Student Learning Objectives (SLOs)

Guidance on Scoring SLOs

2013

Ohio Department of Education

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Overview of Student Learning Objectives (SLOs) as a Locally-Determined Student Growth Measure

SLOs as Locally-Determined Student Growth Measures. An SLO is a measure of a teacher's impact on student learning within a given interval of instruction. The SLO framework is designed to generate an effectiveness measure that will be utilized in the Ohio Teacher and Principal Evaluation Systems. An SLO is a measurable, long-term academic goal informed by available data that an educator or team of educators sets at the beginning of the year for all students with tiered targets for subgroups of students. The educator(s) and students work toward the SLO growth targets throughout the year and use a variety of assessments to assess progress toward the goal. At the end of the interval of instruction, one final measure is administered to determine whether each student met the growth target. Each individual SLO then results in an effectiveness measure which is aggregated as an SLO subscore, and further aggregated into a Summative Student Growth Measure (the "50%"). The SLO scoring process requires different tasks for the educator(s) and the evaluator. The following sections walk both the evaluator and the educator through the scoring process. The lens of the following sections focuses upon the SLOs at the teacher level. These SLOs can then be aggregated to the building level for the evaluation of principals. Principals may develop SLOs outside of the aggregate of the teacher-created SLOs.

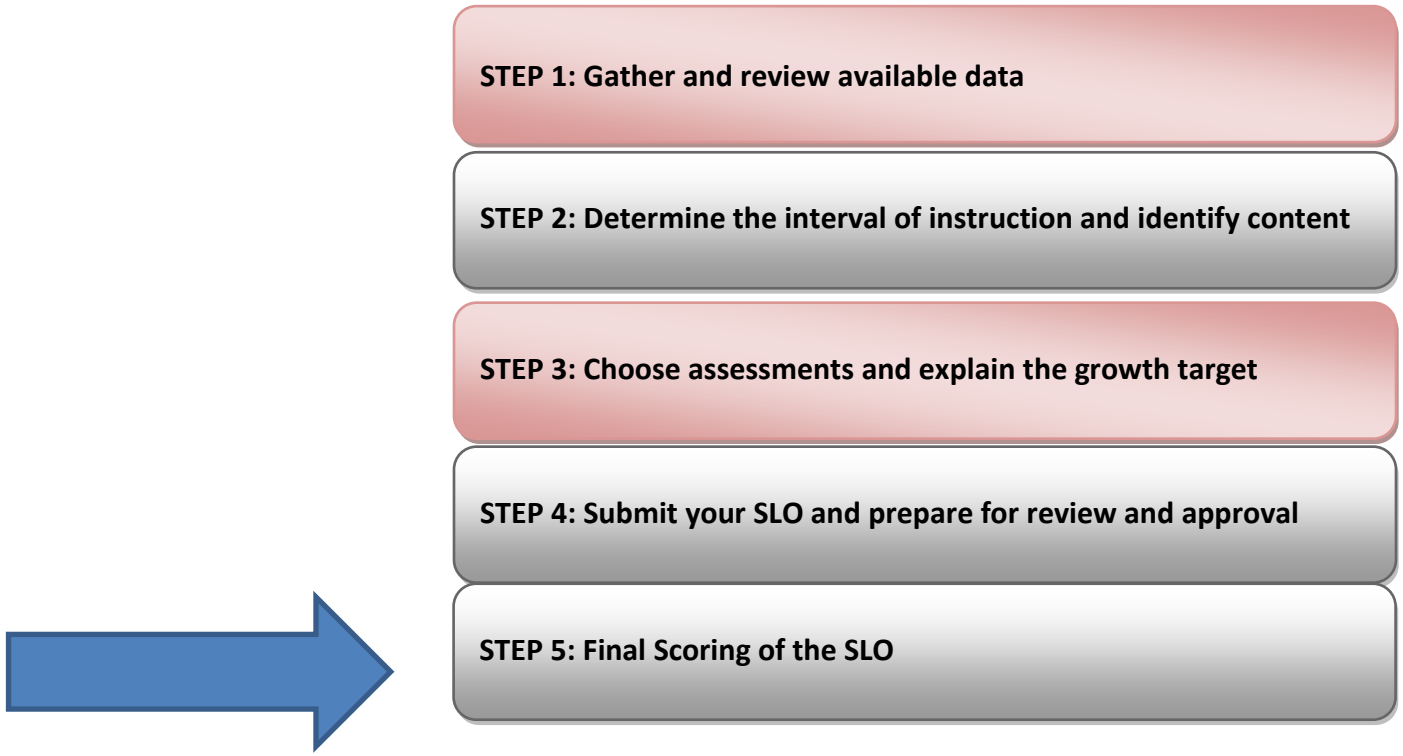
Writing and Approving High-Quality SLOs. Without question, it will be difficult to ensure consistency across classrooms, let alone school districts. In addition, since SLO attainment will be part of a teacher's summative rating, writing and approving high-quality SLOs will be an integral part of the educational process. To that end, educators and principals will need professional development on the basic components of SLOs and how to set appropriate but ambitious growth targets. Providing ongoing professional development for everyone involved in the process is crucial to success. Districts that have been implementing SLOs have shown that educators and principals get better at the practice of writing and approving high-quality SLOs over time. The districts that have been successful offer continuing professional development, even to experienced practitioners. Ongoing professional development is informed by review of the previous year's SLOs and emphasizes continuous support and improvement.

Cross-Referencing Data to Ensure High-Quality SLOs. Once districts get their student growth measures plan up and running, they should review how teachers with SLOs in non-tested grades and subjects fare on performance evaluations compared to teachers subject to actual Value-Added data from state or vendor assessments. This can be accomplished by regularly analyzing and comparing data from SLOs with teacher-level Value-Added data, teacher observation ratings, and other measures that predict future student success. Cross-referencing data can help districts identify anomalies worth investigating and raise red flags where patterns of SLO attainment rates in general, or in comparison with student growth rates, are unexpected, or appear too high or too low. Districts should work to ensure that the success rates for teachers in non-tested grades and subjects are comparable to the success rates of those in tested grades and subjects. If the expectations for teachers of non-tested grades and subjects are or appear to be lower than those for teachers for whom Value-Added or other growth measure data is available, then the evaluation system will be perceived as unfair.

What Is the SLO Cycle?

ODE has established the following five steps for the SLO cycle. Further detail regarding the process for each step is given in Ohio Department of Education Guidance documents. The following pages describe how the SLOs are scored.

Comment



STEP 5: Final Scoring of the SLO

SLO Final Scoring Overview

After the SLO is approved, the teacher is responsible for compiling the evidence for the final scoring process. The final scoring process must be completed by May 1 to ensure that the teacher evaluation is completed in accordance with the timeframes established by law. This guidance document provides information on:

- Directions on the organization of evidence and information teachers and teacher-teams should compile at the end of the year.
- Teacher guidance on how to present the information to the evaluator(s).
- Protocols for the evaluator(s) for reviewing and scoring SLOs.
- Guidance for rating SLOs and combining multiple SLOs into a summative score.

Educator Preparation for SLO Committee Scoring

In preparation of the SLO scoring, the educator may want to complete the following steps to ensure an efficient use of time:

1. Include a copy of the committee approved *SLO Approval Checklist* from the beginning of the school year.
2. Transfer the data from the baseline score, the final score, and the established growth targets to the *SLO Scoring Template* to provide the SLO committee with a quick reference to determine whether stated growth targets were met. The *SLO Scoring Template* can be seen in Appendix A of this document.
3. Organize the evidence to support the attainment of the SLO into an easily recognized, readable format. Organizing the materials will aid the evaluator / scoring committee as they evaluate the success of the SLO at the end of the interval.

Scoring the Individual SLO

SLO Scoring Process

The *SLO Scoring Template* is a worksheet that can be used to assess whether or not SLO targets have been met when rating the individual SLO. There are several steps teachers must follow in order to arrive at a final rating calculation. Once all the relevant information has been added into the document, attainment of the students' growth targets and rating of the individual SLO will need to be computed and displayed.

Preparing for Scoring

Prior to the end-of-year review, teachers are responsible for collecting relevant information and compiling it in a useful way. For example, evaluators will have limited time, so having all student work or other documentation clearly organized and final student scores summarized (as noted below) will be valuable for saving time and reducing paperwork. Information that could be collected includes student performance data and the completed *SLO Scoring Template* document.

Organizational Tip

Arrange potential documents in a 3-ring binder in the following order:

1. Previously approved *SLO Template*
2. Completed *SLO Scoring Template*
3. Assessments used in the SLO process, including student work and other pertinent documents

Complete the SLO Scoring Template

The *SLO Scoring Template* is worksheet that can be used to assess whether or not SLO targets have been met as well as the overall teacher rating for the SLO. There are several steps teachers must follow in order to arrive at a final rating calculation. The scoring must be completed prior to May 1 of each year. Ample time for evaluator / committee review must be given to ensure that the entire teacher evaluation process is complete by the May 1 deadline as defined in law.

1. First, the teacher adds the name or identification number for each student into the worksheet. Additional rows may be added as needed.
2. Then, the teacher enters each student's baseline score. This may be from a combination of data points and available information such as scores on the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.
3. Next, using their completed SLO template as a guide, the teacher enters each student's established growth target.
4. The teacher enters the final performance data for each student.
5. The teacher enters if each individual student exceeded/ met the growth target by answering yes or no.
6. Once all the relevant information has been entered in the worksheet, attainment of the students' growth targets and overall teacher rating of student growth measures on this SLO will need to be computed using the scale provided.

The teacher is responsible for this portion of the SLO process.

Score Individual SLOs Using the SLO Scoring Matrix

The teacher can now use the *SLO Scoring Template* to determine the percentage of students meeting or exceeding the established growth targets.

This matrix should be used in conjunction with the *SLO Scoring Template.* ODE developed the five-level rating for SLOs to align with the 5-levels of Value-Added scores.

SLO Scoring Matrix

Percentage of students that met or exceeded growth target	Descriptive rating	Numerical rating
90-100	Most Effective	5
80-89	Above Average	4
70-79	Average	3
60-69	Approaching Average	2
59 or less	Least Effective	1

Appendix A – SLO Scoring Template

The template may be used to organize data for SLOs.

1. First, the teacher adds the name or identification number for each student into the worksheet. Additional rows may be added as needed.
2. Then, the teacher enters each student's baseline score. This may be from a combination of data points and available information such as scores on the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.
3. Next, using their completed SLO template as a guide, the teacher enters each student's established growth target.
4. The teacher enters the final performance data for each student.
5. The teacher enters if each individual student exceeded/ met the growth target by answering yes or no.
6. Once all the relevant information has been entered in the worksheet, attainment of the students' growth targets and overall teacher rating of student growth measures on this SLO will need to be computed.

Teacher Name:		**School:**			
SLO Title:		**Assessment Name (if available):**			
Student Name	**Student Number**	**Baseline Score**	**Growth Target**	**Final Score**	**Exceeds/ Meets Target? (yes/ no)**

% of students that exceeded/ met growth target	**Descriptive Rating**	**Numerical Rating**
90 - 100	**Most Effective**	**5**
80 - 89	**Above Average**	**4**
70 - 79	**Average**	**3**
60 - 69	**Approaching Avg.**	**2**
59 or less	**Least Effective**	**1**

Final SLO Percentage

% Exceeding/Meeting Target: %

% Below Target: %

NUMERICAL RATING OF SLO: