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**Step 2: SLO Assessments**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Attach **assessments** and if applicable, attach the **Assessment Checklist, Question/Task Complexity Analysis, and Standards Alignment Worksheet** for the selected assessment.

|  |
| --- |
| **Assessment**   * What assessment(s) will be used to measure student growth for this SLO? * At this point, apply focus on the final, summative assessment – how are you going to determine how students have learned in relation to the learning goal? |
|  |

* **Assessment Approval**

Based on review, the SLO approval status is one of the following:

|  |
| --- |
| **Approved** |
| * The SLO uses approved assessment(s) that are tied to the learning objectives of the course. * The assessments meet the district standards for rigor & complexity. |

|  |
| --- |
| **Not Approved** |
| * The SLO does not meet the criteria and expectations outlined in the SLO Framework. * The SLO requires revision in the areas identified below. * Please make the suggested changes and resubmit the assessment.   Evaluator Feedback/Suggestions: |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Signature Date

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**Step 2: Assessment Standards Alignment Worksheet**

(Completed by Teacher – turn in with Step 2)

Grade Level/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment Type:

* Selected Response (multiple choice, matching, true/false)
* Short Answer (brief constructed response, complete table)
* Extended Response (essay, multi-step response)
* Product (research paper, model, multimedia, portfolio)
* Performance (demonstration, presentation, performance)

Use this worksheet to align your assessment to the [new Illinois Learning Standards](http://www.isbe.state.il.us/ils). List the standards that are covered in your assessment and indicate which assessment questions correspond. If a question aligns to more than one standard, please list that question multiple times.

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| Illinois Learning Standard | Question Numbers |
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**Step 2: Question/Task Complexity Analysis**

(Completed by Teacher – turn in with Step 2)

Grade Level/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use this worksheet to demonstrate that assessment questions cover a full range of knowledge and skills. Not all questions have to be categorized; your objective is to provide evidence that all levels of questioning are present.

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| --- | --- | --- | --- |
| Level | Definition | Verbs | Question Numbers |
| Recall/Reproduce | Remember previously learned facts, definitions, and terms | List, Define, Identify, Match, Recall, Give Examples, Name |  |
| Application of Skill/Concepts | Use information or conceptual knowledge, multiple steps | Estimate, Compare, Organize, Interpret, Categorize, Use, Summarize, Paraphrase, Explain |  |
| Reasoning | Requires use of strategic thinking, analysis, use of evidence, planning | Critique, Construct, Differentiate, Compare, Justify, Infer, Formulate, Combine, Plan |  |
| Stretch/Extended Thinking | Process multiple factors or variables, complex thinking, make judgments, compile ideas for different purpose. | Appraise, Conclude, Defend, Design, Synthesize, Create, Predict, Prove |  |

**Assessment Accessibility:**

What kinds of accommodations or modifications are appropriate for this assessment?

* Extended Time
* Alternate Setting
* Visual/Auditory assistance
* Assessment Reader
* Answer Dictation
* Adaptive Technology
* ELL
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Step 2: Assessment Approval Checklist**

(Completed by Evaluator – Step 2)

Grade Level/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **CRITERION** | **CONSIDERATIONS** |
| Alignment | Items/tasks cover key subject/grade level content standards.  Items/tasks represent instructional **Objectives** defined by targeted standards.  Items are grade level appropriate.  A sufficient number of items are present to measure each instructional **Objective**. |
| Evidence and Feedback |  |
| Rigor and Complexity | Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course.  25% of the items require content from **Level 1 of the Task Complexity Analysis**.  50% of the items require content from **Level 2 & 3 of the Task Complexity Analysis**.  25% of the items require content from **Level 4 of the Task Complexity Analysis**.  Multiple-choice questions are appropriately rigorous or complex. (e.g. multi-step)  Key content standards are assessed at greater depths of understanding and/or complexity. |
| Evidence and Feedback |  |
| Format | Items are written clearly.  The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders.  Some standards are assessed across multiple items/tasks.  Item types and length of the assessment are appropriate for ths subject/grade level.  Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of mastery. |
| Evidence and Feedback |  |