

Writing a Quality SLO

TARGETED GROWTH

High-quality SLOs start with a plan. The SLO plan should provide enough detail to support the peer or evaluator in their review and monitoring of the plan over the course of the interval. This walkthrough uses an example to depict common challenges in the development of the SLO, to provide reflection/coaching prompts, and to demonstrate suggested revision.



Original Example BEFORE:

All learners within the SLO population will improve by one grade level in their ability to read and write numbers using base-ten numerals.

REVIEW & ANALYZE the example using:

| The <u>Quality Indicators</u> | Self-reflection or coach prompts |
|---|---|
| <p>Does the information provided indicate that:</p> <ul style="list-style-type: none"><input type="checkbox"/> Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.<input type="checkbox"/> Growth goals are rigorous, yet attainable.<input type="checkbox"/> Targeted growth is revisited based on progress monitoring data and adjusted if needed. | <ul style="list-style-type: none">• What do the results of the baseline assessment tell you? Do all students begin at the same place? Or are their beginning needs different from one another?• Will one grade level growth address achievement gaps in learners performing below grade level?• Do these goals represent typical gains for the learners? Is there any historical data that caused you to adjust goals one way or the other?• How will you capture growth in learners who are already performing above grade level? |



Analysis of the BEFORE

- The learners within this student population will have varying degrees of beginning skills and abilities as measured by the baseline assessment.
- One year's growth may not be appropriate for all learners, and the targeted growth needs to be adjusted accordingly.
- Baseline assessment will demonstrate learners are performing below, nearing/at, and above grade level. Learners performing below grade level will need appropriately rigorous goals to close achievement gaps, whereas learners performing above grade level are not likely to demonstrate one year's growth without adjustment to the assessments or evidence.



AFTER the review and analysis, the original example of Targeted Growth has been rewritten to define differentiated growth goals for groups of students related to the same Learning Content.

The Example AFTER:

This goal will be monitored through the required, EE System conferences to include a planning, mid-interval, and end-of-interval conference with my data team partner. Additionally, formative assessment practices administered 2X weekly will help to monitor and adjust practices in response to student needs.

- The three students who were “advanced proficiency” in the baseline assessment will demonstrate an understanding of flexibly showing numbers in different ways (example: 254 is two hundreds, 5 tens and 4 ones OR one hundred, 15 tens, and 4 ones OR two hundreds, 4 tens and 14 ones.) Additionally, these students demonstrate understanding of WHY it is important to be able to flexibly break apart and put together numbers.
- The twelve students who were “proficient” in the baseline assessment will continue to demonstrate proficiency and will demonstrate advanced proficiency.
- The students who were “partially proficient” will move to the proficient level or the advanced level of proficiency.
- The five students who were at “limited proficiency” in the baseline assessment will move to the partially proficient level, proficient level, or the advanced level by the end of the semester.

