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| **STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE**SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania’s multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901). |

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| *This model SLO is a sample of how educators can integrate the CDT as a performance measure and employ its results to assess whether or not students have met the prescribed goal.* *Educators are encouraged to view the SLO Model – Algebra I Using the CDT PowerPoint for a step-by-step explanation of the SLO development.* |

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| 1. **Classroom Context**
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| **1a. Name** | Emma Deiner | **1b. School** | Harris HS | **1c. District** | Harris SD |
| **1d. Class/ Course Title**  | Algebra I | **1e. Grade Level** | 9-10 | **1f. Total # of Students** | 50 |
| **1g. Typical****Class Size** | 25 | **1h. Class Frequency** | 5 sessions per week for one year equaling a total of 180 sessions | **1i. Typical Class Duration** | 45 |

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| 1. **SLO Goal**
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| **2a. Goal Statement** | Through a focus on the use of operations with real numbers and expression, students will demonstrate an overall understanding of algebraic concepts and procedures through solving a variety of algebraic problems. |
| **2b. PA Standards**  | Pennsylvania Core Standards – MathematicsCC.2.1.HS.F.1: Apply and extend the properties of exponents to solve problems with rational exponentsCC.2.1.HS.F.2: Apply properties of rational and irrational numbers to solve real-world or mathematical problemsCC.2.2.HS.D.1: Interpret the structure of expressions to represent a quantity in terms of its context.CC.2.2.HS.D.2: Write expression in equivalent forms to solve problems.CC.2.2.HS.D.3: Extend the knowledge of arithmetic operations and apply to polynomials.CC.2.2.HS.D.5: Use polynomial identities to solve problems.CC.2.2.HS.D.6: Extend the knowledge of rational functions to rewrite in equivalent forms.CC.2.2.HS.D.9: Use reasoning to solve equations and justify the solution method. |
| **2c. Rationale** | This goal bridges the gap between arithmetic and algebra while laying the groundwork for solving problems involving a variety of algebraic concepts found in subsequent courses. |

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| 1. **Performance Measures (PM)**
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| **3a.** **Name**  | PM #1 Classroom Diagnostic Tools – Algebra IPM #2 Alg. 1 District End-of-Year Constructed Response Assessment | **3b.** **Type** | [x]  District-designed Measures and Examinations[x]  Nationally Recognized Standardized Tests[ ]  Industry Certification Examinations[ ]  Student Projects [ ]  Student Portfolios[ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **3c. Purpose**  | PM #1 Classroom Diagnostic Tools – Algebra I Measures student understanding of the Alg. I Standards and Assessment Anchors/Eligible Content for Alg. I using multiple choice items. PM #2 Alg. I District End-of-Year Constructed Response AssessmentMeasures student understanding of the Alg. I Standards and Assessment Anchors/Eligible Content for Alg. I using constructed response items. | **3d. Metric** | [ ]  Growth (change in student performance across two or more points in time***)\* Educators must include at least one growth measure in their SLO)***[ ]  Mastery (attainment of a defined level of achievement)[x]  Growth and Mastery |
| **3e.** **Administration****Frequency** | PM #1 Classroom Diagnostic Tools – Algebra I *First Administration: September*Final Administration: MayPM #2 Alg. I District End-of-Year Constructed Response AssessmentMay | **3f.** **Adaptations/****Accommodations** | [x]  IEP[x]  ELL | [ ]  Gifted IEP[ ]  Other |
| **3g.** **Resources/****Equipment** | PM #1 Classroom Diagnostic Tools – Algebra I Computer, Log In informationPM #2 Alg. I District End of Year Constructed Response AssessmentNo unique resources or equipment required  | **3h.** **Scoring Tools** | PM #1 Classroom Diagnostic Tools – Algebra I Automatically scored by the computerPM #2 Alg. I District End of Year Constructed Response AssessmentKeystone Reference: Algebra I General Description of Scoring Guidelines<http://static.pdesas.org/Content/Documents/Keystone%20Scoring%20Guidelines%20-%20Algebra%20I.pdf> |

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| **3i. Administration & Scoring Personnel** | PM #1 Classroom Diagnostic Tools – Algebra I Assigned education professional will administer the assessment, computer scoresPM #2 Alg. I District End-of-Year Constructed Response AssessmentCertified math professional will administer and score the assessment. | **3j.** **Performance Reporting** | PM #1 Classroom Diagnostic Tools – Algebra I Summary list of students who meet the performance indicatorsPM #2 Alg. I District End-of-Year Constructed Response AssessmentSummary list of students who meet the performance indicators. |

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| 1. **Performance Indicators (PI)**
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| **4a.** **PI Targets:** **All Student Group** | **Note:** Each student must participate in all assessments (September and May CDT administrations and end-of-year constructed-response assessment) to be included in the SLO results.*Students in the “All Student Group” are those who obtained an overall scale score of 1121 or higher on the first CDT Administration. (This corresponds to the Grade 8 Bottom of Green range.)** PI Target #1 Classroom Diagnostic Tools – Algebra I

Final administration: Overall score is no less than the Alg. 1 Bottom of Green (1134). * PI Target #2 Algebra I District End-of-Year Constructed Response Assessment

Student will achieve a minimum score of 12 points out of 16 based upon the Algebra I General Description of Scoring Guidelines |
| **4b.** **PI Targets:** **Focused Student Group****(optional)** | **Focused Student Group 1***Students in the “Focused Student Group 1” are those who obtained an overall score of at least 1082 but less than 1121 on the first CDT Administration. (This corresponds to the range that is at least in the Grade 7 Green band but less than the Grade 8 Green band.)** PI Target #1 Classroom Diagnostic Tools – Algebra I

Final Administration: Overall scale score shows growth of a minimum of one standard error above the first administration score. * PI Target #2 Alg. I End of Year Constructed Response Assessment

Student will achieve a minimum score of 10 points out of 16 based upon the Algebra I General Description of Scoring Guidelines**Focused Student Group 2***Students in the “Focused Student Group 2” are those who obtained an overall score of less than 1082on the first CDT Administration. (This corresponds to the Red band for Grade 7.)** PI Target #1 Classroom Diagnostic Tools – Algebra I

Final Administration: Overall scale score shows growth of a minimum of one standard error above the first administration score. * PI Target #2 Alg. I End of Year Constructed Response Assessment

Student will achieve a minimum score of 8 points out of 16 based upon the Algebra I General Description of Scoring Guidelines |
| **4c.** **PI Linked****(optional)** |  | **4d.** **PI Weighting****(optional)** |

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| **PI** | **Weight** |
| #1 |  |
| #2 |  |
| #3 |  |
| #4 |  |
| #5 |  |

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| 1. **Elective Rating**
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| **5a. Level** | ***Failing***0% to 59% of students will meet the PI targets. | ***Needs Improvement***60% to 79% of students will meet the PI targets. | ***Proficient***80% to 92% of students will meet the PI targets. | ***Distinguished***93% to 100% of students will meet the PI targets. |

Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ Evaluator Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_

| **5b. Rating** | [ ]  Distinguished (3) [ ]  Proficient (2) [ ]  Needs Improvement (1)[ ]  Failing (0) | **Notes/Explanation**  |
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Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ Evaluator Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_