SLO-Ride

SCASL 2016
Myrtle Beach, SC

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PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology
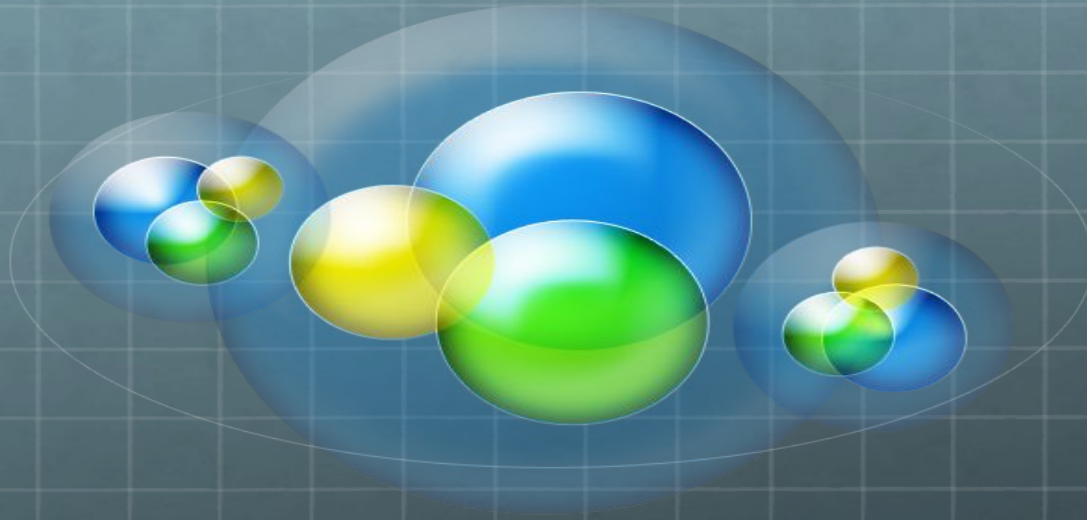
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

transformsc
tomorrow won't wait for our students

AN INITIATIVE OF

SOUTH CAROLINA COUNCIL ON
COMPETITIVENESS

SLO's

Student Learning Objectives
By: April Ulmer

SLO

- a student **academic growth** goal that an educator sets for his or her students

2 Things:

- Increase Student Achievement/Growth

- Increase Teacher Capacity

Student Achievement
-vs-
Student Growth

Student Achievement	Student Growth
• Describes performance at one point in time	• Describes performance between two points in time
• Measures the extent to which students have mastered content knowledge and met standards	• Measures the extent to which students have shown improvement or gained knowledge based on content standards
Example: 75 percent of students scored MET or EXEMPLARY on the state exam.	Example: Student A grew 37 points between the beginning of the year and the end of the year, which represents approximately one year of academic growth.

Growth vs Proficiency
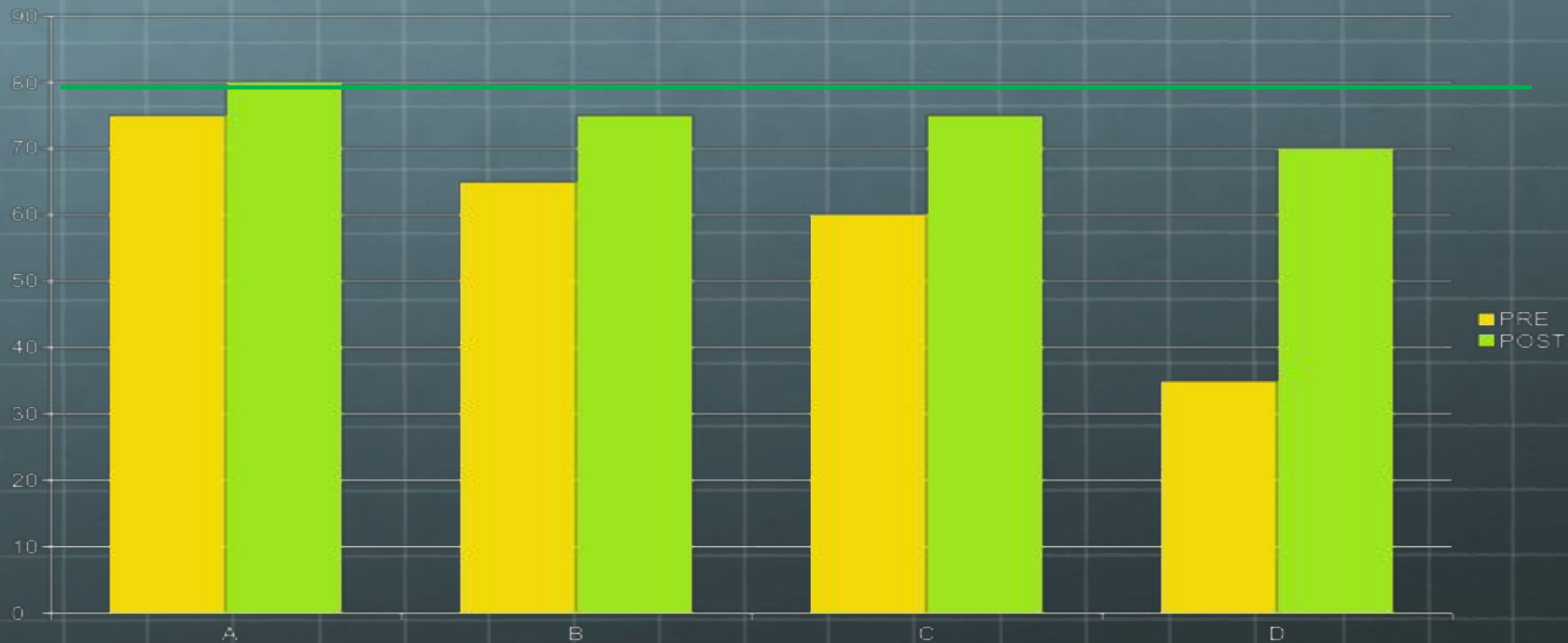
How do we set up Pre and Post Tests

Item Difficulty	Q1	Q2	Q3	Q4	Q5
Foundational (-2)					
Pre-requisite (-1)					
Grade level expectation					
Extension (+1)					
Well Above Expectation (+2)					

Item Difficulty	Q1	Q2	Q3	Q4	Q5
Foundational (-2)					
Pre-requisite (-1)	Students who are performing at grade level expectation at pre-test (40% of items)				
Grade level expectation					
Extension (+1)					
Well Above Expectation (+2)					

Item Difficulty	Q1	Q2	Q3	Q4	Q5
Foundational (-2)					
Pre-requisite (-1)		40% of items already demonstrated on pre-test			
Grade level expectation		After post-test, we hope students can answer these additional items (20%)			
Extension (+1)					
Well Above Expectation (+2)					

**Expected Scale Score for Students Performing
On Grade-Level at Post-test is a 60%**

Item Difficulty	Q1	Q2	Q3	Q4	Q5
Foundational (-2)	Students performing above grade level expectation on pre-test could already answer some grade level items correctly				
Pre-requisite (-1)					
Grade level expectation					
Extension (+1)					
Well Above Expectation (+2)					

What growth would we expect?
10-15% more items would allow them to show growth beyond grade level expectation

Item Difficulty	Q1	Q2	Q3	Q4	Q5
Foundational (-2)	correct				
Pre-requisite (-1)		If a student is performing well below expectation at pre-test, what growth do we expect?			
Grade level expectation					
Extension (+1)					
Well Above Expectation (+2)					

Item Difficulty	Q1	Q2	Q3	Q4	Q5
Foundational (-2)	Correct at pre-test				
Pre-requisite (-1)					
Grade level expectation	Student expected to grow more than the additional 20% of items to start close gap				
Extension (+1)					
Well Above Expectation (+2)					

Approaches to Growth Targets

Individualized:

Appropriate for class or course-based SLOs.

Individualized growth targets based on previous performance and expectations.

Student A will show a 25+ pt. growth.

Student B will show a 20+ pt. growth.

2 Ways to Develop SLO's

Individually Developed SLO's

- Formed by one teacher

- Are unique to the teacher's content

- Teacher is responsible for their own outcomes

Team Developed SLO's

- Formed by a group of teachers

- They all have the same SLO objectives

- Teachers are responsible for their own outcomes

- Student data is unique to the individual teacher

Approaches to SLO's

- Use a Class

- Use a Course

**Data Analysis says it is better to use the one with more students.

What I did

- TRAILS
  - pre-assessment questions
  - pre-assessment data
- Set goal based on pre-assessment
- Determine interventions
  - Topic Development
  - develop intervention strategies
  - formative assessment
  - more intervention strategies
  - formative assessment (lower level)
  - more intervention strategies
  - formative assessment (grade level)

PreAssessment

Student Code	Total	Develop Topic	Identify Sources	Search Strategies	Evaluate Resources and Info	Use Info Responsibly and Ethically	Total	Goal
5944	30	0	25	50	25	50	30	
4832	35	0	50	75	0	50	35	
9189	35	25	0	75	50	25	35	
8978	35	0	25	25	50	75	35	
1352	45	50	100	25	0	50	45	
1581	45	50	50	25	50	50	45	
7214	50	50	75	0	75	50	50	
9568	50	25	100	50	25	50	50	
3796	50	50	50	25	75	50	50	
5857	50	75	50	25	75	25	50	
3564	50	25	50	50	100	25	50	
5819	70	100	50	75	50	75	70	
3181	70	50	75	75	75	75	70	
	47	38	54	44	50	50	47	
	30-70	0-100	0-100	0-75	0-100	25-75	30-70	

Determine the "goal"... the growth for each student

Intervention Strategies

- identify weakness
- develop activities to teach/reteach/practice/master
- formative assessment to determine success of strategy
- repeat as needed

Resources

[TRAILS](#)

[South Carolina Department of Education](#)