

# Sample SLO:

5. The Results, or the end of interval student performance and teacher performance. (Based on the measures—did students achieve the targets set for them and did the teacher meet the expected growth for the SLO?)

**RESULTS:** Summarize the raw data for each performance group and overall student performance toward target. The following rubric will be used to score the educator's SLO.

## Data Summary

What does the overall data say about student performance? Did students meet the performance targets set for them? Did 75% of the students meet the performance targets set by the teacher?

Group 1 Target: It is expected that all of these 8 students will move at least one level on the rubric. RESULTS: Of the 8 students who started the year in this group 7 of them were still a part of the class when the assessments were given. 5 out of the 7 students moved at least one level on the rubric from their starting level of 1 to level 2 (Approaching Grade Level); 71% of these students met the performance target set for them.

Group 2 Target: It is expected that all of these students move at least one level on the rubric and 10 out of the 16 students will move at least two levels on the rubric. RESULTS: There were 16 students in this group to start the school year and only 13 of them were still enrolled at the time the assessments were given. Of those 13 remaining 9 moved two levels on the rubric and 4 moved 1 level on the rubric. 1 of the students who moved out of the class was expected to move two levels on the rubric. Based on the data for these students= 100% met the performance target set for them.

Group 3 Target: It is expected that all of these students move at least one level on the rubric and that 2 out of the 4 move at least two levels on the rubric. RESULTS: All of these students remained the class for the entire instructional interval. All of them moved at least one level on the rubric but only 1 of them moved two levels. Based on this data for these students= 75% of these students met the performance targets set for them.

OVERALL: 82% of the students met the performance targets that were set for them at the beginning of the instructional interval.

# Slo Samples First Grade

**Sarah Bonner, Peggy Chen**



## **Slo Samples First Grade:**

*Using Formative Assessment to Support Student Learning Objectives* M. Christina Schneider, Robert L.

Johnson, 2018-08-06 As student learning objectives become an increasingly prominent approach to setting goals and growth measures in schools teachers competence in formative assessment is essential Using Formative Assessment to Support Student Learning Objectives introduces current and future educators to SLOs as tools for shaping career and college ready students Written in concise and straightforward language and replete with step by step exercises real life examples and illustrative charts this useful guide provides pre and in service educators with the theoretical background and practical tools needed to implement the latest SLO research in their classrooms *Municipal Journal* ,1915 *Central California Coastal Prehistory* Terry L Jones, Georgie Waugh, 1995-12-31 **Second Language Instruction/acquisition Abstracts** ,1996

*Systematic Classroom Assessment* Sarah Bonner, Peggy Chen, 2019-03-22 Systematic Classroom Assessment promotes a fresh vision of assessment for student learning and achievement Using a framework that positions assessment as both an iterative purposeful cycle of inquiry for teachers as well as a coherent system of activities through which students engage in their own learning this framework for classroom assessment is unique in incorporating self regulated learning motivation and non cognitive processes Key components such as assessment for learning feedback emerging technologies and specific content areas are treated in depth and fundamental principles like reliability validity and fairness are approached from the classroom perspective *Manufactured Milk Products Journal* ,1929 *The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 1* Timothy S. Brophy, 2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music *The Farmer's Weekly* ,1925 **The Billboard** ,1928 Teacher Evaluation That Makes a Difference Robert J. Marzano, Michael D. Toth, 2013-06-14 In this essential new book best selling author and researcher Robert J Marzano and teacher effectiveness expert Michael D Toth lay out a framework for the next generation of teacher evaluation a model focused primarily on helping educators develop and improve their practice By taking into account multiple accurate data rich measures of teacher performance and student growth the model ensures that all teachers receive fair meaningful and reliable evaluations The book includes Standards rubrics and suggested rating methodologies A detailed five phase plan for implementing the model Guidelines for calibrating evaluation criteria according to teachers experience levels A step by step guide to creating a coaching program for teachers who require intervention and Recommendations for using technology platforms to enable teacher collaboration Teacher evaluation has too often focused on affixing ratings to teachers rather than helping them grow into mastery The practical field tested model proposed in *Teacher Evaluation That Makes a Difference* has everything your school or district needs to provide teachers and by extension their students with the support necessary for success

**Textile World** Walter S. Kelley, Henry G. Lord, Walter Bradford Guild, Henry Gratton Kittredge, Samuel Sherman

Dale, Charles Hiram Clark, Vernon E. Carroll, Clarence Hutton, 1881-, Douglas Gordon Woolf, 1917 Curriculum Internationalization and the Future of Education Dikli, Semire, Etheridge, Brian, Rawls, Richard, 2018-02-23 In an effort to enhance the quality of education universities and colleges are developing programs that help faculty and staff internationalize curriculum These programs will purposefully develop the intercultural perspectives of students Curriculum Internationalization and the Future of Education is a critical scholarly resource that examines the steps taken to diversify a number of courses from various disciplines and addresses the challenges with curriculum internationalization Featuring coverage on a broad range of topics such as active learning student engagement and grounded globalism this book is geared towards academics upper level students educators professionals and practitioners seeking current research on curriculum internationalization **The Saturday Evening Post**, 1917 Learning Gain in Higher Education Christina Hughes, Malcolm Tight, 2021-01-29 Responding to the larger amount of students that are bearing an increasing proportion of the costs of their participation in higher education this volume pays attention to the issue of what higher education does for its students What do students gain from engaging in higher education and how might this be accurately measured **The New Handbook of Research on Music Teaching and Learning** Richard Colwell, Carol Richardson, 2002-04-18 Featuring chapters by the world's foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original Handbook of Research on Music Teaching and Learning published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars Daily Commercial Report and Market Review, 1885 **System**, 1917 *Fertilizer Abstracts*, 1970 *Factory*, 1917 Vols 24 no 3 v 34 no 3 include International industrial digest *Farmer's Weekly*, 1925

## Decoding **Slo Samples First Grade**: Revealing the Captivating Potential of Verbal Expression

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