

The purpose of this measure is to capture information on student learning growth based on assessments that are important and meaningful but are not standardized measures already used in the achievement template.

This info should be uploaded into the description or comment section of the **SLO: Goal-Setting** task in Cornerstone.

Here are some guiding questions to consider when completing your Student Learning Objective:

Which students will be covered by the goal?

Teachers will craft one SLO to cover at least 20% of their student population for year-long courses, 40% for semester-long courses, or 30% of one grade level for elementary specials teachers.

Example: I teach a yearlong course therefore, 40 of my approximately 140 students will be covered by the SLO goal setting window. (29% to allow for transient population).

What time period will your SLO span?

Teachers who teach year-long courses will administer their post-assessment in the spring, and teachers who teach semester-long courses will administer their post-assessment prior to winter break.

Example: My SLO will cover my yearlong biology class. Students will be assessed on August 31, 2018 (pre-assessment) and April 24, 2019 (post-assessment).

Which assessment will you use as a pre- and post-assessment?

The pre- and post-assessments should be similar in nature, this way it shouldn't be complicated to track and measure growth between the two assessments. An assessment already captured on a teacher's achievement template cannot be used for SLO purposes. Teachers can use an already existing assessment or may create their own with the approval of their evaluator.

Example: Student growth will be measured by a teacher designed assessment that includes fifteen multiple choice questions. We will focus on the following TEKS for improvement during the school year: 8.2B, 8.2A, and 8.2E.

What growth target would you like your students to achieve?

Teachers should consider students' baseline data when identifying an ambitious and realistic goal for their students. The goal must align to grade-appropriate TEKS and should support the success of the class, team, department, and campus.

Example: My focus students will be expected to grow 15 points on their post-assessment. This equates to getting approximately 7 additional questions correct. Based on the pretest scores (70% students were below the mark of passing with scores ranging from 20% to 69%).

How is student attendance determined for the SLO?

Student attendance for the SLO is a campus-based decision determined by the administration team. Since no two campuses are the same in nature, the minimum number of days missed by a student for SLO data inclusion may look different from one campus to the next.

If the campus administrators are unable to determine the minimum number of days a student needs for SLO inclusion, the method below is suitable:

- If a student is not present for a minimum of 85% of the assessment cycle, they can be considered *not eligible based on attendance* for the SLO
- The assessment cycle would consist of the days between the date of the pre-assessment and the post-assessment