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| Teacher | SLO Learning Goal Statement | Baseline Data | Teacher’s Rationale for Baseline Data Choices |
| Ms. Anderson  Elementary School Art Teacher | Students in grade 3 will be able to create portraits from observation in a variety of mediums (including drawing with oil pastels, printmaking, collage, and painting) that show evidence of problem solving using basic visual arts concepts (including visual composition, color, shape, as well as a mixture of representational and expressive techniques). | * K-2 art portfolios * Pre-assessment of a self-portrait from memory * Pre-assessment of a self-portrait using a mirror * Self-reflection of portraits | *“Examining this cohort’s portfolios with the K-2 art teacher will showed that while students were working with line, color, shape, and pattern, they were not obviously constructing composition, relating parts to the whole, developing attention to detail, or mixing representational and expressive techniques. During the first week of class, I asked students to draw a self-portrait from memory and then gave students individual mirrors to do an observation of their face and draw a self-portrait with paper and pencil. I asked each student to reflect on the choices they made regarding concept and technique and to explain those choices verbally. Through this assessment I was able to determine baseline information on which techniques students relied on using in their art, which they were comfortable using in descriptive speech, and how they articulated their process and choices. Using all of the data I was able to determine the expected targets for each identified group.”* |
| Mr. Franklin  Grade 8  Chorus Teacher | Students will demonstrate proficiency reading music using standard notation and performing four pieces that illustrate a variety of genres, skills, and techniques including augmentation and diminution, pitch, meter, rhythm, tone, expression and dynamics, and articulation and diction. | * Class survey of prior experiences in a formal chorus (e.g., elementary school, church, etc.), including reading music, and executing musical notation * Basic test in reading music * 7th grade choral assessments (for those who participated) * Individual performance on a simple song * Group performance on a simple song | *“Students do not have an opportunity to take chorus until 7th 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 chorus. 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 the students 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 chorus last year, their choral assessments will indicate their ability. All of these data will allow me to determine the baseline groups and the expected targets.”* |
| Mr. Fredericks  Grade 10  French 2 Teacher | Students will demonstrate proficiency in reading, writing, and speaking basic French, including knowledge of vocabulary (related to travel, school, emotions, food, the workplace, sports/hobbies, and the family), the ability to conjugate regular and irregular verbs in the past, present, and future tenses, and knowledge of the geography and culture of the French-speaking world. | * French 1 class data (grades, available assessments, interview with French 1 teacher) * French 1 content assessment as a pre-test of foundational skills * Individual/group conversations with each student to assess oral expression | *“This is the highest level of World Language required by the district. However, whether ending herein their pursuit of further study of the language or continuing their study, a solid foundation in basic French including the broader vocabulary, more nuanced grammar, and increased attention to elocution and reading comprehension in upper-level French is necessary. Although class grades and assessments will help me to gain an understanding of what students are able to demonstrate, the teacher interview will provide me with each student’s specific strengths and weaknesses. By administering the pre-test and having individual and/or group conversations I will be able to confirm the students’ preparedness for the course as well as to determine what needs to be reviewed after the summer break. Using this data I was able to establish three groups: Group 1-in need of some remediation; Group 2-adequately prepared; Group 3-highly prepared/possibly in need of some enrichment; and I was able to establish the targets for each group.”* |
| Ms. Sampson  Grade 11  Culinary Arts II Teacher | Students will develop culinary knowledge and practical skills needed to be career-ready for entry-level culinary-prep positions including sanitation and safety, knife skills, use of large and small equipment, varied food preparation, nutritional values, receiving and storage, management and employability skills, and customer service. | * Culinary Arts I course assessment * Culinary Arts I final grade * Class survey of prior experiences in culinary arts outside of the school experience (e.g., catering, restaurant, etc.) * Interview with grade 10 English teachers about writing strengths and needs for those students who struggled with the written component of the course assessment * Hands-on tasks and new materials assigned in the first two weeks of class to confirm established targets | *“All students in Culinary Arts II have taken and passed Culinary Arts I, including the course assessment. The assessment has both a written part and a performance part. Analyzing both of these sections of the assessment, along with grades in the Culinary Arts I will provide me with the baseline information needed to sort students into three groups: students who excel at both the written and performance portions, students who excel at the performance portion but struggle more with the written component, and students who need remediation in Culinary Arts I basics. In addition, the interviews with the grade 10 English teachers will allow me to validate the struggles that students are having on the written portion of the assessment, and to determine how to provide support for them. Finally, students that are serious about working in the culinary arts often have summer and/or school year experiences working in the field. The survey allows me to know how to provide challenges for those students who have gained additional experience.”* |

Baseline Data EXAMPLE (Grade 5 Physical Education example)

Use the following worksheet to help guide the identification of appropriate baseline data to consider collecting, reviewing, and analyzing to set SLO Targets.

*Suggested discussion questions:*

1) How is this process similar to what you already do? How is it different?

2) What do you find interesting about this process? How do you think this process might improve instructional practice?

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| **Learning Goal**  *What do my students need to know or be able to do?* | *My fifth grade students will understand, monitor, and be able to explain in writing how physical fitness and nutrition influence their health and wellness.* |
| **Baseline Data**  *What data are available for me to review?* | * *Interviews with previous year and current year teachers on basic math skills (necessary for calculating calories, nutritional facts, portions, distance, etc.) and writing skills* * *Student writing portfolios* * *Previous success in physical education courses* * *State assessment from 4th grade (mathematics)* |
| *What do these data tell me about my students?* | *I was able to identify the students that had a solid grasp of 4th grade mathematical skills as well as those students that are able to communicate well in writing. In addition, these baseline data provided me with information about which students would be in need of additional support in mathematics, writing, or in both.* |
| *Do these data impact my Learning Goal? (If yes, revise and reexamine the baseline data.)* | *No, based on the baseline information, a majority of the students will be able to calculate the necessary information and to be able to communicate their learning about the influence of physical fitness and nutrition on their health and wellness.* |
| *How will I group students for my Targets based on these data (e.g., whole group, tiered, individual)?* | *Because students are expected to demonstrate their understanding of the physical education/health content in conjunction with using math and writing skills, the baseline data indicate that students should be grouped in the following tiered Targets:*   * *Students who demonstrate a solid understanding of 4th grade mathematics and writing skills.* * *Students who have some understanding of 4th grade mathematics and/or writing skills.* * *Students who struggle with 4th grade mathematics and/or writing skills.* |
| *How will I set my Targets based on these data (e.g., progress, mastery, combination)?* | *Targets will be set as a combination because the majority of the students were stronger in their math and writing skills than students from previous years. Therefore, I would expect:*   * *100% of students in the high group to demonstrate proficiency or above on the summative assessment,* * *80% of the average group to demonstrate proficiency on the summative assessment and the other 20% to grow by 1 level from the baseline data (mathematics and writing).* * *100% of the low group to grow by at least 1 level from the baseline data.* |
| *What other data do I need and how can I gather these data? (Consider Mid-Instructional Period data and conference to alter beginning of year Targets.)* | *A student writing sample from a Wellness journal that includes how they calculate potential calories burned, distance walked/run, a tally of calories consumed from what they eat and drink, a counting of servings from the different food groups, and a reflection on how they felt before, during and after the physical activity. This journal entry will allow me to identify how the students currently apply their math and writing skills within the context of physical education.* |
| *Do these new data alter the Targets or groups?* | *After three weeks of reviewing journals as part of the baseline data, my Targets have changed. Students in the average group are stronger than expected and are performing as well as the students in the high group. The students in the low group are, however, in need of support. Therefore, I would expect:*   * *100% of students in the high and average group to demonstrate proficiency or above on the summative assessment,* * *100% of the low group to grow by at least 1 level from the baseline data.* |

Baseline Data Worksheet

Use this worksheet to practice thinking about how to use baseline data to set SLO Targets for student growth. Be sure to use the example you already discussed to help you with this process.

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| **Learning Goal**  *What do my students need to know or be able to do?* | *Students will read and analyze a variety of maps from different locations and times in order to draw a conclusion, citing evidence on how changes in geographic features have affected people or places.* |
| **Baseline Data**  *What data are available for me to review?* |  |
| *What do these data tell me about my students?* |  |
| *Do these data impact my Learning Goal? (If yes, revise and reexamine the baseline data.)* |  |
| *How will I group students for my Targets based on these data (e.g., whole group, tiered, individual)?* |  |
| *How will I set my Targets based on these data (e.g., progress and growth, mastery, combination)?* |  |
| *What other data do I need and how can I gather these data?* |  |
| *Do these new data alter the Targets or groups?* |  |