

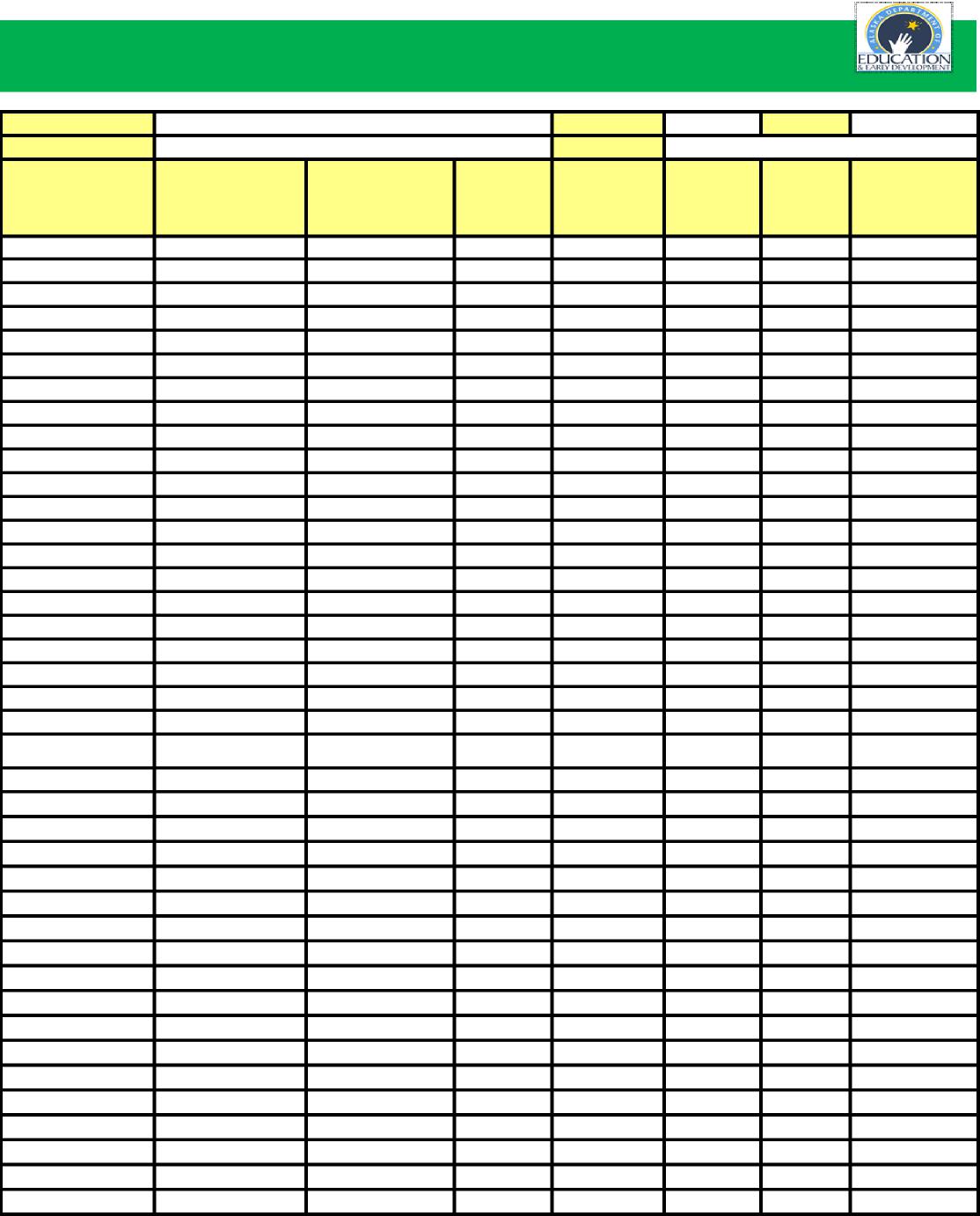
**Alaska Educator Evaluation System Student Learning Objective (SLO) Template**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Educator’s Name** | Jethro Jones | | **School Year** | 2016 |
| **Grade** | 6-8 | | **Subject** | All |
| All information required unless otherwise indicated | | | | |
| **Student Population** | | | | |
| Which students will be included in this SLO? Attach SLO class roster. | | Math students in 6-8 grade | | |
| **Interval of Instruction** | | | | |
| What is the duration of the course that the SLO will cover? Include beginning and end dates. | | * Full Year ❑ Semester ❑ Quarter ❑ Other (please specify): | | |
| Beginning: 10/12/2015 Ending: 02/28/2016 | | |
| **Standard and Content** | | | | |
| What content will the SLO target? To what related standards is the SLO aligned? | | RI 1, RI 2, W3 | | |
| **Assessment and Test Integrity** | | | | |
| What assessment(s) will be used to measure student growth for this SLO? | | 2 column notes graded with “Rubric for 2 column notes” | | |
| Why was this assessment selected? | | To allow all teachers, regardless of content area to be able to consistently provide the instruction and assessment needed to verify success. | | |
| How will you administer the assessment(s) securely? | | All teachers will give it and score it together. | | |
| **Baseline/Trend Data & Rationale** | | | | |
| What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the instructional interval? | | Teachers learned a new strategy for annotating articles and taking notes to prepare for writing summaries of content. Students need these skills and we need everyone at a minimum level of rigor before we can proceed. | | |
| If baseline and trend data supports the development of tiered targets, what criteria are being used to group students? On class roster, identify each student’s group placement. | | Low level of preparedness *using minimum level of rigor* | | |
| Medium level of preparedness *using minimum level of rigor* | | |
| High level of preparedness *using minimum level of rigor* | | |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Growth Target(s)** | | | | |
| What is your growth target for your students? | | *On the assessment described above, all students cover by this SLO will be at a minimum level of rigor of a 3 on the rubric.* | | |
| If baseline and trend data supports the development of tiered targets, indicate your target for each group. | | *On the assessment described above, students whose baseline data indicated that they have the lowest level of preparedness will increase their score by...* | | |
| *On the assessment described above, students who were determined to have a medium level of preparedness will increase their score by...* | | |
| *On the assessment described above, students who were determined to have the highest level of preparedness will increase their score by...* | | |
| How did you arrive at the growth targets for your students? On the SLO class roster, identify each student’s growth target score. | | Students who can produce 2 column notes at an adequate level can write summaries effectively. They include most of the key ideas, important details, and vocabulary. Correct use of conventions helps the reader understand. | | |
| **Scoring** | | | | |
| **Exemplary (4):** more  than 85% of students  met their target | **Proficient (3):** between  65% and 85% of students  met their target | | **Basic (2):** between 40%  and 64% of students met  their target | **Unsatisfactory (1):** fewer than 40% of  students met their target |

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**Alaska Educator Evaluation System Student Learning Class Roster**

**Educator's Name**

**School Year**

**1**

**SLO #**

**Grade(s)**

**Subject**

**Student's Last Name**

**Student's First Name**

**Target**

**Student level of   
Preparedness (High,   
Medium, Low)**

**Pre-**

**Assessment Score**

**Post-**   
**Assessment   
Score**

**Target   
(Met/Not   
Met)**

**Attendance   
Threshold**

**(Met/Not Met)**

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**Purpose:** This checklist should be used for assuring the quality of an assessment. In the process, the assessment is checked for Alignment to standards, Stretch, and Validity and Reliability.



**Alaska Educator Evaluation System Assessment Quality Assurance Checklist**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **District** | | | KIBSD | **School Year** | 2015-2016 |
| **School (if applicable)** | | | Kodiak Middle School | **Subject** | ALL |
| **Team (if applicable)** | | |  | **Grade** | 6-8 |
| **Assessment Title** | | | 2 Column Notes | | |
|  | | | | | |
| **Alignment to standards:** Is the Learning Objective clearly reflected in the assessment measure? | | | | | |
| Yes | Partially | No |  | | |
| X |  |  | All items in the assessment align to the standard(s) addressed in the SLO. | | |
| X |  |  | The assessment measure addresses the full range of topics and skills included in the SLO. | | |
| X |  |  | The focus of the assessment mirrors the focus of the curriculum and standards. | | |
| X |  |  | The items or task match the full range of cognitive thinking required during the course. | | |
| X |  |  | The assessment requires the students to engage in higher order thinking where appropriate. | | |
| Comments: The assessment will require students to read an informational text passage, identify the key ideas, identify details, and organize them on a graphic organizer (2 column notes) | | | | | |
| **Stretch:** Will all students be able to demonstrate growth on this assessment? | | | | | |
| Yes | Partially | No |  | | |
| X |  |  | 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. | | |
| X |  |  | Test items cover knowledge and skills that will be of value beyond the school year. | | |
| Comments: Students may be given Scaffolded 2 column notes if needed, or they may be given more difficult texts. | | | | | |
| **Validity and Reliability:** Is the assessment measure a valid and reliable tool for the intended purpose? | | | | | |
| Yes | Partially | No |  | | |
| X |  |  | The assessment does not include overly complex vocabulary. | | |
| X |  |  | Items or tasks are written clearly and concisely. | | |
| X |  |  | Clear scoring rubrics or guidance exist for open-ended questions or performance-based assessments. | | |
| X |  |  | A teacher can administer the assessment consistently across classes. | | |
| Comments: A rubric was developed by a consultant for the district named Yolanda Westerberg. She has had many years of training and practice creating and giving these same kind of assessments. | | | | | |

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