

Growing Your SLO:

Discussion Forum for SLO Reflection

Directions: Using your current SLO, Growth Assessment Set and available results, reflect upon the design, strengths and weaknesses of the SLO. This document is designed to provide a space for your notes and thoughts as well as advice you receive from your professional learning community, evaluator or other discussion partners.

General Information	
School:	
Course/Grade	
SLO Content or Skill Focus Area(s):	
SLO General Result or Outcome:	

General SLO Observations & Comments	<i>Your Thoughts</i>	<i>Discussion & Feedback Notes</i>
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. <i>What were Strengths of the SLO? What were some challenges you faced?</i> 2. <i>How did students respond to assessment?</i> 3. <i>Were there administration issues?</i> 4. <i>How is this assessment much alike/different compared to other assessments given at different points in the semester?</i> 		

Element 1 SLO: Learning Goal & Alignment

Focus	<i>Your Thoughts</i>	<i>Discussion & Feedback Notes</i>
Learning Goal		
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. <i>How can you tell if this a learning goal that is central to the course curriculum?</i> 2. <i>Would you plan to change the learning goal next time? WHY?</i> 		

SLO Standard Alignment		
	Guiding Questions: <ol style="list-style-type: none">1. <i>How are selected Standards or Learning Objectives reflected in the assessments?</i>2. <i>How is the assessment tightly aligned to the learning goal of the SLO?</i>3. <i>In the future, does the learning goal OR assessment need to be adjusted?</i>	

Element 2: Assessment Construction & Design

Focus	Your Thoughts	Discussion & Feedback Notes
Distractor Design <i>(Multiple Choice Only)</i>	<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. Do the selected response questions (ie: multiple choice) have classified distractor types which can be analyzed? How are they classified? 2. What evidence shows the quality/strength of distractors (wrong answers)? (ie: Do the distractors help you understand student misconceptions? Or do the questions have “throwaway” answers) 3. How is the ratio of Mult. Choice to Open Ended questions appropriate for your course?(ie: Does it reflect ratios of in-class activities? Does the assessment go beyond only DOK1 Vocabulary Multiple Choice?) 	
Data Utilization	<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What resulting data provided by these assessments is helpful teaching information to you? 2. Does this assessment provide information that can affect classroom choices? 	

Validity		
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. <i>What evidence shows the assessment accurately measures what it was designed to measure (valid)?</i> 2. <i>How can you tell if your your questions are free from cultural, gender, etc. bias?</i> 3. <i>What indicators show questions are written with direct language comprehensible to all students?</i> 		
Reliability Between Administrations		
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. <i>Is there a protocol/method to ensure consistency between classes? (ex: same testing environment, directions)</i> 2. <i>How can you be sure your rubric for all open ended questions are reliable: producing repeatable results when used on multiple students or at multiple points in time?</i> 		
Balanced Assessment		

Guiding Questions:

1. *How do you know your assessment is balanced with appropriate amounts of questions at each level of cognitive demand?*
2. *What is the % of questions at DOK1 vs DOK 2 vs DOK 3 or 4?*

Element 3: Growth Target

Focus	Your Thoughts	Discussion & Feedback Notes
Growth Data		
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What indicators do you have that both administrations produce comparable data? (ie: Assessment questions are 1:1 mirrored so qu 1 matches qu 1 on the pre/post, or is is variable by qu # or not mirrored at all?) 2. How have you determined that there the same ratios of DOK1:2:3:4 on both assessments? 3. What tools did you use to be sure they both measure the same standards? 		
Grouping of Students		
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How were students grouped? 2. Was this an effective method, or should students have been separated differently? 		

Expectations		
	<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. <i>How do you know the expectation of the target was both rigorous and realistic?</i> 2. <i>What data did you have to set expectations?</i> 3. <i>How might they be set differently in the future?</i> 4. <i>Does the assessment set provide useful information to reflect on teaching, learning and student growth?</i> 	
Instructional Changes		
	<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. <i>Why do you believe (not believe) instructional techniques could be tied to these assessment results?</i> 2. <i>How has the SLO influenced your teaching thus far?</i> 	