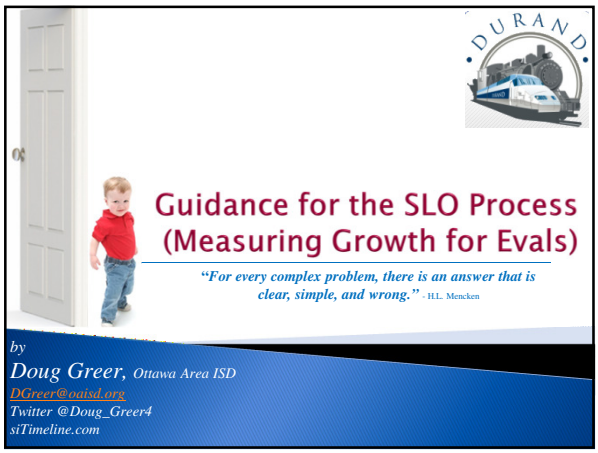
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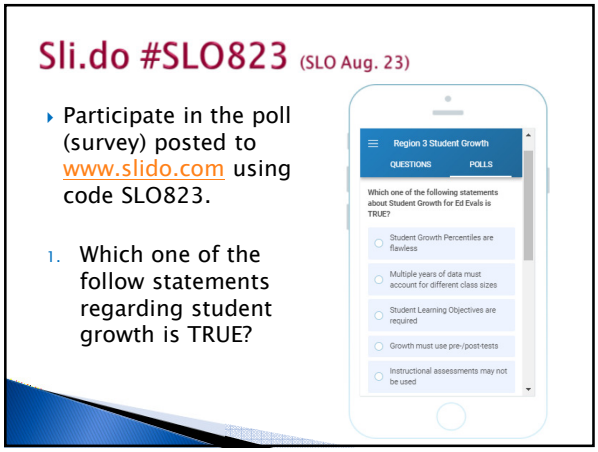
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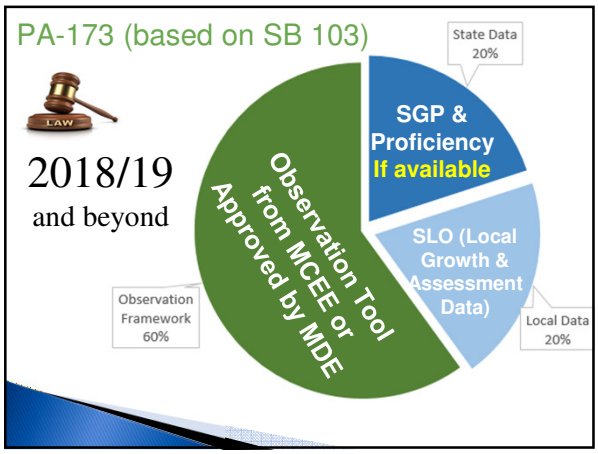

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simply and clearly defined…

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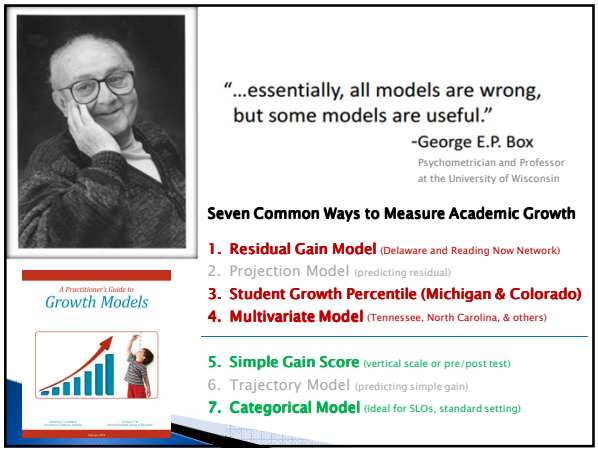

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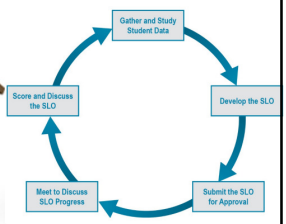

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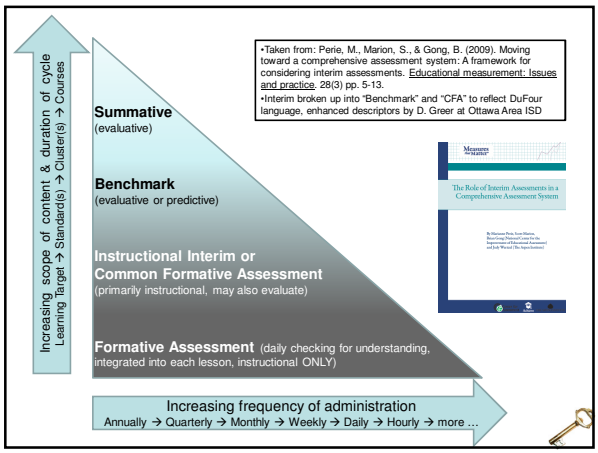

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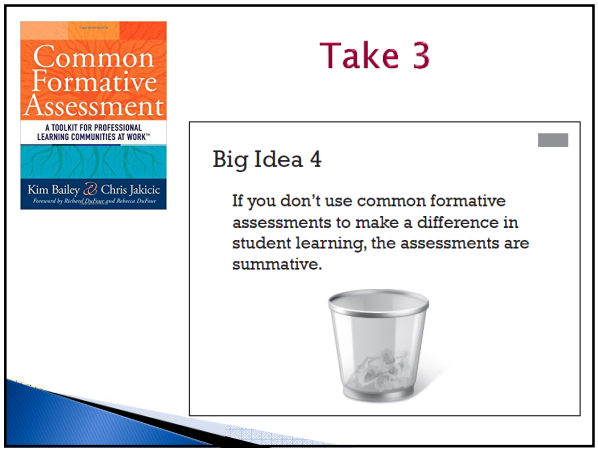

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- ***Important standard:*** **Guaranteed to be taught to ALL students** … are taught to everyone, assessed formatively and on interim assessments; however, re-teaching usually ends at the end of the unit.
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Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	**Target(s)**	1) Unit tests: a. Group A = students will pass 4 out of 5 unit tests with a score of 70% or better. b. Group B = students will pass 4 out of 5 unit tests with a score of 80% or better. c. Group C = students will pass 4 out of 5 unit tests with a score of 90% or better. 2) Performance task: a. Group A = students will demonstrate basic proficiency (a score of 3 or better) b. Group B = students will demonstrate proficiency (a score of 4 or better) c. Group C = students will demonstrate advanced understanding (a score of 5 or better)

SCI

More Samples (Link)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	We administered the President's Challenge Physical Fitness Test during the first two weeks of school in order to establish a baseline on each student. There are three fitness levels delineated by the Challenge: 1) Participant Physical Fitness Award (scoring below the 50th percentile on at least one activity) 2) National Fitness Award (scoring at or above the 50th percentile on all five activities) 3) Presidential Physical Fitness Award (scoring at or above the 85th percentile on all five activities)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
		Reading Music: The first week of class I administered a basic test in reading music that included: • reading whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, ¾, 4/4, 6/8 meters • reading melodies in both the treble and bass clefs • identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression Students could score between 0-10. 26 students (58%) scored between 7-10 points (showing proficiency), 9 students (20%) scored between 4-6 points, and 10 students

PE & Music

More Samples (Link)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	All 56 students successfully passed 9th grade Ancient Civilizations course. However, given the vastly different content, I do not think that their grades from that course are a meaningful baseline for this course. Therefore, I will base my targets on the performance of similar groups of students in past years.
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	**Target(s)**	1) End-of-Unit Tests: All students (56/56) will pass at least 6 out of 7 tests with a score of 65% or better. In addition, half of all students (approximately 28/56) will pass at least 6 out of 7 tests with a score of 80% or better. 2) Final Research Paper: 25% of students (14/56) will score Approaching Expectations (a passing score) on the research paper. 50% of students (28/56) will score Meeting Expectations on the research paper. 25% of students (14/56) will score Exceeding Expectations on the research paper.
	Rationale for Target(s)	These targets are based on the performance of similar groups of students on this same curriculum and assessments in past years. The lower tier reflects the minimal expectation for students to be proficient in the course. However, I want to also set a higher tier to ensure that I push those students for whom the minimal expectation is not sufficiently rigorous.

Social Studies

More Samples (Link)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	I administered a pre-test both as a formative assessment of students' knowledge coming into the course, and to create tiered targets for my SLO. Based on the pre-test, all students will be able to access the course content and achieve a basic level of proficiency. Some students (approximately 35% or 21/59) are entering the course with solid foundational knowledge, as evidenced by their pre-test, and so I expect that they will be able to achieve a higher level of proficiency.
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	**Target(s)**	1) All students (59/59) will pass all 6 unit tests (70% is a passing score). In addition, 50% of the students (approximately 21/59) students will pass 5 out of 6 unit tests with an 85% or better. 2) All students will complete an end-of-course final project. All students (59/59) will score at least a 70% (Approaching Expectations) on the final project. Approximately 60% of students (30/59) will score at least an 80% (Meeting Expectations) on the final project rubric.

Health

Preponderance of Evidence

A standard of proof that must be met by a plaintiff if he or she is to win a civil action.

http://legal-dictionary.thefreedictionary.com/Preponderance+of+Evidence

- The quantum of evidence that constitutes a preponderance cannot be reduced to a simple formula.
- A preponderance of evidence has been described as just enough evidence to make it more likely than not that the claim is true.

PLC Critical Questions:

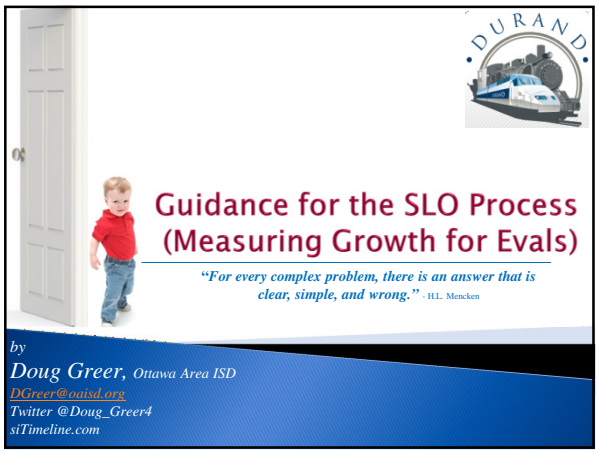
1. What do we expect students to learn? **Prioritize Standards: Essential, Important, and Nice to Know**
2. How do we know when they have learned it? **Build rigorous interim and formative assessments**
3. How will we respond when students don't learn? **Analysis leads to Action: WHY are students struggling?**
4. How will we respond when students have learned? **Analysis leads to Action: HOW do we deepen understanding?**

Simplifying Response to Intervention

Solution Tree

Next Steps … START SMALL

1. With whom will we collaborate this year?
2. Prior to each unit of instruction, identify one or more big idea (essential standard) for students to master.
3. Begin with the unit test and assure:
   - ✓ Essential standards have sufficient evidence (SR & FR)
   - ✓ Align and vary RIGOR (Depth of Knowledge levels)
   - ✓ Align to high stake format, use sample items
4. Analyze "why students struggle on essentials?" and "How do we deepen learning?"
5. Meet on a regular basis, even if just for 15 min. to discuss one struggle students experienced and how we might deepen their learning.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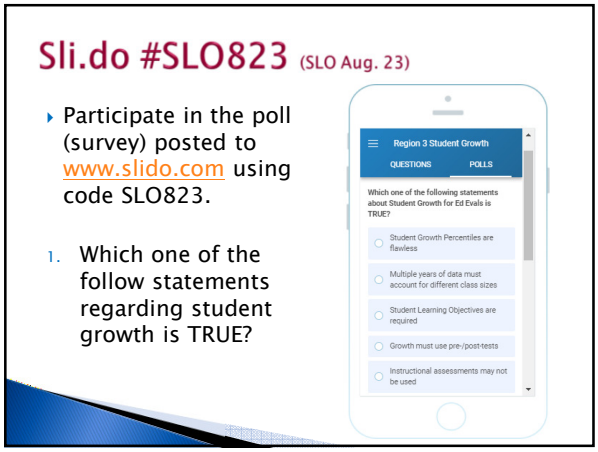
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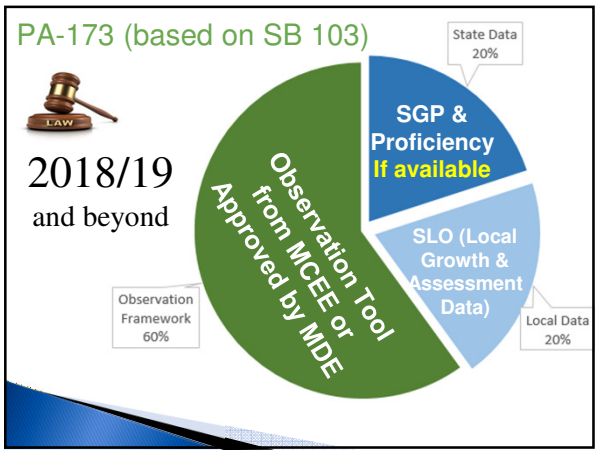

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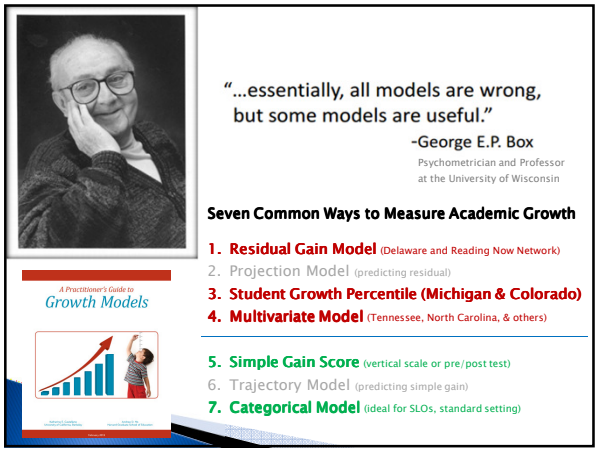

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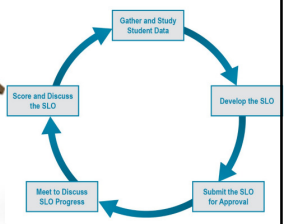

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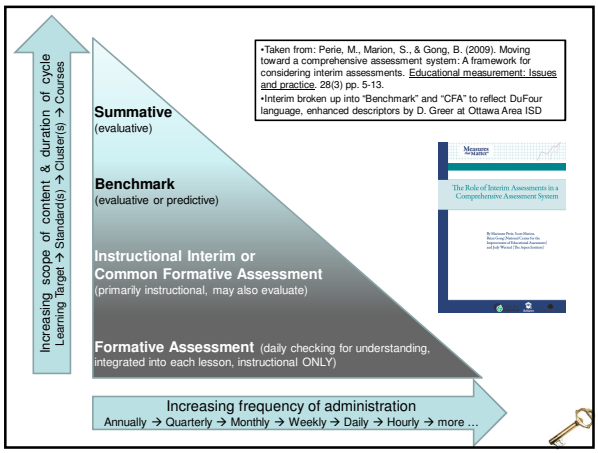

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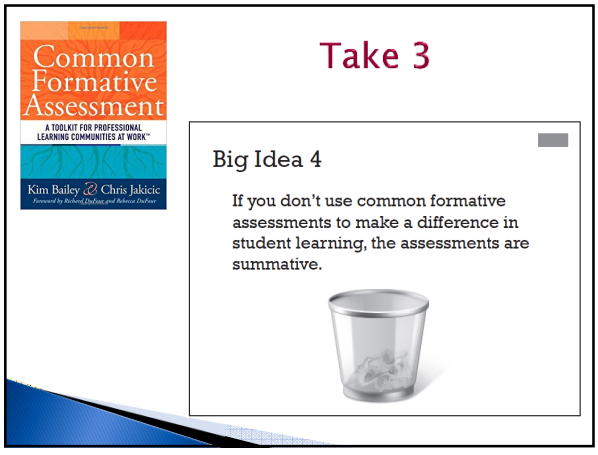

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Rigor of Target	**Target(s)**	1) Unit tests: a. Group A = students will pass 4 out of 5 unit tests with a score of 70% or better. b. Group B = students will pass 4 out of 5 unit tests with a score of 80% or better. c. Group C = students will pass 4 out of 5 unit tests with a score of 90% or better. 2) Performance task: a. Group A = students will demonstrate basic proficiency (a score of 3 or better) b. Group B = students will demonstrate proficiency (a score of 4 or better) c. Group C = students will demonstrate advanced understanding (a score of 5 or better)

SCI

More Samples (Link)

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Health

Preponderance of Evidence

A standard of proof that must be met by a plaintiff if he or she is to win a civil action.

http://legal-dictionary.thefreedictionary.com/Preponderance+of+Evidence

- The quantum of evidence that constitutes a preponderance cannot be reduced to a simple formula.
- A preponderance of evidence has been described as just enough evidence to make it more likely than not that the claim is true.

PLC Critical Questions:

1. What do we expect students to learn? **Prioritize Standards: Essential, Important, and Nice to Know**
2. How do we know when they have learned it? **Build rigorous interim and formative assessments**
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Simplifying Response to Intervention

Solution Tree

Next Steps … START SMALL

1. With whom will we collaborate this year?
2. Prior to each unit of instruction, identify one or more big idea (essential standard) for students to master.
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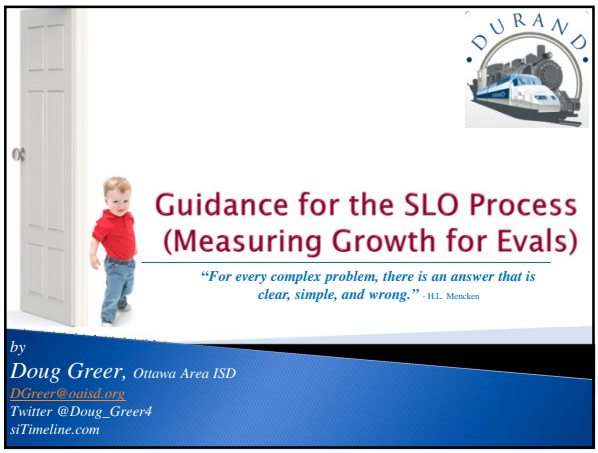
DURAND
Guidance for the SLO Process
(Measuring Growth for Evals)
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by
Doug Greer, Ottawa Area ISD
DGreer@oaisd.org
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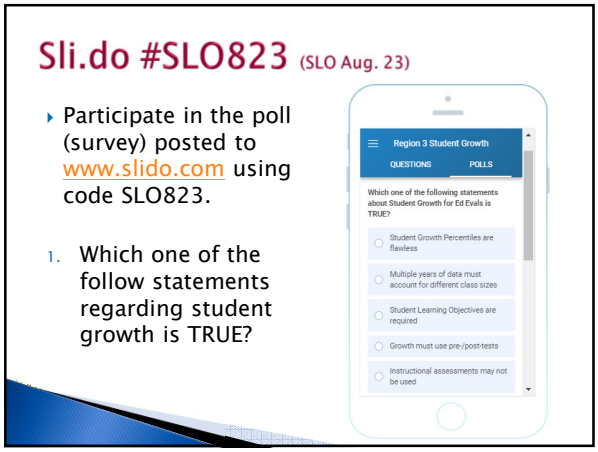
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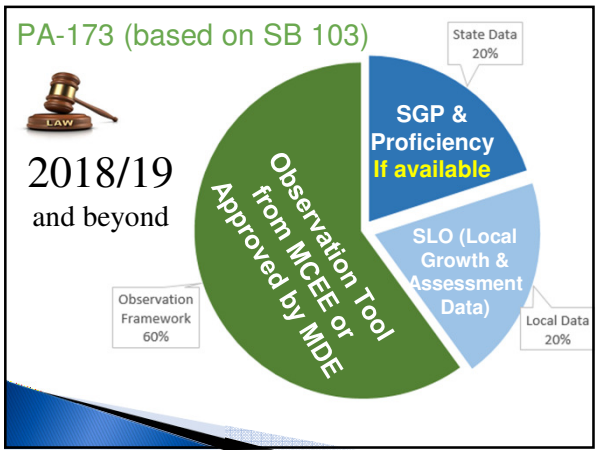

Student Growth Defined

simply and clearly defined…

student growth is the measure of academic achievement of a single student or a group of students across two or more points of time.

(Batelle, 2011) (Castellano & Ho, 2014)
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SAME Students,
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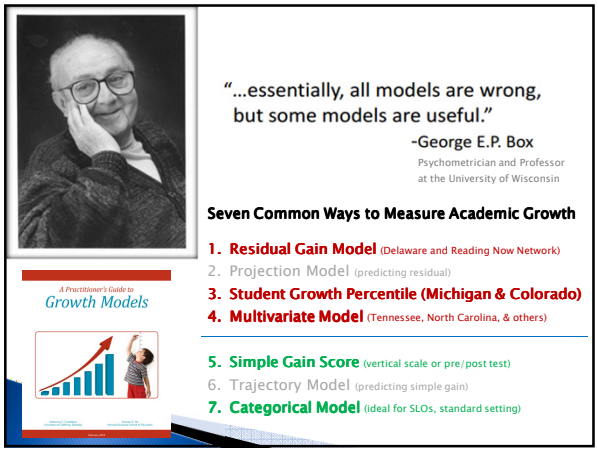

What is an SLO?

- An SLO is a measurable, long-term, academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students or for subgroups of students.

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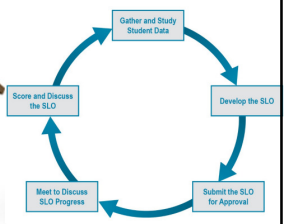
Education

Student Learning Objectives (SLO) are a framework for student growth and a process.



Major Components of a SLO

1) Describe the **student population**
2) Describe the **essential standards** or most important learning from the course
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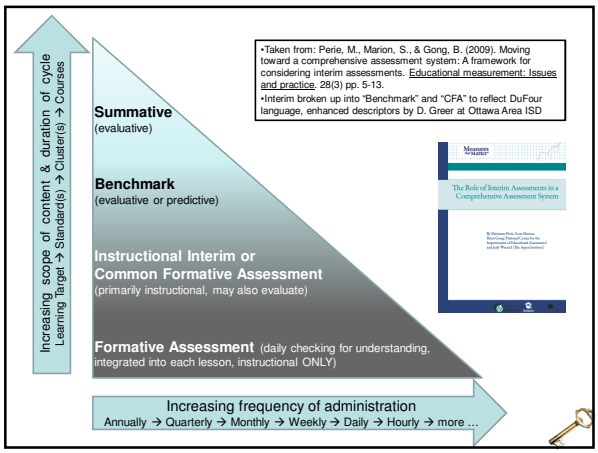
4) Describe the **assessment** that will measure the essential standards.
5) Establish **rigorous and attainable growth targets** for groups of students or the whole.
6) **Rationalize** the specific growth targets.
7) **Instructional Strategies** for how teachers will help students reach the #5 goals.

Aligned to PLC?



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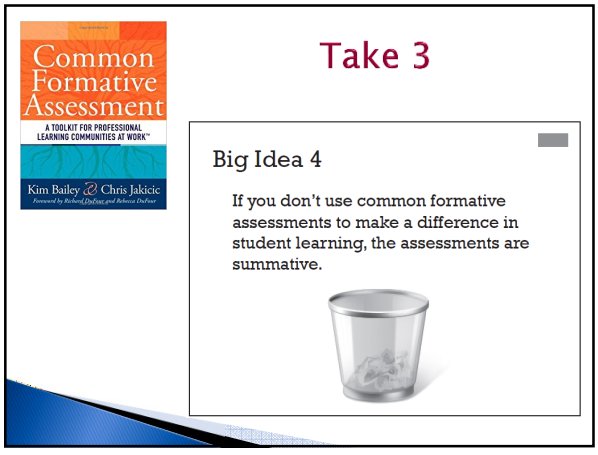

Take 3

Big Idea 4

If you don't use common formative assessments to make a difference in student learning, the assessments are summative.

Simplifying the PLC Process

Tiny moments of reflection and planning in your weekly meetings

1. Always bring a third point of reference on student learning
   a) What do we expect? Essential Learning
   b) How do we know they learned it? Formative & Interim
2. Discuss "Why are students struggling on the essential learning"? (causal theory)
3. Then discuss "How might we deepen student learning that is essential for our grade level/content area?"

Essential, Important or Nice to Know

- ***Important standard:*** **Guaranteed to be taught to ALL students** … are taught to everyone, assessed formatively and on interim assessments; however, re-teaching usually ends at the end of the unit.
- ***Essential standards:*** **Guaranteed to be learned by ALL students.** … are taught to everyone, assessed and re-assessed such that re-teaching extends beyond the unit … replace grades when mastery occurs.
- ***Nice to Know standards:*** **Taught to some students.** … Often taught in a specialized class or used to provide enrichment to students in one of the three required courses. Assessment limited to those students.

Prioritizing Standards … Power Standards

Based on Larry Ainsworth's work, amended and presented by Laura Robinson with Solution Tree

Standard Language	Teacher Intuition	High Stakes Test	Readiness	Leverage	Endurance	Essential Important OR Nice to Know
1. Students will write Persuasively		Appears on State or National Test	Necessary for the next level	Greatest results, across contents	Need as an adult (age 25)	
2. Students will be able to identify parts of speech (n, v, adj, prep…)						
3. Students will persevere in problem solving (Habit of mind).						

Simplifying Response to Intervention — Solution Tree

Defend the assessment!

Assessment
How will you measure the outcomes of this SLO, which tool(s) will be reviewed to determine success criteria?
Support Video #4 OH *SLO Assessment Checklist from IN*

The Ottawa Area ISD has developed unit interim assessments to measure student proficiency by setting a specific success criteria for each essential standard. Each essential standard is measured using 3 to 5 questions that vary in Depth of Knowledge and provide sufficient evidence of success. All students will be given the OAISD Algebra 1 - Unit 1 interim assessment in October and the Unit 2 interim assessment in December. Students who do not demonstrate proficiency for any essential standard will be provided re-teaching opportunities and then assessed again before the end of the semester using any other assessment tool that aligns with the standard and has sufficient evidence. The OAISD has developed "spiral" tests and provides limited banks of items for this specific purpose.

- ✓ Describes assessment alignment to the course content and emphasizes constructed-response or performance tasks that require higher-order thinking skills OR Identifies national, state or regional assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.
- ✓ Indicates that there are clear answer key, scoring guides and/or rubrics for all assessment items, including formative assessments.
- ✓ Describes the use of formative assessments aligned to essential standards and how progress monitoring will occur.

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

Ohio | Department of Education

The assessment used to measure student growth is a two-part, district-created, end-of-course exam that matches the rigor and content of the Introduction to Art class and the ODE Visual Arts Standards. Part one consists of 25 multiple choice questions that focus on the elements of art, art history and has one written extended response that shows the ability to analyze and interpret art work while knowledgably using art vocabulary. Part two is an extended performance task (drawing) that demonstrates technical skill and the key aspects of direct observation. An answer key will be used to score the multiple choice questions and a rubric will be used for scoring the extended response questions. Scores will be averaged together in order to get a final score

Per their IEP's, the sixteen students with disabilities will receive extended time for the assessments. Four students will have fewer test items and will work with a scribe if one is available to answer the extended written response question. If a scribe is not available, students will respond orally to the question.

More Samples (Link)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	I reviewed students' summer reading projects, which required them to write an analytical response to one of their summer reading books, to gauge their preparedness for my course. 3 students failed the assignment and 5 students passed with a D (Group I), 22 students passed with a C (Group II), and 16 students passed with a B or better (Group III). Based on these scores, I have created three tiers of targets.
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
	Target(s)	1. All students (46) will pass the final exam. a. The 8 Group I students will pass the final exam with a score of 70% or better. b. The 22 Group II students will pass the final exam with a score of 80% or better c. The 16 Group III students will pass the final exam with a score of 88% or better.

ELA

More Samples (Link)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	In order to gauge students' incoming content knowledge, I administered the Chemical Concepts Inventory during the first week of school. It is a multiple choice instrument composed of one- and two-tiered non-mathematical conceptual questions based on common student misconceptions about general chemistry topics (ex. Does the rust from a completely rusted iron nail eight more, less, or the same as the nail it came from?). I adapted the inventory from one that was created for first year college students, so I expected student scores to be quite low. Not surprisingly, the average across my three sections of CP Chemistry was 36%. From these results I was able to determine that most students are coming into this course with limited knowledge of concepts central to chemistry as well as some misconceptions about properties of matter, behavior of atoms and molecules, etc. However, I did find that 9 students scored significantly higher than their peers (scores of 60% or better) and that 12 students scored significantly lower than their peers (scores of 10% or lower). Based on this, I have created three groups: Group A = 12 students who scored <10% on chemistry inventory Group B = students who scored between 11% and 49% on chemistry inventory Group C = students who scored > 50% on chemistry inventory
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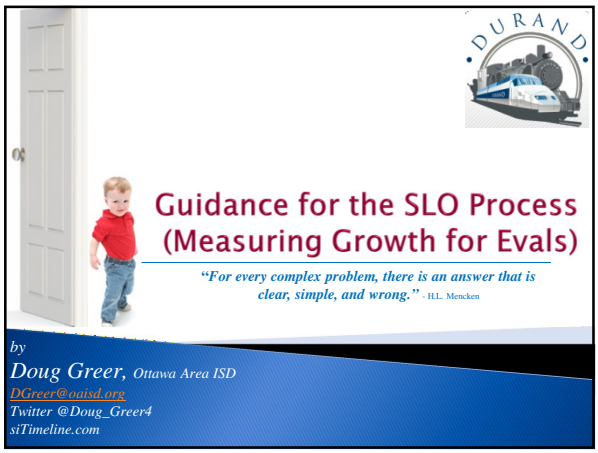
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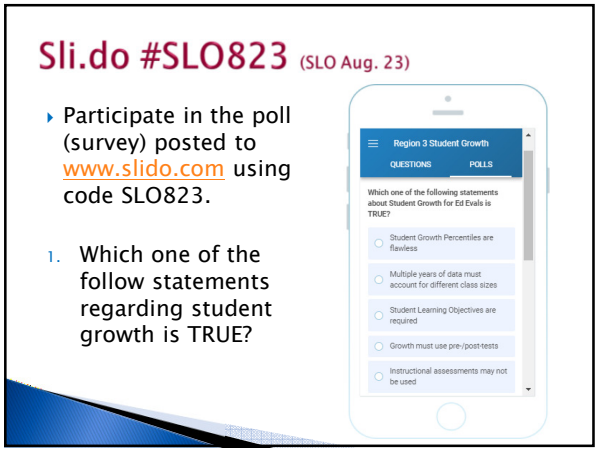
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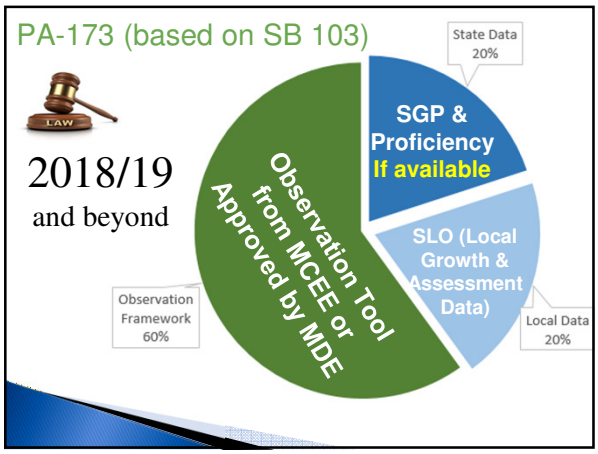

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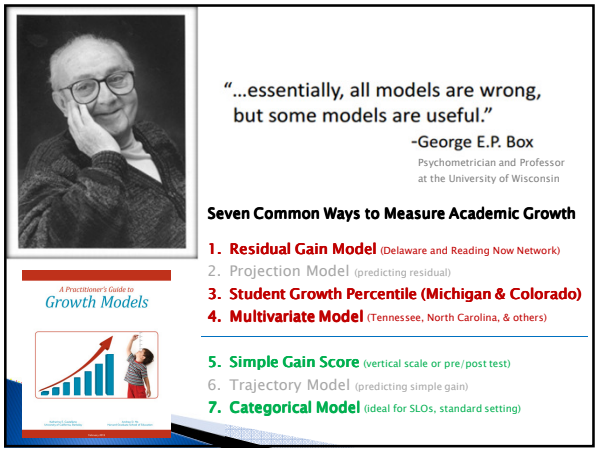

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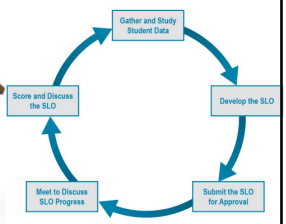

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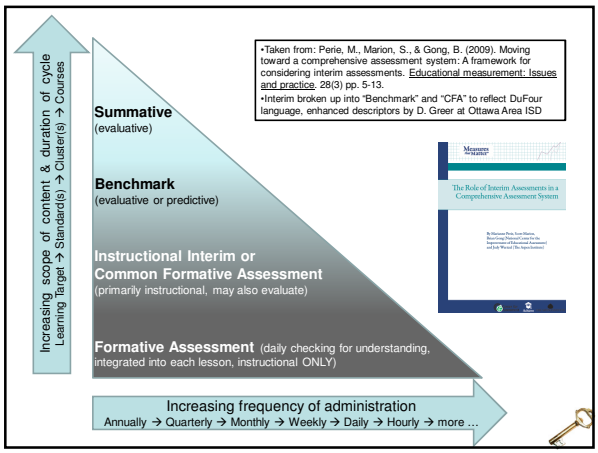

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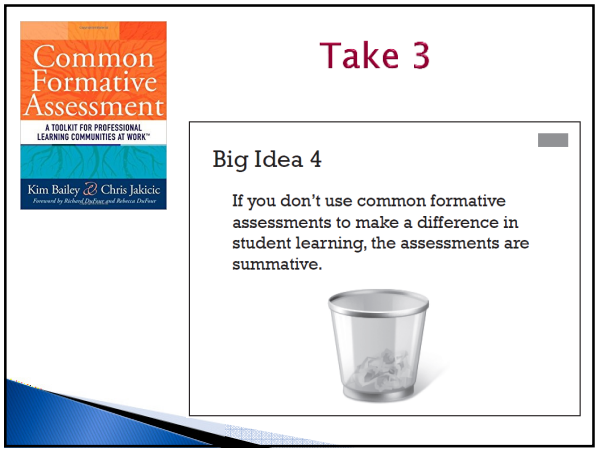

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Based on Larry Ainsworth's work, amended and presented by Laura Robinson with Solution Tree

Standard Language	Teacher Intuition	High Stakes Test	Readiness	Leverage	Endurance	Essential Important OR Nice to Know
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Health

Preponderance of Evidence

A standard of proof that must be met by a plaintiff if he or she is to win a civil action.

http://legal-dictionary.thefreedictionary.com/Preponderance+of+Evidence

- The quantum of evidence that constitutes a preponderance cannot be reduced to a simple formula.
- A preponderance of evidence has been described as just enough evidence to make it more likely than not that the claim is true.

PLC Critical Questions:

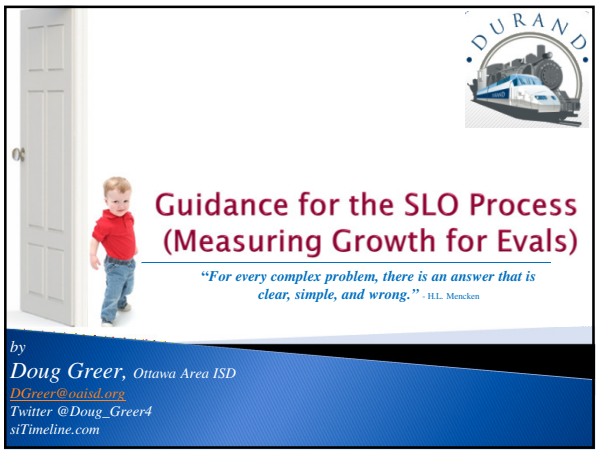
1. What do we expect students to learn? **Prioritize Standards: Essential, Important, and Nice to Know**
2. How do we know when they have learned it? **Build rigorous interim and formative assessments**
3. How will we respond when students don't learn? **Analysis leads to Action: WHY are students struggling?**
4. How will we respond when students have learned? **Analysis leads to Action: HOW do we deepen understanding?**

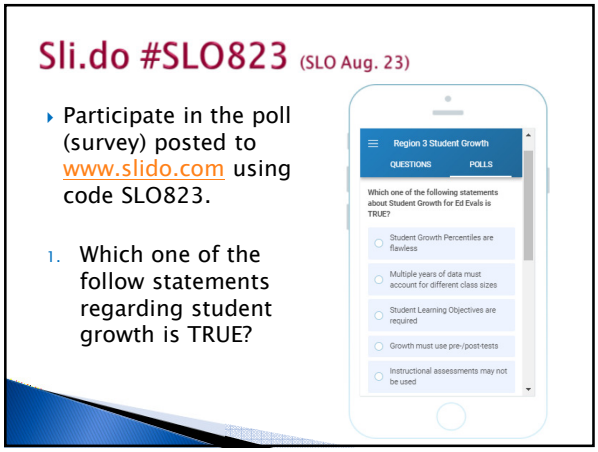
Simplifying Response to Intervention

Solution Tree

Next Steps … START SMALL

1. With whom will we collaborate this year?
2. Prior to each unit of instruction, identify one or more big idea (essential standard) for students to master.
3. Begin with the unit test and assure:
   - ✓ Essential standards have sufficient evidence (SR & FR)
   - ✓ Align and vary RIGOR (Depth of Knowledge levels)
   - ✓ Align to high stake format, use sample items
4. Analyze "why students struggle on essentials?" and "How do we deepen learning?"
5. Meet on a regular basis, even if just for 15 min. to discuss one struggle students experienced and how we might deepen their learning.


DURAND
Guidance for the SLO Process
(Measuring Growth for Evals)
"For every complex problem, there is an answer that is clear, simple, and wrong." - H.L. Mencken
by
Doug Greer, Ottawa Area ISD
DGreer@oaisd.org
Twitter @Doug_Greer4
siTimeline.com


Sli.do #SLO823 (SLO Aug. 23)
Participate in the poll (survey) posted to www.slido.com using code SLO823.
1. Which one of the follow statements regarding student growth is TRUE?
Region 3 Student Growth
QUESTIONS
POLLS
Which one of the following statements about Student Growth for Ed Evals is TRUE?
Student Growth Percentiles are flawless
Multiple years of data must account for different class sizes
Student Learning Objectives are required
Growth must use pre-/post-tests
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Drive by Daniel Pink
"Dan Pink says human are motivated by 3 things:
1) Autonomy (Set our own goals)
2) Mastery (always striving to be a little better than the day before) and
3) Purpose (connects to a higher cause)."
DAN PINK DRIVE
Summary 1st half (5 min)
3 FACTORS LEAD TO BETTER PERFORMANCE & PERSONAL SATISFACTION...
AUTONOMY
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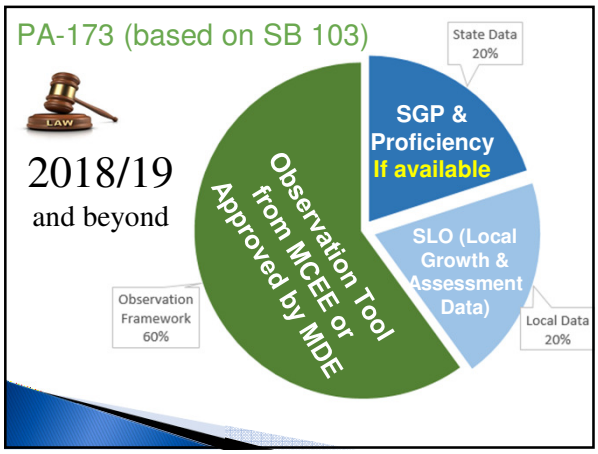


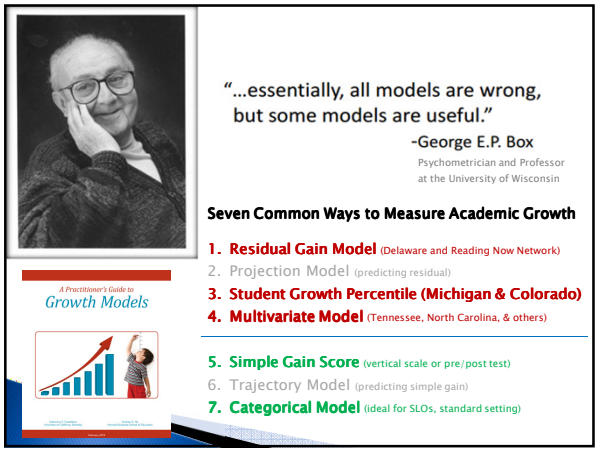
Student Growth Defined

simply and clearly defined…

student growth is the measure of academic achievement of a single student or a group of students across two or more points of time.

(Batelle, 2011) (Castellano & Ho, 2014)
(Marzano & Toth, 2013) (MDE, 2017)

SAME Students,
NOT same test needed



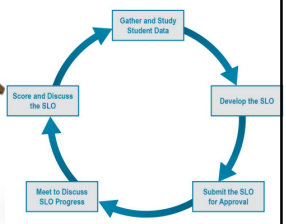
What is an SLO?

- An SLO is a measurable, long-term, academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students or for subgroups of students.

8

Education

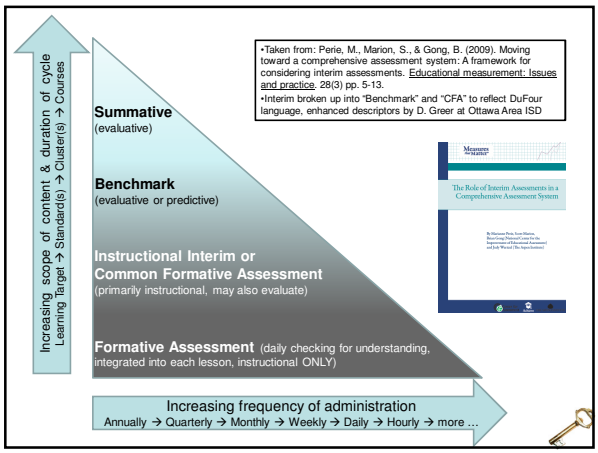
Student Learning Objectives (SLO) are a framework for student growth and a process.



Major Components of a SLO

1) Describe the **student population**
2) Describe the **essential standards** or most important learning from the course
3) Describe **previous data** known about the given student population
4) Describe the **assessment** that will measure the essential standards.
5) Establish **rigorous and attainable growth targets** for groups of students or the whole.
6) **Rationalize** the specific growth targets.
7) **Instructional Strategies** for how teachers will help students reach the #5 goals.

Aligned to PLC?



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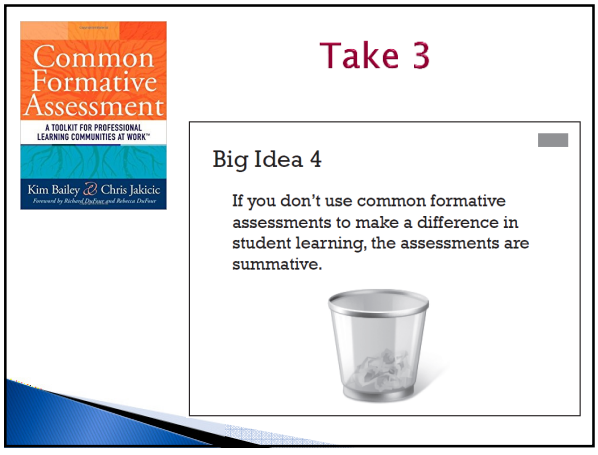

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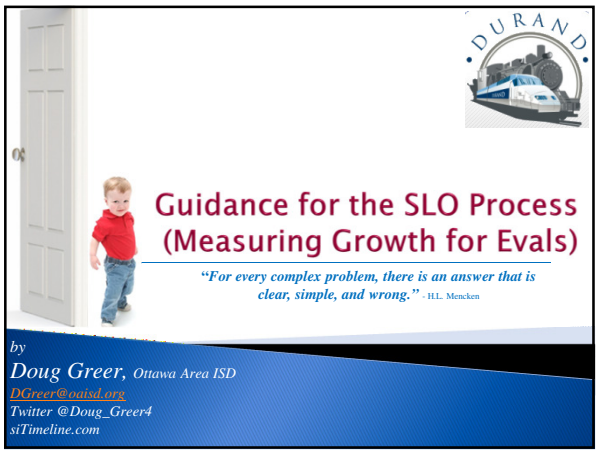
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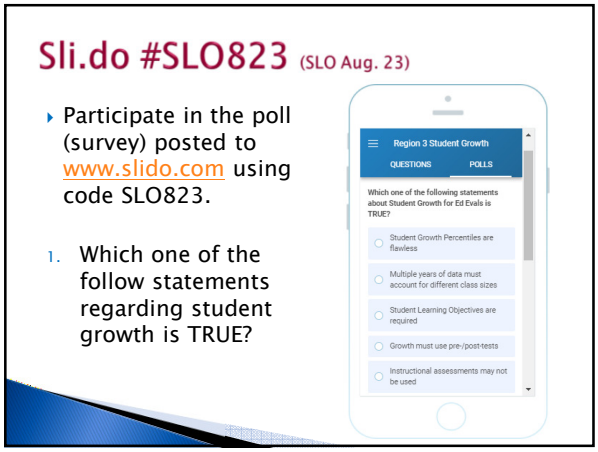
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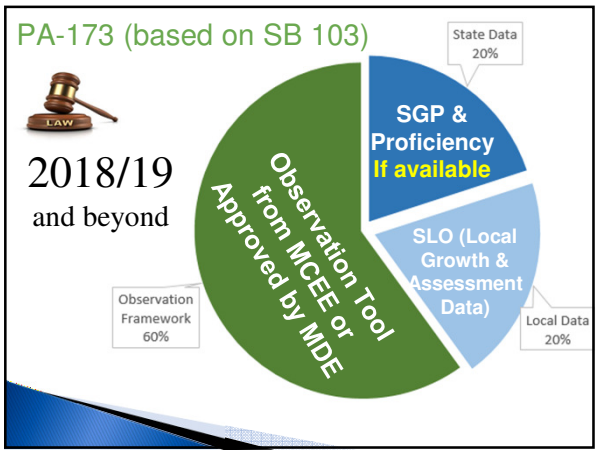

Student Growth Defined

simply and clearly defined…

student growth is the measure of academic achievement of a single student or a group of students across two or more points of time.

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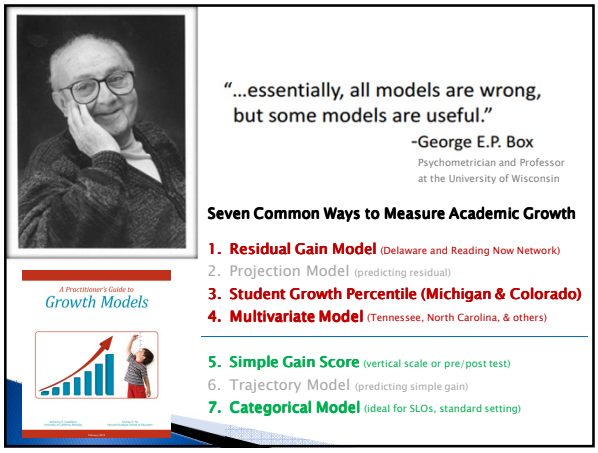

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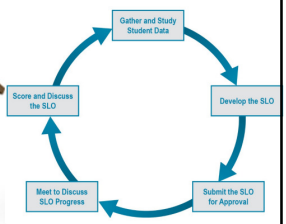

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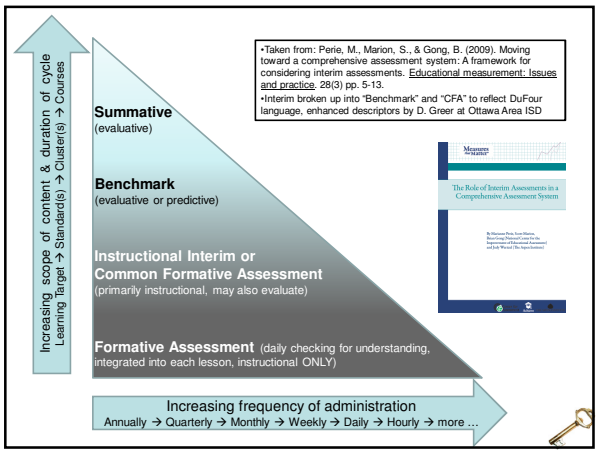

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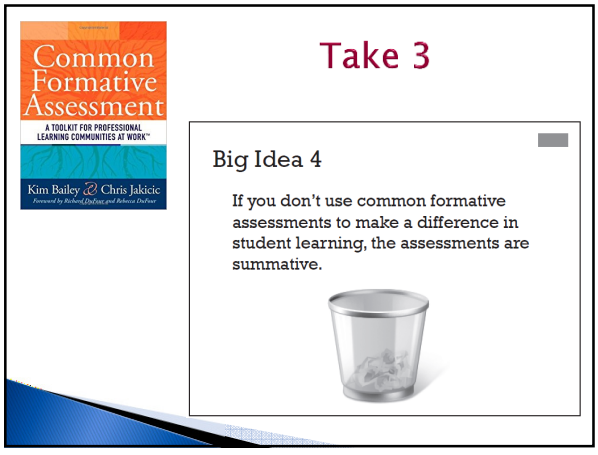

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- ***Important standard:*** **Guaranteed to be taught to ALL students** … are taught to everyone, assessed formatively and on interim assessments; however, re-teaching usually ends at the end of the unit.
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Based on Larry Ainsworth's work, amended and presented by Laura Robinson with Solution Tree

Standard Language	Teacher Intuition	High Stakes Test	Readiness	Leverage	Endurance	Essential Important OR Nice to Know
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Simplifying Response to Intervention — Solution Tree

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Ohio | Department of Education

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Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
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Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	**Target(s)**	1) Unit tests: a. Group A = students will pass 4 out of 5 unit tests with a score of 70% or better. b. Group B = students will pass 4 out of 5 unit tests with a score of 80% or better. c. Group C = students will pass 4 out of 5 unit tests with a score of 90% or better. 2) Performance task: a. Group A = students will demonstrate basic proficiency (a score of 3 or better) b. Group B = students will demonstrate proficiency (a score of 4 or better) c. Group C = students will demonstrate advanced understanding (a score of 5 or better)

SCI

More Samples (Link)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	We administered the President's Challenge Physical Fitness Test during the first two weeks of school in order to establish a baseline on each student. There are three fitness levels delineated by the Challenge: 1) Participant Physical Fitness Award (scoring below the 50th percentile on at least one activity) 2) National Fitness Award (scoring at or above the 50th percentile on all five activities) 3) Presidential Physical Fitness Award (scoring at or above the 85th percentile on all five activities)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
		Reading Music: The first week of class I administered a basic test in reading music that included: • reading whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, ¾, 4/4, 6/8 meters • reading melodies in both the treble and bass clefs • identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression Students could score between 0-10. 26 students (58%) scored between 7-10 points (showing proficiency), 9 students (20%) scored between 4-6 points, and 10 students

PE & Music

More Samples (Link)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	All 56 students successfully passed 9th grade Ancient Civilizations course. However, given the vastly different content, I do not think that their grades from that course are a meaningful baseline for this course. Therefore, I will base my targets on the performance of similar groups of students in past years.
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	**Target(s)**	1) End-of-Unit Tests: All students (56/56) will pass at least 6 out of 7 tests with a score of 65% or better. In addition, half of all students (approximately 28/56) will pass at least 6 out of 7 tests with a score of 80% or better. 2) Final Research Paper: 25% of students (14/56) will score Approaching Expectations (a passing score) on the research paper. 50% of students (28/56) will score Meeting Expectations on the research paper. 25% of students (14/56) will score Exceeding Expectations on the research paper.
	Rationale for Target(s)	These targets are based on the performance of similar groups of students on this same curriculum and assessments in past years. The lower tier reflects the minimal expectation for students to be proficient in the course. However, I want to also set a higher tier to ensure that I push those students for whom the minimal expectation is not sufficiently rigorous.

Social Studies

More Samples (Link)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	I administered a pre-test both as a formative assessment of students' knowledge coming into the course, and to create tiered targets for my SLO. Based on the pre-test, all students will be able to access the course content and achieve a basic level of proficiency. Some students (approximately 35% or 21/59) are entering the course with solid foundational knowledge, as evidenced by their pre-test, and so I expect that they will be able to achieve a higher level of proficiency.
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	**Target(s)**	1) All students (59/59) will pass all 6 unit tests (70% is a passing score). In addition, 50% of the students (approximately 21/59) students will pass 5 out of 6 unit tests with an 85% or better. 2) All students will complete an end-of-course final project. All students (59/59) will score at least a 70% (Approaching Expectations) on the final project. Approximately 60% of students (30/59) will score at least an 80% (Meeting Expectations) on the final project rubric.

Health

Preponderance of Evidence

A standard of proof that must be met by a plaintiff if he or she is to win a civil action.

http://legal-dictionary.thefreedictionary.com/Preponderance+of+Evidence

- The quantum of evidence that constitutes a preponderance cannot be reduced to a simple formula.
- A preponderance of evidence has been described as just enough evidence to make it more likely than not that the claim is true.

PLC Critical Questions:

1. What do we expect students to learn? **Prioritize Standards: Essential, Important, and Nice to Know**
2. How do we know when they have learned it? **Build rigorous interim and formative assessments**
3. How will we respond when students don't learn? **Analysis leads to Action: WHY are students struggling?**
4. How will we respond when students have learned? **Analysis leads to Action: HOW do we deepen understanding?**

Simplifying Response to Intervention

Solution Tree

Next Steps … START SMALL

1. With whom will we collaborate this year?
2. Prior to each unit of instruction, identify one or more big idea (essential standard) for students to master.
3. Begin with the unit test and assure:
   - ✓ Essential standards have sufficient evidence (SR & FR)
   - ✓ Align and vary RIGOR (Depth of Knowledge levels)
   - ✓ Align to high stake format, use sample items
4. Analyze "why students struggle on essentials?" and "How do we deepen learning?"
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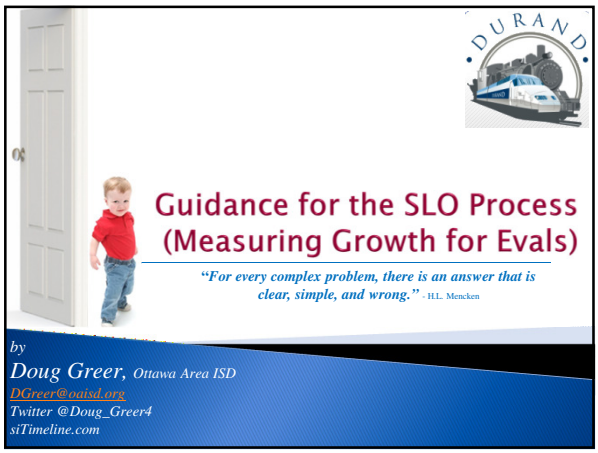
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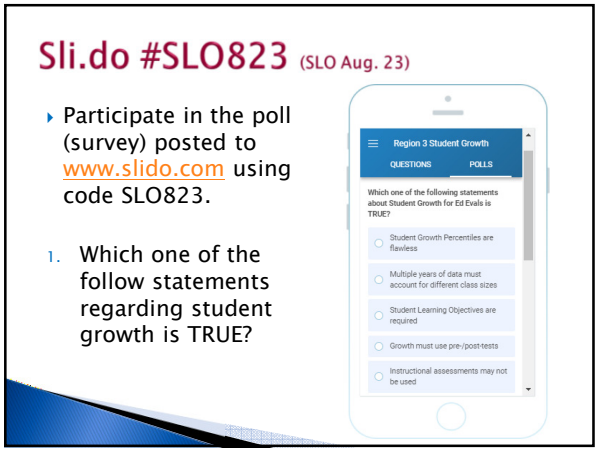
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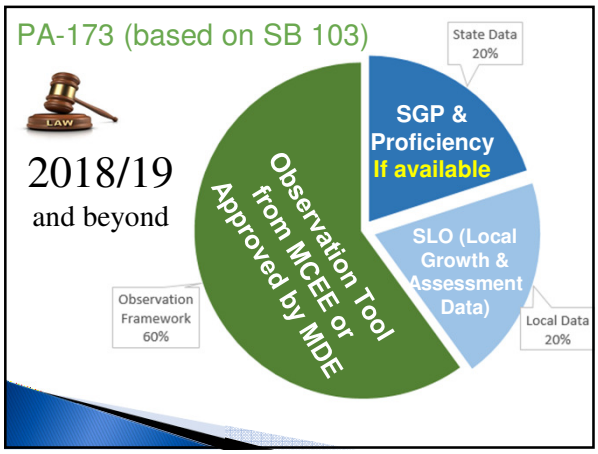

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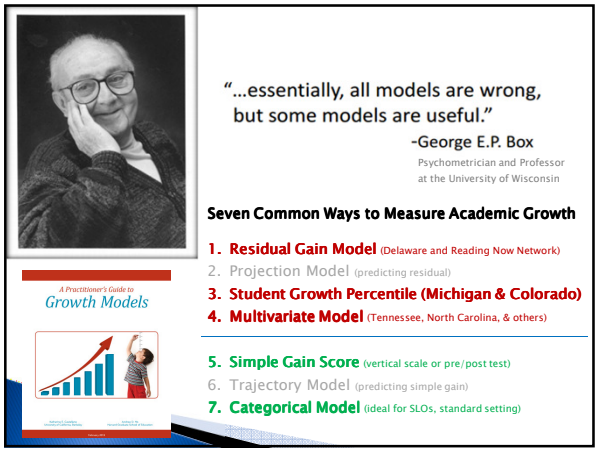

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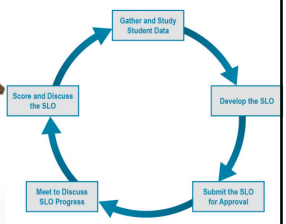

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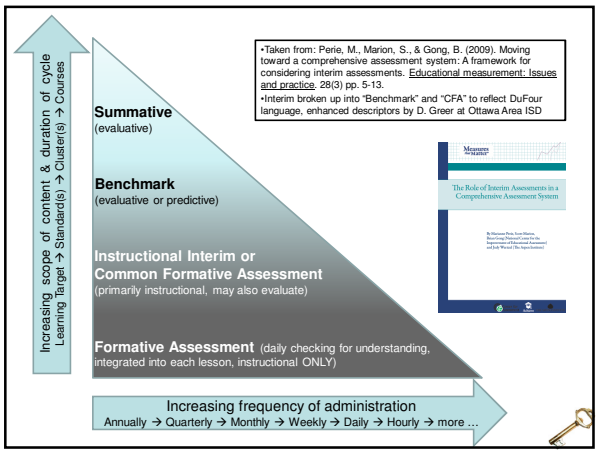

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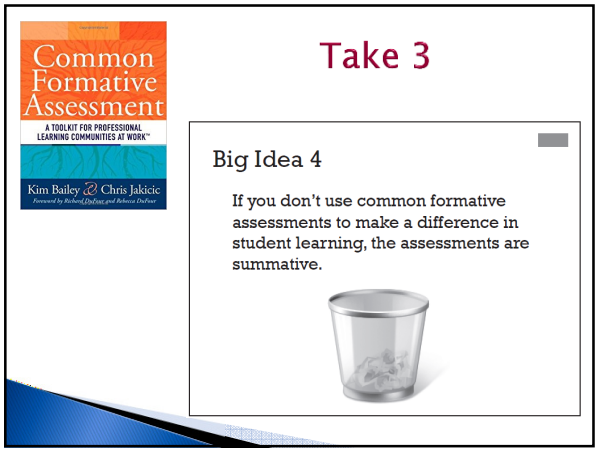

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	Baseline Data / Information	In order to gauge students' incoming content knowledge, I administered the Chemical Concepts Inventory during the first week of school. It is a multiple choice instrument composed of one- and two-tiered non-mathematical conceptual questions based on common student misconceptions about general chemistry topics (ex. Does the rust from a completely rusted iron nail eight more, less, or the same as the nail it came from?). I adapted the inventory from one that was created for first year college students, so I expected student scores to be quite low. Not surprisingly, the average across my three sections of CP Chemistry was 36%. From these results I was able to determine that most students are coming into this course with limited knowledge of concepts central to chemistry as well as some misconceptions about properties of matter, behavior of atoms and molecules, etc. However, I did find that 9 students scored significantly higher than their peers (scores of 60% or better) and that 12 students scored significantly lower than their peers (scores of 10% or lower). Based on this, I have created three groups: Group A = 12 students who scored <10% on chemistry inventory Group B = students who scored between 11% and 49% on chemistry inventory Group C = students who scored > 50% on chemistry inventory
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	**Target(s)**	1) Unit tests: a. Group A = students will pass 4 out of 5 unit tests with a score of 70% or better. b. Group B = students will pass 4 out of 5 unit tests with a score of 80% or better. c. Group C = students will pass 4 out of 5 unit tests with a score of 90% or better. 2) Performance task: a. Group A = students will demonstrate basic proficiency (a score of 3 or better) b. Group B = students will demonstrate proficiency (a score of 4 or better) c. Group C = students will demonstrate advanced understanding (a score of 5 or better)

SCI

More Samples (Link)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	We administered the President's Challenge Physical Fitness Test during the first two weeks of school in order to establish a baseline on each student. There are three fitness levels delineated by the Challenge: 1) Participant Physical Fitness Award (scoring below the 50th percentile on at least one activity) 2) National Fitness Award (scoring at or above the 50th percentile on all five activities) 3) Presidential Physical Fitness Award (scoring at or above the 85th percentile on all five activities)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
		Reading Music: The first week of class I administered a basic test in reading music that included: • reading whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, ¾, 4/4, 6/8 meters • reading melodies in both the treble and bass clefs • identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression Students could score between 0-10. 26 students (58%) scored between 7-10 points (showing proficiency), 9 students (20%) scored between 4-6 points, and 10 students

PE & Music

More Samples (Link)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	All 56 students successfully passed 9th grade Ancient Civilizations course. However, given the vastly different content, I do not think that their grades from that course are a meaningful baseline for this course. Therefore, I will base my targets on the performance of similar groups of students in past years.
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	**Target(s)**	1) End-of-Unit Tests: All students (56/56) will pass at least 6 out of 7 tests with a score of 65% or better. In addition, half of all students (approximately 28/56) will pass at least 6 out of 7 tests with a score of 80% or better. 2) Final Research Paper: 25% of students (14/56) will score Approaching Expectations (a passing score) on the research paper. 50% of students (28/56) will score Meeting Expectations on the research paper. 25% of students (14/56) will score Exceeding Expectations on the research paper.
	Rationale for Target(s)	These targets are based on the performance of similar groups of students on this same curriculum and assessments in past years. The lower tier reflects the minimal expectation for students to be proficient in the course. However, I want to also set a higher tier to ensure that I push those students for whom the minimal expectation is not sufficiently rigorous.

Social Studies

More Samples (Link)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	I administered a pre-test both as a formative assessment of students' knowledge coming into the course, and to create tiered targets for my SLO. Based on the pre-test, all students will be able to access the course content and achieve a basic level of proficiency. Some students (approximately 35% or 21/59) are entering the course with solid foundational knowledge, as evidenced by their pre-test, and so I expect that they will be able to achieve a higher level of proficiency.
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	**Target(s)**	1) All students (59/59) will pass all 6 unit tests (70% is a passing score). In addition, 50% of the students (approximately 21/59) students will pass 5 out of 6 unit tests with an 85% or better. 2) All students will complete an end-of-course final project. All students (59/59) will score at least a 70% (Approaching Expectations) on the final project. Approximately 60% of students (30/59) will score at least an 80% (Meeting Expectations) on the final project rubric.

Health

Preponderance of Evidence

A standard of proof that must be met by a plaintiff if he or she is to win a civil action.

http://legal-dictionary.thefreedictionary.com/Preponderance+of+Evidence

- The quantum of evidence that constitutes a preponderance cannot be reduced to a simple formula.
- A preponderance of evidence has been described as just enough evidence to make it more likely than not that the claim is true.

PLC Critical Questions:

1. What do we expect students to learn? **Prioritize Standards: Essential, Important, and Nice to Know**
2. How do we know when they have learned it? **Build rigorous interim and formative assessments**
3. How will we respond when students don't learn? **Analysis leads to Action: WHY are students struggling?**
4. How will we respond when students have learned? **Analysis leads to Action: HOW do we deepen understanding?**

Simplifying Response to Intervention

Solution Tree

Next Steps … START SMALL

1. With whom will we collaborate this year?
2. Prior to each unit of instruction, identify one or more big idea (essential standard) for students to master.
3. Begin with the unit test and assure:
   - ✓ Essential standards have sufficient evidence (SR & FR)
   - ✓ Align and vary RIGOR (Depth of Knowledge levels)
   - ✓ Align to high stake format, use sample items
4. Analyze "why students struggle on essentials?" and "How do we deepen learning?"
5. Meet on a regular basis, even if just for 15 min. to discuss one struggle students experienced and how we might deepen their learning.