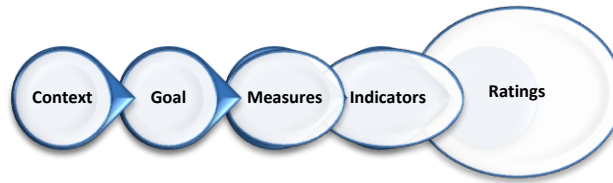


# STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



## 1. Classroom Context

<b>1a. Name</b>	Jane Doe	<b>1b. School</b>	Doe High School	<b>1c. District</b>	Jones District
<b>1d. Class/ Course Title</b>	Economics	<b>1e. Grade Level</b>	11-12	<b>1f. Total # of Students</b>	60
<b>1g. Typical Class Size</b>	20	<b>1h. Class Frequency</b>	5 days per week	<b>1i. Typical Class Duration</b>	55 minutes

## 2. SLO Goal

<b>2a. Goal Statement</b>	Understand and apply economic concepts such as scarcity; income, profit, and wealth; assess the functions of government; evaluate markets and economic systems; and, examine economic interdependencies.
<b>2b. PA Standards</b>	<u>6.1</u> : Scarcity and Choice <u>6.2</u> : Markets and Economic Systems <u>6.3</u> : Functions of Government <u>6.4</u> : Economic Interdependence <u>6.5</u> : Income, Profit, and Wealth
<b>2c. Rationale</b>	This course is designed to give students a comprehensive study of the structure and functions of the national income and price-level determinations. Students develop the inquiry and analytical skills necessary to better understand economic systems.

## 3. Performance Measures (PM)

<b>3a. Name</b>	<ul style="list-style-type: none"> <li><b>PM #1:</b> <u>Income, Profit, and Wealth Unit Test</u></li> <li><b>PM #2:</b> <u>Economic End-of-Course Assessment</u></li> </ul>	<b>3b. Type</b>	<input type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input checked="" type="checkbox"/> Other: <u>Teacher-made: Social Studies Department</u>		
<b>3c. Purpose</b>	<ul style="list-style-type: none"> <li><b>PM #1:</b> See <u>Income, Profit, and Wealth Unit Test Performance Task Framework</u></li> <li><b>PM #2:</b> See <u>Economic End-of-Course Assessment Performance Task Framework</u></li> </ul>	<b>3d. Metric</b>	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input checked="" type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery		
<b>3e. Administration Frequency</b>	<ul style="list-style-type: none"> <li><b>PM #1:</b> <u>Income, Profit, and Wealth Unit Test</u>-Once during semester, after completion of the unit</li> <li><b>PM #2:</b> <u>Economic End-of-Course Assessment</u>-After completion of the course</li> </ul>	<b>3f. Adaptations/ Accommodations</b>	<input type="checkbox"/> IEP <input type="checkbox"/> ELL	<input type="checkbox"/> Gifted IEP <input type="checkbox"/> Other	

<b>3g. Resources/ Equipment</b>	<ul style="list-style-type: none"> <li>• <b>PM #1: <u>Income, Profit, and Wealth Unit Test</u></b> No unique needs</li> <li>• <b>PM #2: <u>Economic End-of-Course Assessment</u></b> No unique needs</li> </ul>	<b>3h. Scoring Tools</b>	<ul style="list-style-type: none"> <li>• <b>PM #1: <u>Income, Profit, and Wealth Unit Test</u></b> Answer key for MC, SCR, and ECR items</li> <li>• <b>PM #2: <u>Economic End-of-Course Assessment</u></b> Answer key for MC, SCR, and ECR items</li> </ul>
<b>3i. Administration &amp; Scoring Personnel</b>	<ul style="list-style-type: none"> <li>• <b>PM #1: <u>Income, Profit, and Wealth Unit Test</u></b> One 55 minute period; No additional scorers</li> <li>• <b>PM #2: <u>Economic End-of-Course Assessment</u></b> One 90 minute final examination period</li> </ul>	<b>3j. Performance Reporting</b>	<ul style="list-style-type: none"> <li>• <b>PM #1: <u>Income, Profit, and Wealth Unit Test</u></b> Individual and class reports</li> <li>• <b>PM #2: <u>Economic End-of-Course Assessment</u></b> Individual and class reports</li> <li>• Summary: Aggregate data showing the number of students meeting the PI targets</li> </ul>

#### 4. Performance Indicators (PI)

<b>4a. PI Targets: All Student Group</b>	<ul style="list-style-type: none"> <li>• <b>PI Target #1:</b> Attain 75% of the total points on the <u>Income, Profit, and Wealth Unit Test</u>.</li> <li>• <b>PI Target #2:</b> Attain 65% of the total points on the <u>Economics End-of-Course Assessment</u>.</li> </ul>								
<b>4b. PI Targets: Focused Student Group (optional)</b>									
<b>4c. PI Linked (optional)</b>		<b>4d. PI Weighting (optional)</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>PI</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>25%</td> </tr> <tr> <td>#2</td> <td>75%</td> </tr> </tbody> </table>	PI	Weight	#1	25%	#2	75%
PI	Weight								
#1	25%								
#2	75%								

#### 5. Elective Rating

<b>5a. Level</b>	<u><b>Failing</b></u> 0% to 74% of students will meet the PI targets.	<u><b>Needs Improvement</b></u> 75% to 84% of students will meet the PI targets.	<u><b>Proficient</b></u> 85% to 94% of students will meet the PI targets.	<u><b>Distinguished</b></u> 95% to 100% of students will meet the PI targets.
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

<b>5b. Rating</b>	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u><b>Notes/Explanation</b></u>
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

# PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
<b>a.</b>	<b>Performance Measure Name</b>	Income, Profit, and Wealth Unit Test		
SLO Alignment				
<b>b.</b>	<b>Class/Course Title</b>	Economics	<b>c.</b>	<b>Grade(s)/Level</b>
				11-12
<b>d.</b>	<b>PA Standards</b>	<p>Standard Areas - 6.5: Income, Profit, and Wealth</p> <p><u>6.5.12.A</u>: Analyze the factors influencing wages.</p> <p><u>6.5.12.B</u>: Evaluate how changes in education, incentives, technology, and capital investment alter productivity.</p> <p><u>6.5.12.C</u>: Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.</p> <p><u>6.5.12.D</u>: Analyze the role of profits and losses in the allocation of resources in a market economy.</p> <p><u>6.5.12.E</u>: Compare distribution of wealth across nations.</p> <p><u>6.5.12.F</u>: Assess the impact of entrepreneurs on the economy.</p> <p><u>6.5.12.G</u>: Analyze the risks and returns of various investments.</p> <p><u>6.5.12.H</u>: Evaluate benefits and costs of changes in interest rates for individuals and society.</p>		
<b>e.</b>	<b>Performance Measure Purpose</b>	The objective assessment is designed to measure the content knowledge of students at the end-of-the unit, which is only 1 of 5 units taught in this course. This assessment combines several different item types, thus affording students different ways to demonstrate mastery of the targeted content standards.		

## 1. Administration (Teacher)

<b>1a.</b>	<b>Administration Frequency</b>	Once during semester, after completion of the unit
<b>1b.</b>	<b>Unique Task Adaptations/ Accommodations</b>	None
<b>1c.</b>	<b>Resources/ Equipment</b>	No unique needs

## 2. Process (Student)

<b>2a.</b>	<b>Task Scenarios</b>	Students are in the classroom setting.
<b>2b.</b>	<b>Process Steps</b>	<ol style="list-style-type: none"> <li>1. Students are given directions and guidance on how to complete the assessment.</li> <li>2. Students read each question and provide an answer.</li> <li>3. Students complete assessment and return the completed form.</li> </ol>
<b>2c.</b>	<b>Requirements</b>	Enrollment in the course
<b>2d.</b>	<b>Products</b>	Completed assessment booklet

### 3. Scoring (Teacher)

**3a. Scoring Tools** Answer key for MC, SCR, and ECR items

#### INCOME, PROFIT, AND WEALTH UNIT TEST BLUEPRINT

Standard/ Content ID	Content Statement	Item Count	DoK 1	DoK 2	DoK 3
6.5.12.A	Analyze the factors influencing wages.	5	1	3	1
6.5.12.B	Evaluate how changes in education, incentives, technology, and capital investment alter productivity.	5	3	2	0
6.5.12.C	Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.	5	1	2	2
6.5.12.D	Analyze the role of profits and losses in the allocation of resources in a market economy.	5	3	0	2
6.5.12.E	Compare distribution of wealth across nations.	5	2	3	0
6.5.12.F	Assess the impact of entrepreneurs on the economy.	5	0	5	0
6.5.12.G	Analyze the risks and returns of various investments.	5	4	1	0
6.5.12.H	Evaluate benefits and costs of changes in interest rates for individuals and society.	5	3	2	0
	<b>Total</b>	<b>40</b>	<b>17</b>	<b>18</b>	<b>5</b>

**3b. Scoring Guidelines** See SCR and ECR rubric for a description of the performance continuum.

**3c. Score/Performance Reporting** Individual report (points earned/50 points); Class report (# students meeting the 75% PI target for each section)

# PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
<b>a.</b>	<b>Performance Measure Name</b>	Economics End-of-Course Assessment		
SLO Alignment				
<b>b.</b>	<b>Class/Course Title</b>	Economics	<b>c.</b>	<b>Grade(s)/ Level</b>
				11-12
<b>d.</b>	<b>PA Standards</b>	<u>6.1</u> : Scarcity and Choice <u>6.2</u> : Markets and Economic Systems <u>6.3</u> : Functions of Government <u>6.4</u> : Economic Interdependence <u>6.5</u> : Income, Profit, and Wealth		
<b>e.</b>	<b>Performance Measure Purpose</b>	The objective assessment is designed to measure the content knowledge of students at the end-of-course, which is comprised of five (5) units. This assessment combines several different item types, thus affording students different ways to demonstrate mastery of the targeted content standards.		

## 1. Administration (Teacher)

<b>1a.</b>	<b>Administration Frequency</b>	After completion of the course
<b>1b.</b>	<b>Unique Task Adaptations/ Accommodations</b>	None
<b>1c.</b>	<b>Resources/ Equipment</b>	No unique needs

## 2. Process (Student)

<b>2a.</b>	<b>Task Scenarios</b>	Students are in the classroom setting following the final examination schedule.
<b>2b.</b>	<b>Process Steps</b>	1. Students are given directions and guidance on how to complete the assessment. 2. Students read each question and provide an answer. 3. Students complete assessment and return the completed form.
<b>2c.</b>	<b>Requirements</b>	Enrollment in the course
<b>2d.</b>	<b>Products</b>	Completed assessment booklet

## 3. Scoring (Teacher)

<b>3a.</b>	<b>Scoring Tools</b>	Answer key for MC, SCR, and ECR items
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ECONOMIC END-OF COURSE ASSESSMENT BLUEPRINT

<b>Standard/ Content ID</b>	<b>Content Statement</b>	<b>Item Count</b>	<b>DoK 1</b>	<b>DoK 2</b>	<b>DoK 3</b>
6.1	Scarcity and Choice	10	2	8	0
6.2	Markets and Economic Systems	20	5	10	5
6.3	Functions of Government	10	1	6	3
6.4	Economic Interdependence	10	2	5	3
6.5	Income, Profit, and Wealth	20	5	10	5
	<b><i>Total</i></b>	<b><i>70</i></b>	<b><i>15</i></b>	<b><i>39</i></b>	<b><i>16</i></b>

<b>3b.</b>	<b>Scoring Guidelines</b>	See SCR and ECR rubric for a description of the performance continuum.
<b>3c.</b>	<b>Score/Performance Reporting</b>	Individual report (points earned/100 points); Class report (# students meeting the 65% PI target for each section)