Performance-based vs Knowledge-based SLOs

I have received a few questions about performance vs knowledge based SLOs. The biggest part of the SLO is that one takes "student learning" into account for their SLO.

First, we must begin to realize that many of performance-based practices also are using cognitive recognition and understanding to perform the task at hand. Therefore, separating performance from knowledge or choosing one or the other is not something we need to consider. One should instead look at the reason and rationale for a <u>student learning</u> objective:

Keys to success for any SLO these aspects must all be taken into account:

1. There is a pre and post assessment that can clearly observe and identify growth and there is evidence of learning identified or taking place and covers a year's growth (growth expectations should vary based on the frequency one sees their students)

2. Learning targets are identified throughout your curriculum areas are identif something that needs growth (age appropriateness) and identifies with the standards and benchmarks of that grade band

3. The teacher gives stretch to make sure ALL students are meeting proper growth (basically a student that is limited may have more growth potential than one that is close to advanced and the SLO should reflect so). The key is that ALL students should show they are learning and the teacher is helping to advance the child's understanding (similar to value added).

Performance Based Practices & Example/s

All performance-based SLOs should actually be both performance and knowledge based ([see the voiceover example provided](#)). Even though the student demonstrates the activity he/she is showing both cognitive and kinesthetic learning/understanding.

* Therefore, simply using FITNESSGRAM would typically not be a suitable SLO, because even though it gives you really good data it does not show learning. FITNESSGRAM is not a recommended teacher's evaluation. This is also stated on the Fitnessgram website.*****

Additionally, a teacher could give a student a variance of options throughout the year to show their knowledge/performance. If a teacher pre-assesses a student and they cannot do the activity or tell you how to do it the activity at all, they clearly have no previous knowledge of that skill. However, as the teacher delivers content and practice the student may know what is expected to do, but still cannot master the skill. Was there growth? Yes, if you assess the student and the student has learned specific cues(development) on how to perform the skill and/or can tell you how to do the skill (much like a coach may not be a professional at the sport, but they have the knowledge of how to perform it and help other to do so as well). Therefore, one might use a checklist for each of skills when assessing the student and allow students to assess through multiple or desired means (An example has provided in the link above).

Knowledge Based Practices & Example/s

Knowledge based can also work well in certain cases (if done correctly), but ones needs to make sure they are checking for clear understanding and not just giving a small true/false or multiple choice test that promotes rote learning of a few questions. Therefore, the assessment has to also have room for stretch in it. For instance, an advanced student would not have much room to grow if they score 18 out of 20 since they only have to concentrate on knowing 2 questions they struggled with and they must still have potential to grow in the area as well. Additionally, these types of tests can involve students guessing and do not always depict their understanding of the content.

A possible example that may be relative as a knowledge based assessment may be a student trying to develop a workout routine for someone. For instance, the teacher creates a rubric that has many factors to base this on such as: Does the student show an understanding of identifying what the person wants or needs to focus on? Are they about to identify the areas and muscles to come up with activities? Can they give good activities to help the specific areas? Can/ are they able to use the FITT principles? Can they identify what a lift that they have not performed targets, etc? While one student may not have any previous knowledge, another may have work out routines they already are able to perform and may be quite knowledgeable. Therefore, again the teacher must show growth and use stretch to do so. For instance, the student that has no previous knowledge must be able to come up with a simple workout routine for the specific scenario, while the advanced student might need to show a clear understanding of all of these aspects, describe and show workout variance, etc.