

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

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| **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**

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| --- | --- | --- | --- |
| **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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