



# **SLO Teacher Handbook**

***Updated September 2017***

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## INTRODUCTION

### What are Student Learning Objectives?

Effective teachers have learning goals for their students and use assessments to measure progress toward these goals. They have a deep understanding of where students are at the beginning of a course, and what they can achieve by the end. Effective teachers analyze standards, select and administer rigorous assessments aligned to those standards, and measure how their students grow during the school year. They use this data to drive their instruction and are constantly reflecting on and refining their craft. Student Learning Objectives (SLOs) embody these effective pedagogical practices by helping DPS educators focus on high impact standards, set ambitious learning goals, and measure students' progress toward attaining them. This process will yield greater student growth on critical learning outcomes by allowing teachers to plan backward from an end vision of student success, ensuring that every minute of instruction is geared toward our district vision that *Every Child Succeeds*.

### SLOs and LEAP

For 2017-18, school leaders will incorporate impact on student learning, including progress against SLOs, as one of the multiple measures of teacher performance. State law (SB-191) requires school districts to include individual measures of student growth as part of teacher evaluations; for DPS those individual measures are SLOs. DPS has typically used a "pie chart" to show how the different LEAP indicators add up to an overall rating. For 2017-18, the proportion of the pie devoted to SLOs will depend on whether a teacher has a CMAS growth measure available, and if the teacher is in their first year at DPS. The table below shows the percentage of the overall pie that various growth measures make-up. Please see the LEAP website for more information about other components of the overall LEAP evaluation.

	Teachers with CMAS Growth measures (grades 4-9 math and literacy)	Teachers without CMAS Growth measures	All New Teachers
SLOs	30%	40%	50%
CMAS Growth	10%	---	---
Collective measure – School Growth	10%	10%	---

SLO scores will be calculated by comparing each student's baseline Preparedness Level to his/her end-of-course Expectation Level. Please see the matrix below, which details the point values for each type of movement. Points will be totaled across all students included in the SLO, and a percentage of points earned out of points possible for that SLO will be calculated. This percentage is rounded to zero decimal places. The rounded percentage of points earned is the score for an SLO.

	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
Significantly Underprepared	Teacher & Evaluator Decision: 0, 1, or 2	3	3	Additional Evidence Needed	Additional Evidence Needed
Underprepared	Teacher & Evaluator Decision: 0 or 1	2	3	3	Additional Evidence Needed
Somewhat Prepared	0	1	2	3	3
Prepared	NA*	0	1	2	3
Ahead	NA*	0	0	1	Teacher & Evaluator Decision: 2 or 3

Each rounded SLO score is included in a teacher’s LEAP evaluation. If one SLO is completed, the SLO score from the one SLO comprises the entire SLO component in LEAP. If two SLOs are completed, the SLO component of LEAP is *evenly* divided between the two SLOs, i.e. the two SLOs *equally* contribute to a teacher’s evaluation.

The following table illustrates how the SLO score corresponds to the *SLO-only* component of teacher evaluation. **These ratings apply only to the SLO portion of student growth, and *may not be* the teacher’s overall student growth rating when other components are added.** This *SLO-only* rating is combined with other measures (CMAS Growth and the collective measure) to determine the overall Student Growth portion of a teacher’s evaluation.

% of SLO pts earned		<i>SLO-only</i> Rating
0%		Not Meeting
33%		Approaching
67%		Effective
95%		Distinguished

More detailed information on how SLOs will be scored as part of Student Growth for LEAP can be found on the [ARE website](#).

Additionally, the SLO process has been designed to directly correspond with the following indicators on the LEAP Framework for Effective Teaching:

- P.1: Demonstrates and applies **knowledge of students'** development, needs, interests, and culture to promote **equity**.
- P.2: Uses **students' data** to plan and differentiate instruction.
- P.3: **Collaborates** with school teams to positively impact students' outcomes
- I.2: Provides **rigorous tasks** that require critical thinking with **appropriate digital** and **other supports** to ensure students' success
- I.6: Provides **differentiation** that addresses students' instructional needs and supports mastery of standards.

### **SLOs and the ProComp Incentive**

In 2017-18, as in 2016-17, teachers do **not** receive a ProComp incentive for completing SLOs. Teachers receive ProComp incentives connected to their overall evaluation, of which SLOs are one part.

## TIMELINES AND DEADLINES

The following timeline indicates expected **outcomes** for teachers by the end of each month. *Please keep in mind that this timeline will need to be adjusted to accommodate teachers instructing courses that are less than one year in length.*

### **August**

- Review or become familiar with SLOs
- Create or select standards-based Objective Statements, Performance Indicators and corresponding Learning Progression Rubrics

### **September**

- Determine Baseline Data Sources and collect ALL Baseline Data
- Analyze Baseline Data and categorize students' Baseline Preparedness levels
- Submit information for each Objective using the SLO Application by **Sept. 29**

### **October**

- Teachers and others with limited student contact time (i.e. less than 3 days of student contact per week) submit information for each Objective using the SLO Application by **Oct. 30**
- Evaluator approves Long Term Goal phase information by **Oct. 30**. (Teachers and others with limited student contact : **Friday before Thanksgiving break**)

### **November, December, January, February, March**

- Plan and Collect Body of Evidence and monitor progress, adjust instruction accordingly (ongoing DDI)
- Plan for and participate in mid-year LEAP conversation

### **April, May**

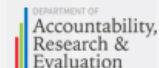
- Administer End of Year Performance Based Task(s) for each SLO
- Evaluate and reflect on Student Growth
- Submit end of course expectation level information using the SLO Application for each Objective **before** discussing the outcomes at your LEAP End of Year Conversation
- LEAP End of Year Conversation with evaluator (due by 5/18/18)

## SLO TIMELINE

	Teachers/SSPs	School Leaders
<b>August</b>	<ul style="list-style-type: none"> <li>Review SLO components with grade or content peers</li> <li>Create or select 1 or 2 SLO Objectives</li> </ul>	
<b>September</b>		
<b>October</b>	<ul style="list-style-type: none"> <li><b>Deadline LTG Phase: 9/29*</b></li> <li>Determine Performance Indicators and LP Rubric</li> <li>Collect and analyze Baseline Data</li> <li>Determine students' Preparedness Levels</li> </ul>	<ul style="list-style-type: none"> <li><b>Deadline LTG Phase: 10/30*</b></li> <li>Review SLOs</li> <li>Request revisions if necessary</li> <li>All year-long and S1 SLOs approved by 10/30</li> </ul>
<b>November</b>		
<b>December</b>		
<b>January</b>	<ul style="list-style-type: none"> <li>Work with school leader on mid-year SLO data entry expectation</li> <li>Prepare to discuss students' progress on SLO at mid-year conversation</li> </ul>	<ul style="list-style-type: none"> <li>Conduct mid-year LEAP conversations</li> <li>Communicate mid-year SLO data entry expectations (not required by district)</li> <li>Communicate EOY deadlines</li> </ul>
<b>February</b>		
<b>March</b>	<ul style="list-style-type: none"> <li><b>Deadline End of Course Phase**</b></li> <li>Reflect on Student Growth</li> <li>Submit End of Course Expectation Levels by school-determined date</li> </ul>	<ul style="list-style-type: none"> <li><b>Deadline End of Course Phase**</b></li> <li>Work with SLT on calibration of expectations</li> <li>Review SLOs</li> <li>Request revisions if necessary</li> </ul>
<b>April</b>		
<b>May</b>		
<p>Over the course of the year, with support and guidance from school leaders, teachers and SSPs conduct ongoing formative assessment, DDI, data teams and instructional shifts</p>		

\*Teachers and others with limited student contact time (i.e. less than 3 days of student contact per week) may submit by 10/30 in order to allow appropriate time to collect and analyze Baseline Data. School leaders have until the Friday before Thanksgiving break to approve.

\*\*End of Course SLO information must be entered by the LEAP EOY Conversation (State law requires these be held by two weeks before the last day of school; for the 1718 school year, that is 5/18/18.) School leaders should determine a specific SLO deadline; it is recommended deadlines be as close to the LEAP EOY Conversation as possible.



### Timeline adjustments for Semester Courses

If a teacher only has semester courses, ARE strongly recommends SLOs are completed during the first semester. While the 2<sup>nd</sup> semester is longer, this is more than outweighed by the fact that data for EOY Expectation levels is frequently due in early May and much of April is potentially disrupted by state testing. First semester SLOs can extend through the end of December and data can be submitted in January.

For semester 1 courses, the long term goal deadlines remain the same. For end of course information, teachers can submit data by January 31; school leaders should review and approve by February 28.

For semester 2 courses, Teachers should submit data by January 31; school leaders should review and approve by February 28. End of course submission deadlines remain the same.

## **SLO Application Deadlines\***

For each Objective, the teacher must submit Long-term Goal information (includes Objective Statement, Performance Indicators and Learning Progression Rubric, Baseline Preparedness Levels), and End of Course Expectation Levels information.

<b>Fall Long Term Goal</b>	<ul style="list-style-type: none"><li>● All teachers must submit information for each Objective by <b>Sept. 29*</b>.</li><li>● Teachers and evaluators must review the Long term goal phase information together and make adjustments where appropriate.</li><li>● Evaluators must review and approve the Long term goal phase information by <b>Oct. 30*</b>.</li></ul>
<b>Spring End of Course Expectation Levels</b>	<ul style="list-style-type: none"><li>● All teachers must submit information for each Objective <b>before</b> discussing the results at their LEAP End of Year Conversation.</li><li>● Once a teacher's SLO expectation levels are submitted, evaluators and teachers must review them together. Evaluators must then approve the SLO online by <b>two weeks before the last day of school</b>.</li></ul>

*\* Teachers with non-traditional schedules and/or limited student contact time (i.e. less than 3 student contact days per week) may submit Baseline Preparedness Levels by October 30 and have evaluators approve by the Friday before Thanksgiving break.*



## RESOURCES AND TOOLS

### **SLO Webpage**

A variety of resources, can be found on the SLO webpage, <http://dpsare.com/teachers/student-learning-objectives-slos/> . Resources include SLO FAQ, user guides and video explaining how to use the SLO application, and links to other helpful resources.

### **District Model SLOs**

Teams across the Academic and Innovation Office worked in conjunction with teachers and school support partners to create example SLOs that teachers may choose to use. These models are available both in the SLO Application as well as on the [SLO Resource Bank](#), and include the standards addressed, Objective Statement, Performance Indicators and Learning Progression Rubric. We recommend teachers work with their teams and school leaders to determine if a district model SLO is appropriate for their content, grade level, and students.

Should teachers decide not to use district model SLOs, they will need to create their own. Teacher-created SLOs should match the level of rigor found in District Model SLOs for that grade level and content. The same timeline for submission of SLO information should be followed.

### **End-of-Course Performance-Based Tasks**

Teams across the Academic and Innovation Office worked in conjunction with teachers and school support partners to create End of Course Performance-Based Tasks (PBTs) aligned to the District Model SLOs. Most District Model SLOs have an associated PBT.

These PBTs are a summative assessment measure meant to illustrate the rigor of understanding students should achieve by the end of the course. When determining End of Course Expectation Levels, the PBT should be used as one measure in a comprehensive body of evidence of student learning.

### **SLO Application**

You can log-in to the SLO application, at <https://slo.dpsk12.org/>, with your DPS username and password. Google Chrome is recommended for best functionality. This application provides an important role in maintaining communication regarding SLOs between a teacher and his/her evaluator. All teachers and other DCTA Bargaining Unit Employees must submit at least one and up to two Objectives each school year. For each Objective, classroom teachers must submit Long-term Goal information (includes Objective Statement, Performance Indicators, corresponding Learning Progression Rubric, and Baseline Preparedness Levels), and End of Course Expectation Level information (includes students' end of course Expectation levels). The deadlines for submissions and approvals are listed above under "SLO Application Deadlines."

## **Collecting the Body of Evidence and Tracking Student Progress**

How teachers and their teams collect pieces for their SLO Body of Evidence and track student progress should be a collaborative decision made with their school leaders. Some teachers and school leaders may decide that a data tracker is appropriate while others may decide that a portfolio method is best. We recommend teachers and school leaders reach a consensus as soon as possible in the school year so that teachers are clear as to what the expectations for their Body of Evidence may be.

## **SLO PROCESS AND GUIDELINES**

### **Number of SLOs**

During the contract year, all SSPs and teachers with fewer than 10 assigned students, whether full time or part time, must create or select **two** distinct Objectives and complete all SLO components for each Objective in collaboration with their evaluator and their teacher team. All other teachers are required to complete **one** SLO for the school year, and may choose to complete two. Teachers and evaluators should gain familiarity with the guidelines for each component of the process along with the expected timeline and deadlines listed above. ARE strongly recommends teachers complete two SLOs.

### **Collaboration**

Collaboration is a critical element of SLOs. Teachers collaborating on the Objective Statement will ensure the standards and/or grade level expectations selected reflect knowledge and skills critical for students' success and that span the duration of the course. Setting Objectives in teams also allows for greater consistency within a school and across the district. Additionally, collaboration on the design, selection, and scoring of assessments promotes greater reliability in the data and the outcomes.

If your team consists of teachers who teach the same content area and grade, you and your team members should use the same, or nearly identical, Objective Statements. Alternatively, if your team is structured so that there is no other teacher with the same grade level and content area, your Objectives will most likely be different, but you should still collaborate with the teachers in your data team as they are likely knowledgeable about the content or grade level. As collaboration is vital to SLOs, DPS has created professional learning opportunities for those teachers who do not have peers in their building that teach the same grade/content.

### **Selection of Course Section(s)/Content Area**

ARE recommends that teachers choose a class/course for their SLO that is most representative of their entire student roster, has the most potential for impact (i.e. Algebra 1 rather than Calculus) and best represents or aligns with a school focus. All students from the chosen section must be included, and the section should contain at least 10-15 students.

Additionally, if a teacher plans to complete the same SLO with multiple sections of the same course, these sections should both be part of one SLO; the different sections should not have their own SLO in

the SLO Application. For a second SLO, a teacher should create an SLO that either a) focuses on a different course or content area, or b) is in the same course, but focuses on a distinctly different set of critical, high-priority standards for that course.

If teachers only instruct semester-long courses, ARE recommends teachers complete SLOs during the 1<sup>st</sup> semester. The end of year state-mandated timeline for teacher evaluation requires SLO information to be completed fairly early in May. A second semester SLO would be constrained this requirement and also potentially constrained by state testing requirements.

Each component of SLOs should be modified as necessary for teachers who either see students for a shorter period of time and/or have infrequent contact with students. For instance, the knowledge and skills reflected in the Objective Statement should be feasible and ambitious for the amount of contact time that a teacher has with his/her students. Similarly, the number of data points used in the Baseline Data and Body of Evidence needs to reflect what is realistic for the teacher to attain in the given amount of time with their students.

Please note that teachers' SLOs should pertain to their work in the school where their LEAP evaluator is located.

### **Student Attendance and Attribution**

In order for students' growth to be used for accountability purposes, it's important to identify the students a teacher has had sufficient opportunity to instruct. This ensures teachers' evaluations are linked only to students with which they have worked with for a significant amount of time.

In alignment with attribution for LEAP State Growth, students who have an **attribution greater than 80%** are **required** to be given an expectation level and included in SLO Growth.

Attribution is different than a student's attendance percentage shown in other systems (such as Infinite Campus or the portals). Attribution takes into account student attendance (including starting a course late or leaving a course early) and teachers' long-term leave. Consider a student who joins half way through a year-long course, and then attends every day until the end of the year. The student's attendance in IC will be 100% because they attended every day they were enrolled. The student's attribution will be 50%, because they were only together with the teacher for 50% of the entire course.

Students with less than 80% attribution may be included in an SLO. Any lower bar for attribution must be applied uniformly across all students in the SLO. (A teacher cannot include 1 student with 60% attribution, but not include another.)

The SLO Application displays attribution based on Infinite Campus data and also gives a recommendation on whether or not the student should be included in the SLO. If a teacher has

documentation that Infinite Campus data is incorrect, leading to incorrect attribution, the teacher may override the recommendation. The teacher will have to provide a short rationale for why they have done so.

Please see the SLO website for a more detailed one-pager with information on attribution and the SLO Application.

### **Leaves**

If a teacher goes on leave, the teacher should still complete at least one Objective and all components of the SLO. The teacher and school leader should adjust the SLO as necessary for the teacher's leave situation. (See section below regarding late hires for information on number of student-contact days.) For example, the Objective Statement should reflect student growth appropriate for the time frame (see sections above: Select Course Section(s)/Content Area and Student Attendance). The teacher and school leader should also work together to ensure that the teacher submits, and the evaluator approves, each of the parts of the SLO in the SLO application. Depending on the timing of the leave, these submissions and approvals may need to occur before or after the deadlines. *It is the teacher's responsibility to maintain documentation of student growth data in relation to each Objective.*

### **Late Hires**

All DCTA Bargaining Unit Employees who work 119 student-contact days (hired on or before approximately November 9) should complete two Objectives and all components of the SLO. The teacher and school leader should adjust the SLO as necessary to take into account of the shorter time frame. For instance, the knowledge and skills reflected in the Objective Statement should be feasible and ambitious for the amount of contact time that a teacher has with his/her students. Additionally, the number of data points used in the Baseline Data and Body of Evidence needs to reflect what is realistic for the teacher to attain in the given amount of time with their students. Lastly, the teacher and school leader should also work together to ensure that the teacher submits, and the evaluator approves, each of the components of the SLO in the SLO application. These submissions will likely need to occur after the deadlines.

Teachers who are hired in the middle of the year and will not work 119 student-contract days may still engage in the SLO Process with their team and school. However, they will not receive an official LEAP score.

## SLO Components

### ***Long-Term Goal***

<b>Create or Select an Objective Statement</b>
<b>Definition</b>
The Objective Statement is comprised of at least two distinct standard(s) and/or grade level expectation(s) that reflect knowledge and/or skills in both content and language that are critical for students' success. It is a description of what students will know and be able to do at the end of the course, and it includes a language domain and a language function.
<b>General Guidelines</b>
<ul style="list-style-type: none"><li>● The Objective Statement should be comprised of at least two standard(s) and/or grade level expectation(s)* that:<ul style="list-style-type: none"><li>○ reflect knowledge and/or skills in both content and language that are critical for students' success in the current course and future courses (including other content areas); and</li><li>○ span the duration of the course, i.e., are covered in multiple units throughout the course.</li></ul></li><li>● The Objective Statement should be written in the form "All students will be able to..." and include:<ul style="list-style-type: none"><li>○ at least one language domain (reading, writing, speaking, and/or listening); and</li><li>○ at least one language function (e.g., analyze, critique, infer, justify, identify, etc.).</li></ul></li><li>● There should be a strong, clear, and thorough rationale that explains how the Objective Statement reflects knowledge and/or skills in both content and language that are critical for students' success in the current course and future courses and how the Objective Statement is global enough that it spans the duration of the course.</li></ul>

## Determine Performance Indicators and Learning Progression Rubric

### Definition

The Learning Progression Rubric describes the typical growth process through which students move as they develop mastery of a standards-based Objective. Each column refers to a student's level of mastery or proficiency along the path of developing deeper understanding of the content and the gradual building of fluency in skills and academic language.

Performance Indicators refer to the criteria for *proficiency* in the grade-level standards reflected in the Objective. These can be found in the Meets Expectations column of the Learning Progression.

### General Guidelines

- The Learning Progression Rubric should use the following four proficiency levels (represented by four columns): Partially Met Expectations, Approached Expectations, Met Expectations, and Exceeded Expectations.
  - The Met Expectations column describes the specific performance expectations of *proficient* students in the grade-level standards of the Objective. Performance Criteria refer to the criteria in this column.
  - The Performance Criteria should adequately describe the content, rigor and language in the Objective Statement.
  - Each row of the rubric outlines the learning progression of one Performance Criteria.
  - The Exceeded Expectations column usually does not define the next grade level standard(s), but rather deeper understanding of the current grade level standard(s).
- The following guidelines should be used as much as possible by all teachers:
  - Phrase descriptors in the positive on the basis of what students *are* able to do, as opposed to what they are *not* able to do.
  - Phrase descriptions on what is measurable/observable.
  - Provide qualitative descriptions of what students at each level are able to do rather than distinguish proficiency levels on the basis of quantities or percentages.
  - Avoid vague evaluative terms (e.g., good, fair, poor, etc.) in which there is no consistent understanding of meaning.

*\*Note: It is highly recommended that teachers draw ideas and language from high-quality resources that are available. See the Content Specific Guidelines below for suggested resources.*

## **Collect and analyze Baseline Data to categorize students' Preparedness Levels**

### **Definition**

Baseline Data are sources of data with items and/or tasks that indicate students' mastery of prerequisite standards taught in prior course(s), and thereby indicate students' preparedness levels as they relate to the Objective Statement at the beginning of the course. This data should be used to plan instruction for the course.

### **General Guidelines for Baseline Data**

- There should be at least two baseline data sources with items and/or tasks that indicate students' preparedness levels as they relate to the Objective Statement.
  - When available and applicable, data from a prior course/year should be used, as long as data gathered at the beginning of the course is also used.
  - District and State assessments (including assessments in other languages) should be used if available and applicable (includes interims/course assessments, ANet assessments, ACCESS data and other available language data).
  - Data in other languages should be considered in addition to Baseline Data in English if available and appropriate.
  - Items in which students demonstrate the language function(s) in the Objective Statement should be used.

Students' language proficiency levels should be identified and scores should be used to ensure students' true preparedness levels, as they relate to the Objective Statement, are identified.

- Baseline data should be collected as close to the beginning of the course as possible.
- Data Sources should be designed/selected collaboratively and scored using a common scoring guide/rubric.\*
- There should be a strong, clear, and thorough rationale that explains how the data points closely reflect all students' current preparedness levels as they relate to the Objective Statement.

*\*Data sources do not have to be designed or selected collaboratively if teachers do not have sufficient opportunity to collaborate with subject matter peers. For teachers for whom this is an issue, they should reach out to a TL, or other qualified expert when designing and/or selecting assessments.*

### **General Guidelines for Preparedness Level categorization**

- Students should be categorized based on the following Preparedness Levels
  - **Significantly Underprepared:** Students who enter the course/grade with particularly minimal mastery of the prerequisite knowledge and skills for the course/grade.
  - **Underprepared:** Students who enter the course/grade with minimal mastery of the prerequisite knowledge and skills for the course/grade.

- **Somewhat Prepared:** Students who enter the course/grade has some, but not all, prerequisite knowledge and skills for the course/grade
- **Prepared:** Students who enter the course/grade with **sufficient prerequisite knowledge and skills** for the course/grade. Students are academically prepared to engage in the content area of the SLO.
- **Ahead:** Students who enter the course/grade with a **deep command** of the prerequisite knowledge and skills for the course/grade. These students are able to apply previous learning to a variety of contexts.

## **Resources**

(See the SLO website for resources)

- Determining Students' Levels of Baseline Preparedness Protocol
- ECE Preparedness Levels Guidance Document
- Student data
  - Teacher or team created assessments
  - District assessments (includes interims/course assessments)
  - ACCESS Data (to ensure students are assessed fairly)
- [WIDA Can Do Descriptors](#)
- Baseline Data – Guiding Questions
- For DPS Assessment Solution opt-in schools only: reports in Illuminate that give a recommended baseline preparedness level, based on previous year SLOs and state test data combined with current year teacher-delivered curricular assessments (in 2017-18, only available for mathematics grades 1-10, and literacy grades 6-12).



## ***Body of Evidence and Data Driven Instruction***

### **Plan for and collect a Body of Evidence; use information to inform instructional next steps**

#### **Definition**

The Body of Evidence is data derived from a variety of assessment tools that measure the degree to which students are progressing toward each Performance Indicator, and more broadly the Objective Statement. It should be used to engage in data driven instruction throughout the course.

#### **General Guidelines**

- For each Performance Indicator, there should be multiple (at least three) items and tasks that are aligned in content and differentiated appropriately in order to track students' progress throughout the course, and indicate and confirm students' end of course proficiency levels.\*
  - District assessments, if available and applicable (includes interims/course assessments)
    - ACCESS data, if available (to ensure students are assessed fairly)
  - Assessments scored by a third party (e.g., state/vendor assessments), if available and applicable
- Items and tasks should be designed/selected collaboratively and scored using a common scoring guide/rubric. \*\*
  - If possible, items and tasks should be scored using a quality assurance protocol that includes: a common scoring guide/rubric, exemplars depicting various levels of proficiency, a norming process, and a process of confirming inter-rater agreement.
- There should be a strong, clear, and thorough rationale that explains how the assessments will enable tracking of students' progress throughout the course and indicate and confirm students' end of course proficiency levels for each Performance Indicator.
- The data gathered should be used to engage in data driven instruction throughout the course to maximize student growth.
- At a minimum, an SLO body of evidence must contain three distinct pieces of evidence for each student to support an informed determination of the end of course expectation level.

*\*A single assessment may include items and tasks that assess all, or most, Performance Indicators.*

*\*\*Items and tasks do not have to be designed, selected, or scored collaboratively if teachers do not have sufficient opportunity to collaborate with subject matter peers. For teachers for whom this is an issue, they should reach out to a TL, or other qualified expert when designing and/or selecting items and tasks, and they should still use a common scoring guide/rubric if available.*

#### **Resources**

- Student data

- District assessments (includes interims/course assessments, ANet, etc.)
- Teacher or team created assessments
- DPS Scope and Sequence Documents (generally found in Schoology)
- [WIDA Can Do Descriptors](#)
- PARCC Performance Level Descriptors
- Correlating Learning Progression
- Body of Evidence – Guiding Questions

## ***End of Course Expectation Levels***

### **Evaluate and reflect on student growth**

Throughout the course, it is necessary to track student growth on each Performance Indicator, so as to identify students' proficiency levels as they progress throughout the course. At the end of a course, teachers evaluate students' end of course Expectation Levels and determine students' progress. Additionally, teachers reflect on student growth and their instructional practice.

### **General Guidelines**

- To evaluate students' end of course Expectation Levels, use multiple pieces of evidence recorded over the duration of the course and the Expectation Level definitions detailed in the Learning Progression Rubric to determine an overall Expectation Level for each student included in the SLO.

### **Guiding Questions for Reflection**

- **Confidence in the Data**
  - To what extent were your items and tasks aligned to the Performance Indicators? Explain.
  - When examining your students' scores over multiple measures, to what extent do you see a consistent trend in the data that provides confirmation of students' end of course proficiency levels?
  - To what extent were your items and tasks designed/selected collaboratively? Explain.
  - How often did you use a common scoring guide/rubric to score your students' work?
  - Were subjective items/tasks ever scored collaboratively using a quality assurance protocol? Such a protocol may include: a common scoring guide/rubric, exemplars for various levels of proficiency, and a norming process.
- **Student Growth**
  - How proficient were your students at the end of the year?
  - Did students who started at the same preparedness levels reach the same proficiency level? Why or why not?
- **Engagement in SLO Process**
  - In what ways did you collaborate with colleagues during this process?
  - How well do you feel your data team collaborated?
  - How did you track student progress throughout the course?
  - How did you identify trends in your data and adjust instruction throughout the course?
  - How did this process influence your professional practice?

- For which components of the process (Objective Statement, Performance Indicators, Baseline Data and Preparedness Levels, and Body of Evidence) do you feel you were the most successful?
- Which components did you find the most challenging? Why?
- What would you do differently next year? Why?

## CONTENT SPECIFIC GUIDELINES

*All Objective Statements must be aligned to content area standards designated by the state of Colorado for the subject and course in which the teacher is setting the SLO.*

### **Career and Technical Education**

Teachers should identify 2-3 standards from the district approved course syllabi. This should be done at either the substandard or evidence outcomes level (i.e. FEMP.01.02 or FEMP.01.02.a). Unless you are teaching an ACE/WES course, you should not be selecting from the essential skills section (ESSK) as those are more general and the point of the SLOs is more content driven. These standards should provide a good overall picture of the majority of what you teach.

### **Competency Based Learning and SLOs**

Competencies have been developed for all high school subjects to support the shift to the new graduation requirements, provide artifacts for the district Capstone portfolio, and support pedagogical shifts in the classroom. *District model SLO learning progression rubrics use the district competencies. They are one and the same.* Therefore, schools offering the Capstone portfolio are strongly encouraged to use the SLO process as a means of collecting student work for the portfolio. SLOs/competencies can be used to streamline the process of progress monitoring and measuring growth as well as providing evidence for the Capstone. The competency rubrics use the same expectation levels as the previous SLOs. Therefore they can also be used to determine the year end of year expectation level.

Competencies can play a large role in effective assessment practices. Competencies, which have been developed from standards, are broken down into performance indicators just like SLOs. In order for the whole competency to be mastered, each of the performance indicators should be mastered. Each performance indicator has its own rubric to determine mastery at that level. Model SLOs were built using performance indicators, and many match competencies exactly. However, math is an exception because the competencies for Integrated Math often span multiple years. The performance indicators can be assessed formatively throughout the year and the full competency can be assessed using summative tasks. For this reason, Competency Based Learning encourages skill-based assessments that draw on multiple skills.

## **Dance**

Dance teachers need to consider the Big Ideas and the Essential Learnings that are central to the dance discipline and that will have lasting value beyond the classroom. Teachers should consult the DPS Dance Trajectory document for instructional alignment. The learning objective needs to articulate what students will revisit over the course of their lifetime in relationship to the dance content. In addition, teachers need to ensure that the learning objective is ambitious but achievable within a single year or appropriate unit of time (e.g., trimester, semester, year). Multiple standards from the Colorado Academic Standards for Dance should be used in each learning objective. Performance criteria should include both physical demonstration and cognitive concepts. This will allow for oral and/or written language domains.

## **Drama and Theatre Arts**

Teachers need to consider the Big Ideas and the Essential Learnings that are central to the theatre arts discipline and that will have lasting value beyond the classroom. Teachers should consult the DPS Theatre Arts Trajectory document for instructional alignment. The learning objective needs to articulate what students will revisit over the course of their lifetime in relationship to the arts content. In addition, teachers need to ensure that the learning objective is ambitious but achievable within a single year or appropriate unit of time (e.g., trimester, semester, year). Multiple standards from the Colorado Academic Standards for Drama and Theatre Arts should be used in each learning objective. Performance criteria will reflect oral and/or written language domains.

## **Early Childhood Education (ECE and Kindergarten)**

When selecting the standards for an ECE Student Learning Objective, it is highly recommended that teachers use *Teaching Strategies Gold* Objectives. This will enable teachers to use assessments and rubrics aligned to nationally-normed widely-held-expectations for three- and four-year olds when determining Performance Criteria, Baseline Preparedness Levels, and when evaluating student growth. In addition, it is recommended that an Area of Development be selected (such as Language, Cognitive, Literacy, or Math), rather than a single Gold objective or dimension.

When selecting the standards for a Kindergarten Student Learning Objective, teachers may use *Common Core State Standards* or *Teaching Strategies Gold* objectives that are aligned with CCSS, depending on identified student needs. This will enable teachers to meet the needs of students on a full developmental continuum when determining Performance Criteria, Baseline Preparedness Levels, and when evaluating student growth. In addition, it is recommended that comprehensive and multi-faceted *Common Core State Standards* be selected, rather than standards that focus on one or two discrete skills. If *Gold* objectives are used, then it is recommended that a full Area of Development be selected (such as Language, Cognitive, Literacy, or Math).

## **ELA-S Secondary for ELA-S Resource Teachers who push in to Math, Science, and Social Studies**

It is recommended that you choose to partner on your SLO with a teacher you already have a strong working relationship with, and in the content area you have the most experience and/or are licensed.

Select the same SLO as the content teacher. The standards you draw from are the same. The language of the SLO can be in English or Spanish, depending on the bilingualism of your leader/conversational partner about them. If you choose to write or want to reference the standards in Spanish, please refer to the Common Core in Español.

Objective Statement and Performance Criteria are the same as content teacher, but can be translated. Add 'in Spanish or English' to the end of both the Objective statement and each Performance Criteria.

The Learning Progression Rubric also stays the same as the content teacher as we are measuring progress on content. Instruction and assessment provides opportunities for students to develop and demonstrate mastery of content concepts in Spanish, English, or both.

Baseline Preparedness and Body of Evidence collected in both Spanish and English will provide the best picture of what a student knows and can do. Decisions about Baseline Preparedness will be most accurate when based on assessment of what students know altogether in both languages (i.e.: if a student demonstrates knowledge and skills of the standard in both languages- four, diez, twenty one, twenty two, and cien they demonstrate 5 examples of knowledge of whole numbers.) Students who have interrupted formal education or low literacy skills in their native language may affect baseline data.

## **ELA-S Secondary for ELA-S Resource Teachers who teach Heritage Spanish Language Arts**

Select the same SLO as grade level Language Arts standards. The language of the SLO can be in English or Spanish, depending on the bilingualism of your leader/conversational partner about them. If you choose to write or want to reference the standards in Spanish, please refer to the Common Core in Español.

Objective Statement, Performance Criteria, and Learning Progression Rubric are the same as grade level Language Arts teachers.

Baseline Preparedness and Body of Evidence need to be collected in Spanish. Decisions about Baseline Preparedness take into account what students know in Spanish. Students who have interrupted formal education or low literacy skills in their native language may affect baseline data.

## **ELD**

For an ELD SLO, use WIDA Standards and WIDA Performance Definitions as the foundational standards because they include specific information on language proficiency development, which is the focus of

this SLO. The standards are identified by a progression of language proficiency, not grade level. An ELD SLO will capture the development of language needed in academic settings, but not command of the content itself.

The objective statement expresses language that will be developed first, followed by the academic language context (developing an argument, providing an explanation) as applicable. Please note that academic content is explicitly secondary to language in this SLO.

The performance indicators and learning progression rubric capture the development of 1) complete language (discourse level engagement), 2) function specific language and 3) form specific language. This structure will support the collection of a body of evidence across different dimensions of language across the year.

Baseline preparedness and Body of Evidence will be in English.

Note: Native language assessment and interaction can serve to support teacher knowledge of students' literacy skills and levels of bilingualism, but rarely will be directly included in an ELD SLO. Students who have interrupted formal education or low literacy skills in their native language may affect baseline data.

### **Highly Gifted and Talented**

When creating an Objective Statement teachers should select an exemplar from the SLO OS bank (gifted and talented examples are available) and adjust to add appropriate rigor, depth and complexity to meet the unique needs of Highly Gifted and Talented students. Modifications should include standards that require students to use high order thinking.

### **Literacy**

When selecting the standards for a Literacy Objective, teachers should use their Scope and Sequence, if available, and select standards identified as Priority Standards, addressed in multiple units across the year. If applicable, the DPS writing rubrics should be used when determining Performance Criteria, Baseline Preparedness Levels, and when evaluating student growth.

To support teachers in this work, two Literacy SLOs have been created for each grade level. These were built around the Priority Standards. In grades k-8, one of the SLOs was written to align to the Scope and Sequence of the district literacy curriculum, while the other SLO is curriculum-neutral. In grades 9-12, both SLOs can be used in conjunction with the district curriculum or in a curriculum-neutral context. All SLOs can be found in the Scope and Sequence documents in Schoolnet.

### **Math**

When selecting the standards for a math Objective, teachers should use the course level Scope and Sequence, if available, and either select a major cluster that is identified as a Yearlong Focus or a major cluster that is addressed in multiple units throughout the course. In addition, teachers should select at

least one mathematical practice to be used in conjunction with the content standards. Since Math Practices 1 and 6 are district priority standards, consider selecting one of these as the mathematical practice for your math Objective. If applicable, the PARCC Performance Level Descriptors should be used when determining Performance Criteria, Baseline Preparedness Levels, and when evaluating student growth.

### **Music**

Music teachers need to consider the Big Ideas and the Essential Learnings that are central to the music discipline and that will have lasting value beyond the classroom. Teachers should consult the DPS Music Trajectory document for instructional alignment. The learning objective needs to articulate what students will revisit over the course of their lifetime in relationship to the music content. In addition, teachers need to ensure that the learning objective is ambitious but achievable within a single year or appropriate unit of time (e.g., trimester, semester, year). Multiple standards from the Colorado Academic Standards for Music should be used in each learning objective. Performance criteria will reflect oral and/or written language domains.

### **Physical Education**

Physical Education teachers need to consider the Big Ideas and the Essential Learnings that are central to the physical education discipline and that will have lasting value beyond the classroom. Teachers should consult the DPS Physical Education Trajectory document for instructional alignment. The learning objective needs to articulate what students will revisit over the course of their lifetime in relationship to the physical education content. In addition, teachers need to ensure that the learning objective is ambitious but achievable within a single year or appropriate unit of time (e.g., trimester, semester, year). Teachers should primarily focus on Standards 1 (Movement Competency) or Standard 2 (Health and Fitness) of the Colorado Academic Standards for Physical Education. Performance criteria should include both physical demonstration and cognitive concepts. This will allow for oral and/or written language domains.

### **Reading Interventions**

When creating an Objective Statement for students receiving *reading* interventions, it is highly recommended that teachers select Reading Foundational (RF) Skills Standards. Model SLOs have been developed using RF Standards for grades K-3.

### **Science**

When selecting the standards for a Science Objective, it is highly recommended that teachers use the course level Scope and Sequence, if available, and the Colorado Academic Standards. These resources will enable teachers to use state assessments, unit assessments, and district assessments to build their Body of Evidence.



## **Social Studies**

When selecting the standards for a Social Studies Objective, it is highly recommended that teachers use the Colorado Academic Standards to determine the year-long content focus combined with the Common Core State Standards to determine year-long reading and writing focus to enable teachers to use state and district assessments as well as classroom assessments to effectively build a Body of Evidence inclusive of multiple language domains.

## **Special Education Teachers**

When selecting standards as the base for your Objective Statement, consider the collective needs of your population of students you serve. Start with the highest grade level and work from that standard. That standard has a strand that is woven through all grade levels. You can differentiate for the different grade levels within your Performance Criteria, baselines of function, Preparedness groups and the Body of Evidence to build your rubrics. Here are suggestions of standards to use for your objective statements.

- AN- Social wellness standards and academic standards
- MIA/PLEX- Social skill from social wellness standards and communication from literacy standards
- DHH- Listening, language and speaking from literacy standards
- MI/MIS- Adaptive functioning with focus on communication from literacy standards
- SPED Generalist- Literacy skills from literacy standards (unless only teaching math then consider math standards)
- DHH Itinerate and Audiology- Listening, language and speaking from literacy standards and expanded core curriculum
- Vision- Literacy modality from the literacy standards and mobility from the movement standards and the expanded core curriculum

## **Specialized Service Providers**

(School Nurse, Occupational Therapist, Physical Therapist, Speech Language Pathologist, Educational Psychologist, Social Worker, Teacher of the Visually Impaired, Orientation and Mobility Specialist, Teacher of the Deaf and Hard of Hearing, and Audiologist)

Specialized Service Provider groups are provided with a predetermined set of SLOs that have already been aligned to standards. If you are not choosing one of these predetermined set of SLOs then consider using standards that are aligned with your work. For example, a speech language pathologist might consider communication standards under literacy or a social worker might choose from the social emotional wellness standards under health and PE.

## **Teacher Librarians and Technology Teachers**

When selecting the standards for a Technology or Library SLO, teachers should refer to the Digital Skills Progression and Standards as linked here: <http://ilt.dpsk12.org/> and give thoughtful consideration on the appropriate tool for the digital task and keeping the student outcomes at the heart of your student

learning objective. Data trackers should be used when determining Performance Criteria, Baseline Preparedness Levels, and when evaluating student growth.

### **Visual Arts**

Visual Arts teachers need to consider the Big Ideas and the Essential Learnings that are central to the arts discipline and that will have lasting value beyond the classroom. Teachers should consult the DPS Visual Arts Trajectory document for instructional alignment. The learning objective needs to articulate what students will revisit over the course of their lifetime in relationship to the arts content. In addition, teachers need to ensure that the learning objective is ambitious but achievable within a single year or appropriate unit of time (e.g., trimester, semester, year).

The visual arts content requires the **making, thinking, and expressing** of ideas; therefore Colorado Academic Standard for Visual Art 3, *Invent and Discover to Create*, should be used for all learning objectives. Teachers should select one of the other standards to accompany Standard 3 in order to extend student's cognitive and conceptual **understanding** of what they are being asked to make or produce. The inclusion of both standards will allow for oral and/or written language domains in the learning objective.

## APPENDIX (LINKS\*)

### Create an Objective Statement

- Standards: [CCSS](#), [CAS](#), [CTE](#), [WIDA](#), [Next Gen](#)
- DPS ELGs, Scope and Sequence
  - Elementary
    - [Literacy ELGs](#)
    - [Math ELGs](#)
    - [Science and Social Studies Scope and Sequence](#)
  - Middle School
    - [Literacy Scope and Sequence](#)
    - [Math ELGs](#)
    - [Science and Social Studies Scope and Sequence](#)
  - High School
    - [Literacy Scope and Sequence](#)
    - [Math Instructional Planning Guides](#)(use quick links on the right of page)
    - [Science and Social Studies Scope and Sequence](#)
- [CMAS Assessment Framework](#), [PARCC Blueprints](#)

### Determine Learning Progression and Performance Criteria

- Scoring Guide/Rubric
  - [Elementary Writing](#)
  - [Secondary Writing](#)
  - [PARCC Performance Level Descriptors](#)
- [WIDA Can Do Descriptors](#)

### Collect and Analyze Baseline Data to categorize students' Preparedness Levels

- Scoring Guide/Rubric
  - [Elementary Writing](#)
  - [Secondary Writing](#)
  - [PARCC Performance Level Descriptors](#)
- [WIDA Can Do Descriptors](#)

### Plan for and collect a Body of Evidence

- [DPS Scope and Sequence Documents](#)
- [WIDA Can Do Descriptors](#)
- [PARCC Performance Level Descriptors](#)
- Scoring Guide/Rubric
  - [Elementary Writing](#)
  - [Secondary Writing](#)

- [PARCC Performance Level Descriptors](#)

**\* For easier navigation, hold CTRL when clicking on a hyperlink. The resource will open in a new browser tab, allowing easier navigation between the resource and the Handbook.**