

Student Learning Objectives

These Student Learning Objectives were agreed upon by the PERA Joint Committee on February 28, 2024.

PERA Joint Committee Members:

- Mike Ward, Superintendent
- Jennifer Durbin, Assistant Superintendent
- Kris Kloba, Building Principal
- Cassy Carey, Building Principal
- Kortnie Cooper, Instructional Coach
- Sarah Liesman, GS Teacher
- Laural Giesler, MS Teacher
- Laura Jasko, HS Teacher

Summary of Due Dates:

- **September 15** - Departments submit Type II Assessments for Approval by the PERA Committee (if necessary)
 - **September 30** - All teachers submit one (or two if no Type I or II Assessments available) Type III Assessments for Approval to the evaluator
 - **End of Q1** - Teacher submits two SLO Frameworks to the evaluator
 - **Midpoint Check-in** - Teachers review SLO progress at their defined midpoint and notify the evaluator if a meeting is needed
 - **February 1** - Completed SLO Framework due to the evaluator
-

Teachers must submit two Student Learning Objectives as part of their evaluation process. These SLOs will measure student growth through a minimum of a six-week period of time. The results of these SLOs will account for 30% of the teacher's overall evaluation rating.

Step 1: Assessment Approval

Teachers must use two different assessments. One assessment must be a Type I or a Type II assessment, and the other must be a Type III assessment. If there are no Type I or Type II assessments available, a teacher may substitute two Type III assessments.

The approved assessments can be found in the [Assessment Catalog](#).

Any department wishing to submit a Type II Assessment for approval must submit it with the **Assessment Approval** to their building principal by September 15th. The principal will then notify the superintendent, and the superintendent will organize a PERA Joint Committee meeting to approve the Type II assessment.

Type III Assessments must be submitted for approval through the **Assessment Approval process** *by the last school day of September*.

Once a Type III assessment is approved, it may be utilized by that teacher for future student growth evaluations. However, the assessment and prior approval documentation must be resubmitted each evaluation year. **Approval for Type III assessments must be received before assessing for baseline data.**

Evaluator: Will approve the assessment using the **Assessment Approval Checklist for Evaluator**.

Assessment Approval Form (Completed by Teacher)

Assessment Title: _____ Grade/Subject _____

Teacher: _____

Is this a Type II Assessment submission? _____ Yes _____ No

Is this a Type III Assessment resubmission? (a previously approved and utilized Assessment)

_____ Yes _____ No

This assessment was previously approved on _____ by _____.

Date Evaluator

Assessment Type:

- _____ Selected Response (multiple choice, matching, true/false)
- _____ Short Answer (brief constructed response, complete table)
- _____ Extended Response (essay, multi-step response)
- _____ Product (research paper, model, multimedia, portfolio)
- _____ Performance (demonstration, presentation, performance)

Use this chart to demonstrate that assessment questions cover a full range of knowledge and skills. Not all questions have to be categorized; your objective is to provide evidence that all levels of questioning are present.

Level	Definition	Verbs	Question Number
Recall/Reproduce	Remember previously learned facts, definitions, and terms	List, Define, Identify, Match, Recall, Give Examples, Name,	
Application of Skill/Concepts	Use information or conceptual knowledge, multiple steps	Estimate, Compare, Organize, Interpret, Categorize, Use, Summarize, Paraphrase, Explain	
Reasoning	Requires use of strategic thinking, analysis, use of evidence, planning	Critique, Construct, Differentiate, Compare, Justify, Infer, Formulate, Combine, Plan	
Stretch/Extended Thinking	Process multiple factors or variables, complex thinking, make judgments and compile ideas for different purposes.	Appraise, Conclude, Defend, Design, Synthesize, Create, Predict, Prove	

Assessment Accessibility: What accommodations or modifications are appropriate for this assessment?

- _____ Extended Time
- _____ Assessment Reader
- _____ ELL
- _____ Alternate Setting
- _____ Adaptive Technology
- _____ Answer Dictation
- _____ Visual/Auditory assistance

Use this chart to align your assessment to the Illinois Learning Standards. List the standards covered in your assessment and indicate which assessment questions correspond. If a question aligns with more than one standard, please list that question multiple times.

Illinois Learning Standard	Question Number

Supporting materials attached (if applicable):

___ Scoring Rubric ___ Scoring guide, including explanation of criteria for awarding partial credit
For example: scoring for backward letters or numbers in a letter/number Kindergarten identification assessment; Math multi-step problems with computation errors, but correct answer given or correct steps followed; short answer worth multiple points

Approval Status (Completed by Evaluator)

Criterion	Considerations
Format	<input type="checkbox"/> Directions are clearly written and easy to understand <input type="checkbox"/> Assessment’s design and formatting is visually clear and uncluttered <input type="checkbox"/> Assessment items are clearly written <input type="checkbox"/> The length of and time required to complete assessment is appropriate for the student population <input type="checkbox"/> If a rubric is used, the differences in performance levels are clearly defined
Questions	<input type="checkbox"/> A sufficient number of items are present to measure each standard. <input type="checkbox"/> Assessment items and questions are appropriate for the student population <input type="checkbox"/> Assessment items/tasks are appropriately complex <input type="checkbox"/> The assessment items/tasks are free from bias; no wording or knowledge that is accessible to only specific groups of students.
Validity	<input type="checkbox"/> The assessment appears to measure the identified content standards. <input type="checkbox"/> The assessment will accurately measure a student’s knowledge and skills in relation to the intended learning.

Evaluator Feedback:

___ The assessment/task and accompanying materials are approved without change.

___ The assessment/task and accompanying materials must be revised and resubmitted.

Step 2: Baseline Data Collection

Teacher: Baseline data is gathered from the administration of a pretest or analysis of specific trend data related to the learning objective. *This should be done as early in the SLO interval as possible.*

Baseline data would be initial data collected on your students. For example, pre-test results or initial Benchmark data.

Step 3: Complete the Student Learning Objective Framework “Beginning” Section

A Student Learning Objective (SLO) is a detailed process used to organize evidence of student growth over time. Student growth is defined by PERA Guidelines as *demonstrable change in student learning at two or more points in time.*

Teachers need to complete 2 Student Learning Objectives:

- 1 Type I Assessment *or* 1 Type II Assessment *AND* a Type III Assessment
- If your content area or grade level does not have a Type I or Type II, then two Type III assessments must be utilized.

Teacher: At least two SLOs will be developed during an evaluation cycle. Tenured teachers may complete SLOs in the off year.

Teacher: *The SLO will be submitted to the evaluator no later than the last day of first quarter.*

SLO Framework with Guiding Questions. Blank Template will be available on Google Classroom

SLO TEMPLATE	Beginning (Date: _____)
<p>Baseline What do the qualitative and quantitative data points show you about students’ starting points and needs?</p>	<p><i>Using baseline data and information to set SLO targets. Be descriptive and use data to describe students’ starting points.</i></p> <ul style="list-style-type: none"> • <i>ELL, IEP/504. Interventions, etc.</i>
<p>Student Group/Interval Which students have been identified to be included in this objective? Over what interval of instruction? Selection Criteria:</p> <ul style="list-style-type: none"> • 90% attendance is assumed. • All students in the population completed the pre-test • Exceptions on a student-by-student basis are allowed upon agreement between evaluator and teacher. • Sub-groups (ex. Special education and ELL) cannot be excluded. 	<p>Midpoint Check-in: _____</p> <p>SLO Completion Date: _____</p> <p><i>List the students</i> <i>How did you decide on this grouping?</i> <i>Define the timeframe for collecting data (6 weeks minimum)</i></p> <ul style="list-style-type: none"> • <i>Unit, Quarter, Semester, Year, etc.</i>
<p>Learning Objective What will students learn? Targets specific academic concepts, skills, and behaviors based on standards or district curriculum. Objective must be demonstrable by students and measurable by teachers</p>	<p><i>List specifically what students will learn</i></p> <ul style="list-style-type: none"> • <i>Include standards as appropriate</i> • <i>Include alignment to the District Strategic Plan or School Improvement Plan as appropriate</i>

<p>Rationale Why is this objective rigorous and important to student learning and growth? Explain how this goal fits into the overall curriculum.</p>	<p><i>Justify the learning objective</i></p>
<p>Strategies What methods will you use to accomplish this objective?</p>	<p><i>Lesson descriptions, alignment to current PD options, teaching strategies, and/or engagement strategies How will you monitor students' progress toward the learning goal?</i></p>
<p>Assessment How will you measure the outcome of the objective?</p>	<p><i>What type of assessment will be used?</i></p> <ul style="list-style-type: none"> ● <i>Type I, II, or III</i> ● <i>Identify how you will monitor the progress of your students throughout</i>
<p>Targeted Growth What is your goal for student growth? Growth targets must include 100% of the population. It cannot exclude subgroups of students unless the selection criteria are not met.</p>	<p><i>SMART Goal</i></p> <ul style="list-style-type: none"> ● <i>Specific</i> ● <i>Measurable</i> ● <i>Attainable</i> ● <i>Reasonable</i> ● <i>Timely</i> <p><i>Define expected student growth outcomes for individual students or groups of students Identify baseline data/information used to establish and differentiate expected performance</i></p>
<p>Summary</p>	<p>Not applicable at this step.</p>

Step 4: Evaluator Approval

Evaluator: Upon receipt of a Student Learning Objective, respond to the SLO **within two weeks**. The SLO Evaluator Approval Process is included in the **SLO Framework**.

The evaluator has the option of approving, recommending revisions, or rejecting the proposed SLO. For guidance on SLO approval time frame and processes, refer to the [SLO Approval and Revisions Criteria](#).

Evaluator & Teacher: Once the SLO is approved, both will sign the approval form.

Step 5: Midcycle Review

Teacher: During the SLO interval, student progress is expected to be monitored through the use of formative assessments. At the mid-point of the SLO interval, the teacher will analyze this data to determine student progress toward the established learning targets.

This only needs to be completed if the teacher wants to adjust the SLO goals.

If your SLO needs to be modified, you must meet with your evaluator within ten (10) school days of your midpoint. This meeting is optional if you are on target to meet your SLO.

Teacher: Follow the steps described in the “Midpoint” section of the **SLO Framework**. Teachers only need to set up a formal meeting with their evaluator if changes need to be made.

SLO Framework with Guiding Questions. Blank Template will be available on Google Classroom

SLO TEMPLATE	Midpoint (Date: _____)
<p>Baseline What do the qualitative and quantitative data points show you about students’ starting points and needs?</p>	<p><i>Do you have new information regarding your students to inform changes at the midpoint?</i></p>
<p>Student Group/Interval Which students have been identified to be included in this objective? Over what interval of instruction?</p>	<p><i>Does the student group need to be modified? Please provide evidence to support this decision. Does the interval of instruction need to be modified? Please provide evidence to support this decision.</i></p>
<p>Learning Objective What will students learn?</p>	<p><i>Does the objective need to be modified? Please provide evidence to support this decision.</i></p>
<p>Rationale Why is this objective rigorous and important to student learning and growth?</p>	<p><i>Justify the learning objective</i></p>
<p>Strategies What methods will you use to accomplish this objective?</p>	<p><i>Did you modify the instructional strategies being used? If so, why were the changes needed? What new instructional strategies will you use, and how do you anticipate they will impact learning?</i></p>
<p>Assessment How will you measure the outcome of the objective?</p>	<p><i>Did you use an assessment to determine any midpoint modification? What formative assessments are being used to monitor progress? How did you assess student progress? Do the assessment tools accurately measure the skills being taught?</i></p>
<p>Targeted Growth What is your goal for student growth?</p>	<p><i>Does the targeted growth need to be modified? If so, please provide evidence to support this decision.</i></p>
<p>Summary</p>	<p>You do not need to meet with your evaluator if you did not change your original SLO submission. If you want to make adjustments, schedule a meeting with your building principal.</p>

Step 6: Administer End of Cycle Assessment

Teacher: At the end of the SLO interval, administer the approved assessment to collect post-test data.

Step 7: Complete the SLO Framework “Ending” Section

Teacher: Compare pre- and post-assessment data to determine the extent to which students have met targeted growth goals. Teachers will complete the “Ending” section in the **SLO Framework**.

Completed SLO Frameworks are due to the evaluator by the first school day in February.

SLO Framework with Guiding Questions. Blank Template will be available on Google Classroom

SLO TEMPLATE	Ending (Date: _____)
<p>Baseline What do the qualitative and quantitative data points show you about students’ starting points and needs?</p>	<p><i>What did you learn from your collection and/or combination of data and information that helped you form your group and objective?</i></p>
<p>Student Group/Interval Which students have been identified to be included in this objective? Over what interval of instruction?</p>	<p><i>Reflect on the interval of instruction for this group of students.</i></p> <ul style="list-style-type: none"> ● <i>Was the interval appropriate for the desired goal?</i> ● <i>What did you learn about selecting a group of students for a focused target?</i>
<p>Learning Objective What will students learn?</p>	<p><i>Did the learning objective function as intended? (i.e. objective was too broad)</i> <i>How might you modify this objective for future use?</i></p>
<p>Rationale Why is this objective rigorous and important to student learning and growth?</p>	<p><i>Did the learning objective fulfill its goal? Did it accurately represent student learning?</i></p>
<p>Strategies What methods will you use to accomplish this objective?</p>	<p><i>How did modifications to instructional strategies affect the outcome?</i> <i>How might you modify the instructional strategies for future use?</i></p>
<p>Assessment How will you measure the outcome of the objective?</p>	<p><i>Did the assessment accurately measure the skills being taught?</i> <i>Would you modify the assessment in any way? Explain.</i></p>
<p>Targeted Growth What is your goal for student growth?</p>	<p><i>Reflect on the identified growth targets and observed growth in the Outcome section.</i></p> <ul style="list-style-type: none"> ● <i>Was the growth target appropriate for the</i>

	<p><i>skills being taught in the timeframe planned?</i></p> <ul style="list-style-type: none"> • <i>If the targeted growth was modified at Midpoint, were these changes beneficial? Why or why not?</i>
<p>Outcome Provide the data from pre- and post-assessments. Was the targeted growth achieved? What growth was observed? What did the results tell you about your students?</p>	<p><i>Provide the data from pre- and post-assessments. Was the targeted growth achieved? What growth was observed? What did the results tell you about your students and or instructional practices?</i></p>
<p>Summary</p>	<p><i>What did you learn from this? How will this inform future planning and instruction? Were there any extenuating circumstances that impacted results?</i></p>

Step 8: Evaluator Reviews and Rates SLO

Evaluator: Review the SLO data and apply the **SLO Scoring Process**.

SLO Scoring Process

SLO Scoring Thresholds	
Excellent	80.0% or more of students on SLO roster met or exceeded growth targets.
Proficient	65.0-79.9% of students on SLO roster met growth targets.
Needs Improvement	51.0-64.9% of students on SLO roster met growth targets.
Unsatisfactory	50.9% or less of students on SLO roster met growth targets.

The teacher will receive a rating for each SLO. The evaluator will assign a rating to each of the Student Learning Objectives:

- 4-Excellent
- 3-Proficient
- 2-Needs Improvement
- 1-Unsatisfactory

*The evaluator will then average the two scores to arrive at a **Student Growth Rating**:*

- Excellent (3.5-4)
- Proficient (2.5-3.4)
- Needs Improvement (1.5-2.4)
- Unsatisfactory (1.4 and below)

Step 9: Teacher and Evaluator Meet to Discuss Student Growth Final Rating

Teacher and Evaluator: Meet at the conclusion of the evaluation cycle to discuss Student Growth Final Rating. The SLO Scoring Process provides information to determine a **Summative Evaluation Score**.

This Student Growth Rating will be combined with the teacher’s Professional Practice Rating to determine a **Summative Evaluation Score**. Professional Practice will account for 70% of the **Summative Evaluation Score** while Student Growth will account for 30%.

		Professional Practice Rating (Classroom Observations) 70%			
		Excellent	Proficient	Needs Improvement	Unsatisfactory
Student Growth Rating (SLOs) 30%	Excellent	E	P	P	NI
	Proficient	E	P	NI	NI
	Needs Improvement	P	P	NI	U
	Unsatisfactory	P	NI	NI	U