

**MSEA & MANSFIELD CITY SCHOOLS**  
**SLO HANDBOOK**  
**AS PREPARED BY THE**  
**EVALUATION COMMITTEE**

**IN COMPLIANCE WITH:**  
**ARTICLE 401 D 9 B &**  
**ARTICLE 401 E**

**UPDATED: January 23<sup>rd</sup>, 2017**

# **Who is in charge of what concerning SLO's?**

**There are two groups that are involved in SLO's, the Evaluation Committee and the Curriculum Committee. Both committees serve an important part in the process with your SLO's.**

**The Evaluation Committee is charged with establishing policies, procedures, and any processes around Student Learning Objectives (SLO's). This includes: (Article 401 E)**

- 1. The evaluation instrument and regularly review the effectiveness of said instruments.**
- 2. Changes in legal requirements concerning teacher evaluation.**
- 3. Determine conditions that will/may impact Student Growth Measures**
  - a. Number of authorized teacher absences**
  - b. Acceptance and mentoring of student teachers**
  - c. Change in teacher assignments**
  - d. Implementation of new standards and/or curriculum**
  - e. Exemptions to Student Growth Measures**
- 4. Make changes to the SLO Handbook.**
- 5. Hear appeals of members.**

**The Curriculum Committee is charged (Article 401 D 9 B) with the following:**

- 1. To assist in maintain, assess, review, suggesting changes, and approve the many facets of Student Growth Measures (SGM).**
- 2. Provide, or setting up professional development opportunities on SGM for the employees of the district**
- 3. Approve all SLO's written by teachers.**

**If you have any questions please contact Brad Strong or Dr. Hernandez who are Co-Chairs of the Evaluation Committee, or Jen Lepard who is the Chair of the curriculum committee.**

## **SLO Introduction page:**

50% of your evaluation will come from your Teacher Performance part of the evaluation. The remaining 50% will come from some kind of student data (unless you are not with students 50% of the time.)

There are 4 different ways to have the 50% calculated.

1. A 1 Teacher- Teacher instructs Value-Added (State tested) subjects exclusively.
  - a. Teachers in this category do not have to write SLO's in MCS.
2. A 2 Teacher instructs Value-Added courses, but not exclusively. Teachers in this category have a choice.
  - a. No SLO, all 50% will come from the Value-Added
  - b. Write an SLO, which will count for 25% of total evaluation and the Value-Added will count for 25% of the total evaluation
3. B teachers- Teachers will use Vendor Assessments- In MCS contract there is no vendor assessment.
4. C teachers- Teachers have NO Value-Added (or vendor assessments).
  - a. Teachers in this category HAVE to write 2 SLO's

## **Some frequently asked questions:**

1. Is there a minimum or maximum number of SLO's that need to be written?
  - a. There is a maximum of two (2) SLO's
2. How much does each SLO count for?
  - a. 25%
3. Do I have to write my SLO in different subjects?
  - a. It can be the same subject or different subjects.
4. Do I have to write two (2) SLO's for each subject I teach?
  - a. No, there is a maximum of two SLO's

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# How to Use this Handbook

...and why is it so big?

The Mansfield City Schools Student Learning Objective (SLO) handbook is designed to be a single resource for the entire SLO process. Since SLOs are written across all subject areas and grade levels by teachers, you will find a wide range of examples and scenarios used throughout the guide. In order to effectively identify and access the information you need, we suggest the following:

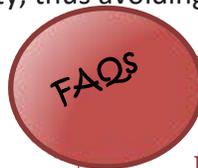
- Pay particular note of the [Program Requirements](#) page and the guidelines listed for steps 1-5 within the [SLO process](#). These requirements and guidelines provide details that are imperative in ensuring your SLOs meet standards for rigor and accountability, thus avoiding the extra time involved with completing revisions.

- Descriptions for each step in the [SLO process](#) will include some or all of the following vital information:

✓ Purpose/Goal	✓ Guidelines/Requirements
✓ Guiding Questions	✓ Examples
✓ Resources	✓ Documentation

Many sections have additional information placed in the boxes to the right of the main text. Examples include: Frequently asked questions, and next steps.

- [SLO samples](#) and more can be found in the [Appendices](#).
- Use the handbook electronically to locate relevant information and print the page(s) you need.



**What if I cannot find the information I need in the handbook or found it but still have questions?**

There are two primary levels of support beyond what is provided in this handbook. Members of the Mansfield City Schools SLO Committee have received training and are available. Information can also be obtained on the ODE [website](#).

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# What are SLOs?



## Student Learning Objectives (SLOs)

SLOs are goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time. SLOs are determined by teachers after analyzing data on student academic performance and identifying areas that need a targeted effort for all students and subgroups of students. As a way to measure student growth, the objectives demonstrate a teacher’s impact on student learning within a given interval of instruction. Further, they enable teachers to use their own knowledge of appropriate student progress to make meaningful decisions about how their students’ learning is measured. As a collaborative process, SLOs also support teacher teams in their use of best practices.

## Why write Student Learning Objectives (SLOs)?

Recent federal and state policy has led to new systems of educator evaluation. These new systems include multiple measures, one of which is often student learning or student growth. Student Learning Objectives (SLOs) have recently come to the forefront of this work and have been highlighted as one promising approach to measuring student growth based on the evidence to date, particularly for the majority of teachers in subjects or grades not covered by a standardized assessment and who must have SLOs as comparable growth measures.

Using a systematic approach that is fair and comparable across all educators, the evaluation system will focus attention on more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement.

Advised by the Ohio Department of Education, many districts will implement SLOs as comparable growth measures as a part of the “Locally-Determined Measure” portion of the Student Growth Component, which is determined by legislation and the negotiated agreement.



How to Use this Handbook

What are SLOs?

Support

Timeline

SLO Process

Value-added will be used by those who are in tested subjects. In grades or subjects where value-added is not available, locally-determined measures (SLOs) will be used.

There are many benefits to using SLOs as a measure of student growth:

■ **Reinforce best teaching practice.**

Setting goals for students, using data to assess student progress, and adjusting instruction based upon that progress are all part of good teaching practice. SLOs help formalize good teaching by requiring each of these steps and using the growth targets to inform evaluation results.

■ **SLOs are adaptable.**

All educators can demonstrate their impact on student learning and receive recognition for their efforts because SLOs are not dependent upon the availability of standardized assessment scores. Instead, SLOs can draw upon different data sources such as end of course exams, performance-based assessment scored by a rubric, or district-created or team-created assessments. SLOs can be highly adaptable, quickly reflecting changes in curriculum and available assessments.

■ **SLOs acknowledge the value of teacher knowledge and skill.**

The SLO process allows teachers to have input on how student learning will be measured and how teachers will be evaluated. Also, the process allows educators to focus on the objectives that are most relevant for their student population and content areas and provide a clear, measurable connection to instruction.

■ **Potential for collaboration.**

SLOs can be used to promote collaboration and reflection on practice among teachers.



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**Excellence**

*"Success is the maximum utilization of the ability that you have."*

Zig Ziglar



# SLO Support

In order to fully support SLO writers throughout the year-long process, there are a number of resources available including documents, charts, email, phone calls and face-to-face training. Please note that although personal communication is valuable for answering specific questions, it is not a substitute for reviewing and understanding the requirements around the SLO process as stated in this handbook.

## SLO Handbook and Website

- This SLO handbook is designed to be a single point of reference for answering most questions. This handbook and template documents to use can be found at [www.tygerpride.com](http://www.tygerpride.com)
- Additional documents and information about Student Growth Measures and SLOs can be found on the Ohio Department of Education website at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1230&ContentID=125742>

## District SLO Committee

The Curriculum Committee will review SLO's for approval.  
The Evaluation Committee will assist in developing the SLO process.

Members have received comprehensive training on the SLO process and will serve as your first line of support throughout the year. The SLO Committee is devoted to making process relevant and clear. They are always available to answer your questions or hear your concerns.

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## Timeline

The following is a timeline for SLOs.

Dates	Task
Summer – Aug:	Review, Revise, and Write SLOs leaving blanks for student data
Beginning of the school year – 1 <sup>st</sup> Friday in October:	<ol style="list-style-type: none"> <li>1. Gather and review data</li> <li>2. Identify student population</li> <li>3. Determine the interval of instruction &amp; identify content</li> <li>4. Choose or create assessments</li> <li>5. Set growth targets</li> </ol>
By the 1 <sup>st</sup> Friday in October:	Year-long & 1 <sup>st</sup> Semester SLOs are due to Curriculum Committee
1 <sup>st</sup> Friday in November:	Feedback/Approval of SLOs to teachers (Resend SLO with revisions to CC within 10 days)
Nov. 30	All SLOs are Finalized for Year-long or 1 <sup>st</sup> Semester classes
Beginning of the year – 1 <sup>st</sup> Friday in April	Monitor student progress toward SLOs
January 30th	2 <sup>nd</sup> Semester SLO's are due to Curriculum Committee. 1 <sup>st</sup> Semester scoring template to Curriculum Committee for final scoring. (Resend SLO with revisions to CC within 10 days)
February 28th	All SLOs are Finalized for Year-long or 2 <sup>nd</sup> Semester classes
1 <sup>st</sup> Friday in April	Submit SLO scoring template to CC for final scoring for year-long or 2 <sup>nd</sup> Semester SLO's

## SLO Process -----

Please read these sections as you plan your SLO. Knowledge of the SLO requirements and 5-Steps is not only vital to ensuring that SLOs are a meaningful part of your year, but will also help to avoid frustration caused by having to revise your SLO in order to meet the standards. Guidelines for each specific component of the process can be found in the corresponding sections of this handbook.

## Program Requirements

Ohio's new system for evaluating teachers will provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of teacher performance (based on classroom observations and other factors), and a rating of student academic growth.

The challenge for measuring student growth is that there is not a single student assessment that can be used for all teachers. Local education agencies (LEAs) must use data from the state approved test when available. If those are not applicable for a given subject or grade, Student Learning Objectives (SLOs) to measure student progress will be used.

- HB 153 requires **50 percent** of the teacher (and principal) evaluation framework to include measures of student growth.
- The student growth component includes **multiple measures**.
- This component includes student growth measures for **three categories of teachers** based on availability of Teacher Value-Added and LEA decisions.
- **Teacher-level Value-Added** *must* be included where available ("tested grades and subjects" = reading and mathematics, grades 4-8).
- The Ohio Department of Education (ODE) must create an **assessment list** for measuring growth in "non-tested grades and subjects."
- **LEA-determined** measures also will be included.
- A **Student Learning Objective (SLO)** process will be utilized for LEA-determined measures.
- Data from these measures will be scored based on five levels, comparable to Teacher Value-Added reports, and converted to a score in one of three levels of student growth (Above, Expected, Below).
- The student growth component shall be updated as **research and best practices** emerge.

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# SLO Process -----

## Program Requirements (continued)



### Who writes SLOs?

All Category C teachers who spend at least 50 percent of his/her time employed providing student instruction. In addition, Category A2 and B teachers who spend at least 50 percent of his/her time employed providing student instruction dependent on the use of Value Added.

- All eligible staff are required write two SLOs.
- All submission and revision deadlines must be met.
- Each section of the SLO entry must meet the guidelines in this handbook.
- SLOs must meet all criteria on the [Student Learning Objective \(SLO\) Template Checklist](#) in order to be approved.
- Revisions requested from the Curriculum Committee must be completed according to the comments resubmitted to the CC Committee within 10 work days.
- **Altering student answers or using SLO assessment items for the purpose of instruction or review at any point in the year is strictly forbidden. These actions could result in the loss of your certification and/or legal prosecution.**

### Who reviews my SLOs?

Members of the Curriculum Committee.

FAQs

#### What if I don't complete one or both of my SLOs?

Failure to complete the entire SLO process for both will be reflected in your formal evaluation.

#### What if students don't meet their SLO growth targets?

Your SLO rating will be determined according to this chart.

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

# SLO Process -----

## Step 1 Gather and Review Data



**Timeline: Beginning of the Year – 1<sup>st</sup> Friday in October**

*\*January 1<sup>st</sup> to January 30<sup>th</sup> for 2<sup>nd</sup> Semester SLO's*

**Purpose:** Identify significant areas of need and strengths for the students in your course.

### Guidelines

#### ■ Gather baseline and trend data

SLOs are based on a clear understanding of the student population under your charge. Collect data from past assessments (trend data) and/or from your pre-assessment (baseline data) to better understand how prepared your students are for the standards addressed by the course. These data could include baseline data from district created assessments, pretests, or student work samples. Once you have identified curricular priorities and gathered baseline data, they are ready to conduct a detailed analysis of student data.

#### ■ Conduct an analysis of student data.

This step helps you determine where students will need to demonstrate the most growth. Analyze data. Look for patterns, trends, strengths and weaknesses for both whole groups and sub-groups. Use results of analysis to determine high need areas that could be used for the purposes of your SLO. Enter the strengths and weaknesses of students in your SLO template.

### Guiding Questions

- What needs were identified for all students and student sub-groups?
- What strengths were identified for all students and student sub-groups?
- What are the building/district priorities?
- If no formal data is available for my subject what other methods can you use to determine your students' needs?
- Are the identified needs aligned with your grade level standards?
- Did you explain how needs were determined if there was no formal data?

### FAQs

**I teach a course where most students have little or no knowledge of the subject when beginning the year (e.g. French 1), how do I determine needs for the purpose of a SLO?**

Historical data is often beneficial in these circumstances. What content have students struggled to understand or retain in the past? What assessments are you basing that determination on?

**What if my students have significant needs in multiple areas which would each be appropriate for a SLO?**

Consider your building goals to see if there is alignment with any of the needs you identified. If there is no alignment and if one need is no greater than another, you can choose either. You will, of course, teach the content for both areas with the same depth and high expectations for growth, but you will need to choose one area to track for the purpose of your SLO.

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# SLO Process -----

## Step 2 Identify Student Population

**Timeline:** Beginning of Year- 1<sup>st</sup> Friday in October

\*January 1<sup>st</sup> to January 30<sup>th</sup> for 2<sup>nd</sup> Semester SLO's

**Purpose:** Identify the student population for the SLO



### Guidelines

- Outline the student population to which the SLO will apply.
  1. All teachers must write 2 SLO's if required. If a teacher teaches a subject that uses value-added (state test) they are not required to write an SLO.
  2. Tiered targets within a course-level SLO—A teacher should consider developing tiered targets if the data analysis shows a wide range of skill and ability in student performance. If most of the class is deficient in a necessary skill, but a handful of students have already mastered the skill, a teacher might develop tiered targets for the students who are deficient in the skill and a separate tiered target for the students who have already mastered the skill.
- Students covered under a teacher's SLO(s) must be proportional and representative of the teacher's schedule. For example, if a science teacher teaches four sections of biology and two sections of earth science, one SLO might cover the biology classes and one might apply to the earth science classes.
- In the rare case where a principal approves a student or subgroup omission, the teacher should note the rationale for the omission in the SLO student population field.

### Guiding Questions

- Are all students enrolled in the course covered by the SLO?
- Are there any contextual factors that may impact student growth?
- Did the principal approve the exclusion of any subgroups?

### Required Documentation/Product(s) for Step 1 and Step 2:

Complete the "BASELINE AND TREND DATA" and "STUDENT POPULATION" fields in your [SLO template](#). This can be done at any point before submitting.

# SLO Process -----

## Step 3

### Determine the Interval of Instruction and Identify Content

**Timeline:** Beginning of Year- 1<sup>st</sup> Friday in October

\*January 1<sup>st</sup> to January 30<sup>th</sup> for 2<sup>nd</sup> Semester SLO's

**Purpose:** Determine the interval of instruction and identify content aligned to standards.

#### Guidelines

■ **Determine the interval of instruction.**

The interval of instruction should be the length of the course (i.e., year long, semester long). The educator should also consider noting when pre-assessments, formative assessments, midyear evaluations, and post-assessments will be administered during the interval of instruction.

■ **Determine the specific content and standards addressed by the SLO.**

1. Based upon the data analysis, this section of the SLO should articulate the specific concepts or skills that students will gain during the course.
2. The content or skill area should represent the course such as key skills or overarching content, and should be selected based upon the identified areas from the data analysis.
3. Also indicate the specific standard(s) that align with the SLO. The educator should specify how the SLO will address applicable standards from the highest ranking following:
  1. Common Core State Standards,
  2. Ohio Content Standards, and
  3. National standards put forth by education organizations
4. Must be a rigorous and complex goal of student learning appropriate for instruction and growth over the full length of the course.

See “Guiding Questions” on the next page.



My school year ends on June 1.  
Does this mean my interval of instruction for my yearlong course ends on June 1?  
No. State law requires the completion of the evaluation process by May 1. The SLO Committee recommends that you administer your post-assessments on or around April 1. This will allow adequate time to score the assessments, complete the Student Learning Objective Scoring Template, and submit the data to the evaluator by May 1.  
Can I list the standards in the Standards and Content section or do I need to write a narrative?  
You can list the standards in this section, but you also need to articulate the content of the standards. For example, simply listing “CCSS.ELA-Literacy.W.4.4” is not enough information. In this section copy and paste the standards.

# SLO Process -----

## Step 3

### Determine the Interval of Instruction and Identify Content (continued)

**Timeline:** Beginning of Year- 1<sup>st</sup> Friday in October

\*January 1<sup>st</sup> to January 30<sup>th</sup> for 2<sup>nd</sup> Semester SLO's

#### Guiding Questions

- Are Common Core State Standards available for my content area?
- What are the essential skills and content knowledge that students will need in order to be successful next year?
- In which of the essential skills and content knowledge are the students struggling?
- What are the specific academic concepts/skills that this SLO will target?
- Why is this skill or content knowledge important?

#### Required Documentation/Product(s) for Step 3:

Complete the "INTERVAL OF INSTRUCTION" and "STANDARDS AND CONTENT" fields in your [SLO template](#). This can be done at any point before submitting.

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# SLO Process -----

## Step 4 Choose Assessments

**Timeline:** Beginning of Year- 1<sup>st</sup> Friday in October

\*January 1<sup>st</sup> to January 30<sup>th</sup> for 2<sup>nd</sup> Semester SLO's

**Purpose:** Identify appropriate assessments

### Guidelines

- This can be challenging, but it is one of the more important steps of the SLO process. Consult Appendix C: [Assessments](#), [Assessment checklists](#), and [frequently asked questions](#) of this document. If a teacher must create an assessment that is unique to his or her classroom, the teacher will develop the assessment with other school personnel. The assessment will be submitted as a part of the SLO and be reviewed by the SLO Committee.
- Assessments do not need to be pencil-and-paper tests, but can be performance-based assessments as well. Educators are encouraged to select the assessment(s) that are most appropriate for measuring student growth in the subject area of the SLO.

### Guiding Questions

- Be [aligned](#) to national or state standards and to the SLO growth target (meaning that it measures the skills or content addressed by the SLO).
- Is it [reliable](#), meaning that the assessment produces accurate and consistent results?
- Is it a [valid](#) measure, meaning that the assessment measures what it is designed to measure?
- Is it realistic in terms of the time required for administration?
- Does the assessment have [stretch](#) to allow all students to demonstrate developmentally appropriate growth?
- If planning to use multiple assessments to measure growth, how will the measures be combined?

FAQS

**Is a teacher-created assessment appropriate for an SLO?**

If no other assessments are available, ODE recommends that assessments be created in teacher or district teams following this guidance and the valuable guidance in other assessment literacy resources. Whenever possible, individual teachers should not create assessments.

**Why is baseline data important?**

Baseline data is an integral part of the SLO process. In order to demonstrate growth, teachers have to have information about their students' starting points.

# SLO Process -----

## Step 5 Set Growth Target(s)



**Timeline:** Beginning of Year- 1<sup>st</sup> Friday in October

\*January 1<sup>st</sup> to January 30<sup>th</sup> for 2<sup>nd</sup> Semester SLO's

**Purpose:** Set specific growth target for students that align with state or national standards, district priorities, and course objectives.

### Guidelines

- Growth targets should include specific indicators of growth
- When creating a tiered Growth Target, growth must be specified in points, not a percentage (e.g. “grow by 40 points”, not 40%).
- Tiers may only be defined by pre-assessment scores
- Must be based on the same grading scale that your assessment was scored on
- Target should be rigorous, yet attainable, as determined by the baseline or pretest data.

Acceptable SLO Growth Target		Unacceptable SLO Growth Target
All of my students will progress at least one fitness level on the FitnessGram during the fall semester.		80 percent of students will pass the end-of-course exam. <i>(This is unacceptable because it does not show growth.)</i>
Using the American Government pre-assessment, all students will meet their target score:		Students scoring 80 or lower on the pre-assessment will increase their scores by at least 10 points. Any students scoring 81 or higher on the pre-assessment will maintain their scores. <i>(This is unacceptable for two reasons: (1) students that are scoring at 50 need to make greater gains than only 10 points to reach an acceptable level of growth; (2) teachers must aim to grow all students, so those students scoring high on the pre-assessment need to be challenged with a higher goal and likely an additional assessment to illustrate their growth.)</i>
<b>Pre-assessment Baseline Score Range</b>	<b>Target Score on End-of-Year Portfolio</b>	
20–30	70	
31–50	80	
51–70	90	
71–85	90 + score of 85 or higher on capstone project	
86–95	95 + score of 90 or higher on the capstone project	

### Guiding Questions

- How was baseline data used to inform the growth target?
- Are tiered targets appropriate for the student population included in the SLO?
- Does your Growth Target challenge students to go above and beyond “normal” expectations?
- Are expectations ambitious yet attainable?
- Did you consider the grading scale of your assessment when writing the growth target?
- Did you leave any gaps in your Growth Target? You may not have a student who scored a particular score now, but it is possible that a student could enter your class and score it.

# SLO Process -----



How to Use this Handbook

What are SLOs?

Support

Timeline

SLO Process

## Step 6 Rationale for Growth Target(s)

**Timeline:** Beginning of Year- 1<sup>st</sup> Friday in October

\*January 1<sup>st</sup> to January 30<sup>th</sup> for 2<sup>nd</sup> Semester SLO's

**Purpose:** Set specific growth target for students that align with state or national standards, district priorities, and course objectives.

### Guidelines

The rationale should be a precise and concise statement that describes the student needs and refers to the evidence that informed the creation of targets.

### Guiding Questions

- How will this target address student needs?
- Why is this target important?
- How will attainment of this target help the student learn necessary content for future grade levels



**I feel like I am repeating a lot of information when I attempt to complete the Rationale for Growth Targets section. Am I doing this wrong?**

Rationales must include strong justifications for why the growth targets are appropriate and achievable for the student population, and, therefore, must be based on student data and the content of the student learning objective. The rationale ties everything together, and, as a result, it touches on every component that came before it. Rationales explain why this learning is important by making connections to school and district goals, similar subject, if the subject is completely new to students (i.e., the class is a first-year foreign language class or an introduction to physics).

### Required Documentation/Product(s) for Steps 4, 5, 6

Complete the "ASSESSMENTS," "GROWTH TARGETS," and "RATIONALE FOR GROWTH TARGETS" fields in your [SLO template](#). This can be done at any point before submitting.



# SLO Process -----

## Step 7 Submit your SLO

**Timeline:** 1<sup>st</sup> Friday of October or  
January 30<sup>th</sup> for 2<sup>nd</sup> Semester SLO's

**Purpose:** For review and feedback on the rigor and completeness of the SLO.

### Guidelines

Use Appendix B to self-evaluate

- \*Did you answer all questions
- \*Did you use appropriate wording
- \*Submit your hard copy SLO to the Curriculum Committee Chair.

Attach your assessments  
Attach rubric if necessary

- If the SLO is not approved, you will have 10 work days to complete the requested revisions and then re-submit the SLO.

### Required Documentation/Product(s) for Step 7:

Submit your [SLO Template with checklist inserted](#), [assessment checklists](#), and your pre and post assessment.

### FAQs

#### What do I do if I need revision

Your SLO document will be returned to you with an attached document listing area(s) where revision is needed.. Make your [revisions](#) in the document and re- submit it to the SLO Committee.

#### How will I know if my SLO has been approved?

Your SLO will be returned to you accompanied with an SLO approval form.

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### Next Steps

**Monitor Student Progress.**  
Design lessons that creatively incorporate your Learning Objective throughout the year. Give occasional short cycle assessments and adjust instruction as necessary.

**Mansfield School Employees  
Association (MSEA)**

### Monitor Student Progress

**Timeline: Beginning of School Year – 1<sup>st</sup> Friday in April\***

\*As long as the timeline is between these two dates it is acceptable, 2<sup>nd</sup> Semester January 1<sup>st</sup> to 1<sup>st</sup> Friday in April

**Purpose:** To monitor and measure student progress toward the Student Learning Objective

#### Guidelines

- Items used in SLO assessments may not be given to students, used for instructional purposes or included in any non-SLO assessments.
- Skill-based rubrics (as opposed to content-based rubrics) can be used for instruction throughout the year.
- Give occasional formative assessments and adjust instruction as necessary.

#### Guiding Questions

- What resources do I have available to monitor student growth that were not used in my SLO assessment?
- How can I spiral the content from my Learning Objective into lessons throughout the year?
- How can I support my team and ensure that we all are monitoring student progress?
- What professional development would help me achieve my goals?
- What additional resources would help me achieve my goals?
- What are other teachers doing to incorporate their Learning Objective into lessons throughout the year?

#### No Required Documentation/Product(s)



**What are the consequences for not following the guidelines?**

Consequences for breaking test fidelity (i.e., cheating) could range from documentation in your performance evaluation all the way to losing your Ohio Teaching Certification and even legal prosecution.



**Give Post Assessment**

## Post Assessment

**Timeline:** depends on interval chosen

## Mansfield School Employees Association (MSEA)

**Purpose:** Administer post-assessment

### Guidelines

- All students who are enrolled prior to the [New Student Enrollment Cut-off Date of Oct. 15<sup>th</sup>](#) (2<sup>nd</sup> Semester new student enrollment cut-off date of Feb 5<sup>th</sup>) and not withdrawn must be given the post-assessment. It is recommended that you do not wait until the last minute to test, as students who are absent must still be included in your final calculation.
- Students without both a pre- and post-assessment must be counted as having not met the Growth Target in your final calculation.

### FAQs

**What if a student is absent during testing?**

All students need both a pre and post-assessment on record, so absent students should be tested immediately upon their return. Students who are required to be included in your SLO, but who do not have both a pre- and post- assessment score, will count against you when calculating your final percentage.

**What if I am not sure when a student enrolled?**

Check with your building secretary.

### Required Documentation/Product(s) for Post Assessment:

Students' results entered into your [SLO Scoring Template](#)

### Next Steps

Enter students' post-assessment scores into the [SLO Scoring Template](#) and calculate your Numerical Rating of your SLO.



**Timeline:** 1<sup>st</sup> Friday in April (1<sup>st</sup> Semester SLO's could be turned when complete)

**Purpose:** Collecting and organizing the evidence for the final scoring process

#### Guidelines

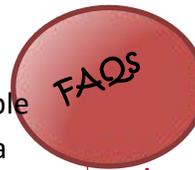
- The teacher is responsible for compiling the evidence for the final scoring process.
- Include a copy of the committee approved SLO from the beginning of the school year.
- Transfer the baseline data, the established growth targets, and the post-assessment scores to the [SLO Scoring Template](#) to provide the evaluator with a quick reference to determine whether stated growth targets were met. If you are using tiered growth targets, you will want to sort the data based on those tiers.
- Organize the evidence to support the attainment of the SLO into an easily recognized, readable format. Organizing the materials will aid the evaluator to evaluate the success of the SLO at the end of the interval.

#### ▪ SLO Scoring Process

The [SLO Scoring Template](#) is a document that can be used to assess whether or not SLO targets have been met when rating the individual SLO. There are several steps teachers must follow in order to arrive at a final determination.

#### ▪ Preparing for Scoring

Prior to the end-of-year review, teachers are responsible for collecting relevant information and compiling it in a useful way. For example, evaluators will have limited time, so having all student work or other documentation clearly organized and final student scores summarized (as noted below) will be valuable for saving time and reducing paperwork. Information that could be collected includes student performance data and the completed [SLO Scoring Template](#) document.



**What am I to take to my OTES end-of-year review with my evaluator?**

1. Approved SLO
2. Approved assessment(s)
3. Completed SLO Scoring Template

- See “Complete the SLO Scoring Template” on the next page

# SLO Process -----

## Step 8

### Final Scoring of SLO (continued)

#### Complete the SLO Scoring Template

The teacher is responsible for collecting the evidence, using the *SLO Scoring Matrix (below)* to determine an SLO rating, and providing the scores to the SLO Committee.

The administrator, reviews the information provided by the teacher. This information will be used by the administrator to determine the teachers rating.

#### Directions –SLO Scoring Template

1. Add the name or identification number for each student into the worksheet. Additional rows may be added as needed.
2. Enter each student’s baseline score. This may be from a combination of data points and available information such as scores on the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.
3. Enter each student’s established growth target.
4. Enter the final performance data for each student.
5. Enter if each individual student exceeded/ met the growth target by answering yes or no.
6. Determine the percentage of students meeting or exceeding the established growth targets.
7. Compute the overall teacher rating of student growth measures using the SLO Scoring Matrix.



SLO Scoring Matrix

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

See “Guiding Questions” on the next page.

# SLO Process -----



## Step 8 Final Scoring of SLO (continued)

### Guiding Questions

- Have you analyzed the pre and post assessment data to determine strengths and opportunities for improvement in content learned for each student and/or groups of students?
- Do you have your analyzed data organized into an easily recognized, readable format that can be easily shared and reviewed with your evaluator?
- Do you have some ideas for goals to include in your Performance Improvement Plan for next year?



<p><b>What if a student withdraws?</b></p> <p><b>Do they count toward my goal?</b></p> <p>No. Do not include students who have withdrawn prior to giving the post-assessment when calculating your final percentage. However, you should keep them on your spreadsheet and indicate that they have withdrawn in the Post-Assessment field.</p>	<p><b>Do my special education and ELL students count toward my total?</b></p> <p>Yes, they must be included in your “all student” SLO, and should also be included in your second SLO unless they do not meet your criteria for establishing a target group. All students should receive modifications and/or accommodations as required by their IEPs, 504s, and ELL Status.</p>	<p><b>Do chronically absent students count toward my total?</b></p> <p>Yes, they should be counted. If at the end of the year, you do not meet your goal and a chronically absent student made the difference, note the number of days the student was absent in your final entry, and bring documentation of your efforts to get the student to school to your final meeting with your principal. Students can be excluded at your principal’s discretion in extreme circumstances.</p>
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### Required Documentation/Product(s) for Step 8:

Complete the [SLO Scoring Template](#) in Appendix G.



# SLO Process -----

## Revision Request



**Timeline:** Oct/Nov – Jan/Feb

**Purpose:** Revise SLOs, as required, after SLO Committee review.

### Guidelines

- Completing revisions according to the specific requests made by the SLO Committee
- Complete all revisions within 10 working days of receiving the revision request
- Complete all revisions within your original SLO Template according to the comments from the SLO Committee.
- Submit your revised SLO template for approval.

### Guiding Questions

- What specific part(s) of my SLO are in need of revision?
- How long will it take to complete the request? Since there is a 10 working day window to complete your revision, planning is imperative. For instance, a retest takes significantly more time to develop, administer and document than a simple clarification of the Learning Objective.
- Have there been any changes to my class or teaching assignment that would invalidate my SLO.

### FAQS

**How do I know if a revision is required on my SLO?**

Any time a revision request is generated, you will receive a form with your original SLO template with the revision comments.

**Can I change my Growth Target Mid-year?**

No, once a target has been submitted and approved it is final. Possible exceptions would be if a student enters who does not fit into your current growth target, significant reductions in your class size, or a significant shift in your student population. In those cases, you may request a revision from the [SLO Committee](#).

**What if I do not agree with the revision request?**

Revisions are generated when your SLO does not meet the guidelines in the SLO Rubric and/or this handbook. If you feel that your SLO does meet those criteria, please contact both your principal and a member of the [SLO Committee](#) to set up a time to meet with members of the SLO Committee to review and discuss your SLO.

### Required Documentation/Product(s) for SLO Revision:

Complete revisions and submit revised SLO within 10 working days of receiving the request for revision.

**A. Definitions**

- a) **Comparable evaluations-** shall mean everyone's summative evaluation that results in a developing, skilled, or accomplished rating shall be comparable, and seniority shall be the deciding factor for a RIF. Evaluations that result in an ineffective rating shall be comparable evaluations.
- b) **Credentialed Third Party Evaluator-** a person who is employed by an entity contracted by the board to conduct evaluations and who holds an administrative license.
- c) **Electronic Teacher and principal Evaluation System:** the electronic system used by the district to report to ODE aggregate final summative teacher evaluation ratings.
- d) **Evaluation Cycle:** the period of time for the completion of the evaluation procedure. This cycle is completed when student growth measures resulting from assessments that were administered in the previous school year are combined with the teacher performance ratings resulting from performance assessments that are conducted for the current school year to assign an evaluation rating
- e) **Evaluation Factors:** multiple measures that are used in the teacher evaluation procedure. Factors include, but are not limited to, teacher performance, student growth measures, walkthroughs, etc.
- f) **Evaluation Instrument:** The forms used by the teacher's evaluator. The Forms are located in Appendix U & V of this agreement
- g) **Evaluation Rating:** A final summative evaluation level that is assigned to a teacher based on evaluations that are conducted pursuant to the terms of this agreement. The evaluation rating is assigned at the conclusion of the evaluation cycle when the teacher performance rating is combined with the results of student growth measures. Each completed evaluation will result in the assignment of one of the following evaluation ratings to the teacher: Accomplished, Proficient, Developing, or Ineffective.
- h) **Improvement Plan:** a written plan which shall be collaboratively put into place with the teacher and the assigned credentialed evaluator, in order to directly address any deficiencies cited in the evidence that is gathered during walkthroughs and formal observations.
- i) **Student Growth Measure:** A unit of academic growth projected for a student over a specified period of time, and which has been established according to a set of procedures defined either by value-added data, vendor assessments, or locally developed student learning objectives (SLOs)
- j) **Student Learning Objectives (SLO):** A measurable academic growth target that a teacher sets at the beginning of the course/term for all students or for subgroups of students to be achieved by completion of

an established interval based upon baseline data gathered at the beginning of the course.

- k) **Teacher of Record: A teacher who**
  - a. Is responsible for assigning the grade to the student, and,
  - b. Is required to have the proper credentials to teach the particular subject/grade level for which he/she has been designated "teacher(s) of record", and
  - c. Is responsible for a minimum of fifty percent (50%) of a student's scheduled instructional time within a given subject or course
- l) **Teacher performance: The assessment of a teacher's performance, resulting in a performance rating. As an evaluation factor, the teacher performance dimension is based on direct observations of a teacher's practice (including materials, evidence, and other instructional artifacts) and walkthroughs that are performed by a credentialed evaluator. Teacher performance results are reported as a teacher performance rating as "1" indicating lowest performance to "4" indicating highest performance.**



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# APPENDIX B

## SLO Template with Checklist Inserted

Baseline and Trend Data	Appropriate Wording
<p><i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i></p> <p><input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years and results of pre-assessments).</p> <ol style="list-style-type: none"> <li>1. What is the structure of the pretest?</li> <li>2. What content attainment does the SLO measure?</li> <li>3. Who developed the assessments?</li> <li>4. When was the pre-assessment administered?</li> <li>5. Were all students assessed?</li> </ol>	<p><i>Key words, phrases, and ideas to be included in the writing of an SLO.</i></p> <ol style="list-style-type: none"> <li>1. The pre-assessment consists of (<u>number</u>) (multiple choice, true/false, matching) questions, (<u>number</u>) (short response/essay) questions, etc...</li> <li>2. ...to determine (skills, ability to.....)</li> <li>3. The assessment was developed by (vendor, district team, grade level/department team, individual teacher) and ...</li> <li>4. ...took place (1<sup>st</sup> week of school, specific date) and...</li> <li>5. ...was given to all students</li> </ol>
<p><input type="checkbox"/> Draws on trend data, if available.</p> <ol style="list-style-type: none"> <li>1. Are performance data available from prior years and, if so, what does it tell you about student performance in the past?</li> </ol>	<ol style="list-style-type: none"> <li>1. If no: "No trend data available." <b>If yes...</b>data from (last year, pre-requisite course, previous years) showed strengths in (skill, content strand) and weaknesses in (skill, content strand)</li> </ol>
<p><input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses.</p> <ol style="list-style-type: none"> <li>1. What were the results of the pre-assessment?</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' scores ranged from (lowest score) to (highest score). The pattern seen when analyzing the results showed the class, as a whole, was strong in (skill, content strand) with a weakness in (skill, content strand).</li> </ol>
Interval of Instruction	Appropriate Wording
<p><i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i></p> <p><input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, or year).</p> <ol style="list-style-type: none"> <li>1. How frequently does the course meet and for how long?</li> </ol>	<p><i>Key words, phrases, and ideas to be included in the writing of an SLO.</i></p> <ol style="list-style-type: none"> <li>1. Instruction for this SLO will be from (year course = August to end of March, semester courses = Aug to Jan or Jan to end of March). It meets ____days per week for ____minutes per day.</li> </ol>



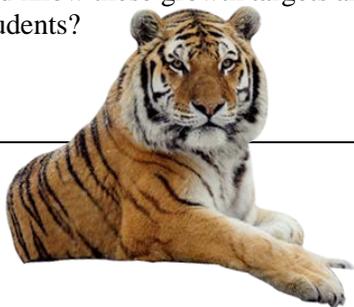
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Assessment(s)	Appropriate Wording
<p><i>What assessment(s) will be used to measure student growth for this SLO?</i></p>	<p><i>Key words, phrases, and ideas to be included in the writing of an SLO.</i></p>
<p><input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.</p> <ol style="list-style-type: none"> <li>1. Who created and/or reviewed the assessment?</li> <li>2. How do you know that this assessment is valid and reliable?</li> </ol>	<ol style="list-style-type: none"> <li>1. The post assessment was created by: (Vendor, grade/department level team, district team, or individual teacher). It was reviewed by (grade/department level team, district team, or individual teacher).</li> <li>2. All students will take the assessment in one (42 minute, class) period. Students will take the assessment (independently with no prompting, clarifications, or use of notes/other tools; independently after directions are read/explained). The post assessment has been reviewed by (district team, grade level team, individual teacher) and is written clearly with appropriate grade level vocabulary.</li> </ol>
<p><input type="checkbox"/> Selects measures with sufficient stretch so that all students may demonstrate learning or identifies supplemental assessments to cover all ability levels in the course.</p> <ol style="list-style-type: none"> <li>1. How do you know that this assessment has enough stretch for both low- and high-achieving students?</li> </ol>	<ol style="list-style-type: none"> <li>1. The post assessment provides sufficient stretch as the items cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.</li> </ol>
<p><input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used.</p> <ol style="list-style-type: none"> <li>1. How will you combine assessments?</li> <li>2. Will the assessments have different weightings?</li> </ol>	<p>If not applicable: "Not applicable"</p> <p><b>If applicable.....</b></p> <ol style="list-style-type: none"> <li>1. The score from each of the 3 post assessments will be totaled to create 'one' SLO score to determine a final growth target score.</li> <li>2. Each post assessment score is equally weighted. <b>OR</b> The post assessment score from post assessment one will be (doubled, tripled, or....) while the post assessment scores from the other two post assessments will (not be doubled, or ...)</li> </ol>
<p><input type="checkbox"/> Follows the guidelines for appropriate assessments.</p> <ol style="list-style-type: none"> <li>1. How will you ensure that the assessments are graded consistently?</li> <li>2. Are you using a rubric?</li> </ol>	<ol style="list-style-type: none"> <li>1. An answer sheet will be used for selected response questions.</li> <li>2. <b>If applicable...</b> A (district, grade level, department, individual teacher, vendor) created rubric for open ended/written response questions will be used.</li> </ol>

Growth Target(s)	Appropriate Wording								
<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>	<i>Key words, phrases, and ideas to be included in the writing of an SLO.</i>								
<input type="checkbox"/> All students in the class have a growth target in at least one SLO. 1. Do all students have a growth target?	1. All students are included in this SLO and have a growth target.								
<input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth. 1. How was baseline data used to inform the growth targets? 2. Can you explain this growth target?	1. Growth targets are based on pre-assessment scores. 2. <b>a. <u>Growth targets different for each tier</u></b> The growth targets for the lowest tier are the greatest because these students need to acquire more content knowledge to reach minimum proficiency for the SLO content. Whereas, the growth targets for the highest tier are the least as these students will be striving to reach an accelerated/advanced level of the SLO content. <b>b. <u>Growth targets the same for each tier</u></b> Students in each tier are expected to reach the next level of mastery as determined by the tier's growth target.								
<input type="checkbox"/> Sets developmentally appropriate targets. 1. How do you know these targets are developmentally appropriate?	1. Targets are aligned with grade level or district expectations/grading scale.								
<input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth. 1. Create a table	1. Example <table border="1" data-bbox="889 1010 1414 1188"> <thead> <tr> <th>Pre-assessment</th> <th>Growth Target</th> </tr> </thead> <tbody> <tr> <td>0 – 10</td> <td>Increase by 15</td> </tr> <tr> <td>11 – 15</td> <td>Increase by 10</td> </tr> <tr> <td>Continue as needed</td> <td></td> </tr> </tbody> </table>	Pre-assessment	Growth Target	0 – 10	Increase by 15	11 – 15	Increase by 10	Continue as needed	
Pre-assessment	Growth Target								
0 – 10	Increase by 15								
11 – 15	Increase by 10								
Continue as needed									
<input type="checkbox"/> Sets ambitious yet attainable targets. 1. How could you better differentiate the targets for your students?	1. Targets reflect individual strengths and weaknesses resulting in ambitious yet attainable targets.								

Student Population	Appropriate Wording
<i>Which students will be included in this SLO? Include course, grade level, and the number of students.</i>	<i>Key words, phrases, and ideas to be included in the writing of an SLO.</i>
<input type="checkbox"/> Identifies the class or the subgroup of students covered by the SLO. 1. What is the name and grade level of the course/class?	1. (24) students in (Gr 4 Math) will be included in the SLO. <b>OR</b> This SLO applies to the Chemistry I course which consists of (12 juniors and 9 sophomores).
<input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth. 1. Do students have any special needs or talents?	1. The class consists of ___ IEP, ___ 504, ___ ELL; ___ identified/served gifted (in the area of SLO content)
<input type="checkbox"/> If subgroups are excluded, it explains which students, why they are excluded, and if they are covered in another SLO. 1. Are certain students covered in another SLO?	1. a. "No subgroups excluded" b. Rare that a subgroup would not be a part of the SLO. If so...the IEP students are not included in this SLO as they will be pulled out throughout the year to work on skills and content appropriate to their needs. The intervention teacher will include these students in an appropriate SLO.
Standards and Content	Appropriate Wording

<p><i>What content will the SLO target? To what related standards is the SLO aligned?</i></p>	<p><i>Key words, phrases, and ideas to be included in the writing of an SLO.</i></p>
<p><input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) the Common Core State Standards, (2) the Ohio Academic Content Standards, or (3) national standards put forth by education organizations.</p> <p>1. What specific content will this SLO target?</p>	<p>1. The content of the SLO include standards from _____</p> <p>List the appropriate standards verbatim.</p>
<p><input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction.</p> <p>1. Would you please summarize the main foci of these standards?</p>	<p>1. The main focus for the SLO is (Comprehension, algebra, American History, life science, etc.)</p>
<p><input type="checkbox"/> Identifies core knowledge and skills that students are expected to attain as required by the applicable standards (if the SLO is targeted).</p> <p>1. What skills are students expected to attain?</p>	<p>1. Students will attain skills and knowledge necessary for (Reading process, solving equations, use of primary and secondary sources, inquiry)</p>
<p style="text-align: center;"><b>Rationale for Growth Target(s)</b></p>	<p style="text-align: center;"><b>Appropriate Wording</b></p>
<p><i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i></p>	<p><i>Key words, phrases, and ideas to be included in the writing of an SLO.</i></p>
<p><input type="checkbox"/> Demonstrates teacher knowledge of students and content.</p> <p>1. Why do students need to learn this content?</p>	<p>1. The attainment of each student's growth target is important as students continue to learn. By acquiring the growth target, each student will be at least minimally proficient at (grade level) in the area of (content area). In addition, the knowledge each student obtains will be beneficial for lifelong learning and/or a pre-requisite for other courses or future grade levels.</p>
<p><input type="checkbox"/> Explains why the target is appropriate for the population.</p> <p>1. Why are these targets appropriate?</p>	<p>1. The growth targets are aligned with grade/department level and district expectations/grading scale for (80%) mastery.</p>
<p><input type="checkbox"/> Addresses observed student needs.</p> <p>1. How does your SLO address identified student needs?</p>	<p>1. Students in (course or at this grade level) have a history of struggling with _____</p>
<p><input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets.</p> <p>1. How are these targets appropriate?</p>	<p>1. Comparing pre-assessment data with grade level/course expectations, appropriate growth targets were determine so each student could achieve minimum proficiency for (<u>grade level/course</u>) or achieve to an (accelerated/advanced) expectation for (<u>grade level/course</u>).</p>
<p><input type="checkbox"/> Explains how targets align with broader school and district goals.</p> <p>1. How does this SLO align with school or district goals?</p>	<p>1. This SLO aligns with the (building/district) goal (to be on or above grade level or 80% mastery)</p>
<p><input type="checkbox"/> Sets rigorous expectations for students and teacher(s).</p> <p>1. How do you know these growth targets are appropriate for your students?</p>	<p>1. The students' growth targets are aligned with the students' various strengths and weaknesses. Students obtaining these rigorous expectations will result in a proficient, accelerated, or advanced level of mastery for (grade level/course).</p>



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# APPENDIX C<sub>1</sub>

## Criteria for Selecting Assessments

When selecting assessments, teachers or teacher teams need to consider two major questions.

- **Is the assessment aligned to both my students' learning objectives and to the appropriate grade- or content-specific standards?**

The assessment should cover the key subject and grade-level content standards and curriculum that will be taught during the interval of instruction. When examining assessments for alignment, teachers and teacher teams should look for the following:

- ✓ Items on the test should cover all key subject/grade-level content standards.
- ✓ No items on the test should cover standards that the course does not address.
- ✓ Where possible, the number of test items should mirror the distribution of teaching time devoted to concepts or the curriculum focus. For example, if a foreign language teacher devotes almost equal amounts of time to developing students' reading comprehension, listening comprehension, oral communication, and written communication skills, he or she should not use a test that devotes 90 percent of the test to reading comprehension. Instead, the distribution of the test should mirror instruction, meaning that about a quarter of the test should focus on each of the four skills listed above.
- ✓ The items or tasks should match the full range of cognitive thinking required during the course. For example, if the main foci of the mathematics content standards are solving word problems and explaining reasoning, some questions or items on an assessment should require students to solve word problems and explain how they arrived at their answers.

The assessment should require students to engage in higher-order thinking where appropriate. These items or tasks may require students to use reasoning, provide evidence, make connections between subjects or topics, critique, or analyze.

- **Example A of assessment alignment with SLOs and the appropriate grade- or content-specific standards:**

An AP Biology teacher is evaluating available assessments to use for his SLO, which must align with the content of the AP course. He locates a district-created assessment geared toward first-year college students that covers both the major topics and the important skills associated with the course. The assessment includes 30 questions on organisms and populations, 14 questions on molecules and cells, and 16 questions on heredity and evolution.

The assessment sufficiently aligns with the content of the course. Because the AP course is designed to be the equivalent of a college introductory biology course, a test written to assess first-year college students would be appropriate. In addition, the distribution of questions nearly follows the AP Biology Development Committee's recommendations that teachers spend 50 percent of the time teaching organisms and populations, 25 percent teaching molecules and cells, and 25 percent studying heredity and evolution. Finally, the types of items mirror the AP Biology test, not just the content.

**Additional examples on the next page**

## APPENDIX C<sub>1</sub> (continued)

- **Example B of assessment alignment with SLOs and the appropriate grade- or content-specific standards:**

A second-grade mathematics teacher team is evaluating a commercially available end-of-course assessment. Looking at the items on the test, the team compares the foci of the test with the Common Core State Standards for Grade 2.

Foci of the Test	Common Core State Standards for Grade 2
Operations and Algebraic Thinking	Operations and Algebraic Thinking
Number and Operations in Base Ten	Number and Operations in Base Ten
Fractions	Measurement and Data
Geometry	Geometry
Statistics	
Probability	

The chart above indicates that the test covers more topics than are taught with the Common Core and does not include measurement and data. An item analysis would be necessary to make a final determination, but given that the Common Core focuses on fewer topics in greater detail than may be on the test, a different assessment would be more appropriate.

- **Example C of assessment alignment with SLOs and the appropriate grade- or content-specific standards:**

The fifth grade science curriculum contains three curricular units: cycles and patterns in the solar system; light, sound, and motion; and interactions within ecosystems. However, through these curricular units, students are expected to develop scientific inquiry skills in accordance with state standards. When the teacher team evaluates various available assessments to use with their SLOs, it finds that most of the assessments are multiple-choice questions that require basic recall, like “Which of the following is not a characteristic of Venus?”

The teacher team instead creates its own assessment that integrates the content of the course with scientific processes and inquiry. In addition to having a few multiple-choice questions, the assessment requires students to provide written explanations for scientific phenomena, analyze and interpret data relevant to the course content, and describe how they would construct a basic scientific investigation. The resultant assessment is rigorous and is better aligned to the expectations of the state content standards.

- **Example D of assessment alignment with SLOs and the appropriate grade- or content-specific standards:**

A seventh-grade social studies curriculum covers relevant world developments from 750 B.C. to 1600 A.D. A teacher examines an available district-created assessment for potential use with SLOs. The assessment features 40 questions, 20 of which are focused on Ancient Greece and 20 of which are focused on Ancient Rome.

The assessment mentioned above might be a district-created unit test that focuses on development in Ancient Greece and Ancient Rome. It does not adequately cover the breadth of the course, which covers world history up through global exploration. In order for the assessment to be aligned to the course, the assessment would have to measure student growth in understanding of key developments in a variety of cultures—not just Ancient Rome and Greece—over a larger period of time.

**See examples of Stretch on the next page**

## Assessments with Stretch Examples

- **Does the assessment allow high- and low-achieving students to adequately demonstrate their knowledge? Does the assessment have enough stretch?**

All students should be able to demonstrate developmentally appropriate progress on the assessment(s) used with an SLO. In order for the assessment to work for most or all students, the assessment must have sufficient “stretch,” meaning that it contains questions that are of varying difficulty and covers some basic, low-level and advanced knowledge or skills. Teachers may not be able to make an informed judgment about the needed stretch of the assessment until they have analyzed the baseline or pre-assessment performance of students. When evaluating the assessment for sufficient stretch, teachers and teacher teams should keep their lowest performing and highest performing students in mind. Based upon students’ recent performance, will they be able to demonstrate growth on this assessment?

- ✓ All students should be able to demonstrate growth on the assessment.
- ✓ The test includes items that cover basic knowledge and skills and appropriate, content-relevant items that will challenge the highest performing students.

- **Example A of assessment that allow high- and low-achieving students to adequately demonstrate their knowledge:**

A teacher examines a district-created assessment of fourth grade reading. The assessment covers all reading standards for informational text and literature for fourth grade and often includes questions that are slightly less or more challenging than grade-level expectations. In addition, questions throughout the assessment cover the third grade and fifth grade expectations of the same standard. For example, three assessment tasks are aligned with fourth grade standards and require students to compare and contrast a firsthand and secondhand account of the same event and describe the differences in the two accounts in terms of focus and information. In addition, one question asks students to distinguish their own point of view from that of an author (a third grade expectation), and one task asks students to analyze multiple accounts of the same event or topic and note differences in points of view (a fifth grade expectation).

Given that the teacher has one student who began the year reading below grade level and three students who were reading above grade level, this assessment has sufficient stretch.

- **Example B of assessment that allow high- and low-achieving students to adequately demonstrate their knowledge:**

A high school band teacher distributed a district-created high school I music pre-assessment at the beginning of the year to his high school I class. Looking at the results, the teacher was surprised to see that a third of his students scored 85 percent or higher on the pre-assessment. The teacher is scheduled to distribute a post-assessment to students at the end of the year that contains questions of the same difficulty level.

Because so many students demonstrated mastery of course content at the beginning of the year, the high school I music posttest currently planned does not have enough stretch. In order to ensure that all students will be able to demonstrate developmentally appropriate growth, the teacher might need to supplement the high school I post-assessment with more challenging questions or tasks.

**Read about Validity and Reliability on the next page**

# APPENDIX C<sub>3</sub>

## Assessments with Valid and Reliable Examples

### ■ Is the assessment **valid** and **reliable**?

The assessment should be both valid and reliable. In other words, the assessment should measure accurately what it says it measures and should produce consistent results (that is, it should be administered in such a way that students with the same skills should obtain similar scores). When evaluating assessments for validity and reliability, teachers and teacher teams should consider the following:

- ✓ Unless the assessment aims to test reading skills, a test should not include overly complex vocabulary. For example, a mathematics test that includes word problems with complex names and language may be assessing reading skills rather than mathematical reasoning.
- ✓ Items or tasks should be written clearly and concisely. Performance-based assessments should contain clear directions that are easily understood.
- ✓ Clear scoring rubrics or guidance should be included for performance-based items.
- ✓ The teacher or teacher team should determine how the assessment will be administered consistently across classes. Testing conditions, instructions, and test items (if using different forms of a test across classes) should be similar across classes.
- ✓ Give students the test only one time per administration (pre & post)
- ✓ Tests should be administered to all students on the same day. Absent students should make the test up ASAP
- ✓ Do not review questions or answers with students at any time throughout the year
- ✓ Students should not grade the assessments
- ✓ Do not send tests home with students
- ✓ Make assurances against cheating (students may not take the test in groups)
- ✓ Monitor students and do not alter their answers
- ✓ Teachers may not complete answer documents for students unless required by the student's IEP
- ✓ Pre-tests must show effort. Incomplete essays and multiple-choice tests with excessive blanks will not be considered complete and will therefore count as a "No", regardless of the post-assessment score. We suggest monitoring students during test administration, as the test cannot be given again at a later date
- ✓ Hints, helping tools, detailed instructions, etc., are not allowed. If they are an integral part of your test, they must be clearly identified in your SLO entry, approved by your principal and given on both the pre and post-assessments.

#### FAQS

**What are the consequences for not following the guidelines?**

Consequences for breaking test fidelity (i.e., cheating) could range from documentation in your performance evaluation all the way to losing your Ohio Teaching Certification and even legal prosecution.

**See examples of validity and reliability on the next page.**

## Assessments with Valid and Reliable Examples

- **Example A of ensuring assessments are valid and reliable:**

The teacher evaluates a ninth grade pre-assessment and post-assessment in social studies. The tests are aligned with the content standards, contain sufficient stretch, and are sufficiently rigorous. However, the teacher notices that most of the questions are written at a 12th-grade reading level.

This test raises validity issues. If students do better on the post-assessment, would it be because their knowledge of social studies and reasoning skills has improved, or because their reading comprehension has improved? To create a more valid assessment, the teacher might convene a teacher team to create a new test that uses appropriate vocabulary and will be readable to all students.

- **Example B of ensuring assessments are valid and reliable:**

A team of band teachers in the district create a performance assessment for students. In addition to developing the tasks together, the teachers specify a set of directions and testing conditions that each teacher will follow. For example, each student will be asked to perform a short piece of music during their small-group lessons. All teachers will assess the students using the same band rubric. Prior to grading, teachers will practice using the rubric and make sure that they are all grading performances consistently.

By creating standard assessment procedures, the teacher team is increasing the reliability of the assessment. These procedures will help ensure that one student's results are not more valid than another student's. In other words, if Susie takes the test during a teacher's period 1 class and then again during the teacher's period 6 class, her results should be similar. Again, testing conditions, instructions, and test items (if using different forms of a test across classes) should be similar across classes.

### Mansfield School Employees Association (MSEA)



**MANSFIELD CITY SCHOOLS** HELPING STUDENTS SUCCEED

# APPENDIX D

## Types of Assessments

### Types of Assessments

The list below ranks assessment types based upon the likelihood that the assessments will be aligned to standards, rigorous, valid, and reliable.

1. **State assessment items in proportion to the content specified in the SLO**— If a teacher has to use Value-Added data (Per ORC) the teacher does not have to write an SLO. If a teacher teaches a value-added and non value-added classes the teacher may choose to use value-added data or write an SLO.
2. **Commercially available assessments**—Some commercially available assessments have been carefully created and reviewed by assessment and education experts. However, these assessments do not always align with state content standards. Teachers may use these measures for their SLOs, but ODE recommends that teachers review these assessments for alignment first.
3. **District or team-created assessments**—District-created or team-created assessments are appropriate for use with SLOs, provided they meet the criteria for selecting assessments. Wherever possible, the same assessments should be administered across classrooms and across the district to increase comparability across classrooms. ODE also recommends that teams harness the expertise of district or school administrators with expertise in assessments, content area specialists, special educators and ELL specialists when developing assessments.
4. **Teacher-created assessments**—ODE strongly recommends that districts not allow assessments created by one teacher for use in his or her classroom for an SLO. In the rare case where a teacher must create an assessment that is unique to his or her classroom, ODE strongly recommends that the teacher develop the assessment in consultation with a school or district administrator with expertise in assessments, a special educator, an ELL specialist and/or a content team member. Individual teachers should not create assessments *for this purpose*.



**Mansfield School Employees Association (MSEA)**

# APPENDIX E

## Assessments Frequently Asked Questions

### ■ Is a teacher-created assessment appropriate for an SLO?

If no other assessments are available, ODE recommends that assessments be created in teacher or district teams following this guidance and the valuable guidance in other assessment literacy resources. Whenever possible, individual teachers should not create assessments.

### ■ Why is baseline data important?

Baseline data is an integral part of the SLO process. In order to demonstrate growth, teachers have to have information about their students' starting points. Teachers should use a pre-assessment that is similar to the end-of-year assessment.

### ■ I have students with Individualized Education Plans (IEPs) and 504 plans. Am I allowed to provide them with the testing modifications articulated in their plans?

Yes, by law students are entitled to receive the testing accommodations in their IEPs and 504 plans. All teachers should provide students with testing modifications when appropriate.

### ■ Who approves assessments?

Assessments are reviewed and approved by the SLO Committee along with your SLO.

### ■ What happens if my assessment doesn't meet the criteria?

Like all components of the SLO, assessments must meet specific measures to maximize alignment, rigor, and verification. If it is determined that your assessment does not meet those criteria, you will be required to revise. In order to avoid time consuming revisions, please ensure that you have thoroughly read the Assessment criteria in [Appendix C](#), the [Assessment Checklist](#), the [Assessment Balance](#), and asked for feedback on anything you are unsure about.



**Mansfield School Employees  
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Appendix E 33

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## Assessment Checklists

# Mansfield School Employees Association (MSEA)

<b>Alignment to Standards:</b> <i>Is the Learning Objective clearly reflected in the assessment measure?</i>			
Yes	Somewhat	No	
			All items in the assessment align to the standard(s) addressed in the SLO.
			The assessment measure addresses the full range of topics skills included in the SLO.
			The items or task match the full range of cognitive thinking required during the course.
Comments:			

<b>Stretch:</b> <i>Will all students be able to demonstrate growth on this assessment?</i>			
Yes	Somewhat	No	
			The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.
			Test items cover knowledge and skills that will be of value beyond the school year.
Comments:			

<b>Validity and Reliability:</b> <i>Is the assessment measure a valid and reliable tool for the intended purpose?</i>			
Yes	Somewhat	No	
			The assessment includes grade appropriate vocabulary.
			Items or tasks are written clearly and concisely.
			Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments.
			The teacher applies a consistent protocol when administering assessments.
Comments:			

## APPENDIX F<sub>2</sub>

### Assessment Checklists – Rubrics

<b>Clarity:</b> <i>Does everyone understand what is meant?</i>			
Yes	Somewhat	No	
			Are terms defined?
			Are various levels of quality defined?
			Are there samples of work to illustrate levels of quality?
Comments:			

<b>Practicality:</b> <i>Is it easy to use by teachers and students?</i>			
Yes	Somewhat	No	
			Will students understand what is meant? Is there a student-friendly version?
			Can student use it to self-assess and set specific goals?
			Is the information provided useful for planning instruction?
			Is the rubric manageable?
Comments:			

<b>Technical Quality / Fairness:</b> <i>Is it reliable and valid?</i>			
Yes	Somewhat	No	
			Is it reliable? Will different raters give the same score?
			Is it valid? Do the ratings actually represent what students can do?
			Is it fair? Does the language adequately describe quality for all students? Are there racial, cultural, or gender biases?
Comments:			

# APPENDIX G

## SLO Scoring Template

1. Add the names of each student into the template located on the next page. Additional rows may be added as needed by hitting the 'tab' key 5 times after entering the last student name.
2. Enter each student's baseline score. This may be from a combination of data points and available information such as scores on the assessment administered at the beginning of the school year.
3. Enter each student's growth target as established in your SLO Template
4. Enter each student's final score for each student.
5. Enter if each individual student exceeded/met the growth target by answering yes or no.
6. a) Compute the percentage of students exceeding or meeting their growth target and **enter in Table B below**  
(Number of 'yes' divided by total number of students assessed.)  
b) Compute the percentage of students below their growth target and **enter in Table B below**  
(100% - the percentage from 6.a)
7. Determine your 'Numerical Rating of SLO' and **enter in Table C below**  
(Find where your percentage from 6.a falls in column 1 in Table A. Follow that row across to column 3 in Table A and enter that "Numerical Rating" in Table C)

Table A

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

Table B

Final SLO Percentage	SLO Percentage
% Exceeding / Meeting Growth Target	
% Below Growth Target	

Table C

Numerical Rating of SLO

**See an example of the template on the next page**

Download, complete, and save a copy to your computer of this "SLO Scoring Template" at [www.TYGERPRIDE.COM](http://www.TYGERPRIDE.COM)

<b>Teacher Name:</b>	<b>Subject:</b>		<b>Grade / Level:</b>	
<b>SLO Title:</b>	<b>Assessment Used:</b>			
<b>Student Name</b>	<b>Baseline Score</b>	<b>Growth Target</b>	<b>Final Score</b>	<b>Exceeds/ Meets Target? (yes / no)</b>

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

<b>Final SLO Percentage</b>
% Exceeding/Meeting Target:    %
% Below Target:            %

<b>NUMERICAL RATING OF SLO:</b>
---------------------------------

# APPENDIX H

## Student Learning Objective Template Checklist

### Student Learning Objective (SLO) Template Checklist

*This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.*

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i>	<i>Which students will be included in this SLO? Include course, grade level, and number of students.</i>	<i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i>	<i>What content will the SLO target? To what related standards is the SLO aligned?</i>	<i>What assessment(s) will be used to measure student growth for this SLO?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>	<i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of preassessments)</li> <li><input type="checkbox"/> Draws upon trend data, if available</li> <li><input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO</li> <li><input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth</li> <li><input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations</li> <li><input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction</li> <li><input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended</li> <li><input type="checkbox"/> Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course</li> <li><input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used</li> <li><input type="checkbox"/> Follows the guidelines for appropriate assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All students in the class have a growth target in at least one SLO</li> <li><input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth</li> <li><input type="checkbox"/> Sets developmentally appropriate targets</li> <li><input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth</li> <li><input type="checkbox"/> Sets ambitious yet attainable targets</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates teacher knowledge of students and content</li> <li><input type="checkbox"/> Explains why target is appropriate for the population</li> <li><input type="checkbox"/> Addresses observed student needs</li> <li><input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets</li> <li><input type="checkbox"/> Explains how targets align with broader school and district goals</li> <li><input type="checkbox"/> Sets rigorous expectations for students and teacher(s)</li> </ul>

# APPENDIX I

## SLO Examples

### Mansfield School Employees Association (MSEA)

The Ohio Department of Education has posted a limited number of SLOs. These examples ARE NOT exemplary SLOs. There are examples for most content areas but there are not grade level examples for each content area.

The intent is to give you some general ideas of how SLOs can be written. Some of the examples include revision comments from a reviewer.

Contact a member of the [SLO Committee](#) should you have questions or need assistance.

To view the examples click on the link below or copy and paste the link into your URL box of your web browser:

<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples/Sample-Student-Learning-Objectives>



### Mansfield School Employees Association (MSEA)

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## Student Learning Objective SLO Scoring Exemption

Appendix J  
(End of semester/end of year)

Name: \_\_\_\_\_ Building: \_\_\_\_\_

Subject: \_\_\_\_\_ Year: \_\_\_\_\_

Grade: \_\_\_\_\_

SLO Focus Area: \_\_\_\_\_

Please select one of the following reasons for exemption:

- Teacher extended leave- Misses 45+ days of the school year
- Did not meet the 6 student minimum on roster
  - \*Use Extended Learning Standards
- Retiring- Notify the BOE by Dec. 1<sup>st</sup>
- Other (please explain)

---

The SLO Committee recognizes that writing and implementing your SLO is just a portion of all you do to maximize student achievement for all of your students. The SLO Committee appreciates the diligence that you have demonstrated and the amount of time you have invested to produce a high quality SLO.

Congratulations on a job well done.

Evaluation Committee Member's Signature and Date: \_\_\_\_\_



**Student Learning Objective**  
**SLO Scoring Verification**  
Appendix K  
(End of semester/end of year)

Name: \_\_\_\_\_ Building: \_\_\_\_\_

Subject: \_\_\_\_\_ Year: \_\_\_\_\_

Grade: \_\_\_\_\_

Please select one of the following reasons for exemption:

- Received
- Other (please explain) \_\_\_\_\_

The SLO Committee recognizes that writing and implementing your SLO is just a portion of all you do to maximize student achievement for all of your students. The SLO Committee appreciates the diligence that you have demonstrated and the amount of time you have invested to produce a high quality SLO.

Congratulations on a job well done.

Curriculum Committee Member's Signature and Date: \_\_\_\_\_



## Student Learning Objective SLO Status Appendix L

Name: \_\_\_\_\_ Building: \_\_\_\_\_

SLO Team, if applicable (Teachers' Names) \_\_\_\_\_

Subject: \_\_\_\_\_ Year: \_\_\_\_\_

Grade: \_\_\_\_\_

SLO Focus Area: \_\_\_\_\_

Based on the committee's review, your SLO **has NOT** been approved.

The SLO does not meet the criteria and the expectations outlined in the SLO guidance checklist. The SLO requires further development in the areas identified here. After these areas have been sufficiently addressed, the SLO will be approved. The areas requiring further development are as follows (please use the feedback portion of the SLO for additional comments):

- |                                    |                             |                         |
|------------------------------------|-----------------------------|-------------------------|
| ___ Baseline Data                  | ___ Trend Data              | ___ Student Population  |
| ___ Growth Target(s)               | ___ Interval of Instruction | ___ Standards & Content |
| ___ Rationale for Growth Target(s) | ___ Wrong Form              |                         |
| ___ Other _____                    |                             |                         |

Curriculum Committee Member's Signature and Date: \_\_\_\_\_



**Student Learning Objective**  
**SLO Approval**  
Appendix M

Name: \_\_\_\_\_ Building: \_\_\_\_\_

SLO Team, if applicable (Teachers' Names) \_\_\_\_\_

Subject: \_\_\_\_\_ Year: \_\_\_\_\_

Grade: \_\_\_\_\_

SLO Focus Area: \_\_\_\_\_

**Based on the committee's review, your SLO has been approved.**

The SLO has met the criteria and the expectations outline in the SLO guidance checklist:

- The teacher(s) have focused on the "right" goals.
- The SLO covers the course content and identifies the students who truly need to improve.
- The logically relates to improved student learning.
- The SLO leads to more equality of educational opportunities for all students.
- The SLO does not lead to unintended consequences, such as the curriculum becoming unacceptably narrowed.

The SLO Committee recognizes that writing and implementing your SLO is just a portion of all you do to maximize student achievement for all of your students!

The SLO Committee appreciates the diligence that you have demonstrated and the amount of time you have invested to produce a high quality SLO.

Congratulations on a job well done!

Curriculum Committee Member's Signature and Date: \_\_\_\_\_

Appendix N \*Must be filled out and turned in annually by October 1st

# SLO Plan

**Teacher's Name:** \_\_\_\_\_

**Building:** \_\_\_\_\_

**Job Assignment:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Choose one:**

\_\_\_\_\_ I am an **A1 Teacher** (instruct value-added) subject

I am an **A1 Teacher** this year, but last year I was a **C Teacher** & I choose the following path for this year:

\_\_\_\_\_ Fill out an SLO.

\_\_\_\_\_ Only use the Teacher Performance section to count as my entire evaluation.  
(Must be fully evaluated)

I am an **A2 Teacher** (instruct value-added subject and a subject that that is not value-added) this year, I choose the following path for this year:

\_\_\_\_\_ I will use only value-added this year.

\_\_\_\_\_ I will use both value-added and write an SLO

\_\_\_\_\_ I am a **C Teacher** and will write 2 SLO's for this year

\_\_\_\_\_ I am **EXEMPT** from writing an SLO for the following reason:

\_\_\_\_\_ Teacher on extended leave- misses more than 45 days

\_\_\_\_\_ Retiring- Must notify BOE by Dec. 1st

\_\_\_\_\_ Will not meet the 6 student minimum- must attach roster

\*Can use extended learning standards (Grade Bands)

\_\_\_\_\_ Other, please explain \_\_\_\_\_

A1 Teacher- Teacher instructs Value-added (state tested) subjects exclusively

A2 Teacher- Teacher instructs some Value-added subjects, but NOT exclusively.

(B teachers- teachers will use Vendor assessments) in MCS there are NO B teachers

C Teachers- Teachers instructs NO Value-added subjects & must write two SLO's