



# QUICK LOOK

# Student Learning Objectives (SLOs)

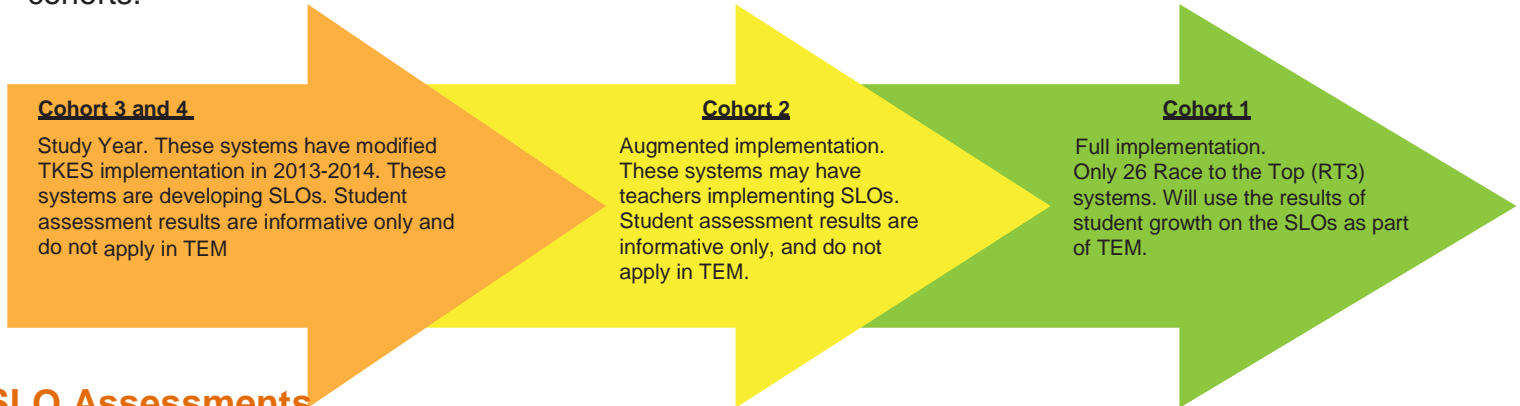
Developed by CTAE SLO Advisory Committee

## What is a Student Learning Objective?

- District-wide measurable, long-term academic SMART goals set to determine student growth
- For teachers of non-tested subjects (like CTAE)
- Generated by student performance between two points in time (pre-assessment & post-assessment)
- Aligned to the course's standards
- An indicator of the teacher's impact on student learning

## State Implementation

House Bill 244 mandates the use of a single, state-wide evaluation system for all teachers in Georgia and goes into effect in the **2014-2015 school year**. Systems **currently** fall into one of four cohorts.



## SLO Assessments

- SLO student growth results count 50% of Teacher Effectiveness Measure (TEM).
- Includes 100% of students in course.
- Percent of growth from a student's pre-assessment score to post-assessment score.
- Set at system level.
- Purpose is to provide evidence of teacher's instructional impact on student learning.
- Assessments are commercially or regionally/locally developed and may be revised annually.
- When does it count towards a Teacher's Effectiveness Measure (TEM)?
  - o Student enrolled in the class 65% of course's instructional time; completes pre- & post-assessment
  - o Minimum of 15 students in data set (across all classes taught). If the teacher provides instruction to less than 15 students, the student data will not be used in Teacher Effective Measure (TEM), but it will be reflected in Leader Effectiveness Measure (LEM).

## Writing SLO Assessments

- System training varies, but approximately 3-5 days to write assessment and complete process.
- For larger districts, only select teachers may be involved in the process.
- If you are the only teacher that teaches a pathway in your system, districts may request their teachers work collaboratively with teachers from other regional counties.
- By being involved in this process, teachers will gain a deeper understanding of course standards as well as increasing assessment and instructional practices effectiveness.



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### FAQs

**How are different student needs (advanced students, students with disabilities or IEPs, English language learners, etc.) accounted for in a student learning objective?**

*The expectation is that all students in each course should demonstrate appropriate growth.*

**Can a SLO or SLO assessment be changed?**

*Once the growth targets are determined at the district level and the SLO pre-assessment has been administered, the SLO assessment may not be changed. At the end of the year after the pre- and post-assessments have been completed, the SLO assessment may be revised to incorporate improvements or corrections.*

**What should teachers say or not say to their students about the SLO process?**

*Teachers should explain to students that the intent of a pre assessment is to determine what students already know. Encourage your students to do their best so that the teacher has an accurate picture of their current knowledge and skills. Discussing the connection of the SLO assessments as it relates to the teacher’s evaluation is not appropriate.*

**Can the SLO assessment be used for grading purposes (like a final exam)?**

*Yes, the SLO assessment may be used for grading. However, this is a district decision.*

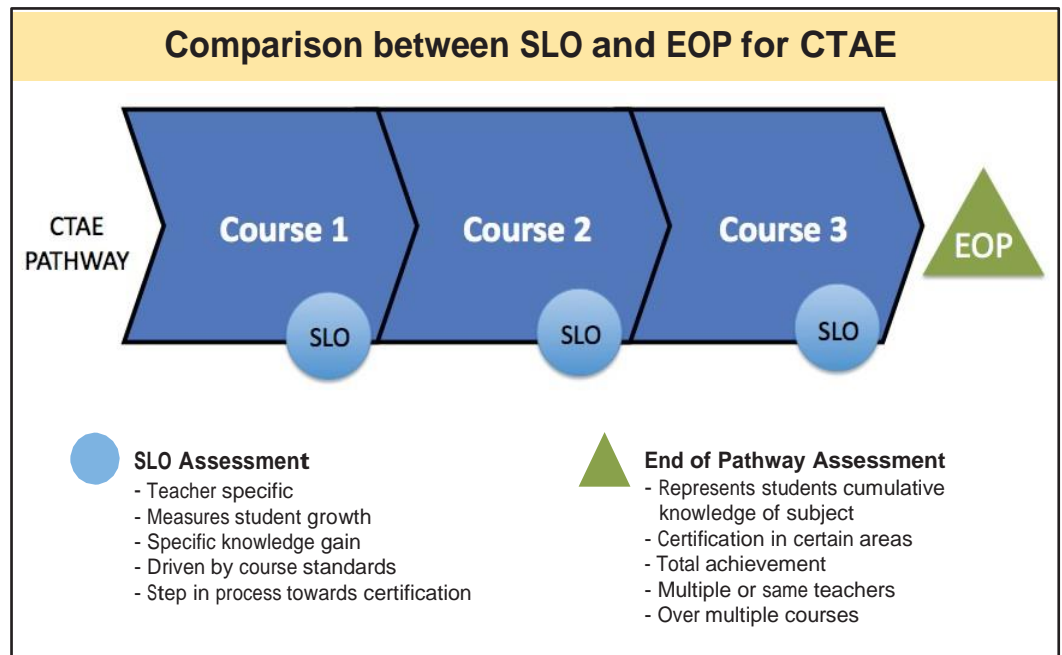
**What SLO resources and supports are available to districts?**

*GaDOE has developed resources for CTAE courses, which include an item bank and resource library. In addition, content-specific items and exams that were collaboratively developed by other systems are available for you to review and utilize. These resources are available through the secure SharePoint database, which can only be accessed by your county SLO contact.*

**What is in place to ensure that teachers do not change data in order to increase their SLO results?**

*Practices such as signed assurances, triangulation of data (classroom observations, SLO results, and student grades), collaborative team planning, common assessments, available assessment resources, and inter-rater reliability contribute to the reliability of student data.*

*Standard 11 of the Professional Standards Commission also discusses the ethical requirements of teachers in regards to testing and applies to SLO test administration.*





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## Process & Recommendations

1. **Content Alignment:** Typically created at beginning of the process, identifies instructional emphasis, which standards are taught more in classroom and should have more emphasis in assessment, lists DOK level by standard

- Determine which priority standards will be measured by the assessment (typically not 100%)
- Assign Depth of Knowledge (DOK) levels to each standard (considering the elements when appropriate)
- Determine types of test items needed, based on DOK levels of the standards  
*Example:* DOK 3 is difficult to accomplish in a multiple choice item

2. **Table of Specifications:** Typically used during the assessment development process, lists standards covered in assessment, content emphasis, item types, ensures alignment of question item DOK to standard DOK

When writing test items...

- Evaluate each identified standard and develop assessment items that are most relevant
- Utilize exam questions that you've already written or from other commercial resources with appropriate copyright approvals
- Coordinate with your county SLO Contact for access to SharePoint database questions for your pathway and select items from other SLO assessments or the item bank
- Think "district level" when developing the assessment to ensure all schools have access to the same software or materials needed to give the assessment (ex. Adobe Photoshop in a graphic design course)

**TIP:**

- Ask your System Program Specialist if your pre-assessment and post-assessment must be the same or different. (Local system decision)
- Develop the assessment so that it is reasonable to administer and grade both at the beginning and end of course.

3. **Criteria Table:** Used at the end of the process, evaluates assessment (format, directions, viable item responses, etc.) for quality control

### RESOURCES

Blooms v Webb DOP Chart  
<http://tinyurl.com/q54h95q>

Webb Depth of Knowledge CTAE  
<http://tinyurl.com/pujfhvn>

Webb Depth of Knowledge - Closer look and comparison chart to Blooms  
<http://barbarabray.net/tag/depth-of-knowledge>

TLE Electronic Platform (TKES Handbook)  
<https://tle.gadoe.org>

GaDOE website (SLO Page)  
[www.doe.k12.ga.us](http://www.doe.k12.ga.us)