - 84%				
		<b>16</b>	79 - 81%				
		<b>15</b>	77 - 78%				
		<b>14</b>	75 - 76%	<b>8</b>	58 - 64%		
		<b>13</b>	73 - 74%	<b>7</b>	51 - 57%		
		<b>12</b>	71 - 72%	<b>6</b>	44 - 50%		
<b>20</b>	> 94%	<b>11</b>	69 - 70%	<b>5</b>	38 - 43%	<b>2</b>	22 - 25%
<b>19</b>	90 - 94%	<b>10</b>	67 - 68%	<b>4</b>	32 - 37%	<b>1</b>	18 - 21%
<b>18</b>	85 - 89%	<b>9</b>	65 - 66%	<b>3</b>	26 - 31%	<b>0</b>	< 20%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>85 - 100%</b>		<b>65 - 84%</b>		<b>26-64%</b>		<b>0-25%</b>	

For example, if a teacher had 81% of students meet the target, he/she would receive 16 points.

The effectiveness range percentages are established based on historical data, district-wide goals and values about student achievement.

## HOW DO YOU CALCULATE A HEDI SCORE?

The calculation of the HEDI score is simply the percentage of students who met their target. This percentage is inserted into the HEDI scale and the points are assigned.

$$\frac{\text{\# of students who met target}}{\text{Total \# of students}} \times 100 = \text{\% of students who met the target}$$

## HOW DO YOU CALCULATE A HEDI SCORE FOR A TEACHER WITH MORE THAN 1 SLO?

If a teacher is required to write more than one SLO in order to represent more than 50% of their teaching assignment, the teacher evaluator will need to:

1. Calculate the HEDI score for each SLO
2. Weight the HEDI scores based on the total number of students in ALL SLOs

### SAMPLE using the HEDI Scale shown above

#### SLO #1: Global Studies II

TARGET: 84% of students will

score 85% or higher if they scored between a 50-60% on the pre-assessment,  
score 65% or higher if they scored between 25-49% on the pre-assessment,  
score 55% or higher if they scored between 5-24% on the pre-assessment.

# of Students = 33  
% Target = 67%

HEDI POINTS  
**10**

#### SLO #1: US History

TARGET: 84% of students will

score 85% or higher if they scored between a 40-50% on the pre-assessment,  
score 65% or higher if they scored between 25-39% on the pre-assessment

# of Students = 50  
% Target = 76%

HEDI POINTS  
**14**

TOTAL NUMBER OF STUDENTS = 83

	HEDI SCORE	WEIGHT	WEIGHTED SCORE
<b>SLO #1</b>	10	0.40	<b>4</b>
<b>SLO #2</b>	14	0.60	<b>8</b>

FINAL SCORE  
**12 points**

**PRACTICE:** Score the following SLOs.

## HS Regents - Global Studies II STUDENT ROSTER

Student Last Name	Student First Name	Baseline Assessment	TARGET	End of Year Assessment	Difference	MET TARGET?
Abbot	A.	57	85	66	-19	NO
Babar	C.	62	85	78	-7	NO
Bennett	L.	45	65	dropped course		
Donald	M.	57	85	47	-38	NO
Eckhart	S.	58	65	67	2	YES
Fleming	A.	57	85	78	-7	NO
Frederick	D.	35	55	77	22	YES
Greene	W.	42	65	90	25	YES
Johnson	R.	37	65	76	11	YES
Jimenez	S.*	49	65	85	20	YES
Klepper	V.	54	65	67	2	YES
Montoya	C.*	29	55	66	11	YES
Nguyen	B.*	42	65	78	13	YES
Ortega	S.*	35	55	transferred to another school		
Oweida	R.	41	65	47	-18	NO
Patrone	A.	48	65	67	2	YES
Sawyer	H.	30	55	78	23	YES
Swift	T.	36	65	77	12	YES
Travis	M.	43	65	90	25	YES
Trevino	B.*	46	65	76	11	YES
Anders	J.	48	65	85	20	YES
Babbs	C.	39	65	67	2	YES
Baxter	L.**	36	65	66	1	YES
Dunlap	M.**	43	65	78	13	YES
Elliott	S.	45	65	did not sit for Regents		
Foster	A.**	48	65	47	-18	NO
Garonne	D.	31	55	54	-1	NO
Gonzales	W.	37	65	78	13	YES
Jackson	R.	45	65	77	12	YES
Kepper	S.**	51	65	60	-5	NO
Klein	V.	29	55	76	21	YES
Mung	C.	34	55	85	30	YES
Nguyen	A.	35	55	67	12	YES

## HS Regents - US History STUDENT ROSTER

Student Last Name	Student First Name	Baseline Assessment	TARGET	End of Year Assessment	Difference	MET TARGET?
Abbot	A.	57	85	66	-19	NO
Babar	C.	62	85	78	-7	NO
Donald	M.	57	85	47	-38	NO
Eckhart	S.	58	65	67	2	YES
Fleming	A.	57	85	78	-7	NO
Frederick	D.	35	65	77	12	YES
Greene	W.	42	65	55	-10	NO
Johnson	R.	37	65	76	11	YES
Jimenez	S.*	49	65	85	20	YES
Klepper	V.	54	65	67	2	YES
Montoya	C.*	29	65	66	1	YES
Nguyen	B.*	42	65	78	13	YES
Oweida	R.	41	65	47	-18	NO
Patrone	A.	48	65	67	2	YES
Sawyer	H.	30	65	78	13	YES
Swift	T.	36	65	77	12	YES
Travis	M.	43	65	64	-1	NO
Trevino	B.*	46	65	76	11	YES
Anders	J.	48	65	85	20	YES
Babbs	C.	39	65	67	2	YES
Baxter	L.**	36	65	66	1	YES
Dunlap	M.**	43	65	78	13	YES
Elliott	S.	45	65	55	-10	NO
Foster	A.**	48	65	47	-18	NO
Garonne	D.	31	65	67	2	YES
Gonzales	W.	37	65	78	13	YES
Jackson	R.	45	65	63	-2	NO
Kepper	S.**	51	65	90	25	YES
Klein	V.	29	65	76	11	YES
Mung	C.	34	65	85	20	YES
Nguyen	A.	35	65	67	2	YES

## SLO SCORING worksheet

TEACHER NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

**District Determined H.E.D.I. Scoring Scale**

In 2012-13 academic year, each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the State 20%, based on student growth (SLO), the district has adopted the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting the target:

17	82 - 84%				
16	79 - 81%				
15	77 - 78%				
14	75 - 76%	8	58 - 64%		
13	73 - 74%	7	51 - 57%		
12	71 - 72%	6	44 - 50%		
20	> 94%	11	69 - 70%	5	38 - 43%
19	90 - 94%	10	67 - 68%	4	32 - 37%
18	85 - 89%	9	65 - 66%	3	26 - 31%
				2	22 - 25%
				1	18 - 21%
				0	< 20%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>	
85 - 100%		65 - 84%		26-64%	
				<b>INEFFECTIVE</b>	
				0-25%	

**SLO TARGETS & SCORES**

**SLO #1: Global Studies II**

# of Students = \_\_\_\_\_

TARGET: 84% of students will score 85% or higher if they scored between a 50-60% on the pre-assessment, score 65% or higher if they scored between 25-49% on the pre-assessment, score 55% or higher if they scored between 5-24% on the pre-assessment.

% Target = \_\_\_\_\_

HEDI POINTS = \_\_\_\_\_

**SLO #1: US History**

# of Students = \_\_\_\_\_

TARGET: 84% of students will score 85% or higher if they scored between a 40-50% on the pre-assessment, score 65% or higher if they scored between 25-39% on the pre-assessment

% Target = \_\_\_\_\_

HEDI POINTS = \_\_\_\_\_

**SCORING CALCULATION:**

TOTAL NUMBER OF STUDENTS = \_\_\_\_\_

	HEDI SCORE	WEIGHT	WEIGHTED SCORE
<b>SLO #1</b>			
<b>SLO #2</b>			

**FINAL SCORE**

TEACHER SIGNATURE: \_\_\_\_\_

EVALUATOR SIGNATURE: \_\_\_\_\_

# ROLES & RESPONSIBILITIES

## WHAT IS DETERMINED BY THE STATE?

NYSED determines the following for developing Student Learning Objectives:

- The overall SLO framework, including required elements (see pg. 3)
- Requirements in the context of Regulations:
  - teachers who must set SLOs
  - requirements for which assessment are allowable options under the Regulations
  - scoring ranges and categories for the measures of student growth subcomponent
- Rules for scoring SLOs that include a State-provided growth measure
- Rules for scoring multiple SLOs

## WHAT IS DETERMINED BY THE DISTRICT?

Districts (in the context of State Regulations and frameworks) determine the following for the implementation of Student Learning Objectives:

- Needs assessments for level of readiness for SLO implementation
- Identification of teachers who will receive a State-Provided Growth Measures and who must have SLOs as “comparable growth measures” as per the State’s rules
- District-wide rules for setting SLO targets, evidence, and HEDI scales
- Expectations for scoring SLOs
- Processes for setting, reviewing, and assessing SLOs in schools
- Procedures for assessment security and scoring
- Roles and responsibilities at the district and school levels
- Professional learning opportunities to train teachers and principals

## WHAT IS SUPPORTED AT THE SCHOOL LEVEL?

Schools (in the context of State Regulations and District decisions) support the following:

- Implementation process of SLO development, review, and scoring
- Decision-making as needed when District leaves flexibility to schools
- Approval of each teacher’s targets and SLOs
- Security of all assessments and adherence to scoring procedures

## WHAT IS THE ROLE OF THE TEACHER?

Teachers (in the context of Regulations, District decisions, and school supports) complete the following:

- Develop an SLO in accordance to NYSED and District Determined processes
- Consult with building and/or district-level administrators on SLO development and implementation
- Use assessment data to identify targets and inform instruction
- Reflect on student learning results and consider implications for future practice

- adapted from the New York State Education Department Student Learning Objective Guidance Document.

<http://engageny.org/wp-content/uploads/2012/03/slo-guidance.pdf>



# IMPLEMENTATION TIMELINE

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