The Student Learning Objective Process

Illinois State Board of Education

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What is Assessment?

- Assessment is the process of collecting and interpreting information that informs educators, students, and parents/guardians about students’ progress in attaining the knowledge, skills, attitudes, and behaviors to be learned or acquired in school.
Assessment and Evaluation

• An assessment system that uses multiple and varied measures of student performance provides more valid and reliable evidence of the influence that educators have on student growth.
  – Resource: Guiding Principles for Classroom Assessment

(JCSEE, 2013)
Validity

• Classroom assessment practices should provide accurate information that supports sound decisions about each student’s knowledge and skills.
  – Resource: Classroom Assessment Standards
Reliability

• Classroom assessment practices should provide consistent, dependable information that supports sound decisions about each student’s knowledge and skills.

  – Resource: Classroom Assessment Standards
Student Learning Objective

- A SLO is a detailed process used to organize evidence of student growth over a specified period of time.
  - The SLO process is an organizational and planning tool.
SLO Elements

• Element 1: Learning Goal
• Element 2: Assessments and Scoring
• Element 3: Growth Targets
• Element 4: Actual Outcomes
• Element 5: Teacher Rating
SLO Cycle

1. Develop SLO
2. Initial Review
3. Monitor Progress
4. Midpoint Check-In
5. Monitor Progress
6. Final Review
SLO Elements

- Element #1: Learning Goal
- Element #2: Assessments and Scoring
- Element #3: Growth Targets
- Element #4: Actual Outcomes
- Element #5: Teacher Rating
SLO Elements

- Element #1: Learning Goal
- Element #2: Assessments and Scoring
- Element #3: Growth Targets
  - Element #4: Actual Outcomes
  - Element #5: Teacher Rating
Learning Goal

• A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards.
  – The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment.
Big Idea

• The learning goal may include one big idea.
  – A big idea integrates multiple content standards, and links units of instruction together.
Big Idea

• The big idea chosen should be representative of the most important learning and typical student growth in a specific content area, grade level, or classroom.
  – A teacher covers many big ideas over the course of a school year, but chooses one big idea per SLO.
Learning Goal Example

• Describe the learning goal.
  – Students will apply the 6+1 Trait © writing model when writing expository essays.
  – Resource: Guidebook on the SLO Process, Appendix B
Assessments and Scoring

• Assessments and scoring procedures should be used to support and measure the learning goal.
  – The guiding questions and statements included within this element help teachers and evaluators determine how appropriate assessments and scoring procedures will be used to measure student growth.
Assessments and Scoring Example

• Common Authentic Assessments (Type II or III)
  – Portfolios: Documentation collected as evidence of student growth over time.
    • Writing Prompts
    • Self and Peer Assessment
  • Common Rubric
  • Coursework
Example Measurement Model

• Step 1: Collect Baseline Data

  – Teachers collect baseline data at the beginning of the school year or interval of instruction.

  • Baseline data provides measures of student understanding and ability to apply content knowledge.
Example Measurement Model

• Many teachers already collect baseline data at the start of the school year in order to appropriately differentiate instruction.
  
  – Baseline data may include:

    • Early Coursework
    • Pre-Assessment(s)
    • Student Surveys
    
    • IEP
    • English Language Proficiency
    • Attendance
Example Measurement Model

• Step 2 (Optional): Select Starting Groups
  – Next, the teacher places students into initial starting groups using the collected baseline data.
  • The starting groups should be appropriate based on students’ needs.
Example Measurement Model

• Step 3: Determine Growth Targets
  – Student growth targets are then differentiated according to starting group or individual student.
  • Growth targets are also identified within Element #3 of the SLO template.
Example Measurement Model

• At the midpoint in the SLO cycle, the collected data should be examined to determine if students are on track to meet their growth targets.
  – Do growth targets need to be adjusted due to over or underestimation, and/or justifiable circumstances for individual students or certain groups of students?
Example Measurement Model

• Step 4: Document Actual Outcomes
  – Finally, the teacher documents how many students met their growth targets.
  • This step is completed as part of Element #4 of the SLO template, and discussed during Step 6, final review, of the SLO Cycle.
## Baseline Data

<table>
<thead>
<tr>
<th></th>
<th>EL</th>
<th>LD</th>
<th>Writing Prompt 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juliet</td>
<td>Writing</td>
<td></td>
<td>Emerging</td>
</tr>
<tr>
<td>Manuel</td>
<td>Reading</td>
<td></td>
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</tr>
<tr>
<td>Melissa</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Richard</td>
<td>2.0</td>
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</tr>
<tr>
<td>Tony</td>
<td></td>
<td></td>
<td>Developing</td>
</tr>
</tbody>
</table>
Determine Growth Targets

- Student growth targets are then differentiated according to starting group or individual student.
  - In this example, the teacher has collected trend data concerning students’ expository writing for the past two years. Using this data, the teacher is able to identify patterns of typical student growth in her classroom.
  - The teacher uses the trend data and baseline data to determine realistic growth targets for her current students.
## Growth Targets

<table>
<thead>
<tr>
<th></th>
<th>EL</th>
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<th>Writing Prompt 1</th>
<th>Growth Target</th>
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<tr>
<td>Manuel</td>
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<td>Reading</td>
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<td>Developing</td>
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<tr>
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</table>
# Document Actual Outcomes

<table>
<thead>
<tr>
<th></th>
<th>WP1</th>
<th>WP2</th>
<th>WP3</th>
<th>WP4</th>
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</tr>
<tr>
<td>Manuel</td>
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<td>Emerging</td>
<td>Developing</td>
<td>Emerging</td>
<td>Developing</td>
<td>-</td>
</tr>
<tr>
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<td>Developing</td>
<td>Capable</td>
<td>Capable</td>
<td>Capable</td>
<td>✓</td>
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<tr>
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<td>Beginning</td>
<td>Emerging</td>
<td>Developing</td>
<td>Developing</td>
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<tr>
<td>Tony</td>
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# Teacher Rating

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>Less than 25% of Students Met the Indicated Growth Target(s).</td>
<td>25% - 50% of Students Met the Indicated Growth Target(s).</td>
<td>51% - 75% of Students Met the Indicated Growth Target(s).</td>
<td>76% - 100% of Students Met the Indicated Growth Target(s).</td>
</tr>
</tbody>
</table>
Resources

• Student Growth Training Module Series
• Guidance Documents
  – Guiding Principles for Classroom Assessment
  – Guidebook on the SLO Process
• Example SLO and Assessments

www.isbe.net/assessment/htmls/balanced-asmt.htm
Resources

• Illinois Administration Code Part 50
  • [www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf](http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf)
Contact

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