



## Foreign Language Association of Chairpersons and Supervisors

[www.flacs.org](http://www.flacs.org)

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### LOTE SLO Q & A

#### References:

<http://engageny.org/wp-content/uploads/2012/03/slo-guidance.pdf>

<http://engageny.org/wp-content/uploads/2012/05/APPR-Field-Guidance.pdf>

#### 1. What is the purpose of the Student Learning Objective (SLO)?

Encourages educators to engage in a goal-setting process in which learning goals are established that are informed by student performance data and aligned with district and school priorities and will lead to higher academic performance by students.

#### 2. What are the basic components of the SLO?

\*Student population: Which students are being addressed?

\*Learning Content: What is being taught? Which standards are the focus in this goal?

\*Interval of Instructional Time: How long is the instructional period of the course?

\*Evidence: Which assessments or work products will be used to measure the goal?

\*Baseline: What is the starting point of student learning?

\*Target and HEDI Criteria: What is the expected target by the end of the course?

\*HEDI Criteria: How will it be determined whether students met the performance goals?

\*Rationale: Why this target, assessment and learning content?

### 3. Which subjects need SLOs?

Teachers of subjects for which there is no State-provided measure of student growth need SLOs.

Teachers of LOTE fall into the "Other subjects" category on the NYSED chart depicting SLO needs:

4-8 Other Subject Teachers		<ul style="list-style-type: none"><li>• 1 SLO for each subject/assessment</li><li>- (SLOs must cover classes with largest numbers of students until a majority of students are covered)</li></ul>
9-12 Other Subject Teachers		<ul style="list-style-type: none"><li>• 1 SLO for each subject/assessment</li><li>- (SLOs must cover classes with largest numbers of students until a majority of students are covered)</li></ul>

Example: A MS Spanish teacher has 3 Spanish 8 (75 students) classes and 2 Spanish 7 classes (50). If the total population of her Spanish 8 classes covers more than half of the teacher's total student case load, this teacher will only need 1 SLO.

If a HS French teacher has 2 French 2 classes (50 students), 2 French 3 classes (50 students) and 1 French 4 (25 students) class, this teacher will need 2 SLOs: one for French 2 and one for French 3 so that the SLOs cover more than half of the total student case load.

### 4. Can the FLACS Checkpoint A & B exams be used for SLO assessments?

Yes. The FLACS exams come under # 2 from the NYSED SLO Guidance Document. The FLACS exams are regionally developed assessments that local districts verify for meeting the NYSED LOTE standards for rigor and comparability.

Please see the list of assessments that can be used for SLOs as noted in the NYSED SLO Guidance Document:

For all other grades/subjects that are not associated with a State assessment: Districts must use the State-determined growth goal-setting process (SLOs) with any of the following three options/assessments:

\* [List of State-approved 3rd party assessments.](#)

\* District, regional, or BOCES-developed assessments provided the District or BOCES verifies comparability and rigor.

\* School-or BOCES-wide, group, or team results based on State assessments.

Please see an example of a LOTE SLO that uses a FLACS exam and is posted on the NYSED Engageny website:

[http://www.bscsd.org/files/filesystem/Albrycht%20SpanishGrade8\\_FINAL.pdf](http://www.bscsd.org/files/filesystem/Albrycht%20SpanishGrade8_FINAL.pdf)

## 5. What is the State definition of 'rigor' and comparability?

From the NYSED APPR Guidance Document:

Rigorous means that the locally-selected measure is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, evidence of alignment to research-based learning standards and, to the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.

Locally-comparable across classrooms means that the same locally-selected measures of student achievement or growth are used across all classrooms in the same grade/subject in the district or BOCES. A district may use more than one type of locally-selected measure for different groups of teachers within a grade/subject if the district/BOCES verifies comparability in accordance with the Standards of Educational and Psychological testing. For principals, the same locally-selected measure(s) must be used for all principals in the same or similar program or grade configuration in that school district or BOCES.

This document is an excerpt from NYSED's APPR Guidance. The full version can be found at:

<http://engageny.org/effective-practice/21>

## 6. How are growth targets set when there are no state-provided growth measures?

Again, according to the SLO guidance document, there are 3 approaches to setting growth targets:

1. Set a target for the average percent mastery of standards across entire class/section.
2. Set a target for the average scale score gain from baseline to end across entire class/section.
3. Acceptable growth differs by each student's starting point. Districts can determine what level of growth is acceptable for each starting level.

*ALL SLOs must use the State-provided HEDI ratings.*

## 7. Are there examples of these different approaches to setting growth targets?

Yes. The NYSED SLO Guidance Document gives a number of examples for setting growth targets.

**8. Can the same assessment be used for both the Growth Measure (SLOs) and the LOCAL portions of the APPR evaluation?**

Yes, but they must be used differently. From the State Guidance Document:

Local measures must be different from the growth measures used in the growth subcomponent although local measures may be based on the same state, state-approved, or District, regional, or BOCES-developed assessment.

Therefore, if Districts use SLOs as a locally-selected measure for teachers in a grade or subject without a State-approved Growth or Value-Added model, the SLO must measure something different from the teacher's SLOs used as comparable growth measures. This would include, but not be limited to, measuring results from different courses or students, using different assessments and/or using the same assessment in a different way (achievement instead of growth or a subgroup of students, for example).

**9. Are there security and scoring requirements for SLO assessments?**

Yes. Assessments may not be disseminated to students before administration.

Teachers and principals who have a vested interest in the outcome of the assessments may not score the assessments.

**10. Does the vested interest rule apply to pre-assessments given to establish a baseline for the SLOs?**

According to the NYSED APPR Guidance Document (G4), whereas it is preferable that teachers and principals who have a vested interest in the outcome of the assessments not score these assessments, *If it is impracticable to comply with this requirement for pre-tests, such as in certain cases when using a performance-based or performance task assessment, the district or BOCES must have adequate procedures in place to ensure that the security of such assessments is not compromised (i.e., as with all SLOs the principal and/or supervisor must ensure the rigor and fairness of the targets and set the goals based on the assessment that is used as the baseline and ensure that such goals are adequately met based on summative data).*

**11. How does the vested interest rule affect the scoring of FLACS exams?**

It has a huge impact on our exams since two of the parts of our exams are performance-based: the speaking and the writing. Teachers will not be able to rate their own students' speaking or writing tasks. How are districts handling this?

1. Some districts are breaking apart the exam and only using the listening and reading portions for their LOCALS or SLOs.
2. Some districts will have teachers rate each other's students in the area of speaking and writing as well as the short answer portions of the exam. Teachers may administer the speaking assessment to another teacher's students.
3. In some districts, teachers will record the administration of the speaking assessment and have other teachers grade the recordings.

Until performance areas are granted a waiver to the vested interest rule, scoring our exams remains a challenge! We will be posting examples of SLOs on our website.