



THE EVOLUTION OF AN SLO

INTRODUCTION AND PURPOSE

A valuable part of setting Student Learning Objectives is the collaboration between educators and evaluators that results from identifying instructional priorities, sound evidence sources, and rigorous but attainable targets. This document was created to illustrate the “evolution” of a Student Learning Objective through feedback, reflection, and revision.

This document contains three SLO samples that include:

DRAFT 1	EVALUATOR’S FEEDBACK 2
The initial draft submitted by a teacher or group of teachers	The comments and suggested revisions from the evaluator
REVISION 3	HIGHLIGHTED CHANGES 4
The revised sections from the teacher to reflect the evaluator’s comments	Annotations that highlight these changes

This set of samples can be used with:

- teachers to illustrate how reflection and revision can elevate the quality of an SLO.
- evaluators, to illustrate the kind of specific, descriptive feedback they should provide to teachers during the SLO approval process.

While RIDE considers the revised sections of each set “approvable” it should be noted that these materials should be used as samples as part of training or to prompt discussion and not as exemplars to be adopted in full. SLOs are always context-specific and should be written with and by educators to reflect their curriculum, assessments, and individual students.

Sample 1: 3rd grade Mathematics.....pages 2-7

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Sample 3: 9-10th grade Chorus.....pages 14-18

Sample 1: 3rd grade mathematics

Title – Multiplication & Division

Content Area – Mathematics

Grade Level – 3

Students – 24 grade 3 students (This SLO is shared by all three 3rd grade teachers)

Interval of Instruction – SY2013-14

Main Criteria	Element	Description	
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?			
Priority of Content	Objective Statement	DRAFT Students will be able to recall basic multiplication and division facts with fluency and accuracy.	EVALUATOR’S FEEDBACK This focus is too narrow. Accurate recall of these facts helps with efficiency, but it is also important that students can apply their knowledge of these facts to solve more complex problems involving multiplication and division. How could you revise this Objective Statement to include the application of multiplication and division facts?
		REVISION Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.	HIGHLIGHTED CHANGES The revised objective statement includes an emphasis on understanding of multiplication and division, as well as the application of that understanding to word problems. This addresses a wider scope of standards and requires more DOK than the original objective statement.
		DRAFT These facts are the foundation for future mathematical concepts such as common denominators, ratio, and the addition and subtraction of fractions. Therefore, students must have a solid understanding of them in order to be successful in future mathematics courses.	EVALUATOR’S FEEDBACK Your rationale will need to change to reflect changes to the Objective Statement, but I like that you are thinking about how these mathematics skills build upon each other. However, I would argue that the foundation you’re describing is the understanding of multiplication and division as concepts, not automaticity with the facts.
		REVISION A solid understanding of the concepts of multiplication and division are the foundation for future mathematical concepts such as common denominators, ratio, and the addition and subtraction of fractions. Being able to recall multiplication and division facts with fluency and accuracy will help students save time and reduce errors when applying their understanding to authentic and rigorous mathematics problems.	HIGHLIGHTED CHANGES The revised rationale highlights the connection of fluency and accuracy to the application of authentic mathematics problems.

Sample 1: 3rd grade mathematics

Main Criteria	Element	Description
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Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

Priority of Content	Aligned Standards	DRAFT	EVALUATOR'S FEEDBACK
		<p><u>3.OA.B.5</u> Apply properties of operations as strategies to multiply and divide.</p> <p><u>3.OA.C.7</u> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>Are there standards you could add that pertain to students' application of their knowledge of multiplication and division facts?</p>
		REVISION	HIGHLIGHTED CHANGES
		<p><u>3.OA.A.1</u> Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p><u>3.OA.A.2</u> Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p> <p><u>3.OA.A.3</u> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><u>3.OA.A.4</u> Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p><u>3.OA.B.5</u> Apply properties of operations as strategies to multiply and divide.</p> <p><u>3.OA.C.7</u> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><u>3.OA.D.8</u> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>The revised Rationale and Aligned Standards reflect the broader focus of the Objective Statement, which now includes understanding multiplication and division as concepts and the application of that understanding to solve one and two-step word problems.</p>

Sample 1: 3rd grade mathematics

Main Criteria	Element	Description	
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?			
Priority of Content	Baseline Data / Information	<p>DRAFT</p> <p>Students took a baseline assessment in which they completed 100 multiplication and division problems in 5 minutes 30 seconds.</p> <ul style="list-style-type: none"> • 18 students scored less than 50% • 4 students scored between 51%-75% • 2 students scored 76%+ 	<p>EVALUATOR'S FEEDBACK</p> <p>Given that most students scored poorly, which is to be expected on a baseline on Gr. 3 content, is there an additional data source you can reference that might give you insight into what knowledge and skills students are bringing with them from Gr. 2?</p>
		<p>REVISION</p> <p>In addition, students completed a baseline assessment on Gr. 2 standards that required them to use addition and subtraction to solve one and two-step word problems. I scored this assessment and grouped students into four categories, based on their ability to comprehend the problem and set up an equation (comprehension) and their ability to accurately solve the problem (computation).</p> <ul style="list-style-type: none"> • Weak comprehension & weak computation (5 students) • Strong comprehension & weak computation (3 students) • Weak comprehension & strong computation (6 students) • Strong comprehension & strong computation (10 students) <p>Throughout the first few weeks of school, I have using ongoing observation of students completing tasks aligned to this objective to better understand the knowledge and skills that they are bringing to Grade 3. In addition, I conferred with the second grade team to validate the information I got from my baseline assessments. They were able to provide additional insight into the strengths and weaknesses of students who were in their classrooms last year. Shifting the focus from the overall score to students' relative strengths and weaknesses enabled me to get a clearer picture of their needs and will help me differentiate my instruction moving forward.</p>	<p>HIGHLIGHTED CHANGES</p> <p>This additional data source, as well as the anecdotal accounts of the Gr. 2 team, help to create a fuller picture of what students CAN do. Organizing the data by what it reveals about students' strengths and weaknesses helps make it more useful to the teacher than just a raw score.</p>

Sample 1: 3rd grade mathematics

Main Criteria	Element	Description	
<p>Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>			
<p>Rigor of Target</p>	<p>Target(s)</p>	<p>DRAFT</p>	<p>EVALUATOR'S FEEDBACK</p>
		<p>The 18 students who scored less than 50% on the baseline assessment will average 75% or better on the final three administrations of the assessment. Included in this tier are two students whose IEPs require extended time because of delayed fine motor skills. They will complete the assessment in 8 minutes (approx. 50% more time).</p> <p>The 4 students who scored between 51%-75% on the baseline assessment will average 85% or better on the final three administrations of the assessment.</p> <p>The 2 students who scored 76%+ on the baseline assessment will average 95% or better on the final three administrations of the assessment.</p>	<p>I appreciate that these targets are tiered to reflect students' individual needs/differences on the baseline assessment.</p>
		<p>REVISION</p>	<p>HIGHLIGHTED CHANGES</p>
		<p>Target 1 (Mult. & Div. Facts) The 18 students who scored less than 50% on the baseline assessment will average 75% or better on the final three administrations of the assessment.*</p> <p>The 6 students who scored above 50% on the baseline assessment will average 90% or better on the final three administrations of the assessment.</p> <p>Target 2 (Word Problems) All students will be able to demonstrate basic proficiency with one and two-step word problems using the four operations. Basic proficiency is represented by a score of 75% on the summative word problem assessment. In addition, the 10 students whose baseline suggested a strong comprehension and computation will pass the word problem assessment with a score of 90% or higher.</p> <p>*The two students whose IEPs require extended time because of delayed fine motor skills will complete the assessment in 8 minutes (approx. 50% more time).</p>	<p>The revised targets explain how tiers were created and why particular cut scores were selected.</p>

Sample 1: 3rd grade mathematics

Main Criteria	Element	Description	
<p>Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>			
<p>Rigor of Target</p>	<p>Rationale for Target(s)</p>	<p>DRAFT</p>	<p>EVALUATOR'S FEEDBACK</p>
		<p>These targets are based on the average amount of improvement I have seen from similar groups of students in past years.</p>	<p>The rationale should provide at least a general explanation of why these scores were chosen as targets for each tier. What percentage or percentage range equates to proficiency on such an assessment or indicates that students are set up for success in the next grade level? Also, you will want to look for trends in students' incorrect answers: are they all in one family? All toward the end of the test? This will give you insight into whether they are struggling with memorization or speed of recall.</p>
		<p>REVISION</p>	<p>HIGHLIGHTED CHANGES</p>
		<p>These targets are based on the scores that the third grade team agreed represented basic proficiency on each assessment. We want all students to advance to grade 4 able to demonstrate fluency and accuracy with their multiplication and division facts (represented by a score of 75% on the timed assessment) and the ability to apply that knowledge to solve one and two-step word problems (represented by a score of 75% on the summative word problem assessment). However, we also want to make sure that we are challenging students to reach beyond basic proficiency, when appropriate. Therefore, we created a higher tier for students who distinguished themselves on the baseline assessments.</p>	<p>These targets include a minimal bar that all students are expected to reach before moving on to the next grade as well as a higher bar for those students who are well prepared and need to be challenged.</p>

Sample 1: 3rd grade mathematics

Main Criteria	Element	Description	
<p>Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>			
<p>Quality of Evidence</p>	<p>Evidence Source(s)</p>	<p>DRAFT</p> <p>Multiplication and division math facts will be assessed using timed assessments that are part of our curriculum series. They include 100 problems and are typically completed in 5 minutes and 30 seconds.</p> <p>They will be given monthly throughout the school year and weekly in the month of May. The average of the final three administrations will be used as the summative score for this SLO.</p>	<p>EVALUATOR'S FEEDBACK</p> <p>When you expand the Objective Statement, you will also want to include an additional evidence source that measures students' ability to apply their knowledge of multiplication and division to solve more complex problems. This does not need to be a new assessment, but it may involve using the data from an existing assessment in a new way.</p>
		<p>REVISION</p> <p>Evidence Source 1 (Multiplication & Division Facts) Multiplication and division math facts will be assessed using timed assessments that are part of our curriculum series. They include 100 math facts and are completed in 5 minutes and 30 seconds. They will be given monthly throughout the school year and weekly in the month of May. The average of the final three administrations will be used as the summative score.</p> <p>Evidence Source 2 (Multiplication & Division Word Problems) Students' ability to comprehend one and two-step word problems and accurately use the four operations to solve them will be assessed using an assessment that was developed by the third grade team during the assessment professional development series we participated in last year. The task was designed so that a score of 75% equated to basic proficiency. In addition to this formal task, we will use formative assessments and the regular unit assessments to monitor these skills throughout the year.</p>	<p>HIGHLIGHTED CHANGES</p> <p>Taking the average of the final three administrations puts less weight on any single assessment and increases the reliability of the data. In addition, a second evidence source was added to address the application of the math facts. There is alignment between the scope of the Objective Statement and what is measured by the Evidence Sources.</p>

Sample 2: 8th grade Ancient Civilizations

Title – Writing in Response to Informational Text
Content Area – Ancient Civilizations
Grade Level – 8
Students – 102 students in my four sections of Gr. 8 Ancient Civilizations
Interval of Instruction – SY2013-14

Main Criteria	Element	Description	
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?			
Priority of Content	Objective Statement	DRAFT	EVALUATOR'S FEEDBACK
		Students will improve their ability to write in response to primary and secondary sources, using evidence from the text.	This focus seems appropriate, given the emphasis on informational text in CCSS and the value of “writing across the curriculum”. The objective would be stronger if the focus was on writing an argument in response to an informational text, rather than just writing in general, as this type of writing tends to be more challenging for students and is a focus in the CCSS.
	REVISION	HIGHLIGHTED CHANGES	
	Students will improve their ability to write an argument in response to primary and secondary sources, supported by evidence from the text.	The revised SLO focuses on using textual evidence from primary and secondary sources to support a written argument.	
	Rationale	DRAFT	EVALUATOR'S FEEDBACK
		Analyzing and interpreting informational texts is a critical skill for social studies students to develop.	This is true, but your rationale should include at least a basic explanation of how these skills are important to the discipline. Is there anything more concrete that you can reference to bolster the argument that this is really an area of need? Your rationale alludes to both the curriculum and data, but doesn't go explicitly into either one.
REVISION	HIGHLIGHTED CHANGES		
As we transition to the CCSS, our school is focused on reading informational text and argument writing, both of which have been identified as relative weaknesses in our district language arts data. These are robust skills that we will work on over the course of the year, regardless of the topic or time period of the particular unit. Furthermore, they are skills that will be expected of my students when they enter high school next year, both in the social studies classroom and beyond.	This rationale references local data that indicate this is an area of need and provides a bit more explanation about why this is an appropriate curricular focus.		

Sample 2: 8th grade Ancient Civilizations

Main Criteria	Element	Description	
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?			
Priority of Content	Aligned Standards	DRAFT	EVALUATOR'S FEEDBACK
		<p>HP 1(7-8)-1: Students act as historians using a variety of tools (e.g., artifacts and primary and secondary sources) by asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness.</p> <p>CCSS: RH6-8:1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS: RH6-8.2 Determine the central ideas or information of a primary and secondary source; provide an accurate summary of how key events or ideas develop of the course of the text.</p> <p>CCSS: RH6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS: W6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>As your objective statement adjusts your standards here might need to expand slightly.</p>
		REVISION	HIGHLIGHTED CHANGES
		<p>HP 1(7-8)-1: Students act as historians using a variety of tools (e.g., artifacts and primary and secondary sources) by asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness.</p> <p>CCSS: W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS: RH6-8:1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS: RH6-8.2 Determine the central ideas or information of a primary and secondary source; provide an accurate summary of how key events or ideas develop of the course of the text.</p> <p>CCSS: RH6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS: W6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>The revised SLO includes a standard on writing arguments.</p>

Sample 2: 8th grade Ancient Civilizations

Main Criteria	Element	Description	
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?			
Priority of Content	Baseline Data / Information	DRAFT	EVALUATOR'S FEEDBACK
		<p>During the second week of school, I administered a baseline assessment that asked students to read a short passage from a primary text and a short passage from a secondary text on the same topic and respond to it in writing.</p>	<p>Please include the aggregate results of your baseline assessment. What did you learn about your students? Is there alignment between the objective statement and the rubric so that there is alignment between what is being taught and what is being assessed?</p>
		REVISION	HIGHLIGHTED CHANGES
		<p>During one of our Department planning days prior to the first day of school, I met with the 7th grade teachers to review students' results from the end-of-year Common Task. Based on this data, I created two preliminary tiers: those who met or exceeded proficiency and those who did not meet proficiency.</p> <p>Then, during the second week of school, I administered a baseline assessment that asked students to read a short passage from a primary text and a short passage from a secondary text on the same topic and construct a short argument in writing, using evidence from both texts to support their claims. Arguments were scored using the district Argument Writing rubric, which was modified by the Social Studies Department to reflect the reading and writing skills required in our content area.</p> <p>Using the 7th grade version of the rubric, I determined that:</p> <p>24 students are entering the course with below-average preparedness (a score of 1 or 2 on the rubric)</p> <p>58 students are entering the course with average preparedness (a score of 3 or 4 on the rubric)</p> <p>20 students are entering the course with above-average preparedness (a score of 5 or 6 on the rubric)</p> <p>On these rubrics, a score of 4 is considered "proficient".</p>	<p>The revised SLO now provides more information to explain how tiers were created and includes actual aggregate baseline data.</p>

Sample 2: 8th grade Ancient Civilizations

Main Criteria	Element	Description	
<p>Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>			
<p>Rigor of Target</p>	<p>Target(s)</p>	<p>DRAFT</p>	<p>EVALUATOR’S FEEDBACK</p>
		<p>70% of students will meet the standard (with a score of 4 or better) on the final primary and secondary source Common Task.</p> <p>30% of students will approach the standard (with a score a 3 or better) on the final primary and secondary source Common Tasks.</p>	<p>It’s good that the targets are tiered to reflect students’ differing baselines but it is not clear what these two tiers are based on. In addition, is the rubric designed so that a score of 4 indicates proficiency? Does it allow for growth for students whose baseline data might be quite high or could there be a “ceiling effect”?</p>
		<p>REVISION</p>	<p>HIGHLIGHTED CHANGES</p>
		<p>The 24 students who entered the course with below-average preparedness will have an individual average score of 3 (considered Approaching Proficiency on the 8th grade rubric) on the Common Writing Task of the year (administered in late May) and the persuasive essay on the final exam.</p> <p>The 58 students who entered the course with average preparedness will have an individual average score of 4 (considered Proficiency on the 8th grade rubric on the Common Writing Task of the year (administered in late May) and the persuasive essay on the final exam.</p> <p>The 20 students who entered the course with above-average preparedness will have an individual average score of 5 (considered Exceeding Proficiency) on the Common Writing Task of the year (administered in late May) and the persuasive essay on the final exam.</p>	<p>This section now includes an explanation of why the particular scores were chosen (alignment to proficiency on the rubric).</p>

Sample 2: 8th grade Ancient Civilizations

Main Criteria	Element	Description	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?			
Rigor of Target	Rationale for Target(s)	DRAFT	EVALUATOR'S FEEDBACK
		<p>These targets reflect students' differing starting points, but it sets the expectation that the majority of students will reach proficiency by the end of the interval of instruction. Therefore, it is both rigorous and attainable.</p>	<p>This does not explain where the 70%/30% tiers came from or how it was determined that scores of 4 and 3 represent rigorous but attainable targets. It is difficult to ascertain the rigor without more information.</p>
		REVISION	HIGHLIGHTED CHANGES
		<p>These targets have been tiered to reflect students' differing levels of preparedness upon entering the course. Reaching these targets would mean that 76% of students will be entering the 9th grade proficient or above-proficient with regard to these skills. Additionally, the 24% of students who entered the course with below-average preparedness are expected to narrow the gap and demonstrate Level 3 writing, which is considered "approaching proficiency". If they maintain this trajectory, they should reach the proficient level on the rubric by the following year.</p> <p>The Social Studies Department created these rubrics to reflect high expectations for the use of primary and secondary sources. Additionally, the Common Tasks are based on rich but grade-level appropriate primary and secondary sources. Given that this will be a focus throughout the course and that we will be progress monitoring every 6 weeks, I feel confident that these targets are attainable.</p>	<p>This additional information helps the evaluator determine the rigor and appropriateness of these targets.</p> <p>The addition of language regarding primary and secondary sources addresses the evaluator's concerns that the rubric was not aligned to the objective statement/construct.</p>

Sample 2: 8th grade Ancient Civilizations

Main Criteria	Element	Description	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?			
Quality of Evidence	Evidence Source(s)	DRAFT	EVALUATOR'S FEEDBACK
		<p>In November, March, and June, students will write in response to paired sets of primary and secondary sources. These Common Tasks will be administered and scored by the classroom teacher and members of the Social Studies Department, using a school-wide writing rubric. The November and March pieces will be used to progress monitor and the June piece will be used as evidence for this SLO.</p>	<p>Using common prompts and a common rubric provides a good opportunity for calibration and/or collaborative scoring. Also, I would caution you against basing the entire SLO on one Common Task (June). We want to make sure students can consistently demonstrate this level of writing so you might consider giving a series of tasks at the end of the spring semester.</p> <p>Does the rubric include using evidence from primary and secondary sources? If it's a school-wide writing rubric, it may not but that is key in your objective statement.</p>
		REVISION	HIGHLIGHTED CHANGES
		<p>The primary and secondary sources used on the Common Writing Tasks have been selected by the Social Studies Department, in collaboration with the Grade 8 ELA teachers. These tasks will be given for progress monitoring purposes every 6 weeks from October through April.</p> <p>The summative assessment will be an average of the score on the Common Writing Task of the year (administered in late May) and the persuasive essay on the final exam.</p> <p>These two pieces of writing will be scored by either of the two Gr. 8 Social Studies teachers. In addition, the Chair of the Social Studies Department will double-score five pieces of writing from each classroom (selected at random).</p>	<p>The revised SLO will be measured by an average score across two writing pieces, rather than one. In addition, it also references collaborative scoring among the grade 8 Social Studies teachers and some double-scoring by the Department Chair.</p>

Sample 3: 9th and 10th grade Chorus

Content Area – Music (Chorus)

Grade Level – 9-10

Students – 67 students in two sections of chorus

Interval of Instruction – Fall semester (to be repeated with a different group of students in the spring semester)

Main Criteria	Element	Description	
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?			
Priority of Content	Objective Statement	DRAFT	EVALUATOR'S FEEDBACK
		Students will demonstrate basic proficiency with reading and writing standard musical notation, including note/rest values, pitch, tempo, meter, dynamic and articulation markings. In addition, students will know and use correct breathing techniques and posture when performing.	While this is important for students to be able to do, it is not measured in your evidence sources. It seems like it would be a better fit in your other SLO, which focuses more on students' vocal performance.
	REVISION	HIGHLIGHTED CHANGES	
	Students will demonstrate basic proficiency with reading and writing standard musical notation, including note/rest values, pitch, tempo, meter, dynamic and articulation markings.	The objective statement focuses on writing and writing standard musical notation. The teacher has a second SLO for this course that focuses on performance.	
	Rationale	DRAFT	EVALUATOR'S FEEDBACK
		The ability to read music is critical to success in chorus, band, and other musical pursuits as it enables students to expand their repertoire and perform effectively in a group. Additionally, the baseline assessments indicate that the majority of my students need to develop this skill set in order to reach their full potential as choral singers.	
REVISION		EVALUATOR'S FEEDBACK	
The ability to read music is critical to success in chorus, band, and other musical pursuits as it enables students to expand their repertoire and perform effectively in a group. Additionally, the baseline assessments indicate that the majority of my students need to develop this skill set in order to reach their full potential as choral singers.	The rationale is grounded in both baseline data and the content of the course/subject area.		

Sample 3: 9th and 10th grade Chorus

Main Criteria	Element	Description	
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?			
Priority of Content	Aligned Standards	DRAFT	EVALUATOR'S FEEDBACK
		<p>M1 (9-12) –1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound)</p> <ul style="list-style-type: none"> reading an instrumental or vocal score of up to four staves transcribing simple songs when presented aurally into melodic and rhythmic notation accurately and expressively sight-reading music with minimal rhythmic, pitch, and dynamic errors at a grade span below full ensemble/class performance level (e.g., music that might be performed by middle school band/ensemble) <p>M 4 (9-12) –1 Students analyze and describe music</p> <ul style="list-style-type: none"> analyzing and describing the use of musical elements and expressive devices in familiar music (e.g., articulation, dynamic markings) 	
		REVISION	HIGHLIGHTED CHANGES
		<p>M1 (9-12) –1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound)</p> <ul style="list-style-type: none"> reading an instrumental or vocal score of up to four staves transcribing simple songs when presented aurally into melodic and rhythmic notation accurately and expressively sight-reading music with minimal rhythmic, pitch, and dynamic errors at a grade span below full ensemble/class performance level (e.g., music that might be performed by middle school band/ensemble) <p>M 4 (9-12) –1 Students analyze and describe music</p> <ul style="list-style-type: none"> analyzing and describing the use of musical elements and expressive devices in familiar music (e.g., articulation, dynamic markings) 	

Sample 3: 9th and 10th grade Chorus

Main Criteria	Element	Description	
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?			
Priority of Content	Baseline Data / Information	DRAFT	EVALUATOR'S FEEDBACK
		<p>During the second week of classes, I administered a series of short baseline assessments (Do Nows, in-class activities) to get a sense for students' abilities to read music (identify basic symbols of musical notation, read music and either hum the melody or clap out the beat) and transcribe simple songs (notes, rests, etc.).</p> <p>For each assessment, I scored students on a 3-point scale (1-weak, 2-average, 3-strong).</p> <p>For reading music, I had 38 students who were weak, 18 students who were average, and 11 students who were strong. For transcribing, I had 49 students who were weak, 15 students who were average, and 3 students who were strong.</p>	<p>This is a clear way of organizing the data so you can make sense of it and use it to identify both trends and individual student needs.</p>
		REVISION	HIGHLIGHTED CHANGES
		<p>During the second week of classes, I administered a series of short baseline assessments (Do Nows, in-class activities) to get a sense for students' abilities to read music (identify basic symbols of musical notation, read music and either hum the melody or clap out the beat) and transcribe simple songs (notes, rests, etc.).</p> <p>For each assessment, I scored students on a 3-point scale (1-weak, 2-average, 3-strong).</p> <p>For reading music, I had 38 students who were weak, 18 students who were average, and 11 students who were strong. For transcribing, I had 49 students who were weak, 15 students who were average, and 3 students who were strong.</p>	<p>Baseline data is separated into reading/producing and listening/transcribing music so that the teacher can see individual and group strengths and weaknesses.</p>

Sample 3: 9th and 10th grade Chorus

Main Criteria	Element	Description
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Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

Rigor of Target	Target(s)	<p>DRAFT</p>	<p>EVALUATOR'S FEEDBACK</p>
		<p>I expect all students to make progress in both reading and transcribing music this semester.</p> <p>Reading:</p> <ul style="list-style-type: none"> The 38 students who scored a 1 on the baseline will score at least a 2 on the summative assessment. The 18 students who scored a 2 on the baseline will score a 3 on the summative assessment. The 11 students who scored a 3 on the baseline will score a 3 on the summative assessment. <p>Transcribing:</p> <ul style="list-style-type: none"> The 49 students who scored a 1 on the baseline will score at least a 2 on the summative assessment. The 15 students who scored a 2 on the baseline will score a 3 on the summative assessment. The 3 students who scored a 3 on the baseline will score a 3 on the summative assessment. 	<p>Even though it's a smaller group, I would like to see all students making progress. Perhaps you can offer them more difficult pieces of music so that they can deepen their skills?</p>
		<p>REVISION</p>	<p>HIGHLIGHTED CHANGES</p>
		<p>I expect all students to make progress in both reading and transcribing music this semester.</p> <p>Reading:</p> <ul style="list-style-type: none"> The 38 students who scored a 1 on the baseline will score at least a 2 on the summative assessment. The 18 students who scored a 2 on the baseline will score a 3 on the summative assessment. The 11 students who scored a 3 on the baseline will score a 3 on the summative assessment, which will be based on more challenging pieces of music. <p>Transcribing:</p> <ul style="list-style-type: none"> The 49 students who scored a 1 on the baseline will score at least a 2 on the summative assessment. The 15 students who scored a 2 on the baseline will score a 3 on the summative assessment. The 3 students who scored a 3 on the baseline will score a 3 on the summative assessment, which will be based on more challenging pieces of music. 	<p>The targets are tiered so that all students are challenged to improve in both skill sets.</p>

Sample 3: 9th and 10th grade Chorus

Main Criteria	Element	Description	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?			
Rigor of Target	Rationale for Target(s)	DRAFT	EVALUATOR'S FEEDBACK
		Given that it is a semester-long course and I only see students two to three times per week (every other day), I believe these targets represent rigorous expectations.	This may be true but you have not explained how you know (or I should know) that these targets are rigorous. I agree that the expected progress should be tempered by the fact that you do not work with these students every day. However, if you are transparent about your goals for students (and share the criteria for reaching the next level of attainment on each standard), I believe they are attainable.
Rigor of Target	Rationale for Target(s)	REVISION	HIGHLIGHTED CHANGES
		These targets are tiered so that all students are expected to make appropriate progress over the course of the semester. Given the length of the course and the fact that I only see students two to three times per week (every other day), I believe these targets represent rigorous expectations. Meeting them would mean that all students are leaving this course with at least an average ability to read standard musical notation and to transcribe music into standard musical notation. Additionally, about a third of the class will leave the course with strong skills in these areas.	The revised rationale takes into account the length of the interval of instruction but also explains why the targets represent rigor across the various tiers.
Quality of Evidence	Evidence Source(s)	DRAFT	EVALUATOR'S FEEDBACK
		<ul style="list-style-type: none"> Evidence source 1: A portion of the final exam will require students to listen to a short piece of music and transcribe it into basic musical notation. Evidence source 2: During the last week of classes, I will pull students for a short assessment of their ability to produce the melody and/or beat of a piece of sheet music. 	I appreciate that both your baseline assessments and your summative assessments include opportunities to assess students' ability to produce music that they read and transcribe music that they hear.
Quality of Evidence	Evidence Source(s)	REVISION	HIGHLIGHTED CHANGES
		<ul style="list-style-type: none"> Evidence source 1: A portion of the final exam will require students to listen to a short piece of music and transcribe it into basic musical notation. Evidence source 2: During the last week of classes, I will pull students for a short assessment of their ability to produce the melody and/or beat of a piece of sheet music. Both pieces of evidence will be scored on the 3-point scale used on the baseline. Each of these conjunctive evidence sources is weighted equally. 	There is alignment between the baseline assessments and the summative assessments. Additionally, the two types of assessment align with the standards addressed by the SLO.