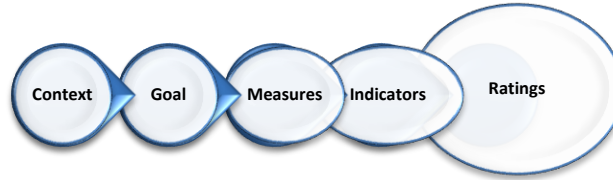


STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

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

1a. Name	Sarah Davis	1b. School	Harris Elementary School	1c. District	Harris School District
1d. Class/ Course Title	Math I	1e. Grade Level	1 st Grade	1f. Total # of Students	22
1g. Typical Class Size	22	1h. Class Frequency	Daily	1i. Typical Class Duration	60 minutes

2. SLO Goal

2a. Goal Statement	Mathematical relationships among numbers can be represented, compared, and communicated.
2b. PA Standards	<u>CC.2.1.2.B.1</u> : Use place value concepts to represent amounts of tens and ones to compare three digit numbers. <u>CC.2.1.2.B.2</u> : Use place value concepts to read, write, and skip count to 1000.
2c. Rationale	Understanding how mathematics is used to quantify, compare, represent, and model numbers is foundational for students to learn and use key mathematics concepts.

3. Performance Measures (PM)

3a. Name	PM #1: <u>Everyday Math Assessment</u>	3b. Type	<input type="checkbox"/> District-designed Measures and Examinations <input checked="" type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other: _____		
3c. Purpose	PM #1: See <u>Everyday Math Assessment</u> Performance Task Framework	3d. Metric	<input checked="" type="checkbox"/> Growth (change in student performance across two or more points in time) <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery		
3e. Administration Frequency	PM #1: <u>Everyday Math Assessment</u> Three times per year (1 st 9-weeks, 2 nd 9-weeks, 4 th 9-weeks)	3f. Adaptations/ Accommodations	<input checked="" type="checkbox"/> IEP <input type="checkbox"/> ELL	<input type="checkbox"/> Gifted IEP <input type="checkbox"/> Other	Accommodations will be afforded according to IEP, ELL, and 504 plans.

3g. Resources/ Equipment	PM #1: <u>Everyday Math Assessment</u> No unique needs	3h. Scoring Tools	PM #1: <u>Everyday Math Assessment</u> Score key
3i. Administration & Scoring Personnel	PM #1: <u>Everyday Math Assessment</u> Certified personnel can administer and score the assessment	3j. Performance Reporting	PM #1: <u>Everyday Math Assessment</u> Summary list of students who meet the PI target separated by the “All Student Group” and “Focused Student Group”

4. Performance Indicators (PI)

4a. PI Targets: All Student Group	<ul style="list-style-type: none"> PI Target #1 Score 85% or higher on the end-of-year assessment or demonstrate one year’s growth as described by the <u>Everyday Math Assessment</u> system. 														
4b. PI Targets: Focused Student Group (optional)	<ul style="list-style-type: none"> PI Target #1 Scores below 85% will demonstrate growth toward proficiency on the end-of -year <u>Everyday Math Assessment</u>, given appropriate IEP accommodations 														
4c. PI Linked (optional)		4d. PI Weighting (optional)	<table border="1"> <thead> <tr> <th>PI</th> <th>Weight</th> </tr> </thead> <tbody> <tr><td>#1</td><td></td></tr> <tr><td>#2</td><td></td></tr> <tr><td>#3</td><td></td></tr> <tr><td>#4</td><td></td></tr> <tr><td>#5</td><td></td></tr> </tbody> </table>	PI	Weight	#1		#2		#3		#4		#5	
PI	Weight														
#1															
#2															
#3															
#4															
#5															

5. Elective Rating

5a. Level	<u>Failing</u> 0% to 69% of students will meet the PI targets.	<u>Needs Improvement</u> 70% to 84% of students will meet the PI targets.	<u>Proficient</u> 85% to 94% of students will meet the PI targets.	<u>Distinguished</u> 95% to 100% of students will meet the PI targets.
------------------	--	---	--	--

Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u>Notes/Explanation</u>
-------------------	---	---------------------------------

Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

PERFORMANCE TASK FRAMEWORK

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

Performance Measure				
a.	Performance Measure Name	<u>Everyday Math Assessment</u>		
SLO Alignment				
b.	Class/Course Title	Math I	c.	Grade(s)/ Level
				1 st Grade
d.	PA Standards	<p><u>CC.2.1.2.B.1:</u> Use place value concepts to represent amounts of tens and ones to compare three digit numbers.</p> <p><u>CC.2.1.2.B.2:</u> Use place value concepts to read, write, and skip count to 1000.</p>		
e.	Performance Measure Purpose	The <u>Everyday Math Assessment</u> is designed to measure student's growth in 1 st grade Common Core State Standards. Student scores are used as part of the PA's comprehensive teacher evaluation program.		
1. Administration (Teacher)				
1a.	Administration Frequency	Three times per year - 1 st 9-weeks, 2 nd 9-weeks, 4 th 9-weeks		
1b.	Unique Task Adaptations/ Accommodations	Accommodations will be afforded according to IEP, ELL, and 504 plans.		
1c.	Resources/ Equipment	No unique needs		
2. Process (Student)				
2a.	Task Scenarios	Students will read and respond to each question.		
2b.	Process Steps	<ol style="list-style-type: none"> 1. Test administrator will read and say the directions as listed in each task. 2. Student will respond to the questions according to directions provided. 3. Student will complete the assessment and return the completed form to the instructor. 		
2c.	Requirements	Enrollment in the course; task time - 30 minutes		
2d.	Products	Completed assessment forms		
3. Scoring (Teacher)				
3a.	Scoring Tools	<u>Everyday Math Assessment</u> score key		

EVERYDAY MATH TEST BLUEPRINT

Standard/ Content ID	Content Standard	Item Count	DoK 1	DoK 2	DoK 3
CC.2.1.2.B.1	Use place value concepts to represent amounts of tens and ones to compare three digit numbers.	30	10	10	10
CC.2.1.2.B.2	Use place value concepts to read, write, and skip count to 1000.	30	10	10	10
	<i>Total</i>	<i>60</i>	<i>20</i>	<i>20</i>	<i>20</i>

3b.	Scoring Guidelines	Student scores 85% or higher on the <u>Everyday Math Assessment</u> or demonstrates one year's growth as described by the <u>Everyday Math Assessment</u> system.
3c.	Score/Performance Reporting	Summary list of students who meet the PI target separated by the "All Student Group" and "Focused Student Group"