

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:

SCI.SEP1: Students **ask questions and define problems**, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.

SCI.SEP3: Students **plan and carry out investigations**, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.

SCI.SEP4: Students **analyze and interpret data**, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.

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 baseline data.	<ul style="list-style-type: none">• Which of these standard(s) aligns most closely with the compelling evidence within baseline assessment?• What specific competencies need attention which will allow learners to be successful in this standard?• How does attention to this standard support readiness in next grade level(s)?• Does this standard represent something that is enduring over time or is applicable to other content?

Analysis of the BEFORE



An SLO represents critical content that can carry over the course of the SLO interval, and perhaps support learning across subject areas.

- It is unrealistic to track academic growth in all the areas encompassed within these standards.
- The baseline assessment and related evidence will point to specific skills from which to focus the SLO content.



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:

SCI.SEP4: Students **analyze and interpret data**, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.

The Rationale (in the Baseline Data section of the SLO plan) is an appropriate place to address the reasoning behind the focus on this standard.

Example:

Grade 7 curriculum is designed to build skills in the area of scientific inquiry, specifically the design and execution of investigation to arrive at answers to problems/questions (aka the Scientific Method). Over the course of the year in all three-unit strands of Life, Physical, and Earth Science, learners are asked to engage in a scientific inquiry process in which they state a hypothesis, conduct investigations, collect data, and arrive at inferences and conclusions supported with evidence.

While there are several competencies needed to conduct scientific investigations, the baseline data from the first investigation lab reports show students are at varying degrees of mastery in their ability to analyze and interpret data collected within the investigations. This skill is not only important to science, but will help in math content as well.

