**ANSWER KEY—Module 4: SLOs**

Please refer to this document ONLY AFTER you have completed your answers and reflections for Module 4.

**Part I: Objective Statements (Slides 9-14)**

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|  | Determine Clarity & Scope |
| SLO Objective #1 (Slide 10) | |
| *Is the objective statement clear in articulating the content or skills students should achieve?* | **Not clear: Does not specifically state what students need to know and be able to do** |
| *Is the scope of the objective statement broad enough to capture the most important course content or skills?* | **Too Broad: Not a targeted objective that is measurable. What does it mean to have met this?** |
| SLO Objective #2 (Slide 11) | |
| *Is the objective statement clear in articulating the content or skills students should achieve?* | **Not clear: Does not specifically state what students need to know/do** |
| *Is the scope of the objective statement broad enough to capture the most important course content or skills?* | **Too broad: It is measurable, but skills/knowledge haven’t been clearly identified. How would a teacher progress monitor this?** |
| SLO Objective #3 (Slide 12) | |
| *Is the objective statement clear in articulating the content or skills students should achieve?* | **Clear—articulates what students will know and be able to do** |
| *Is the scope of the objective statement broad enough to capture the most important course content or skills?* | **Acceptable—moves across multiple units so broad enough** |
| SLO Objective #4 (Slide 13) | |
| *Is the objective statement clear in articulating the content or skills students should achieve?* | **Not clear: It is not at all clear what, exactly, student will be able to do** |
| *Is the scope of the objective statement broad enough to capture the most important course content or skills?* | **Too Narrow: Fluency is only one component of literacy instruction and without also including comprehension, it is too narrow of a focus for students’ learning** |

**Part II: Baseline Data Scenarios (Slides 15-19)**

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| Scenarios | Respond to the questions for the ONE baseline scenario that aligns to your grade span. |
| Scenario #1 (Grades 9-12) | |
| *What guidance would you give him? What could he use as sources of baseline data/information?* | * **Create a pre-assessment** * **Attempt to reach out to the middle school teachers to gain insights to the cohort of students.** * **Work with your grade-level and/or content team to workshop your SLOs.** |
| Scenario #2 (Grades K-5) | |
| *What guidance would you give them? How can this information be useful to them as they write their SLOs?* | * **Recommend the teachers focus on the most pertinent information specific to prioritized content areas.** * **Begin with the grade 2 EOY data provided to teachers.** |
| Scenario #3 (Grades 6-8) | |
| *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?* | * **Baseline data can be thought of as a “line in the sand” that can be used to measure student change toward important academic indicators during a course or academic year.** * **Some examples of baseline data include: the prior year’s assessment scores or grades, results from a BOY assessment, a unit pre-test, or work samples that measure pre-requisite knowledge and skills necessary for the course.** * **In this case, it may also be helpful to gauge students’ understanding through an interest-survey on French culture beyond the language to broaden the curriculum.** |

**Part III: Setting Targets (Slides 20-30)**

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|  | *What, if anything, is concerning about this target? Please explain.* |
| Sample Target #1 | **This target is unclear: *How much growth is considered growth? One point? Twenty points? Which students?*** |
| Sample Target #2 | **This target expects that the lowest-performing students will show the least growth and highest-performing students will show the most growth.**  **For example, Student ‘A’ who scored a 20 out of 100 on the first benchmark will meet his target if he achieves 25 out of 100 on the fourth benchmark. Student B who scored an 80 out of 100 is expected to score 100 on the post-assessment. Many times teachers say 25% but mean 25 percentage points.** |
| Sample Target #3 | **This target does not include all students.**  ***What about the other 25% of students?* All students should be expected to demonstrate growth.** |
| Sample Target #4 | **Avoid maintenance targets.**  ***How will those students who are already Above Proficient demonstrate growth?* Consider using a more complex task or different rubric with students performing Above Proficient.** |
| Sample Target #5 | **Avoid targets that calcify achievement gaps.**  ***Is this target rigorous enough?* If all students meet their targets, more than half of the students will still be performing below proficiency.** |

**Part IV: Quality of Evidence (Slide 32)**

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| *Why is the quality of evidence critical in determining whether or not students met their target(s)? Please explain*. |
| An accurate measurement of what students know and are able to do is directly dependent on the quality of the evidence—the assessment(s)—used to measure their gains in knowledge and skills. Therefore, consider the following:   * Is the evidence source/assessment aligned to content standards? IT SHOULD BE! * Is ONE evidence source/assessment enough to measure the intended learning? OKAY TO HAVE MORE THAN ONE! * Is the evidence source/assessment teacher created? If so, has it been reviewed by others to ensure rigor and alignment to grade-level content? IF SO, IT SHOULD BE! |

***Thank you for taking the time to check your answers. If you have any questions, or would like further explanation for any of the items, please email*** [***EdEval@ride.ri.gov***](mailto:EdEval@ride.ri.gov)***.***