

# Writing a Quality SLO

## GOAL STATEMENT

High-quality SLOs start with a plan. The SLO plan should provide enough detail to support the peer or evaluator in their review and monitoring of the plan over the course of the interval. This walkthrough uses an example to depict common challenges in the development of the SLO, to provide reflection/coaching prompts, and to demonstrate suggested revision.



### Original Example BEFORE:

Students who scored below expectations (0 or 1) in object attribute concepts based on the Assessment, Evaluation, Programming System (AEPS) Strand A, Goal 1/Objectives 1-3, and attend at least 85% of the scheduled class days (4-day week /2.5 hours per day), will demonstrate an increase in understanding of colors (8 or more), shapes (5 or more) and sizes (6 or more), scoring a 2, as measured on the AEPS Strand A/Goal 1, by the end of the school year.

### REVIEW & ANALYZE the example using:

The <u>Quality Indicators</u>	Self-reflection or coach prompts
<p>Is the Goal Statement stated as a SMART goal?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Specific</li><li><input type="checkbox"/> Measurable</li><li><input type="checkbox"/> Attainable</li><li><input type="checkbox"/> Results-based</li><li><input type="checkbox"/> Time-bound</li></ul>	<ul style="list-style-type: none"><li>• What would it look like to include all learners, with adjusted goals to account for the inconsistent attendance?</li><li>• How much growth would be realistic for those attending regularly? Inconsistently?</li><li>• What does baseline data say about learners' beginning skills and abilities?</li><li>• Based on the baseline assessment and other (student) data, how much growth is typical for each of the learners?</li></ul>



### Analysis of the BEFORE

- In this example, the teacher is (understandably) concerned with inconsistent attendance, and wants to make certain a learner's lack of attendance does not prevent them from meeting the goal.
- Monitoring the growth of these learners is important, and they can be included in ways that account for their inconsistent attendance through differentiated growth targets.



AFTER the review and analysis, the original example of Goal Statement has been rewritten to remove the historical attendance information and describe how to address that in the SLO plan.

### The Example AFTER:

All 20 students in my EC classroom will demonstrate at least one level of growth in their ability to identify colors, shapes and sizes as measured by the Assessment, Evaluation, Programming System (AEPS) Strand A, Goal 1/Objectives 1-3, by May of 2019.

**It is appropriate to adjust growth expectations for learners based on historical data in the Targeted Growth section of the SLO plan.**

#### Example:

AEPS Scoring Definitions:

0= Not yet, not expected, does not meet criteria

1= With assistance, consistently, meets part of the criteria

2 = Independently, consistently, meets criteria

**Tier One Students: Students with baseline scores of 0 will improve to (at least) level 1.**

*The teacher would indicate which students with assessment scores/evidence demonstrate this level of performance.*

**Tier Two Students: Students with baseline scores of 1 will improve to a level 2.**

*The teacher would indicate which students with assessment scores/evidence demonstrate this level of performance.*

**Tier Three Students: Students with a baseline score of 2 on the AEPS will improve by...**

*The teacher would indicate which students with assessment scores/evidence demonstrate this level of performance.*

