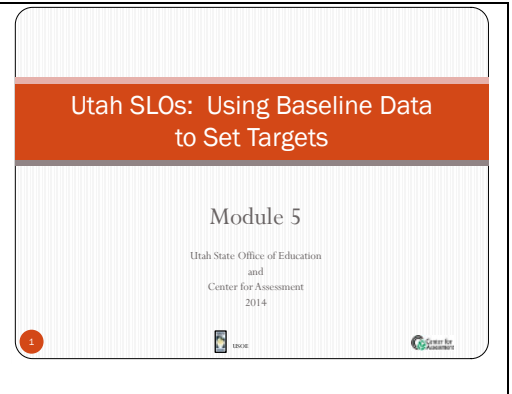


Utah SLOs: Using Baseline Data to Set Targets

Module 5

Slide 1:

Welcome to the Utah State Office of Education's **Using Baseline Data to Set SLO Targets Module 5**. We have prepared a series of six modules with a focus on the needs of teachers that will help you to deepen your understanding of the SLO components as well as the information that supports it. In order to expand your knowledge of SLOs we suggest you view each of the modules and to use the [Utah SLO Guidelines and Toolkit](#) to assist in your learning about SLOs. You may also wish to visit the Center for Assessments SLO Toolkit at www.nciea.org.



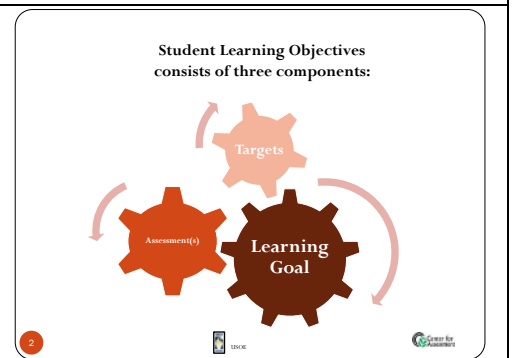
Slide 2:

Student Learning Objectives consists of three components: a learning goal, assessment(s), and **targets**.

Targets are the expected student outcome by the end of the instructional period. In order to determine the expected student outcomes on the identified SLO assessments, it is first necessary to consider students' current and actual performance by examining **baseline data**.

In other words, baseline data and information allows teachers to consider how students are currently achieving on **pre-requisite knowledge** in order to determine how they will perform on the new learning.

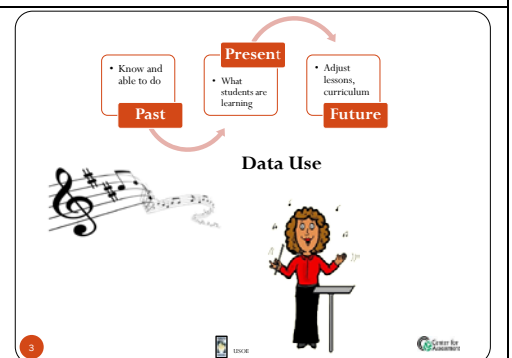
Let's explore this further through Janet's 9th grade vocal music class.



Slide 3:

Janet understands that **data** must drive instruction and they aid in keeping teachers accountable for student learning. She likes to think of data as helping to show the **past** – what students coming into my class know and are able to do, **present** – what students are learning as a result of my teaching, and **future** – how can I adjust lessons, curriculum, and assessments for current and future students.

Janet knows that data provide a way to confirm what her students are learning and the extent to which they are making progress towards her goals and targets.



Slide 4:

Prior to the use of SLOs, Janet didn't view data as relevant to her. When she heard the word "data" she imagined cumbersome spreadsheets, stacks of student reports, and lists of cold, hard numbers.

But what she soon realized was that data are everywhere and she was collecting them on a regular basis, but didn't recognize it. Her data came from student attendance, behavior, quizzes, observing and listening to student performances, types of feedback she gave to students, grades, as well as previous musical experiences. These data allowed her to identify student levels of performance, interventions or challenging materials necessary and meaningful patterns of student progress.



Slide 5:

The Target planning section of the SLO template asks Janet to:

Describe the data, courses, assessments, and/or experiences used to establish expected outcomes for students achieving proficiency of the learning goal.

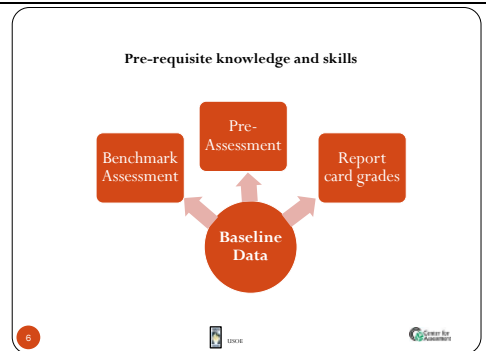
Targets: Targets are used to effectively project levels of proficiency toward the Learning Goal. Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different student subgroups, as appropriate.

Planning Information for setting Targets used to establish Educator Evaluation Ratings	
Describe the courses, past assessments, and/or experiences used to establish expected Target outcomes for students' understanding of the Learning Goal.	

Slide 6:

She knows that this section refers to **baseline data**. She also knows that this includes information about students' level of performance at the "start" of the instruction. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-assessment, or other evidence of students' learning that measure the **pre-requisite knowledge and skills** necessary for the course.

Janet knows that it is necessary to select the appropriate assessments or sources of evidence in order to make better make sense of how her students will perform on the important academic indicators for her course.



Slide 7:

Janet's SLO Learning Goal states:

Students will demonstrate proficiency when reading prepared music illustrating proper skills and techniques including augmentation and diminution, pitch, meter, rhythm, tone, expression and dynamics, and articulation and diction.

Final SLO Learning Goal	
From the SMART review above, finalize the SLO Learning Goal .	Students will demonstrate proficiency when reading prepared music illustrating proper skills and techniques including augmentation and diminution, pitch, meter, rhythm, tone, expression and dynamics, and articulation and diction.

Slide 8:

Throughout the year her assessments allow for students to perform both teacher- and student-selected pieces which include a variety of musical elements. These performances are recorded to provide formative feedback, as well as a score from a five-point rubric with specific descriptors for each level that are aligned to the musical elements.



My Heart Will Go On Love Theme from 'Titanic'

✓ Augmentation & diminution
 ✓ Pitch
 ✓ Meter
 ✓ Rhythm
 ✓ Tone
 ✓ Expression & dynamics
 ✓ Articulation & diction

Slide 9:

The students in Janet’s vocal music class have a range of knowledge and experience and it is critical for Janet to understand what they know about vocal music. This knowledge is not only important for her to determine her instruction and how to differentiate it, but also to know the level of achievement they will have by the end of the course.

Janet’s Vocal Music Class
 Rubric


	5	4	3	2	1
Augmentation & diminution					
Pitch					
Meter					
Rhythm					
Tone					
Expression & dynamics					
Articulation & diction					

Slide 10:

She considers the types of information that will be helpful to her in determining her students’ starting points. She considers:

- Results from prior year assessments or tests that assess knowledge and skills that are pre-requisites for her course.
- Results from assessments in other subjects, including teacher or school generated tests, and state tests that assess related pre-requisite knowledge and skills.
- Results from a performance task at the beginning of her course that focuses on the enduring understandings.
- Students’ performance on the work assigned in the first few weeks of the course. This information could provide her with a picture of her students’ level of preparedness and she can gather them through assignments, surveys, observational checklists, and/or anecdotal notes.
- Historical data, such as students' portfolios, projects, or grades in previous classes.

Which information??



- Prior year music assessments
- Assessments in other subjects
- Performance assessment
- Class assignments
- Surveys
- Observational checklist
- Anecdotal notes
- Grades

Slide 11:

She decides to use the following information as her **baseline data**:

- A class survey of prior experiences in a formal chorus (e.g., elementary school, church, etc.), including ability to read music and to execute musical notation
- A basic test in reading music
- Vocal music assessments from 8th grade (for those who participated)
- Individual performance on a simple song
- Group performance on a simple song

MUSIC **Baseline Data**

- Class survey of prior experiences in a formal chorus including ability to read music and to execute musical notation
- Basic test in reading music
- Vocal music assessments from 8th grade (for those who participated)
- Individual performance on a simple song
- Group performance on a simple song

Slide 12:

She believes this information will provide her with an understanding of her students' **pre-requisite knowledge and skills**. She says:

"Students do not have an opportunity to take vocal music until 8th grade, and many students have not sung in ensembles since elementary school. Most students were not required to read music to perform in ensembles; however, this is a requirement for high school vocal music.

The survey will allow me to identify the formal choral, private lessons, and/or other musical experiences of each student, including whether they were expected to read music.

The basic test in reading music will allow me to identify the extent that each student can read music.

And the performance will provide me with their ability to demonstrate technical accuracy and tone, expression and dynamics, articulation and diction, and rhythm.

Finally, for those students who participated in vocal music during the previous year, their vocal music assessments will indicate their ability.

All of these data will allow me to determine the baseline groups, their actual abilities, and the expected targets."

"Students do not have an opportunity to take vocal music until 8th grade, and many students have not sung in ensembles since elementary school. Most students were not required to read music to perform in ensembles, however, ..."

Slide 13:

Janet knows that no single assessment can tell her all that is needed to make well-informed decisions. The use of multiple data sources will allow her to form a more comprehensive picture of the students' understanding of the SLO Learning Goal, and more likely get as close as possible to her students' true starting points. She also wants to use multiple data sources when making and supporting informed instructional decisions, as well as when setting her SLO targets.

Survey, Reading Music, Performance

Comprehensive Picture of Student Understanding

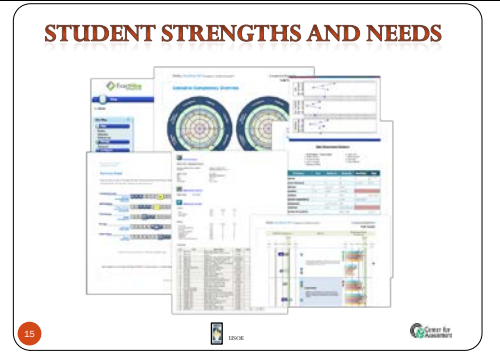
Slide 14:

Once the data has been collected, Janet will need to examine and interpret it in order to form a comprehensive picture of the students in her class. Using multiple data sources help to highlight similar areas of student strengths and weaknesses, and she can then be more confident in the starting points and the targets she establishes. By considering areas of relative strength and weakness Janet can determine the targets of students relative to the SLO.



Slide 15:

However, Janet also knows that when one assessment shows students struggling in a particular skill and another assessment shows them performing well in that skill, she will need to look closely at the items on both assessments to try to identify the source of discrepancy. Although this may not always be possible, the use of more than one data source will help to shed light on the particular aspects of the knowledge and skills in which students struggle or are successful.



Slide 16:

Knowing her students' general level of achievement by using baseline data lets Janet set SLO targets that are both rigorous, yet attainable, for the students in her class. Starting points enable her to determine the amount of progress that students will make during the course. Janet has determined that the starting points for her students lend itself to three levels of preparedness for the curricular focus of the Learning Goal.

Expected SLO Targets

Identify the **past performance** (e.g., grades, test scores, etc.) of students in the identified courses, assessments, or other sources of information to **categorize student levels** as their starting points prior to instruction and learning.

	Low	Average	High

Using students' starting points, identify the **number or percentage of students** expected at each **Target** based on available data about their performance(s). Include any appropriate subgroups.

Slide 17:

Reflect on the Baseline Data necessary in your course for developing SLOs :

- What are the pre-requisite knowledge and skills needed for students to be successful in your class?
- What sources of baseline data would allow you to determine the pre-requisite knowledge and skills of your students?
- How will you group your students based on the information obtained from the baseline data?

Baseline Data Reflection

- What are the pre-requisite knowledge and skills needed for students to be successful in your class?
- What sources of baseline data would allow you to determine the pre-requisite knowledge and skills of your students?
- How will you group your students based on the information obtained from the baseline data?