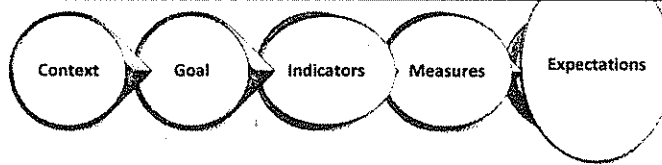


# STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).

\*This SLO is not an exemplar, it is to be used for training purposes only.\*



## 1. Classroom Context

<b>1a. Name</b>	Ray Krebbs	<b>1b. School</b>	Southfork HS	<b>1c. District</b>	Southfork S.D.
<b>1d. Class/ Course Title</b>	Environmental Science	<b>1e. Grade Level</b>	Grade 11	<b>1f. Total # of Students</b>	90
<b>1g. Typical Class Size</b>	30	<b>1h. Class Frequency</b>	Daily	<b>1i. Typical Class Duration</b>	43 minutes

## 2. SLO Goal

<b>2a. Goal Statement</b>	Biological diversity directly impacts the ability of an ecosystem.
<b>2b. PA Standards</b>	<u>S11.A.3.1, S11.B.1.1, S11.B.3.1</u>
<b>2c. Rationale</b>	Students need to be able to explain how adaptations, degree of specialization, and behavior of organisms affect the niche they fill within their ecosystem.

## 3. Performance Measures (PM)

<b>3a. Name</b>	PM #1: Biome Experiment PM #2: Biodiversity Assessment PM #3: Tractor Physics Report PM #4: PM #5:	<b>3b. Type</b>	<input checked="" type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input checked="" type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other:
<b>3c. Purpose</b>	PM #1: This experiment has students test the effects of biodiversity on self-created biomes. PM #2: This objective test assesses the students' knowledge environmental factors that affect an ecosystem. PM #3: This multipage report has students explore how the engineering of tractors has improved the growth of agriculture over the years. PM #4: PM #5:	<b>3d. Metric</b>	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input checked="" type="checkbox"/> Growth and Mastery
<b>3e. Administration Frequency</b>	PM #1: Once during the unit taught (March) PM #2: Once after the unit is taught (April) PM #3: Once (November) PM #4: PM #5:	<b>3f. Adaptations/ Accommodations</b>	<input checked="" type="checkbox"/> IEP <input type="checkbox"/> ELL <input type="checkbox"/> Gifted IEP <input type="checkbox"/> Other

<b>3g. Resources/ Equipment</b>	PM #1: 10 Gallon Glass Biomes and related supplies per student PM #2: Textbook Assessments on Biodiversity PM #3: AAM (American Agricultural Manuals) from 1956-2013, Access to the Farmers' Online Index, Select Tractor Digest Journal Articles PM #4: PM #5:	<b>3h. Scoring Tools</b>	PM #1: Biome Experiment Rubric PM #2: Biodiversity Assessment Scoring Key PM #3: Tractor Comparison Chart PM #4: PM #5:
<b>3i. Administration &amp; Scoring Personnel</b>	PM #1: Science Teacher PM #2: Science Teacher PM #3: Ag. Ed. Teacher PM #4: PM #5:	<b>3j. Performance Reporting</b>	PM #1: Summary list of students who meet PI mastery target PM #2: Summary list of students who attain proficiency/advanced on the assessment PM #3: Summary list of students who demonstrate growth. PM #4:

#### 4. Performance Indicators (PI)

<b>4a. PI Targets: All Student Group</b>	PI Target #1: 70% of the students will score proficient or advanced on the Biome Experiment Rubric PI Target #2: Students will score 60% or higher on the Biodiversity Assessment PI Target #3: Students will demonstrate how improvements to the engineering of modern tractors have made agricultural output grow by 30% in recent years. PI Target #4: PI Target #5:															
<b>4b. PI Targets: Focused Student Group (optional)</b>	PI Target #1: N/A PI Target #2: PI Target #3: PI Target #4: PI Target #5:															
<b>4c. PI Linked (optional)</b>	N/A	<b>4d. PI Weighting (optional)</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">PI</th> <th style="width: 50%;">Weight</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>25</td> </tr> <tr> <td>#2</td> <td>25</td> </tr> <tr> <td>#3</td> <td>50</td> </tr> <tr> <td>#4</td> <td></td> </tr> <tr> <td>#5</td> <td></td> </tr> </tbody> </table>		PI	Weight	#1	25	#2	25	#3	50	#4		#5	
PI	Weight															
#1	25															
#2	25															
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#### 5. Elective Rating

<b>5a. Level</b>	<u><b>Failing</b></u> 0% to 65% of students will meet the PI targets.	<u><b>Needs Improvement</b></u> 66% to 74% of students will meet the PI targets.	<u><b>Proficient</b></u> 75% to 90% of students will meet the PI targets.	<u><b>Distinguished</b></u> 90% to 100% of students will meet the PI targets.
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

<b>5b. Rating</b>	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u><b>Notes/Explanation</b></u>
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_