

Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: _____ Content Area and Course(s): Psychology Grade Level(s): 9-12 Academic Year: 2012-2013

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

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?

This SLO was developed by a regional team comprised of experienced Psychology teachers from 5 area school districts whose combined experience exceed 60 years. Results of a regionally created pre-assessment comprised of a 60 question multiple choice test (was provided but not posted by ODE) will indicate the students' background knowledge of psychology varies. It's predicted that pre-test scores will range from Limited to Basic. The predictions are based on the regional group's prior experience with psychology classes. The regional group will administer a pre-assessment early in the semester to determine baseline data. Trend data will be revised after administration of the pre-assessment. Based on the results of the pre-assessment the regional group will identify student strengths and weaknesses. Each teacher will then create an individual, customized SLO.

Comments: 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 within the time period?

- ☐ 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

1st: No. As written, this SLO does not include enough information to allow the reviewer/review committee to check this box. No data for pretest performance of the current student population is provided. How have the students done on related content assessments in the past, i.e., the OGT (grade levels of students not provided in this section)? Since written over the summer, they wouldn't have this information yet. Please add more as data becomes available. It is acknowledged that this group of educators does recognize what is needed.

2nd: No. Since it appears that this will be the first administration of a pretest, additional data from at least three prior years (trend) of student performance on unit assessments or end of course exams could be used. Even though this was written over the summer, the teacher likely should have addressed this.

3rd: No. Strengths and weaknesses of the current student population have not been provided. Past experiences of the regional group should enable them to identify strengths and weaknesses of past student cohorts, based on data suggested in 2nd.

Student Population

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

This SLO covers high school students enrolled in Psychology, an elective survey course. The students come from suburban and rural settings with a variety of socio-economic backgrounds in Southwest Ohio. Approximately 10-15% of students have special needs. We will provide these students with all instructional and assessment accommodations and modifications contained in their IEP, 504, or other official documentation.

Comments: Student Population

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

- ☐ 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

1st: No. Specific information about the current population of students in each teacher's course is needed, e.g., grade level, number of classes, number of students in each class, number of gifted and special education students in each class. Since this was written over the summer, this would be unknown. Please add as soon as available.

2nd: No. Provide any IEP, 504 or WEP information and other factors that might impact student growth. For example, is regular attendance an issue for any student? (Please add when available.)

3rd: Yes. This could be stronger if specifically state that no students were excluded from this SLO.

Interval of Instruction

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

This SLO will cover a semester long course as well as optional content and an extended test item bank (provided, but not posted) for longer courses. The duration will be August/September 2012 until January 2013. This SLO will cover a semester long course as well as optional content and an extended test item bank for longer courses. The duration will be August/September 2012 until January 2013.

Comments: Interval of Instruction

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

☐ Matches the length of the course (e.g., quarter, semester, year)

1st: Yes. If there are any factors affecting the teacher's schedule that may impact student growth, the teacher may want to note them here.

Standards and Content

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

Psychology is an elective course offered to students during their 11th and 12th grade year. The content is usually determined by the instructor. For the purposes of this SLO the regional group has utilized the APA (American Psychological Association) standards, The College Board, as well as curricula derived from the regional groups' districts.

Topics covered are: foundations of psychology, biopsychology, cognition, human development, personality, psychological disorders, motivation, and emotion, and social psychology. Students will develop a general understanding of the field of psychology, increase critical thinking skills, and apply psychological concepts to better understand human behavior. Furthermore it is hoped this course will serve as a foundation for further studies in the social sciences.

Comments: Standards and Content

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

- ☐ 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
- ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

1st: No. The standards have been listed, but specific content to be covered by each teacher is not provided. If each teacher uses the same 60-question assessment, assurance is needed that the same content would be covered across all teachers and all courses. Either tailor each SLO's content to the specific teacher or they all teach the same content and leave that 2nd sentence should be omitted.

2nd: Yes. The teacher is identifying topics covered and the three major areas of core knowledge/skills students will know and be able to do.

3rd: N/A.

Assessment(s)

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

The regional group will be using a pre and post assessment (submitted, not posted) that was developed through a rigorous collaborative effort as a valid instrument to reliably measure student learning. Multiple choice assessments will ensure objectivity and is preferred by the psychological community to eliminate subjectivity and bias in scoring. The assessment items were developed with the intent of allowing for sufficient stretch so that students of all abilities show growth. The regional group will be using a common pre and post assessment to measure summative student growth. An item bank (submitted, not posted) is included for the creation of formative assessments throughout the course.

Comments: Assessment(s)

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

- ☐ 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

1st: Yes. Since the assessment was created by a regional group, it was reviewed by content experts. However, the educator identifies critical thinking under content, and it may be difficult to measure this skill with only MC questions.

2nd: Yes, this is stated. However, what are the specifics of the stretch?

3rd: N/A

4th: Yes.

Growth Target(s)

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

The regional group has set tiered growth targets for students. These tiered targets allow for ambitious yet obtainable growth. Students' score on the pre-assessment determine their growth target.

Baseline Score Range (based on pre-assessment)	Target Score (on post assessment)	
0-20%	50%	
21-40%	60%	
41-60%	70%	
61-80%	80%	
81-100%	90%	

Comments: Growth Target(s)
<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>
☐ 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
1st: Yes. However, growth targets may not be appropriate. 2nd: Yes, it is based on a pre-test. 3rd: No. Cannot determine what is developmentally appropriate if no data has been provided. What is the reading level of course materials and the assessment items? Might factors such as Lexile level of materials/assessments influence growth of some student subgroups? Also provide explanation for why students scoring in the 0-20% range are not expected to pass the posttest (getting 50% of the questions correct most likely would not be a passing [proficient] grade). How were "Limited" and "Basic" performance level determinations made as described in the Baseline and Trend data section? Overall we can't tell, but as this was written over the summer, the teachers could have only had trend data if available. 4th: No. Tiered targets were established, but not sufficient growth for all. Where is the stretch for 61-80% and 81-100%. I would want and expect all students to pass my course unless there are contextual factors stated above. 5th: No. Cannot be determined without evidence from data.

Rationale for Growth Target(s)

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

The regional group set tiered targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. Students who scored lower on the pre-assessment will be expected to demonstrate more growth in order to meet the target scores. It is important to note that

students generally do not have prior knowledge of psychology. The growth targets set rigorous expectations for student growth which are common among the regional group's school districts.

Comments: Rationale for Growth Target(s)

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

- ☐ 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)

1st: Yes.

2nd: No. It is not possible to make predictions about student performance without specific data to justify the choice of growth targets. Again, written over summer, so unsure. Educator tries to tie in with what they know of students from the past. But because we know the highest achievers are not growing much or at all, it's not acceptable.

3rd: No. There is no data about observed student needs provided. Never identified typical weaknesses so can't be addressing them here.

4th: No. As stated throughout the comments, no data was provided. No data was provided since was summer project. Add when available.

5th: No. There is no reference to school or district goals. What initiatives might be present in the district that this course addresses, i.e., writing across the curriculum or increased literacy (See CCSS Grades 11-12 Literacy in Science & Technical Subjects) or even OIP goals.

6th: No. Rigor of expectations cannot be determined without evidence from data. There is a lack of growth for high achievers.