# Baseline Data Scenarios

# SCENARIO #1

When you sit down with Mr. Jacobs, a Biology teacher, to talk about his SLOs, he says that he does not have any baseline data. As he puts it, this is the first Biology course his 9th graders have taken and the students matriculate from three different middle schools. There is no standardized 8th grade Science curriculum in your district, so his students may have learned different things last year. What guidance would you give him? What could he use as sources of baseline data/information?

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**SCENARIO #2**

Ms. Palmer and Mrs. Gray are your two 4th grade teachers. They come to you because they are overwhelmed by the amount of information they have on their incoming students. In addition to students’ official records and state assessment scores, the 3rd grade teachers have passed on writing and Social Studies portfolios, EOY reading levels, and detailed comments on each child’s behavior, interests, strengths, and areas for improvement. They don’t know where to begin. What guidance would you give them? How can this information be useful to them as they write their SLOs?

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**SCENARIO #3**

Mrs. Scotto teaches French I to sixth graders at your middle school. She does not understand why she has to include baseline data in her SLO because none of her students speak any French at the beginning of the interval of instruction. How would you describe the purpose of baseline data/information to Mrs. Scotto and what recommendations might you give for possible sources that would be of use to her?

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**SCENARIO #4**

Mr. DuBois is an 11th grade English teacher. Prior to setting targets for his SLO, he reviewed his students’ grades and writing samples from their 10th grade English courses. Based on those, he was able to make some preliminary groupings. However, after administering his first assignment of the year, he noticed that several students are performing differently than he expected (some much lower, some much higher). Now he is confused about how to group students and set appropriately tiered targets. What guidance would you give him? How should he handle these sometimes-conflicting data sources?

What guidance would you give them? How can this information be useful to them as they write their SLO