

Student Learning Objectives Collaborative Writing Project

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North Point ESC

Topics

- Who was involved?
- What was the need?
- What did we plan?
- What did we do?
- What is the result?
- What have we learned?
- What are our next steps?

Student Learning Objectives Writing Project Partners

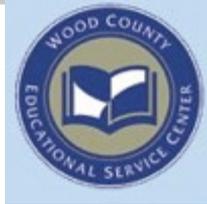


ESC of Lake Erie West

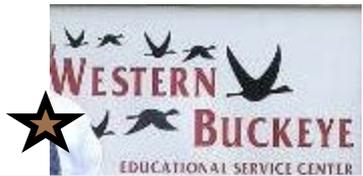


North Point ESC

Wood County ESC



Student Learning Objectives Writing Project



Western Buckeye ESC

Student Learning Objectives Writing Project



Collaboration around a Common Need

Fall 2012

School Improvement Consortium meetings at
ESC of Lake Erie West

“If we all need to do this work, then let’s
explore how we could do it together”

....but we don’t want our teachers to be out of their
classrooms any more than they already are!

Creating a Common Vision

OTES Big Picture Meetings

October, 2012

End Products	What do you see as end products? What do you expect in 2013: by January, by June, by September, by November?
Decisions	What decisions does the consortium make together? What must be done at the district level?
Roles	What role do you see for the ESC? What do you see as your role within the consortium? What do you see as the teachers' roles within the consortium?
Time	What kind of time do you anticipate this collaborative work to require from you? From the ESC? From your teachers?
Team	Who needs to be around the table for SLO creation?

SLO Writing Project Goals and End Products

1. Online bank of high quality assessments & associated SLOs
2. Collaboration among regional teachers
3. Increased aptitude within online learning environments

SLO Writing Project Timeline

August-
October

SGM
Implementa-
tion
Consortium
forms

End Products
for SLO
Writing
Project are
determined

November-
December

SLO Writing
Project
Research and
Development

Trial period
for Learning
Management
Systems

January

Share LMS
with districts

Share
proposal and
ascertain
district
involvement

Finish
Research and
Development

March-
April

Cohort 1
Standards
Forums and
SLO Writing
Cycle

SLO Writing
Project
Advisory
group and
districts
provide
feedback

May-June

Cohort 2
Standards
Forums and
SLO Writing
Cycle

SLO Bank is
posted online
(by August)

*August-
October*

SLO Growth
Target and
Scoring
Trainings

SLO Review
Team
Training

*November-
August
2014*

Monitoring
of SLO Bank
usage and
quality

Revision
work to
improve SLO
Bank

Plan Overview-PD Delivery Model

Blended Approach

1. Face-to-Face Meetings

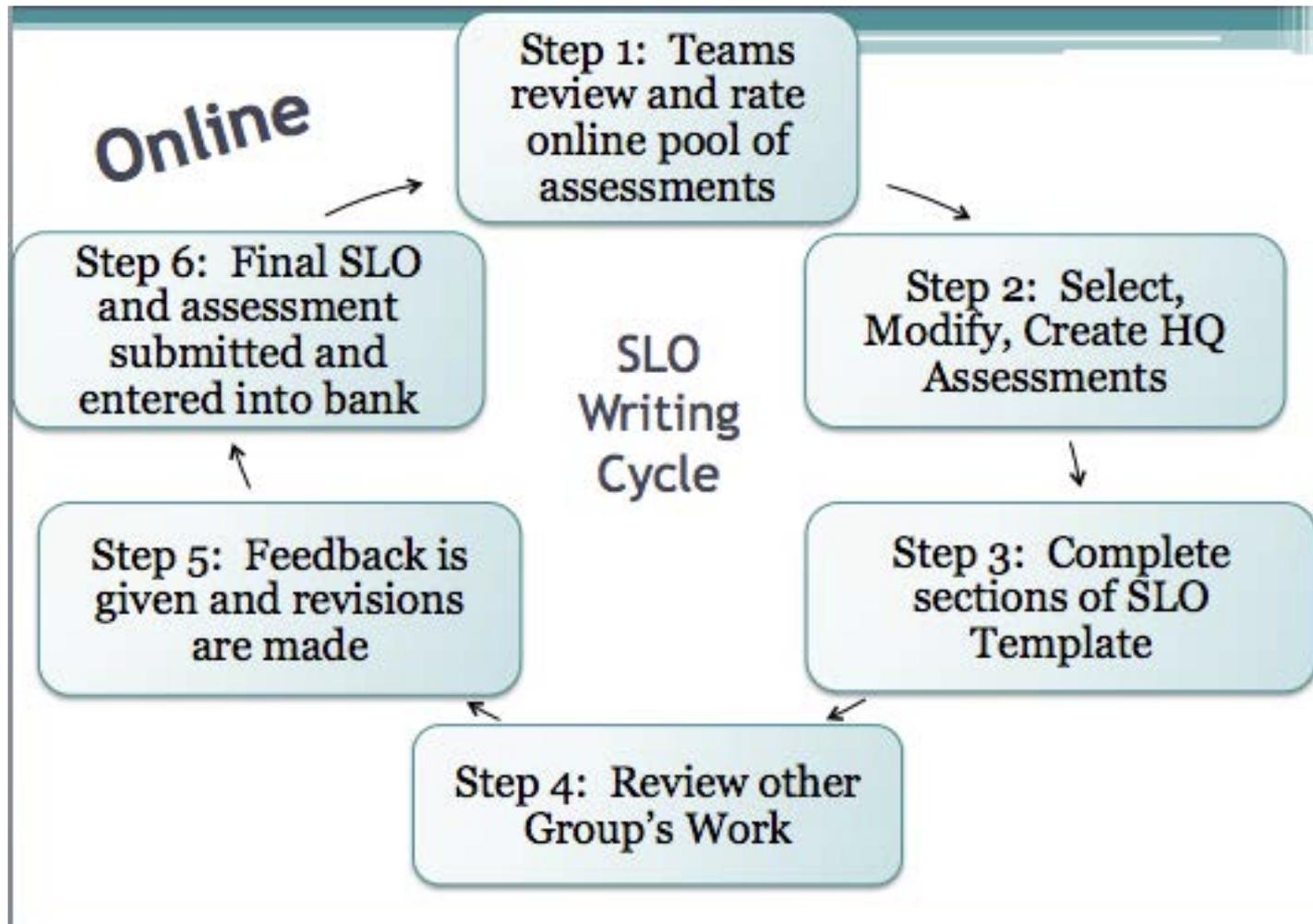
K-2 Science, Math, SS; K-12 PE, Art, Music, WL,
Technology; 9-12 ELA, Math; 3-12 Science, SS

2. SLO Writing Cycle (online)

Cycle for Cohort 1 (March - April 28)

Cycle for Cohort 2 (May - June 28)

Plan Overview- Blended PD Delivery Model

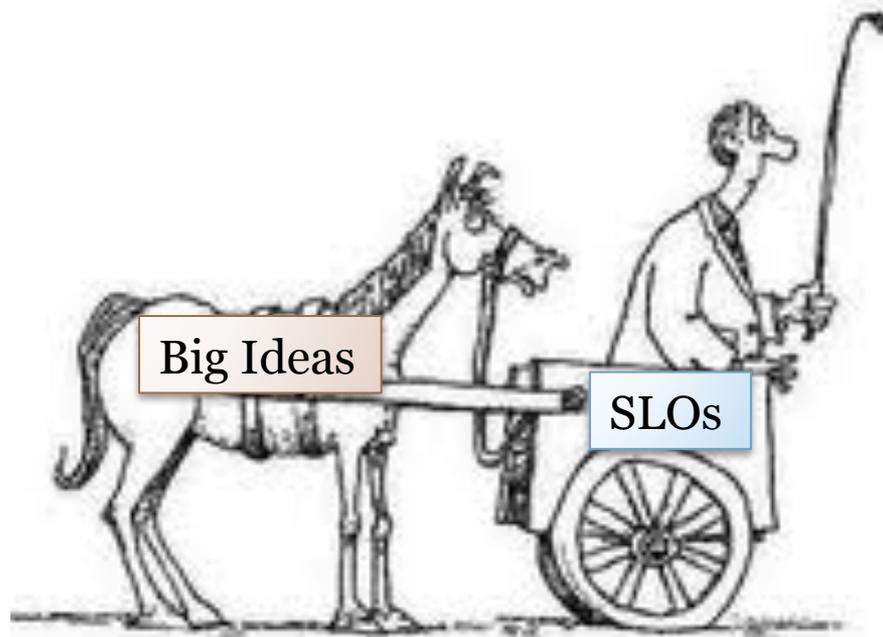


Plan Overview- PD Content

“All SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to be measured”

-A Guide to Using Student Learning Objectives as a Locally-Determined Measure of Student Growth, Ohio Department of Education, 2012

What are SLO Worthy Concepts and Skills?



Resist the
temptation to
just get it done

Decide on what
big ideas first
THEN
Go looking for
the best ways to
assess

Plan Overview- PD Content

What are SLO Worthy Concepts and Skills?

Two critical questions for every teacher team

- ❑ Which key concepts and important skills should we focus on for SLOs?
- ❑ What assessments will measure these concepts and skills?

Key Concepts and Important Skills



- 📁 ELA Assessments (Vermont)
- 📁 ELA Assessments (WA)
- 📁 ELA Assessments(IN)
- 📁 ELA Frameworks (Georgia)
- 📁 Health (IL)
- 📁 Heath and PE (WA)
- 📁 Math Assessments (Alaska)
- 📁 Math Assessments (AZ)
- 📁 Math Assessments (IN)
- 📁 Math Assessments (MA)
- 📁 Math Assessments (NC)
- 📁 Math Assessments (New Zealand)
- 📁 Math Assessments (NY)
- 📁 Math Assessments (Vermont)
- 📁 Math Assessments (WA)
- 📁 Math Assessments-BLAST-Colorado
- 📁 Math Frameworks (Georgia)
- 📁 Science Action Page_files
- 📁 Science Assessments (Alaska)
- 📁 Science Assessments (AZ)
- 📁 Science Assessments (IN)
- 📁 Science Assessments (MA)
- 📁 Science Assessments (NY)
- 📁 Science Assessments (Vermont)
- 📁 Science Assessments (WA)
- 📁 Social Studies Assessments (NY)
- 📁 Social Studies Assessments (WA)
- 📁 SocStudies We the People
- 📁 TCRWP Performance Assessments
- 📁 Technology (MA)
- 📁 The Arts Assessments (WA)
- 📁 World Language Assessments

- 📁 Acid Lakes Gr. 11 1/2
- 📁 Antifreeze Gr. 11 1/2
- 📁 Cod on Georges Bank Gr. 11 1/2
- 📁 Conductors and Insulators Gr. 4
- 📁 Fox and Rabbits Gr. 8
- 📁 Mass and matter Gr. 8
- 📁 Mercury in Fish Gr. 11
- 📁 Ocean Currents Gr. 8
- 📁 Playground Trash Gr. 4
- 📁 Rainy Morning Gr. 8 1/2
- 📁 Sand Movers Gr. 4 1/2
- 📁 Sled Pull Gr. 4 1/2
- 📁 Soil and Water Gr. 4 1/2
- 📄 Science_gr_4_answer_booklet_08_Vermont 1/2
- 📄 Science_gr_4_practice_test_08_Vermont 1/2
- 📄 Science_gr_4_support_materials_08_Vermont 1/2
- 📄 Science_gr_8_answer_booklet_08_Vermont 1/2
- 📄 Science_gr_8_practice_test_08_Vermont 1/2
- 📄 Science_gr_8_reference_sheet_08Vermont 1/2
- 📄 Science_gr_8_support_materials_08_Vermont 1/2
- 📄 Science_gr_11_answer_booklet_08_Vermont 1/2
- 📄 Science_gr_11_practice_test_08_Vermont 1/2
- 📄 Science_gr_11_reference_sheet_08_Vermont 1/2
- 📄 Science_gr_11_support_materials_08Vermont 1/2

- 📄 Vermont-NECAP_2012_Grade_4_Science_Answer_Booklet
- 📄 Vermont-NECAP_2012_Grade_4_Science_Placemat
- 📄 Vermont-NECAP_2012_Grade_4_Science_Released_Item_A.
- 📄 Vermont-NECAP_2012_Grade_4_Science_Released_Items
- 📄 Vermont-NECAP_2012_Grade_4_Science_Task_Booklet

Online Assessment Pool

Assessment Rating Rubric

Criteria	Ratings						Pts
All items in the assessment align to key concepts.	All Items 5 pts	Most items 4 pts	Many items 3 pts	Some items 2 pts	Few items 1 pts	No Marks 0 pts	<input type="text" value=""/> / 5 pts 
The task and/or items match the full range of cognitive thinking required from the key concepts.	Excellent match to cog demands of key concepts 5 pts	Very good match to cog demands of key concepts 4 pts	Good match to some of the cog demands of key concepts 3 pts	Lacking many levels of the cog demands of key concepts 2 pts	Poor range of cog demand 1 pts	No Marks 0 pts	<input type="text" value=""/> / 5 pts 
The assessment includes items that cover prerequisite knowledge & skills from prior years & appropriate, content-relevant items that will challenge the highest performing students.	Excellent prereq & challenging items 5 pts	Very good prereq & challenging items 4 pts	Either prereq or challenging items are lacking quality or coverage 3 pts	Both prereq and challenging items are lacking quality or coverage 2 pts	Both prereq and challenging items are lacking quality and coverage 1 pts	No Marks 0 pts	<input type="text" value=""/> / 5 pts 
Assessment items focus on essential understandings (big ideas); knowledge and skills that will be of value beyond the school year.	Excellent focus on the big ideas 5 pts	Very good focus on the big ideas 4 pts	Good focus on big ideas, but of equal focus are discrete facts or skills 3 pts	Some focus on big ideas, but the primary focus is on discrete facts or skills 2 pts	Only focus of assessment is on discrete facts or skills 1 pts	No Marks 0 pts	<input type="text" value=""/> / 5 pts 
The assessment does not include vocabulary that is overly complex.	All vocabulary matches the standards 5 pts	Most vocabulary matches the standards 4 pts	Some vocabulary matches the standards 3 pts	Many of the voc words are either below or above grade level standards 2 pts	Most of the voc words are either below or above grade level standards 1 pts	No Marks 0 pts	<input type="text" value=""/> / 5 pts 
Clear scoring rubrics and guidance exists for open-ended questions or performance-based assessments.	Assessment has both clear scoring rubrics and guidance 5 pts	Assessment has clear scoring rubrics but not much scoring guidance 4 pts	Assessment either has unclear scoring rubric or missing guidance 3 pts	Assessment has unclear scoring rubric and missing guidance 2 pts	Assessment does not have a clear rubric 1 pts	No Marks 0 pts	<input type="text" value=""/> / 5 pts 
The assessment items and/or tasks are written clearly and concisely.	All of the items/tasks are written clearly & concisely 5 pts	Most of the items/tasks are written clearly & concisely 4 pts	Some of the items/tasks are written clearly & concisely 3 pts	Many of the items are either unclear or too long 2 pts	Many of the items are both unclear and too long 1 pts	No Marks 0 pts	<input type="text" value=""/> / 5 pts 

Home Page for Each Course

canvas Courses ▾ Assignments ▾ Grades Calendar

LW-1-Math [LW-1-Math](#)

LW Grade 1 Math

WELCOME!

The task for each professional learning community (PLC) is to collaboratively create high quality assessments and aligned Student Learning Objectives (SLO).

Go to Step 1: Teams Review And Rate Online Pool Of Assessments

Student Learning Objectives Writing Project Members

Wood County ESC Wood Sandusky Erie

Lucas Ottawa

ESC of Lake Erie West

North Point ESC

Huron

Student Learning Objectives Writing Project

SLO Writable PDF Template

Student Learning Objective (SLO) Template

(This template should be completed while referring to the SLO Template Checklist.)

Teacher Name: Content Area and Course(s): Grade Level(s): Academic Year:

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

What data will be used to summarize student information – test scores (describe) from previous years, results of preassessments (what kind, who developed, who took it, what were the results)?

Describe trend data, if available. What are the students' strengths and weaknesses?

How many students are in each scoring range?

SLO Template Checklist

<input type="checkbox"/>	Identifies sources of information about students (e.g., test scores from prior years, results of preassessment, etc.) Comments:
<input type="checkbox"/>	Draws upon trend data, if available Comments:
<input type="checkbox"/>	Summarize the teacher's analysis of the baseline data by identifying student strengths and weaknesses Comments:

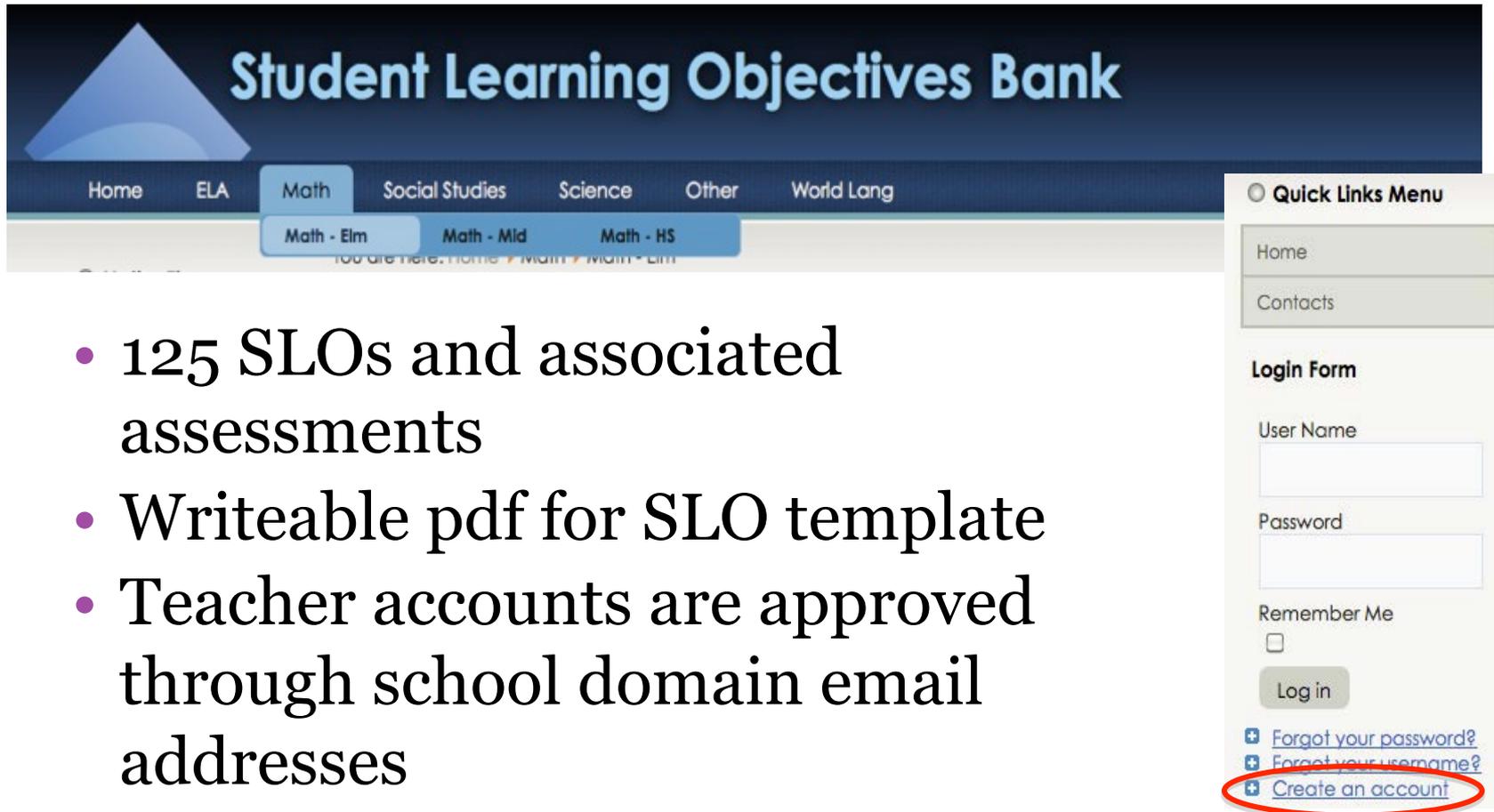
Online Facilitators

Dozens of ESC consultants and administrators
across the region

Training 1-2 days with additional supports as
needed

Step by Step guide for what to monitor and what
to do each week

SLO Item Bank



The screenshot shows the top navigation bar of the Student Learning Objectives Bank website. The main title is "Student Learning Objectives Bank" in white text on a dark blue background. Below the title is a navigation menu with tabs for "Home", "ELA", "Math", "Social Studies", "Science", "Other", and "World Lang". The "Math" tab is selected and highlighted in light blue. Underneath the "Math" tab, there are sub-tabs for "Math - Elm", "Math - Mid", and "Math - HS". To the right of the navigation menu is a "Quick Links Menu" with links for "Home" and "Contacts". Below the menu is a "Login Form" with fields for "User Name" and "Password", a "Remember Me" checkbox, and a "Log in" button. At the bottom of the login form, there are three links: "Forgot your password?", "Forgot your username?", and "Create an account". The "Create an account" link is circled in red.

- 125 SLOs and associated assessments
- Writeable pdf for SLO template
- Teacher accounts are approved through school domain email addresses

Student Learning Objectives Bank

[Home](#)[ELA](#)[Math](#)[Social Studies](#)[Science](#)[Other](#)[World Lang](#)

○ Social Studies - Elm

[Social Studies Grade - 1](#)[Social Studies Grade - 2](#)[Social Studies Grade - 3](#)[Social Studies Grade - 4](#)[Social Studies Grade - 5](#)[Social Studies Grade - K](#)

Login Form

Hi Andrea Smith,

[Log out](#)

You are here: [Home](#) > [Social Studies Grade - 2](#)

Social Studies - Elm - Grade 2

 Published on Friday, 26 July 2013 13:36 |  |  |  | Hits: 42

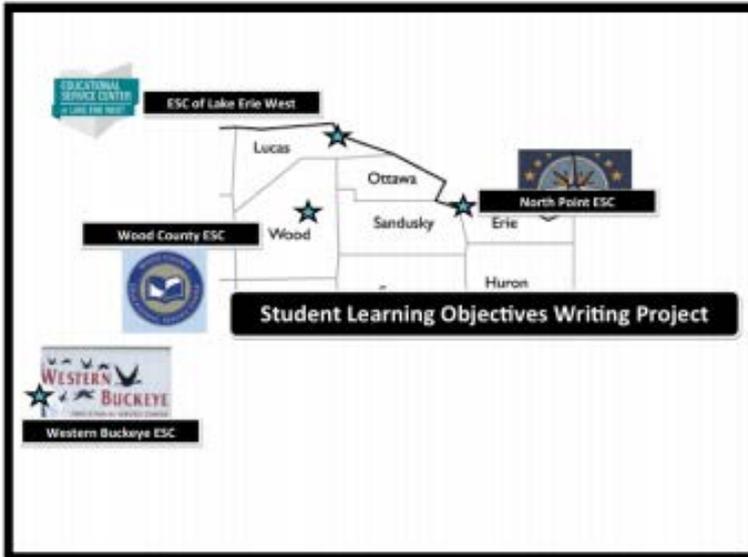
Each SLO Bank Item is a pdf with a cover sheet, fillable SLO template with applicable fields completed, and an assessment(s). Some of the items contain both pre- and post-assessments, some items only the post-assessment.

[SS.elem.2ndgr.1_culture1.pdf](#)

[SS.elem.2ndgr.2_culture2.pdf](#)

[SS.Elem.2ndgr.3_Government.pdf](#)

 Category: Social Studies - Elm



Assessment and SLO Information Form

Brief Summary of the Assessment(s):

The pre-assessment is a short paper pencil response sheet. The post assessment options are Culture Projects and/or a Writing Prompt.

Here are examples of the possible Culture Projects:

Travel Brochure/Poster

How We Celebrate

Countries Around the World Board Game

Our Holidays

How We Dress

How We Travel

What We Eat

How We Greet One Another (language):

Recipe

Our Music

What we have learned

- This is difficult and important work
- Collaboration helps with the work
- Assessment Literacy training is essential
- Don't let perfection be the enemy of a good first start
- Blended PD works! (sometimes)
- Timing is critical

Next Steps

- Needs driven
- Assessment revisions are needed based on knowledge from Assessment Literacy Training
- Formalize a process for additional SLO submissions

For more information

SLO Writing Project Website:

<http://www.eslakeeriewest.org/school-improvement>

SLO Item Bank

<http://sloproject.noeca.net>

Contact information

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