

# Writing a Quality SLO

## EVIDENCE SOURCES



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:

Learner growth will be assessed using a prompt and performance rubric similar to that used for the baseline assessment.

### REVIEW & ANALYZE the example using:

The <u>Quality Indicators</u>	Self-reflection or coach prompts
<p>Does the information provided reflect that:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.</li><li><input type="checkbox"/> Assessments are valid, reliable, fair, and unbiased for all students/target population.</li><li><input type="checkbox"/> The evidence reflects a strategic use of assessment.</li><li><input type="checkbox"/> Progress is continually monitored, and an appropriate amount of evidence can be collected in time for use in the End-of-Cycle Summary conference. (Note: the amount of evidence available may vary by educator role).</li><li><input type="checkbox"/> Teacher-created rubrics, (if used to assess student performance) have well-crafted performance levels that:<ul style="list-style-type: none"><li><input type="checkbox"/> Clearly define levels of performance;</li><li><input type="checkbox"/> Are easy to understand; and</li><li><input type="checkbox"/> Show a clear path to student mastery.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• What methods have you used to ensure the reliability of your assessments/rubric?<ul style="list-style-type: none"><li><input type="checkbox"/> Peer review and feedback?</li><li><input type="checkbox"/> Calibration of scoring?</li></ul></li><li>• Have you considered other sources of evidence? What formative practices will provide “just in time” information to inform practice?</li><li>• How often will you administer the performance assessment over the course of the SLO interval?</li><li>• What modifications and/or accommodations are needed to support learners with IEP/504 plans?</li></ul>



### Analysis of the BEFORE

- It is recommended the teacher use a [strategic assessment system](#) to collect evidence of student academic growth. This includes the regular use of formative practices.
- In this plan, the teacher is relying on periodic interim assessments using one assessment approach. This may limit the ability of the teacher to collect evidence of learning for all learners, and will not allow for timely adjustment to instruction.



AFTER the review and analysis, the original example of Evidence Sources has been rewritten to outline different assessments and data collection strategies.

### The Example AFTER:

This SLO will focus on Grade 8, Vocal Performance Indicators of Tone, Intonation, and Technique. I will assess each student in my grade 8 sections (36 learners total) [using DPI Disciplinary Literacy Choral Music Rubrics](#) for these three areas.

As part of the beginning of the year activities, I administered a baseline assessment of these three performance indicators. Student results are included in the baseline section of the SLO goal. This same approach to assessment will be administered at mid-interval, and at the end of interval as the interim assessment to gauge growth over time. Performance indicators will only be assessed using established supports (as needed) to accommodate IEP plans. See the tiered growth goals for student accommodations.

As a more frequent method of collecting evidence, learners will engage in self and peer assessment activities around each of the indicators. For this, I have created the attached, 'snapshot tool' (checklist of things to look for) that learners may use to assess and provide feedback. While learners are engaged in the self/peer assessment opportunities, I can observe, meet with and address individualized needs to adjust instruction appropriately.

Lastly, I will video record the fall, and spring recital performance of the large group, and will assess the video alongside learners to determine adjustments needed in practice session.

