

Writing a Quality SLO

LEARNING CONTENT & GRADE LEVEL

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:

Common Core Standards for Mathematics, Grades 3-5

<http://www.corestandards.org/Math>

REVIEW & ANALYZE the example using:

The <u>Quality Indicators</u>	Self-reflection or coach prompts
<p>Does the information provided indicate that:</p> <ul style="list-style-type: none"><input type="checkbox"/> The SLO is aligned to specific content standards representing the critical content for learning within the grade level and subject area?<input type="checkbox"/> The standards are appropriate and aligned to support the area(s) of need and the student population identified in the baseline data.	<ul style="list-style-type: none">• Is this statement too broad? Which specific standard(s) included in this reference (CCSS Math, grades 3-5) align most closely with the compelling evidence within the baseline assessment?• Are there specific competencies which are in need of attention that will allow learners to be successful in this standard?• How does attention to this standard support readiness at the next grade level(s)?• How does the standard represent something that is enduring over time or is applicable to other content?• Is there a federal identification/notification for the school/district? If so, how does attention to this standard relate to the contributing factor(s) of identification/notification?



Analysis of the BEFORE

- While it is important to identify the source of the standards, the principal should be specific in terms of which specific standards are being addressed. This will help the principal to write an SLO goal that can be measured.
- Not identifying a specific standard limits the administrator's ability to match targeted leadership strategies with the goals of the SLO.



AFTER the review and analysis, the original example of Learning Content & Grade Level has been rewritten with the assumption that the educator explored the baseline assessment data further and identified a specific skill from which to focus the SLO.

The Example AFTER:

<https://dpi.wi.gov/sites/default/files/imce/standards/pdf/common-core-math-standards.pdf>

In the analysis of the baseline data, grades 3-5 learners were identified as needing attention in numbers and operations --and specifically their understanding of equivalent fractions. This standard is critical in their understanding of and ability to solve algebraic equations. The CCSS demonstrate a vertical progression from which to track academic growth. Additionally, students performing both below and above grade level can be monitored for growth through differentiated growth targets.

Grade	Common Core Math Standard
3.NF	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
4.NF	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
5.NF	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)