SOUTH DAKOTA SLO ASSESSMENT PLANNING GUIDE

<u>Directions</u>: Complete each step of the planning guide and address all prompted questions. Completing the SLO Assessment Planning Guide is useful for all teachers working through the SLO Process and is strongly recommended for teachers that do not have access to pre-made assessments.

STEP ONE: IDENTIFY PRIORITY CONTENT AND STANDARDS

Identify the Grade Level, Course or Class	*What grade level, content area, course or class(es) will be the focus of your SLO?*

Prioritize Learning Content	*What is the most important learning that needs to occur during the instructional period? Specify which standard(s) are addressed.*

STEP TWO: CONNECT CONTENT TO STUDENT LEARNING EXPECTATIONS

What do your want your students to KNOW?	

What do you want your students to UNDERSTAND?	

What do you want your students to DO?	

STEP THREE: CONNECT LEARNING EXPECTATIONS TO ASSESSMENT CRITERIA

What do you need to assess to ensure mastery of the priority content? *Check all that need to be included in the assessment used in the SLO process.*			
KNOWLEDGE (Webb Level 1)	SKILL (Webb Level 2)	REASONING (Webb Levels 2, 3, 4)	PRODUCT (Webb Levels 2, 3, 4)
☐	☐	☐	☐

Interval of Instruction	*What is the time period in which student growth is expected to occur? Identify a timeline for teaching the priority content.*

Provide Rationale	*How do content, learning expectations and assessment criteria contribute to student growth? Explain why you chose the assessment criteria.*

STEP FOUR: CONNECT ASSESSMENT CRITERIA TO ASSESSMENT TYPE

Which type of assessment is most appropriate for identified content and criteria?			
☐	☐	☐	☐
Selected Response and Short Answer	Extended Written Response	Performance Assessment	Personal Communication
• Multiple choice • True/false • Matching • Fill in the blank • Labeling			

Will you need a rubric to conduct the assessment?	
YES	NO
☐	☐

If you need a rubric, do you currently have an appropriate rubric?	
YES	NO
☐	☐

Will you use an identical pre- and post-assessment?	
YES	NO
☐	☐

Progress Update Considerations	How will you check for student understanding at the mid-point? Detail the rationale for your formative assessment strategies.

STEP FIVE: CONSIDER ASSESSMENT QUALITY

How will you address ALIGNMENT?	

How will you address STRETCH?	

How will you address VALIDITY?	

How will you address RELIABILITY?	

STEP SIX: SELECT OR CREATE AN ASSESSMENT

What specific assessment(s) will be used throughout the SLO process? *Determine whether you have access to an assessment, need to modify an assessment or need to create an assessment.*		
I HAVE ACCESS	I NEED TO MODIFY	I NEED TO CREATE
☐	☐	☐

Provide Rationale	**Why are you moving forward with your current assessment plan?** *Explain your answer.*

Available Resources	**If you are modifying or creating an assessment, what books or websites will you use as resources?** *List the resources below.*	
	BOOKS	WEBSITES

Collaborators	**If you are modifying or creating an assessment, will you collaborate with other teachers or administrators during the process?** *List names below.*

RESOURCES: WEBSITES AND HELPFUL BOOKS

WEBSITES

myOER - http://www.myoer.org/

Disaggregated standards, blueprints, and checklists - http://sdccteachers.k12.sd.us/

Common Core Standards - http://www.doe.sd.gov/octe/commoncorestandards.aspx

State Standards - http://www.doe.sd.gov/ContentStandards/index.aspx

Intel Website - http://www.intel.com/content/www/us/en/education/k12/assessing-projects/strategies.html

SD Assessment Portal - http://doe.sd.gov/oats/SDAP.aspx

BOOKS

Classroom Assessment for Student Learning, Doing it Right – Using it Well, Richard Stiggins, Judith Arter, Jan Chappuis, and Stephen Chappuis, 2006