

Student Learning Objectives (SLO)

Analysis of Student Growth in 2013–2014, by Type and Source of Assessment

Lisa Schmitt, Ph.D.
Shaun Hutchins, Ph.D.

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Overall, results support teachers' use of the AISD common SLO assessments, which include multiple choice and rubric/performance-based assessments across subject areas. The growth students demonstrated (Figure 1) and the percentage of students who met growth targets (Figure 2) were comparable for AISD common assessments and teacher-made rubric/performance-based assessments.

Figure 1.
Students' pretest performance and measured growth did not differ for AISD common multiple choice, common rubric/performance-based, and teacher-made rubric/performance-based assessments.

Measured student growth on teacher-created multiple choice SLO assessments was significantly worse than growth on other SLO assessments, even when controlling for pretest performance.

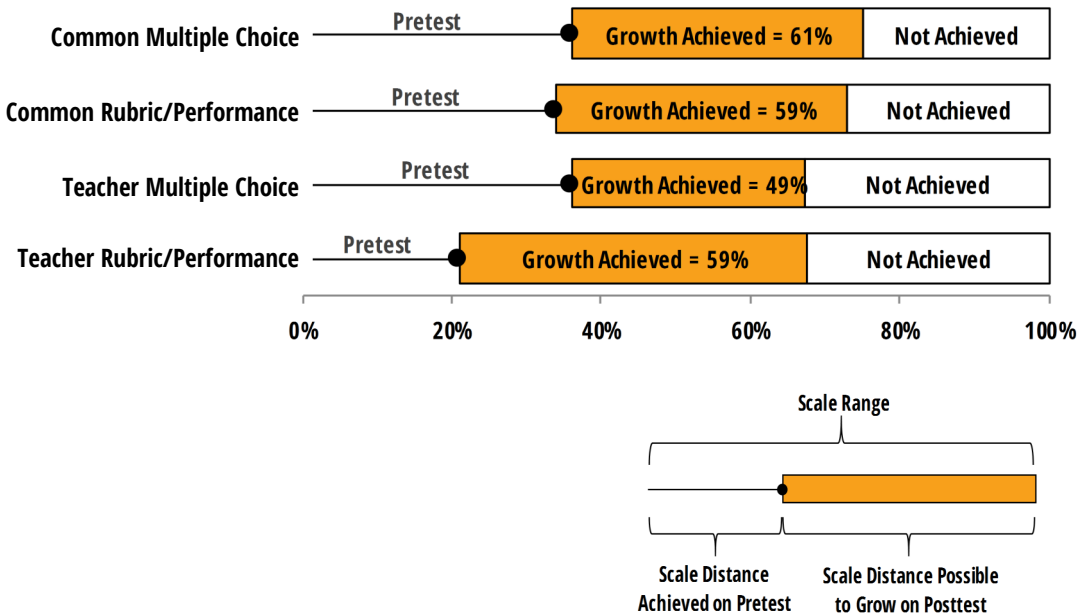
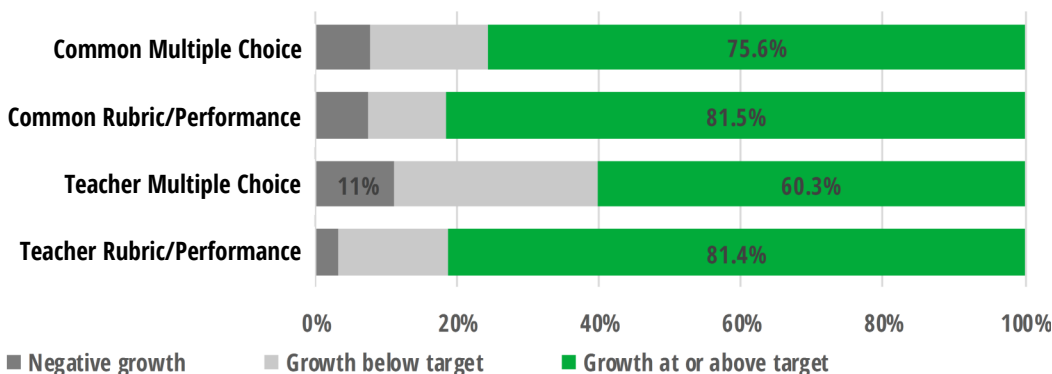


Figure 2.
At least 75% of students met SLO growth targets on AISD common multiple choice, common rubric/performance-based, and teacher-made rubric/performance-based assessments.

The percentages of students who met growth targets was lowest for teacher-created multiple choice SLO assessments. Additionally, scores on teacher-created multiple choice SLO assessments were more likely than other SLO assessments to decline from the beginning to end of year.



SLOs contribute 15% to a teacher's overall appraisal.

Teachers may earn different appraisal points according to the SLO assessment type they use. The difference in average points teachers would earn is greatest between common rubric/performance-based assessments and teacher-made multiple choice assessments.

Common Multiple Choice:

- 45.4 appraisal points

Common Rubric/Performance-based:

- 48.9 appraisal points

Teacher Multiple Choice:

- 36.2 appraisal points

Teacher Rubric/Performance-based:

- 48.8 appraisal points

