

I. This portion is completed for review BEFORE the students take their pre-assessment.

II. This portion is completed for review AFTER the students take their pre-assessment.

Components

Guiding Questions

Criteria

Population <i>Identifies the students who will take the pre- and post-assessments.</i>	Learning Objective <i>Defines the Big Idea/standards driving learning objective(s) to be achieved.</i>	Assessment <i>The instrument that is used to assess growth.</i>
<p>Who are the students being assessed?</p> <p>What are the students' strengths and weaknesses?</p>	<p>What will students be able to do at the end of the interval of instruction?</p> <p>Cite the relevant learning standards.</p>	<p>What assessment will be used to measure whether or not students met the objective?</p>
<p>90% attendance is assumed for the assessed students;</p> <p>Must include all students of at least one class; and</p> <p>Pre-assessment data available for each student included.</p>	<p>Rigorous and measurable; and</p> <p>Targets semester or quarter knowledge, concepts, skills or behavior based on the Common Core State Standards, district curriculum objectives, state and/or other national learning standards.</p>	<p>Administered in a consistent, standardized manner adhering to student confidentiality issues;</p> <p>Applicable to the purpose of the class; and</p> <p>Aligned with Common Core State Standards, district curriculum objectives, state and/or other national learning standards.</p>

Baseline Performance <i>Establishes a starting point for the SLO process.</i>	Instructional Strategies <i>Connects the pre-assessment results to instruction in the classroom.</i>	Targeted Growth <i>Establishes growth goals for students based on initial performance level .</i>
<p>Identify your student clusters based on pre-assessment performance.</p> <p>Identify other information you considered.</p>	<p>What key instructional strategies will be used?</p>	<p>What are the growth targets, by cluster?</p>
<p>Baseline data may reflect information from daily classroom performance observations, prior year formative/summative assessments, prior year student grades, attendance history, etc.</p>	<p>Identifies key instructional and differentiation strategies;</p> <p>Appropriate for learning content and skill level; and</p> <p>Follows research-based pedagogical practices.</p>	<p>Quantifiable and attainable;</p> <p>Growth targets expressed in whole numbers;</p> <p>The cluster targets are appropriate relative to the instructional timeframe; and</p> <p>3-7 clusters identified based on pre-assessment data.</p>