

EXAMPLE CSD Student Learning Objective (SLO)

Teacher Name: _____ Content Area/Course(s): HTML/JavaScript Grade Level(s): 9-12 Academic Year: 2013-14

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?

There was no trend or prior test available; therefore, I administered a pre-assessment the first week of the course. The pre-assessment was made up of 12 short answer/coding questions for a total of 25 points and was hand scored. The results indicated that no student had full knowledge of and experience with HTML; the strengths are lacking. The weaknesses of the students range from basic understanding of what HTML is to the actual coding and creation of a webpage using HTML tags.

Students' scores ranged from 0 – 7.5 points

*This will not be needed starting 2014-15 as we will have data from the HTML post-assessment.

Checklist & Comments: Baseline and Trend Data

Does the identified baseline and trend data meet the following criteria?

- Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)
- Draws upon trend data, if available
- Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses

*** Because the district has provided limited common planning and/or any in-service time for Computer Science teachers to collaborate, we have not finalized a district pre-assessment or post-assessment that includes the middle school courses for credit. Both assessments are the same at the high schools.

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

SLO covers 30 students in HTML during the first semester. The population of the class a mix of all grade levels (9-12) in one section of the course. Of those students, three students have IEPs. All of the students have to meet the district requirement of passing one High School level Computer Science course in order to enroll in the HTML course. This is determined by the Guidance Department. Typically the pre-requisite course is Computer Science 1.

For students with disabilities and English as a Second Language (ESL): I will provide these students with all instructional and assessment accommodations and modifications contained in their Individualized Education Plans (IEPs) and 504 Plans. I will work with the Intervention Specialists and ESL teachers to develop strategies for supporting these groups and to create an assessment that is developmentally appropriate for them.

Checklist & Comments: Student Population

Does the identified student population meet the following criteria?

- Identifies the class or subgroup of students covered by the SLO
- Describes the student population and considers any contextual factors that may impact student growth
- If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

SLO covers first semester of 2013-14 school year with the dates of August 2013 through January 2014. The class meets every day for 45 minutes for one semester, following district calendar.

Checklist & Comments: Interval of Instruction

Does the interval of instruction identified meet the following criteria?

- Matches the length of the course (e.g., quarter, semester, year)
- Considers the length of the course in relation to the instructional pacing when the initial (starting point) and summative (endpoint) growth measure evidence collection occurs .

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

The content focuses on all of the ODE Technology Standards that relate to Computer Science I. The standards are divided into 5 standards and specific benchmarks and indicators are hit within the different units of the course. The standards include the following:

Standard 1: Nature of Technology

Standard 2: Technology and Society Interaction

Standard 3: Technology for Productivity Applications

Standard 4: Technology and Communication Applications

Standard 5: Technology and Information Literacy

Standard 6: Design

By the end of the course students will be able to use HTML coding procedures to create a webpage and website. They will understand and be able to demonstrate: the main elements of a webpage; design, layout, and formatting concepts; the correct tags and coding used in HTML files; creating and formatting links; complete linking within the page; complete and successfully use image maps; forms; frames; basic JavaScript coding.

Checklist & Comments: Standards and Content

Do the standards and content described meet the following criteria?

- Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations
- Represents the big ideas or domains of the content taught during the interval of instruction (between the initial (starting point) to the summative (endpoint))
- Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

The assessment used to measure growth is 25 question exam and an end of course project that matches the rigor and content of the HTML/JavaScript class, as well as the ODE HTML/JavaScript standards. The exam will consist of 25 multiple-choice, short answer, and fill in the blank questions that focus on the HTML coding aspects of the course; it will include the content of the pre-assessment. The project consists of students creating a website based off of a provided scenario/situation. The website should include all concepts and tasks learned throughout the course. Students will be given accommodations if required so on IEPs and 504 plans.

Checklist & Comments: Assessment(s)

Does the description above meet the following criteria?

- ✓ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
 - ✓ Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course
 - ✓ Provides a plan for combining assessments if multiple summative assessments are used
 - ✓ Follows the guidelines for appropriate assessments
 - ✓ Matches the interval of instruction and reflects consideration of summative (endpoint) growth measure evidence collection deadline
- *** Because the district has not provided common planning or any in-service time for Computer Science teachers to collaborate, we have not come up with a district pre-assessment or post-assessment.

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

The formula being used to measure growth is:

$$(\text{pre-assessment total} - \text{pre-assessment score})/4$$

This will show a 25% increase target score.

Checklist & Comments: Growth Target(s)

Does the identified growth target(s) meet the following criteria?

- ✓ All students in the class have a growth target in at least one SLO
- ✓ Uses baseline or pretest data to determine appropriate growth
- ✓ Sets developmentally appropriate targets
- ✓ Creates tiered targets when appropriate so that all students may demonstrate growth
- ✓ Sets ambitious yet attainable targets
- ✓ Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Based on my pre-assessment data, I set my growth targets to ensure that all students will show efficient growth by the end of the course. The computer science classroom helps the students become 21st century learners by providing the students with problem solving scenarios, critical thinking skills, a global vision of education and life, cultural competencies, collaboration, and a myriad of other 21st century skills. These skills are in the district's goals and plans. Throughout the evaluation period, I will be implementing a variety of teaching methods in order to ensure that this student growth occurs. These targets align with our districts' goals of having all students, regardless of race, gender or disability, demonstrate progress in computer applications. The scoring formula allows the identification of individual needs and growth targets.

Checklist & Comments: Rationale for Growth Target(s)

Does the rationale described above meet the following criteria?

- ✓ Demonstrates teacher knowledge of students and content
- ✓ Explains why target is appropriate for the population
- ✓ Addresses observed student needs
- ✓ Uses data to identify student needs and determine appropriate growth targets
- ✓ Explains how targets align with broader school and district goals
- ✓ Sets rigorous expectations for students and teacher(s)
- ✓ Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline