

ATTACHMENT B--New York State Student Learning Objective Template

<i>All SLOs MUST include the following basic components:</i>	
Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>

Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																				
HEDI Scoring	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	97%-100%	93% -	90% -	86% -	82% -	77% -	72% -	67% -	63% -	59% -	55% -	51% -	49% -	47% -	44% -	41% -	38% -	36% -	22% -	16% -	0%-15%
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

HEDI Criteria Chart

Questar III Growth on State Assessments or Comparable Measures for Teachers -SLOs

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97%-100%	93% - 96%	90% - 92%	86% - 89%	82% - 85%	77% - 81%	72% - 76%	67% - 71%	63% - 66%	59% - 62%	55% - 58%	51% - 54%	49% - 50%	47% - 48%	44% - 46%	41% - 43%	38% - 40%	36% - 37%	22% - 35%	16% - 21%	0%-15%

The development of the Student Learning Objectives will be overseen by the building principal for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the BOCES HEDI criteria, above. The degree to which a growth target is met for subcomponent scoring purposes will be based upon all targets where multiple targets have been set.

Highly Effective (18-20 points) Results are well-above BOCES developed expectations for growth and achievement/earning standards for grade/subject. 90%-100% of the students achieve or exceed the target determined in the Student Learning Objective.

Effective (9-17 points) Results meet BOCES developed expectations for growth and achievement/earning standards for grade/subject. 51% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.

Developing (3-8 points) Results are below BOCES developed expectations for growth and achievement/earning standards for grade/subject 36% - 50% of the students achieve or exceed the target determined in the Student Learning Objective.

Ineffective (0-2 points) Results are well-below BOCES developed expectations for growth and achievement/learning standards for grade/subject. 0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.