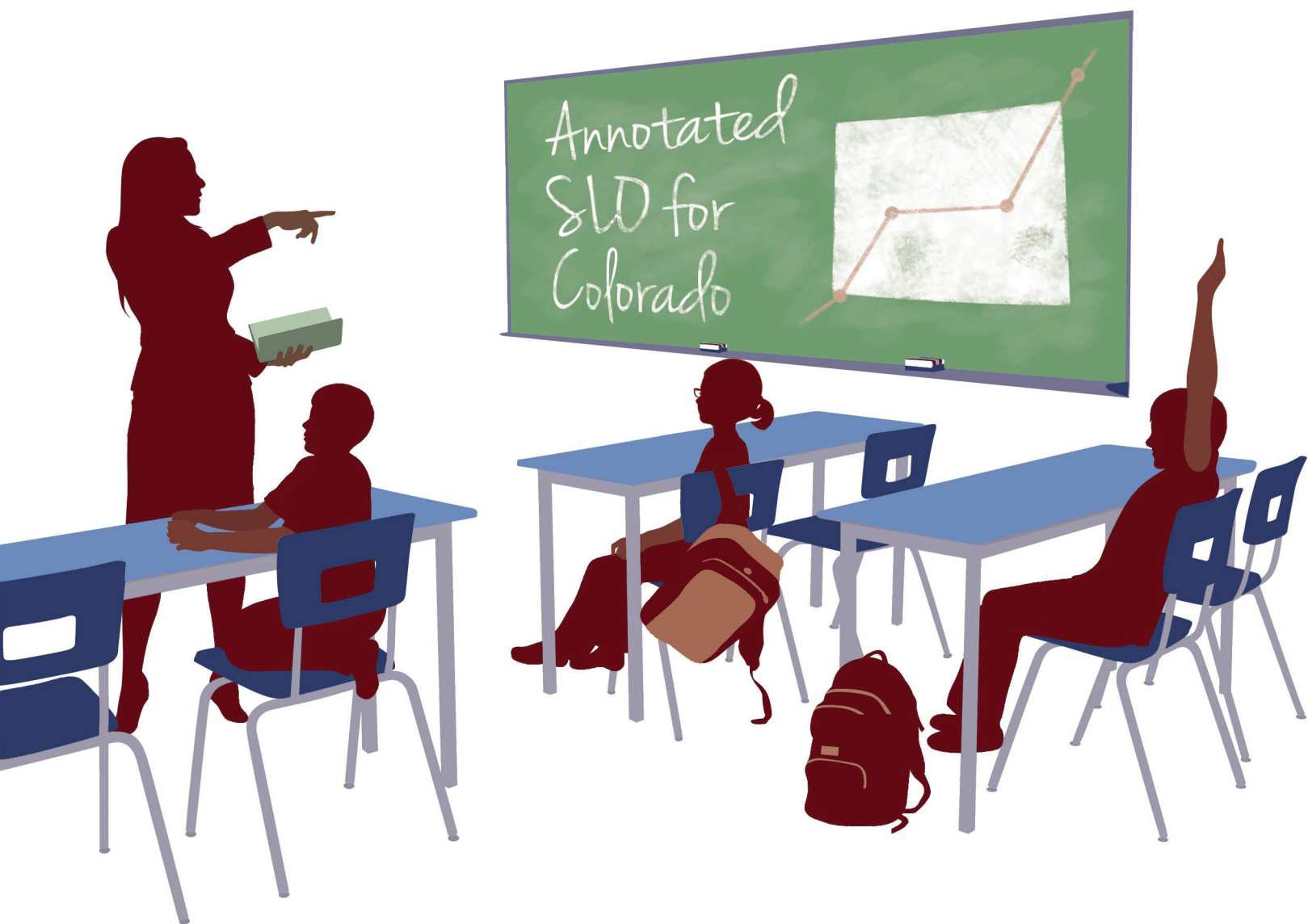# Reform Support Network

Annotated
SLO for
Colorado

Colorado Student Learning Objective
Advanced Placement English Literature (Grade 12)

May 2013

Table of Contents

Reform Support Network

Introduction

What is an SLO?

As States and school districts implement educator evaluation systems that include measures of student growth, one of the challenges they face is identifying measures for non-tested grades and subjects. The use of student learning objectives (SLOs) is one promising approach to addressing this challenge. Structurally, an SLO consists of several "elements" that describe a specific learning objective for a particular student population as well as a specific, systematic process for how an educator can identify and implement strategies to track progress toward that goal and achieve it.

What is an Annotated SLO?

The Reform Support Network (RSN) has developed a series of annotated SLOs to orient readers around their structure, provide analysis and suggest specific actions to strengthen the SLO's quality. Each annotated SLO, such as the one in this document, provides analysis and suggestions for improvement for each individual element within the SLO as well as the SLO as a whole. States, school districts, colleges, universities and others can use the RSN's collection of annotated SLOs, the "SLO Library," to prepare teachers and administrators to develop high-quality SLOs or to improve SLOs that they have already developed.

The SLO Library is not a collection of exemplary SLOs. The RSN designed the library as a teaching tool, so most of the jurisdictions intentionally provided the library with SLOs that vary in quality. They also vary in their subject areas and grade levels. Each SLO review identifies and discusses both strengths and areas for improvement. It is up to the reader, then, not to mimic the SLOs found in the library but to extrapolate lessons learned from them to produce new, original and high quality SLOs.

How to Use This Document

The RSN intends for the SLO Library to support any stakeholder actively engaged in learning about or implementing SLOs: State departments of education, school districts and schools, teachers implementing SLOs, administrators leading an SLO process and colleges of education interested in adding SLO coursework to their teacher or administrator preparation programs.

Each annotated SLO begins with contextual information for the jurisdiction that produced the SLO and then presents each element of the SLO in sequence. Each element begins with the jurisdiction's actual description of it, which is followed by the text of "an author" from the jurisdiction. Think of the author as the teacher(s) or school district administrator(s) who actually wrote the SLO. The language from the jurisdiction's description comes from the jurisdiction's SLO template or other guidance materials. The author's text comes from the SLO provided by the jurisdiction. Both sections are unedited.

The subsequent section, "Review of the Author's Text and Potential Improvements," is the focus of the library and should be of greatest interest to the reader. This section analyzes the text written by the author from the jurisdiction and provides considerations for improving the quality of the individual element.

An overall summary of the entire SLO follows the presentation of the elements and concludes the review of the SLO.

The appendix contains what the RSN calls an "element comparison tool," which links the name of the element used by this jurisdiction to the standardized term used in the SLO Library. The comparison table intends to provide readers with the means to compare elements across SLOs, even if they are called by different names.

Colorado Contextual Information

SLO Implementation Timeline	
School year the jurisdiction piloted or plans to pilot SLOs without stakes for teachers[1]	2012–2013 (pilot year) 2013–2014 (will not count towards the loss of non-probationary status)
School year the jurisdiction piloted or plans to pilot SLOs with stakes for teachers[2]	N/A
School year began or plans to begin large scale implementation	2013–2014 (will not count towards the loss of non-probationary status) 2014–2015 (large-scale implementation)
SLO Development and Approval	
Who develops SLOs?	The local educational agency (LEA) decides.
Are collectively developed SLOs permitted (for example, by teams of teachers and administrators)?	Yes
Who approves SLOs?	The LEA decides.
SLO Use in Evaluation	
Are SLOs required or optional for use in evaluating educators?	Optional
Are SLOs the sole measure of student growth in the evaluation system? If not, what other measure(s) does the jurisdiction use?	No. SLOs are not currently used in evaluation, but starting in 2013–2014, SLO-inspired measures may be used in evalua-tions. Other measures may include growth targets on State tests, growth targets on district assessments and overall school growth.
Does the jurisdiction use SLOs to determine educator compensation?	The LEA decides.
What weight does the SLO carry in determining the summative rating for teachers in the jurisdiction's evaluation system?	The LEA decides. Each teacher must have at least 2 measures (one collective and one individual), and these measures may be SLOs. The total of these measures must add up to 50 percent of a teacher's evaluation.
What weight does the SLO carry in determining the summative rating for administrators in the jurisdiction's evaluation system?	The LEA decides.
SLO Implementation	
How many SLOs are required for most teachers?	The LEA decides.
How many SLOs are required for most school administrators?	The LEA decides.
Which teachers and administrators are required to use SLOs?	The LEA decides.
SLO Assessment	
Who selects which assessments are used for SLOs?	The LEA decides.
Are there standards or required development processes for assessments created by teachers, schools, or districts? If so, what are they?	The SEA has created assessment inventory templates and an assessment review tool to support LEAs. LEAs are required to "seek to ensure" that assessments used for evaluation purposes be fair, valid and reliable.
What types of assessments are permitted?	The LEA decides.
Are performance or portfolio-based assessments permitted for SLOs?	Yes
Are commercially available assessments permitted for SLOs?	Yes

[1] SLOs will not be used in educator evaluations
[2] SLOs may be used in educator evaluations

Student Learning Objective: Advanced Placement English Literature (Grade 12)

Element List

Rationale

Standardized Name
Rationale

JURISDICTION'S DESCRIPTION OF THE ELEMENT

Choose the rationale of your objective

Using the dropdown menu, select the Rationale that supports this objective.

AUTHOR'S TEXT FOR THE ELEMENT

This objective supports the unified improvement plan goals.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author provides a general statement of alignment with the unified improvement plan goals. This student growth objective (SGO) for advanced placement (AP) English would be stronger if it was more specific about exactly how the objective aligns with the unified improvement plan. Further, greater clarity about why the author selected the specific standards also would improve this SGO.

The author might consider identifying multiple school goals that align with State standards. This would ensure consistency across initiatives and reinforce the focus of the school. In addition, the author might consider explaining the choice of this particular learning content over other content.

Population

JURISDICTION'S DESCRIPTION OF THE ELEMENT

Describe the population of your objective

Who are you going to include in this objective?

AUTHOR'S TEXT FOR THE ELEMENT

34 (12th grade) students enrolled in AP English Literature and Composition.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author identifies the total number of students impacted by the SGO (34), though it is unclear if this represents some or all students enrolled in the course.

The author might consider attaching the student roster and describing individual student needs and experiences based on a review of the pre-assessment and additional data sources. Knowledge of students would inform SGO development and implementation. It would also help to specify special populations, if the SGO includes them in the targeted population.

Interval of Time

JURISDICTION'S DESCRIPTION OF THE ELEMENT

Choose the interval of time of your objective

Using the dropdown menu, select the Interval of Time for this objective.

AUTHOR'S TEXT FOR THE ELEMENT

One school year

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author identifies one school year as the time interval for the SGO.

He or she might consider adding a beginning and end date for the teaching period and, in particular, when the teacher will administer the post-assessment.

Assessment

JURISDICTION'S DESCRIPTION OF THE ELEMENT

Choose the body of evidence of your objective

Using the list box menu, select up to six Assessments for this objective's body of evidence. (PC users hold 'ctrl' to select or deselect multiple selections. Mac users hold Command -⌘ to select or deselect multiple selections.)

AUTHOR'S TEXT FOR THE ELEMENT

Other: Prior AP Examination Writing Prompts

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author identifies prior advanced placement (AP) examination prompts as potential assessments, though it is unclear which and how many will be used. In a later element, the author distinguishes between two different types of content prompts, one for poetry and one for prose. Without viewing the prompts, it is unclear how they align with the learning content selected for this SGO. Given that they were used in past examinations, the prompts are field-tested.

The SGO focuses on a critical portion of the course content. Consider including additional measures or identifying a specific number of prompts, as well as rubrics and/or scoring guides for each. The jurisdiction allows for up to six assessments, so the author can be clearer about the number of prompts teachers will use to assess learning.

Finally, to clear up any confusion, the author should state explicitly that she plans to administer two pre-assessments and one post-assessment.

Baseline

JURISDICTION'S DESCRIPTION OF THE ELEMENT

Baseline Data: Your principal/manager will use the district content guidelines and the collaborative process to agree on measureable student growth objectives. Baseline is the pre-assessment data. The baseline data will include a short summary of student assessment scores for your body of evidence.

AUTHOR'S TEXT FOR THE ELEMENT

2 AP Essay Pretest Prompts (Poetry, August; Prose, January) Baseline scores for Poetry Assessment; AP Rating/# Scoring at Baseline 0:0; 1:1; 2:8; 3:5; 4:12; 5:7; 6:1; 7-9:0.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

Student pre-assessment scores, arranged by groups of students with like scores, allow for a more precise understanding of class performance. The author suggests a timeline when teachers will administer two different types of pre-assessments, one for poetry in August and one for prose in January.

Attaching the referenced AP writing rubric would clarify the skills students must acquire to achieve at specific performance levels. Including a roster with specific student baselines and targets would add clarity to the specific pre-assessment score distribution and provide teachers with an important touchstone as they individualize instruction. Gathering and analyzing performance data (for example, portfolios and assessment data) for student learning in previous related courses would enrich the analysis of students' baselines and provide a rationale for why the author sets 60 percent as the expectation for the share of students who will meet the objective.

Finally, the author plans to administer two pre-assessments, one for poetry and one for prose, but does not explain how to combine the scores of the pre-assessments to create one pre-assessment score or if the teacher will use the second pre-assessment as the measure of progress. Explaining those details would prevent confusion when teachers and evaluators meet to determine if, in fact, the SGO has been met.

Expected Growth

JURISDICTION'S DESCRIPTION OF THE ELEMENT

Expected Growth (Scroll Down to complete): Student growth is based on individual student growth, not class averages. Growth is measured from pre-assessment to post- assessment. What is your expected growth?

AUTHOR'S TEXT FOR THE ELEMENT

60% of the students will increase their reading comprehension and interpretation proficiency to a level 6 rating on the AP Writing Rubric (modified). In the case of the student who may score at the 6 level rating on the pretest assessment, the student will increase proficiency a minimum of one level rating. (0-5 essay writing rating equivalent to a 0-2 examination score; 6-7 equivalent to a 3-4 examination score; 8-9 equivalent to a 4-5 examination score.)

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The SGO establishes two tiers for expected growth, one for students who score zero to five on the pre-assessment and another for those who score six or more. The teacher expects 60 percent of students to meet the goal of the SGO. Given the rigor of AP examinations, this expectation might be high. The rigor of the expectation is ultimately unknown, however, because the author does not attach a rubric, provide additional data about the prior performance of the 34 students or present historical data about how past students performed in the class.

Attaching the prompts and the rubric could confirm that the expectation for growth is rigorous. Providing a roster of students with individual pre-assessment data and projected growth targets will further improve the quality of the SGO by contributing precision to how the calculation of each student's growth contributes to the SGO outcome. Including historical data about past student performance would also help teachers and evaluators determine if the goal is rigorous enough.

Finally, this SGO calls for administering two pre-assessments at two particular points in the year. Yet, at no point does the author mention a post-assessment. To strengthen the SGO, the author could specify when students will take a post-assessment, and note that it too will be a prompt from a previous AP examination.

Learning Content

JURISDICTION'S DESCRIPTION OF THE ELEMENT

Describe the learning content of your objective

For more information See the SGO Common Core Standards Document.

AUTHOR'S TEXT FOR THE ELEMENT

Read, comprehend and interpret complex literary texts, demonstrating proficiency by writing arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

For content, the author identifies several specific skills that the SGO will address, interpreting complex texts and using valid reasoning, for instance. It is unclear, however, with which standards or items in the syllabus the content aligns.

SGOs work best when the author selects important content (like the material chosen here) that students must master to progress to another level of learning. The author could strengthen this SGO by describing how learning the content will affect students now and in the future, and by identifying the specific standards with which the content aligns.

Strategies

JURISDICTION'S DESCRIPTION OF THE ELEMENT

Describe the strategies you will use to meet your objective

What methods of teaching are you going to use? See the SGO Strategies Document.

AUTHOR'S TEXT FOR THE ELEMENT

realia analysis (previous student AP Exam essays), graphic organizers (RAFT, TP-CASTT, Soapstone, SIFT), manipulatives (outlines, templates, formula writing), modeling, quick writing, timed writing, self-editing/rewriting, peer review and editing, multi-media/oral presentations, collaborative study, guided practice/guided reading, literature and writing circles. Eight (8) primary assessments (pre, mid, post, 3 timed, 2 guided - approximately 1 every 2 weeks).

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author identifies several effective strategies (for example, collaborative study and guided practice).

He or she could strengthen this element by focusing on the key strategies and providing more description of how the teacher will use them in class. This would help evaluators who may not have content knowledge understand the connection between content, instruction and the objective. For instance, it is not likely that all evaluators will know how teachers can use "realia" and "manipulatives" to achieve the goal of this SGO. This additional information would help administrators and others support teachers should they need help with the instructional strategies.

Overview of Colorado Advanced Placement English Literature (Grade 12)

The learning content of this AP English SGO is critical for current and future student success. The pre- and post-assessment measures are field-tested. However, it is difficult to determine if the pre-assessment scores reflect student performance against the standards implicit in the identified learning content. This is because the author does not provide the assessment/scoring rubric for review. Finally, the targets appear to be rigorous, but it is difficult to know for certain. This is because the SGO does does not provide historical data on past student performance that would allow evaluators and teachers to determine if the 60 percent target is rigorous. Breaking pre-test scores down by individual student and supplementing them with additional data points would help in that determination.

Appendix: Tool for Comparing SLO Elements Across Jurisdictions

Colorado Element Name	Standardized Name
Rationale	Rationale
Population	Student Population
Interval of Time	Interval of Instruction
Assessment	Assessments
Baseline	Baseline
Expected Growth	Student Growth Targets
Learning Content	Learning Content
Strategies	Instructional Strategies