Sandoval C.U.S.D. 501

Student Growth Guidebook and Toolkit

Spring 2013

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Key Terms

Assessment – means any instrument that measures a student's acquisition of specific knowledge and skills.

Attainment –a "point in time" measure of student proficiency which compares the measured proficiency rate with a pre-defined goal.

Depth of Knowledge (DOK) – the level of rigor of assessment questions, categorized into four levels of increasing rigor: Recall, Skill/Content, Strategic Thinking, and Extended Thinking.

Design Committee – a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Learning Objective – a targeted long-term goal for advancing student learning.

Performance Evaluation Rating – the final rating of a teacher's performance, using the rating levels of "Unsatisfactory," "Needs Improvement," "Proficient," and "Excellent" that includes consideration of both data and indicators of student growth, when applicable under Section 24A-25 of the School Code.

Revising SLOs – the window that includes the review and revision of the SLO, specifically revision of growth targets and the student population

Scoring SLOs – the window that includes the scoring of the assessment, the final submission of the SLO, and the scoring of the SLO against performance thresholds

Setting/Approving SLOs – the window that includes the creation and approval of the SLO and its component parts, including learning objective, growth target, and assessment

Student Growth –"demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time."

Student Growth Exemption – The law provides exemptions from the student growth requirement for various specialized disciplines, including but not limited to; school counselor, school psychologist, nonteaching school speech and language pathologist, non-teaching school nurse, or school social worker.

Student Learning Objective (SLO) - targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation with colleagues and administrators.

Summative Student Growth Rating – the final student growth rating, after combining the scores of multiple SLOs

Type I Assessment – a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

Type II Assessment – any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

Type III Assessment – any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

Introduction

Using student growth measures helps achieve the mission of Sandoval C.U.S.D. 501 to provide educational opportunities focused on the future and to meet the needs of all in a safe, nurturing, environment so that all may reach their fullest potential.

By using Student Learning Objectives (SLOs) in an accurate and meaningful way, teachers can implement strategies to allow the students to achieve their highest potential and maximize growth. Using SLOs allows the teacher to monitor student progress throughout the year and adapt teaching methods accordingly. This in turn, consistently lets the teacher know where students are and where they should be. SLOs provide teachers a map, leading the teacher down the appropriate path for individualized student success.

SLOs also connect to the *Sandoval Framework for Teaching,* representing another layer of the work around teacher effectiveness and fulfilling Sandoval's SIG agreement. Multiple measures of teacher's practice, which includes frequent observations using the *Sandoval Framework*, conferences, regular feedback, and student growth measures, provide a more complete picture of a teacher's performance and create more meaningful dialogue and evaluations.

Introduction to Student Growth

Student Learning Objectives (SLOs) are the process of *setting targets* and *measuring* to the extent to which they have been achieved. Targets must be measureable and evaluators must be able to do something with those measurements. SLOs are a long-term goal for advancing student learning. It is a data-informed process that involves diagnosing and improving specific student learning needs.

Performance Evaluation Rating

Student growth will represent at least 25% of a teacher's summative performance evaluation rating in the first and second years of the school district's implementation of the performance evaluation system. Thereafter, student growth will represent at least 30% of the teacher's performance evaluation rating. The other portion of the evaluation comes from the professional practice piece. For example:

Year of Implementation	School Year – High School	School Year - Elementary	Significance of Student Growth	Professional Practice
Year 0 (Pilot)	2012-2013	2013-2014	0 percent	100 percent
Year 1	2013-2014	2014-2015	25 percent	75 percent
Year 2	2014-2015	2015-2016	25 percent	75 percent
Year 3	2016-2017	2017-2018	30 percent	70 percent

Student growth ratings will be combined with the professional practice ratings to arrive at a summative performance evaluation rating. At the end of the evaluation cycle, teachers will receive a summative performance evaluation rating of one the following ratings: "Excellent," "Proficient," "Needs Improvement," or "Unsatisfactory." See the table below for how to combine measures of student growth and professional practice into a single performance evaluation rating:

		Student Growth			
		Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
Practice	**Unsatisfactory**	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement
	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Proficient
	Proficient	Proficient	Proficient	Proficient	Proficient
	Excellent	Proficient	Excellent	Excellent	Excellent

SLO Guidelines

Each teacher needs to use at least 2 assessments. Only one assessment can be used for a single SLO. Thus, every teacher will be required to write at least *two* SLOs.

SLO Process

SLOs involve a basic three step process. The overall process for SLOs is as follows:

Setting and Approval SLOs → Revising SLOs → Scoring SLOs
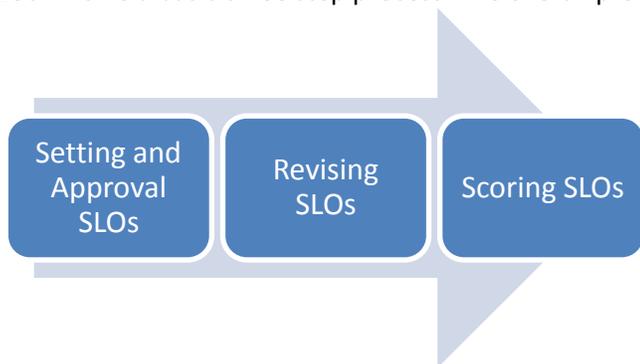
However, tenured compared to non-tenured teachers will have different evaluation cycles.
Tenured teachers with "Excellent" or "Proficient" ratings have a *two* year evaluation cycle. Tenured teachers with "Needs Improvement" or "Unsatisfactory" ratings AND non-tenured teachers are on a *one* year cycle. All summative performance evaluation ratings must be submitted before the March board meeting.

The total number of SLOs a teacher needs to write depends on 1) the length of the evaluation cycle (e.g. two years for tenured teachers with "Excellent" or "Proficient" ratings) and 2) the length of the courses/classes taught. There are three possible processes for teachers regarding the number of SLOs to develop and their associated timelines. Everyone will fit into one of these processes.

Process One: Tenured Teachers with Yearlong Classes

Year 1 – September to June	Year 2 – September to January
Submit and Approve SLOs → Monitor and Revise SLOs → Score SLOs	Submit and Approve SLOs → Monitor and Revise SLOs → Score SLOs
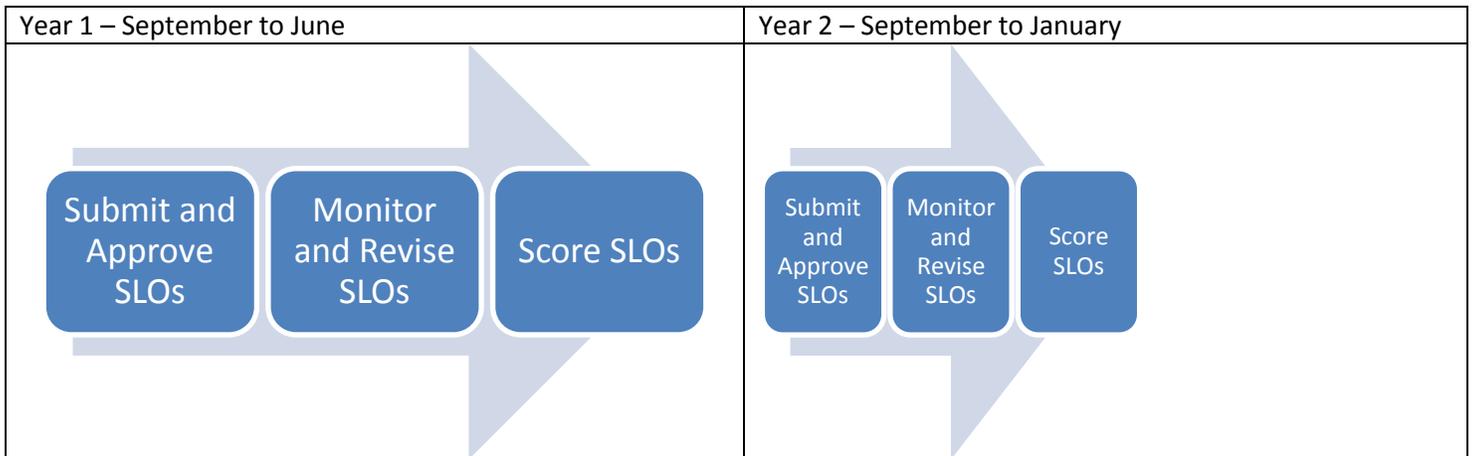
This process is typical for elementary teachers where classes do not change mid-year or at the semester. There will be *four* SLOs total, over two years. That means *two* SLOs per year. The SLOs submitted must also be different from Year 1 versus Year 2 since there will be different student populations and potentially different assessment, learning objectives, and student baseline data.

Process Two: Tenured Teachers with Semester Classes

Year 1 – September to June	Year 2 – September to January
Submit and Approve SLOs → Monitor and Revise SLOs → Score SLOs → Submit and Approve SLOs → Monitor and Revise SLOs → Score SLOs	Submit and Approve SLOs → Monitor and Revise SLOs → Score SLOs
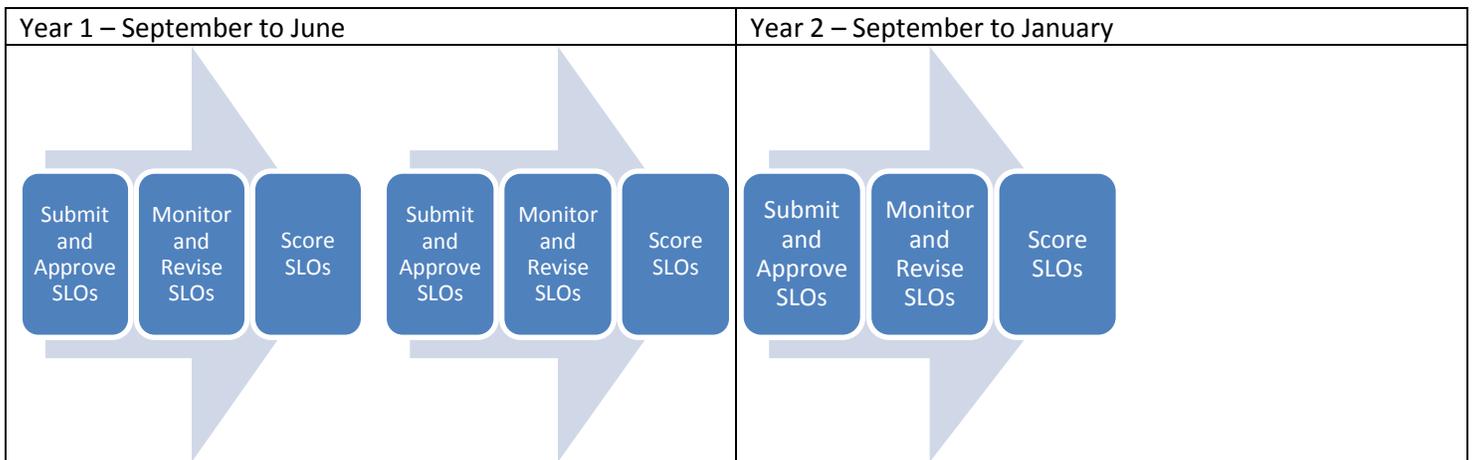
This process is typically for High School Teachers because their student populations change at the semester. There are *six* SLOs total over the two years. That works out to be *two* SLOs per semester. The SLOs submitted must also be different from Year 1 versus Year 2 since there will be different student populations and potentially different assessment, learning objectives, and student baseline data.

Process Three: Non-Tenured or Tenured Teachers with "Needs Improvement" or "Unsatisfactory" Ratings

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Year 1 – September to January

┌──────────┐ ┌──────────┐ ┌──────────┐
│ Submit   │ │ Monitor  │ │          │
│ and      │ │ and      │ │ Score    │
│ Approve  │ │ Revise   │ │ SLOs     │
│ SLOs     │ │ SLOs     │ │          │
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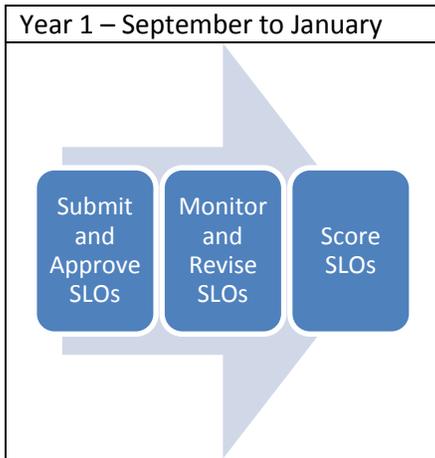
Teachers using Process 3 will write a total of two SLOs, all occurring at the beginning of the year. The summative performance evaluation rating uses data only from the first semester since summative performance evaluations must be submitted before the March board meeting.

SLO Key Deadlines
In developing SLOs there is a *three step process* that should be followed along with key deadlines described below.

Step One: Setting SLOs
Key Deadlines
- Teachers assess students within 2 weeks of school start date; students entering class between 3rd and 4th weeks must be included on a revised SLO (submitted 6 days after end of Q1)
- Teachers submit SLOs by 3 working days following the designated PLC(s) scheduled for SLOs and student growth (within 4 weeks of start of school)
- Beginning of Year Conferences conducted after the completion of the designated PLC(s).; SLOs will be evaluated during the Beginning of Year Conference
- All SLOs modifications must be submitted within 5 days following the Beginning of Year Conference for approval

Step Two: Revising SLOs
Key Deadlines
- SLO Resubmission Deadline for Teachers: Teachers can submit revised growth targets and student population by 6 working days after 1st quarter
- SLO Resubmission Deadline for Teachers with Semester-long Courses in Non-Summative Year: Teachers can submit revised growth targets and student population by 6 working days after 3rd quarter for second semester courses
- SLOs must be locked by 10 working days after the SLO revision submission deadline, stated above

Step Three: Scoring SLOs
Key Deadlines
- During the Summative year: For elementary, students are assessed the first two weeks in December
- During the Summative year: For Junior/Senior High, students assessed by regularly scheduled exam time;

- During the Summative year: Type I/IIs: Assessments scored and data entered by 10 working days after test administered
- During the Summative year: Teachers submit student growth data for Type I, II, and III assessments and score SLOs by 3 working days following PLC(s) scheduled for student growth; PLCs must be scheduled before Feb. 15th
- During the Non-summative year: Students assessed for Type I/II by end of April/beginning of May
- During the Non-summative year: Type I/II assessments scored and data entered 10 days prior to teacher's institute
- During the Non-summative year: For Elementary, Type III assessments administered three weeks prior to the end of school
- During the Non-summative year: For Junior/Senior High, Type III assessments administered during regulr exam time
- During the Non-summative year: Teachers submit student growth data by the end of the last day of school
- During the Non-summative year: Scoring of SLOs will be discussed in following year's BYC

SLOs and Student Growth

The Student Learning Objectives themselves do not measure student growth but rather outline a process in which growth can be measured through various tools. By setting SLOs, using approved assessments, and regularly progress monitoring students' development, an accurate picture of the student's growth (and a teacher's contribution to student growth) may be developed.

Student Growth is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced two or more assessments between two or more points in time. Student growth is not the same thing as attainment. Attainment is a measure only at a single point in time, such as proficiency on the ISAT, College Readiness Scores on EXPLORE or PLAN, or ability to run a 7:00 mile. Therefore, attainment is not as beneficial as using growth, which measures average change over one point in time to another. Now, we are looking to see if a student improved from the EXPLORE to the PLAN test, or whether a student cuts 30 seconds from his time on the mile. Since growth measures average change in student scores from one point in time to the next, it actually benefits teachers with students who start further behind or at lower levels since they have more room to grow.

Requirements and Guidelines

SLO Framework and Approval Tool

The SLO Framework is the process of setting targets and measuring the extent to which they are achieved. All teachers must submit one SLO Framework Form for each SLO written. The framework is composed of *seven* categories, as outlined on the following page.

* The Sandoval SLO Framework Teacher Form can be found in Appendix A. All teachers must submit Sandoval SLO Framework Teacher Form.

SANDOVAL STUDENT LEARNING OBJECTIVE FRAMEWORK

	Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
Criteria	☐ Uses **allowable data** to drive instruction and set growth targets ☐ Is **measureable** ☐ Targets **specific academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs	☐ **90% attendance** is assumed ☐ **Pre-test data** available for each student included ☐ **Exceptions** are allowed, based upon evaluator approval	☐ **Rigorous** ☐ Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available ☐ Use **baseline data** to guide selection and instruction ☐ Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors ☐ Is **measureable** ☐ **Collaboration** required	☐ Aligns with **school and district improvement plans** ☐ Aligns with **teaching strategies** and **learning content** ☐ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior	☐ Identifies the **model of instruction** or **key strategies** to be used ☐ Is **appropriate for learning content and skill level** observed in assessment data provided throughout the year ☐ Follows **research-based best practices**	☐ Administered in a **consistent manner** and **data is secure** ☐ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop ☐ Produces **timely and useful data** ☐ **Standardized**; has the same content, administration, and results reporting for all students ☐ **Aligned with state or district standards**	☐ Maximum of **5 tiers** ☐ Expressed in **whole numbers** ☐ **Encourage collaboration**, but teachers can set distinct targets ☐ **Covers 75% of population** ☐ Based upon **pre-assessments** data ☐ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria ☐ Students can **uphold high achievement** ☐ **Quantifiable** goals
Guiding Questions	• How did students perform on the pre-assessment? • What allowable data have you considered? • What student needs are identified using the baseline data?	• What student groups are targeted? • What are the students' social and cultural strengths and/or needs?	• What general content areas are targeted? • Is the content scaffolded and rigorous? • How is the content connected to the CCSS or district curriculum? • How is the baseline data used to inform instruction?	• What strengths and needs were identified? • Based upon what data?	• How will you differentiate instruction? • What key strategies will be used?	• What assessment will be used to measure whether students met the objective? • What type of assessment (Type I, II, and III)? • How do you know the assessments are consistently administered?	• What is the growth target? • How was the target determined? • What is the percentage of students who will perform at the target level? • Are you using any tiers? If so, what data supports this?

Assessment Requirements

Teachers are required to use at least two assessments, and therefore, all teachers will write at least two SLOs. Illinois PERA law has defined assessments according to three distinct Types: Type I, Type II, and Type III. See the graphic below:

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series, EXPLORE, PLAN, SAT (EPAS)	Examples: Collaboratively developed common assessments, curriculum tests, Benchmark assessments	Examples: teacher-created assessments, assessments of student performance

For Grades K-8, the following assessments can be used:
Teachers can select one from the following menu of options:
- **AIMS Web Math (CAP in Gr. 2-6)**
- **Star**
- **AIMS Web - Fluency LSF for Kindergarten, CBM for 1st grade**
- **Pre- and Post- Formative/Benchmark, or**
- **KIDS Assessment**

AND
- **Type III (classroom-based/teacher-created) exam**

For **Junior and Senior High, the following assessments can be used:**
- **ELA and Math teachers** will use **common Benchmark assessments**
- **DiscoveryEd**

AND
- **Type III (classroom-based/teacher-created) exam**

K-8 teachers teaching all core subject areas must cover both ELA and Math using two assessments. Thus, teachers must choose a Type I/II assessment either in Math or ELA and cover the other subject area (either Math or ELA) using a Type III assessment.

Non-ELA/Math teachers are encouraged use an appropriate ELA/Math Benchmark or DiscoveryEd assessment**. **For teachers without any appropriate Type I (national) or Type II (district-wide Benchmark assessments), such as Physical Education or Music teachers, these teachers will choose or develop two Type III (classroom-based) assessments. Teachers without any appropriate Type I (national) or Type II (district-wide) can develop only one (1) assessment (and therefore, only one SLO) during the first year of full implementation.

Collaboration is required when selecting or writing assessments.

Evaluation Cycles for Tenured and Non-Tenured Teachers

The number of total SLOs a teacher writes will depend upon the length of the evaluation cycle and course/class length.

Tenured teachers receiving "Excellent" or "Proficient" will still need to write SLOs in their non-summative years. Tenured teachers with yearlong classes (typically elementary) have four SLOs over two years. They also must submit different SLOs in Year 1 versus Year 2. Tenured teachers with semester classes (typically high school) have a total of six SLOs over the two years. That is two SLOs per semester and four SLOs in Year 1. Non-tenured or tenured teachers who have "Needs Improvement" or "unsatisfactory" ratings are on a yearly cycle. There is a total of two SLOs per year. And the summative performance evaluation rating uses data from the first semester.

All teachers in Sandoval will receive a summative evaluation score in one of these four categories: "Unsatisfactory," "Needs Improvement," "Proficient," and "Excellent." Tenured teachers who have received "Proficient" or "Excellent" ratings will also have the option of requesting an End-of-Year Conference during the first year of the two year evaluation cycle. This conference can be either teacher or administratively driven and may be used to reflect on growth , discuss student growth/data, collect evidence in Domains 1 and 4, or address any concerns regarding summative ratings.

Assessment Administration

Assessments must be administered across the district in similar ways, to ensure consistency and fairness for all teachers. Administration requirements vary, based upon the Type of assessment.

For **Type I Assessments, such as DiscoverEd, DIBELS, Aims Web:**

Questions	Group Decisions
Who will administer the test?	Certified teachers throughout the district
What testing conditions must be kept stable across administrations, if possible?	Benchmarks and Type I administered as a group; testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced, ISAT guidelines for room set-up (e.g. wall displays)
What materials will be allowed/required during the assessment?	No materials; follow any written guidelines
How will test materials be stored before, during, and after the assessment?	Follow any written guidelines
What instructions must/can be read before test administration? How can students be prepared for testing?	Follow any written instructions or guidelines. May need uniform directions for fluency and STAR
How can/must teachers respond to questions during the assessment?	No help during; after the timer starts, the teacher can no longer provide assistance. Teacher should notify students ahead of time.
What must teachers do during the administration?	Teachers need to monitor students and monitor time.
How can modifications be made to test administration?	No modifications.

For Type II/III Assessments, such as common Benchmark assessments or teacher-created assessments:

Questions	Group Decisions
Who will administer the test?	Certified teachers throughout the district
What testing conditions must be kept stable across administrations, if possible?	Testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced, ISAT guidelines for room set-up (e.g. wall displays), students should be separated if possible but desk setup should be same across administrations
What materials will be allowed/required during the assessment?	Teacher provides a list of materials with assessment to the evaluator for approval; consistent materials across administrations
How will test materials be stored before, during, and after the assessment?	Must be kept in a secure location for 3 years; Test materials cannot be shown to students outside test administration; students can be shown scores on pre- and post-test BUT students cannot be shown actual assessment
What instructions must/can be read before test administration? How can students be prepared for testing?	Teachers are allowed but not required to use the pre-assessment for an activity participation grade. Make a uniform script for Type II/IIIs.
How can/must teachers respond to questions during the assessment?	Encourage students t do their best. Teachers can clarify instruction but not content.
What must teachers do during the test administration?	Teachers must monitor students and time.
How can modifications be made to test administration?	Allow IEP modifications. Must be same administration for pre- and post-test.

Steps to SLO Writing

There are **seven steps** in writing SLOs, as follows:

Step 1: Baseline

Teachers will need to collect baseline data on students in order to better understand students' strengths and weaknesses when setting growth targets. Knowing where students start the year at, and knowing what they already have mastered and have yet to master, can help inform your instruction. If students already know how to write a five paragraph essay but struggle with using evidence, you can target your instruction throughout the year. However, teachers should look for as much viable data as possible when determining students' strengths and weaknesses. More data, beyond one test administration, will provide a more comprehensive picture of students' starting points and will help facilitate grouping students when creating growth targets. Therefore, teachers should begin collecting data on students to help create that more comprehensive picture of student strengths and weaknesses.

Teachers can use the following data at the beginning of the year to help assist in assessing students strengths and weaknesses:

- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

So, teachers can start building portfolios of student data to start grouping students who start at similar places. Formative assessment data and previous achievement data might indicate that a student has actually mastered a certain concept, in which he or she did not indicate mastery on the pre-test. Conversely, a student may correctly answered certain items on a pre-test, but previous achievement data and formative assessments indicate the student struggles with those concepts when multiple-choice answers are not provided. Attendance, too, can have an impact on how much a student might learn in a school year. If a student has a history of attendance problems, then he or she might not have as ambitious a growth target as someone who has more regular attendance. Previous achievement data, such as previous standardized test scores, too, can indicate how well a student performs on standardized tests over time. If a student has gaps lasting over several years, his or her growth targets might look much different than someone who has a stellar academic history.

Teachers will use baseline data to answer the following questions:
- How did students perform on the pre-assessment?
- What student needs are identified using the baseline data?
- How will you use this baseline data to inform growth targets and grouping of students?

Thus, data need to be disaggregated, or pulled apart, in multiple ways. **Teachers must have an idea of how the class performed overall, how groups of students performed, and what concepts or skills students need help with.**

Eventually, by the end of the baseline analysis phase, teachers should identify needs for their students and be able to meet the following criteria. **The Baseline Analysis must:**

- ❏ Use **allowable data** to drive instruction and set growth targets
- ❏ Be **measureable**
- ❏ Targets specific **academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs

This also means that any analysis should address student needs based upon how student performed on certain standards, and teacher should identify **specific** skills or concepts to target, using pre-assessment and other data as evidence of that need.

Baseline Data and Analysis consists of the following six-step process:
1) Analyze the baseline data, including the pre-assessment.
2) Determine how the class performed overall (e.g. behind or above grade level)
3) Identify specific skills students have not mastered yet or are struggling with.
4) Determine specific students who may need help or students who are excelling.
5) Write a succinct statement summarizing student needs, based upon the data.
6) Check your answer against all the criteria

Step 1: Teachers will examine all allowable data, such as previous achievement data or previous grades. The teacher is required to use the pre-assessment, as well. If the pre-test is not yet administered, teachers can begin collecting all allowable data to get a better sense of students' needs.

Step 2: Teachers can look at the pre-test and any relevant formative assessments and observational data to determine what students already know and what students struggle with. You might just have idea of students' overall reading levels or how students perform on certain strands (e.g. Number Sense, Algebra, Non-fiction Reading, Fiction Reading, etc.) compared to other strands.

Step 3: Teachers analyze assessment data to determine specifically what skills and concepts students struggle with. Go back to the assessment itself, if available, to try to determine where students made mistakes. Develop a list of standards, skills, or concepts that need to be targeted within the classroom. This might mean you may have to analyze the data in different ways, or disaggregate the data, so you can look at how students performed on particular items or on particular concepts.

Step 4: Determine which students may need additional help or students who may be far above grade level. Think about how you might need to differentiate instruction and how you might group students when setting growth targets. Which students struggle with similar concepts? Which students need more challenging material?

Step 5: Write a short 1-3 sentence statement in the first column of the SLO Framework – Teacher's Guide, explaining the class's performance overall on pre-test (or other assessments) and specific student needs. ***At least one specific student need MUST be identified.***
Example: Students are, on average, behind grade-level since 10 out of 28 students hit the target on AIMSWeb. 5 students are far below average and struggle with basic number operations skills and geometric concepts. 4 students were far above average and need less support with numbers and operations and more challenging work with algebraic concepts.

Step 6: Refer back to the criteria listed above to ensure that you have analyzed allowable data and identified students' needs. Make sure you have analyzed the data to determine strengths, weaknesses, specific concepts or skills that have yet to be mastered, and to identify specific students who may be struggling or excelling.

Step 2: Population
All teachers must **identify students** to be included on their Student Learning Objective (SLO) roster. This is the second column of the SLO Approval Tool.

The **Student Population** included in a SLO will be a roster of those identified students whose growth throughout the year will be used for evaluative purposes

Not all students' growth scores will "count" towards a teacher's success on a SLO. While teachers will set goals for all students and monitor all students' progress towards those goals throughout the year, only certain students' score will be used for evaluative purposes.

When developing SLOs to be used for evaluations, any data should be reflective of the instruction that takes place inside the classroom. Thus, students with low attendance or who miss class often may not have growth targets that "count" towards a teacher's evaluation, and the ***teacher's final SLO roster*** may be different than the teacher's actual in-class roster.

Sandoval CUSD 501 has identified the following criteria for the Student Population portion of the SLO:

 90% attendance is assumed
 Pre-test data available for each student included
 Exceptions are allowed, based upon evaluator approval

What do these criteria mean for teachers?

1) First, **students with 90% attendance or higher will be included on a final SLO roster** at the end of the evaluation cycle. Teachers will include *all* students with pre-test data at the beginning of the year, but those students who do not meet the attendance minimum will be excluded from the teacher's summative student growth rating. The teacher will record the students' pre-test and post-test data, but then indicate which students' growth scores will not be used for evaluative purposes. More instructions will be given when teachers use the Data Tool (to be discussed shortly).

2) Additionally, **students must be present for the pre-test** and must be continuously enrolled after that date. All students must be tested within the first four weeks of school or the semester. ***Thus, any students who arrive after the fourth week after the start of school or the semester will not be included on a teacher's SLO roster.*** So, teachers must test any students who arrive in class by end of the fourth week of school or the start of the semester, and only these students will be eligible for the teacher's SLO roster. Thus, teachers using AIMSWeb or other assessments will need to wait until after the fourth week of school or the semester to have a comprehensive SLO roster.

3) Moreover, at the end of the evaluation cycle (e.g. at the End-of-Year Conference), **teachers can request exceptions** for certain students who they feel should not be included on their final SLO rosters. Exceptions can be allowed on a student-by-student basis and must be approved by an evaluator. Sub-groups (e.g. SPED, ELL) **cannot** be excluded. Teachers must appeal for any exceptions and must present evidence to the evaluator to justify any exceptions. Examples of data for exceptions include:

- Additional work samples (e.g. a portfolio, previous assessments, that are standards-aligned, with comparative data and work samples from other students)
- Attendance/attribution data (e.g. student was pulled from class **x** amount)
- Miscellaneous student information

The teacher submits additional data to evaluator, and evaluator makes the decision. If teacher does not believe the decision accurately reflects his/her contribution to student growth, the teacher may appeal the decision to a District Evaluation Chief. **Therefore, any request for exceptions are the responsibility of the teacher.**

Teachers should track data on students who may miss class for medical reasons, truancies (will still being counted in "attendance" but are present for that teacher's class), absences for sports, etc. For example, a student may still be in attendance but may miss a certain number of days in your Biology 1 course to attend an In-School Suspension or

Physical Therapy. The student is still counted as present, and therefore meets the 90% attendance requirement, but if the amount of time for ISS or PT was counted, the student was not in attendance *in your class* for 90% of the time. Thus, that student's performance is not reflective of the instruction taking place inside the classroom, and the teacher can request an exception.

Additionally, a teacher may present evidence if she feels the assessment data does not accurately reflect the student's performance or growth and if that student's score should be changed from "not meeting" the growth target to "meeting "the growth target (e.g. the student had a "bad" test day). The teacher can present additional work samples that are aligned with the pre- and post-assessment, to show that the student did master the concepts on the approved assessment, thus warranting the score of "meeting" the growth target. Moreover, the teacher must also submit data from other students to indicate how that student in question performed in comparison to other classmates who did or did not meet their growth targets.

Directions: To begin identifying the Student Population

1) Pre-test all students by the end of fourth week after the start of school or the semester.

2) Identify all students who were present for the pre-assessment and are still enrolled in your class by the end of the fourth week after the start of school or the semester. This becomes your SLO roster.

3) In the **second column** of the SLO Framework – Teacher's Form, indicate the **number** of students who took the pre-test, **describe the class**, and **attach the roster** for evaluators to review (e.g. 25 students in 4th hour English 1. See attached roster.). If you are using the Data Tool, you can submit the Data Tool with student names, rather than a roster.

4) Keep data on student attendance in your class.

5) At the end of the evaluation cycle, you will determine which students remain on your roster. Any student who has less than 90% attendance or whose exception has been approved will have data recorded but will NOT have data included towards determining the success of the SLO.

Step 3: Objective

All teachers must write a**n Objective** within their Student Learning Objective (SLO). This is the third column of the SLO Framework.

An **Objective** is a long-term goal for advancing student learning. In terms of a Student Learning Objective (SLO), the objective is a broad statement of what students will be expected to know or do by the end of a course. It should be aligned to what students will be assessed on.

Here are some example Learning Objectives from national models:

Grade Level & Subject	Assessment	Learning Objectives:
9th **Grade Literacy**	SRI	Students will increase their comprehension, vocabulary, and fluency in reading.
9th-12th **Grade Literacy**	Teacher/Student-created Rubric	Students will be able to write reflections, that respond to a particular reading, that demonstrate higher order above and beyond the first level of Blooms Taxonomy ladder where

Biology I	District-wide end-of-course assessment	Students will use the scientific method to organize, analyze, evaluate, make inferences, and predict trends from biology data.
		students simply copy or repeat facts from their reading.
9th Grade Art	Scott Foresman Art Rubric	Students will improve their ability to draw from direct observation via studies of still life, skulls, African masks, etc.
9th Grade Algebra	Type III Assessment	The students will demonstrate an understanding of quadratics and exponent rules.
AP US History	AP DBQ rubric and AP Free-Response Question	AP US History students will increase their ability to identify and create the key elements of a strong DBQ response including a clear thesis statement, presentation of strong supportive arguments, and incorporation of primary documents.

Note: In the above examples, standards are NOT directly referenced.

Examples using Common Core Standards:

Grade Level & Subject	Assessment	Learning Objectives:
Geometry	Final Exam	Students will improve their ability to solve problems and apply concepts using congruence, similarity, right triangles, and trigonometry, circles, expressing geometric properties with equations, and geometric measurement and dimension, and modeling with geometry (CCM – Geometry).
12th Grade English	Teacher/Student-created Rubric	Students will be able to write arguments to support claims in an analysis of a grade level literature text using valid reasoning, relevant and sufficient evidence, and citing strong and thorough textual evidence of what the text says explicitly and inferences drawn from the text. (Grade 12-CCW1, Grade 11-12 CCRL1)

Sandoval CUSD 501 has identified the following criteria for Objectives. An Objective must be:

- **Rigorous**
- Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available
- Use **baseline data** to guide selection and instruction
- Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors
- Is **measureable**
- **Collaboration** required

What do these criteria mean?

- Objectives need to be **rigorous**, meaning the content being taught should be standards-aligned and appropriate for the course and/or grade-level of the students. An Objective should match the skill level of the students. So, Objectives will be less rigorous for English 1 students than English 2 or 3 students, since these students may not have as rigorous content or curriculum in terms of products or assessments. This content should match what is being assessed on the identified assessment.

- Objectives should target **specific concepts, skills, or behaviors**. "9th grade Language Arts" or "Chemistry" would **not** be an acceptable Objective since the teacher should be more specific with what skills or concepts will be taught. See the examples above. "Students will increase their comprehension, vocabulary, and fluency in reading" is much more descriptive in terms of skills and concepts than "9th Grade Literacy."
  - **Hint:** Use the prompt "Students will be able to…" and then use Bloom's Taxonomy language to describe exactly what students must be able to do by the time they finish your class by the end of the year.
- Additionally, Objectives should be **aligned to standards**. If national standards are available (e.g. English, Math, and Science), the Objective should cover the same content and align in terms of rigor. If national standards are not available, teachers should reference district or school curricula, scope & sequence, textbooks, goals, etc.
- **Baseline data** can help inform your Objective. If the pre-assessment data shows that student already have mastered certain concepts, your Objective can focus on those objective students have yet to master. If students are behind grade-level in reading, your Objective may focus on scaffolding or remedial skills, in addition to grade-level appropriate skills.
- Objectives should be different if a course lasts an entire year versus a course that is taught for one semester (e.g. students my not learn the same material to the same extent in these classes).
- **Measureable Objectives** means that you can assess whether your students have learned these skills. Referring to the "9th Grade Literacy" example above, it is very difficult to assess "9th Grade Literacy," but it is much more measurable to assess if students have increased their comprehension, vocabulary, and fluency in reading.
- Teachers should **collaborate** with other teachers in the same department, grade-level, or subject area to ensure objectives are aligned within and across courses. If a 4th grade student must be able to complete numbers operations using fractions, then the 5th grade objective should build upon those concepts.

Further Resources from National Models:

- **Austin:** http://archive.austinisd.org/inside/initiatives/compensation/docs/SCI_SLO_Examples_2011-12.pdf
- **Denver:** http://sgoinfo.dpsk12.org/
  - Scroll down, and on the right side is a list entitled "SGO Examples" by grade level and subject area
- **Rhode Island**: http://www.ride.ri.gov/educatorquality/educatorevaluation/SLO.aspx

Directions: To begin writing your Learning Objective:

1) Review: 1) any available standards, 2) district- or school-wide goals, 3) end-of course objectives, 4) end-of-course objectives for preceding and subsequent courses within your department, 5) any available curricula or scope and sequence, and 6) the content of the available assessment, and 7) baseline data. Use any available examples from national models, as well.

2) Then, based upon the assessment, develop a **succinct** statement (1-2 sentences) of what students should be expected to know by the end of the course. Write it in the appropriate box in the "SLO Framework – Teacher's Form." **Refer directly to any standards, if applicable.**

3) Check your Objective by comparing your objective to those developed by teachers within your department. Make sure that your students will be prepared for the next course in the department, if available, and that students entering your class are adequately prepared, based upon the prior class's Learning Objective.

4) Check to make sure your objective meets the criteria listed above.

Step 4: Rationale

After examining Baseline data and writing an Objective, teachers will need to develop a Rationale for their Objective. This is the fourth column of the SLO Framework. Essentially, teachers explain why they have determined to cover this content, using an analysis of students' strengths and needs as evidence, or a rationale, for that content. **Teachers will answer the question: Why did you choose this Objective?**

Sandoval CUSD 501 has identified three criteria for approving the Rationale. **The Rationale must:**

- ❏ Align with **school and district improvement plans**
- ❏ Align with **teaching strategies** and **learning content**
- ❏ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior

To review and possibly revise their Objective, teachers connect any student needs identified in the Baseline Analysis step to the Objective and therefore, better target student needs.

Example Rationale:
- ❏ Students struggle with motive, inference, making predictions, and drawing conclusions from text, according to the pre-assessment, so I will focus on these specific reading comprehension skills. Most (19 out of 22 students) have already mastered identifying character traits, summarizing the main idea, and identifying cause-and-effect, so that will not be the focus of instruction.
- ❏ Most students (23 out of 25) cannot classify organisms, identify the procedures for controlled experiments, identify the main branches of Biology, or identify basic Biology vocabulary to describe scientific processes. Some students (12 out of 25) can identify the basic components of a lab report and lab safety techniques. Most students (20 out of 25) can identify the steps of the scientific inquiry process. Therefore, the Objective targets the underlying tenets of Biology, including the organization of the field, vocabulary, procedures for experiments, and classification of organisms, but we only need to briefly review the scientific inquiry process.
- ❏ 11 out of 27 students scored on "Average" or "Above Average" on 5th grade AIMSWeb Math. Most of these students (9 out of 11) have mastered addition, subtraction, multiplication, and division of whole numbers and fractions. Few of these students (2 out 11) can use proportional reasoning to solve mathematical problems. 9 out of 27 students are "Well Below Average." These students struggle with basic number and operations skills, including multiple digit subtraction, multiplication and division of whole numbers and fractions. According to CCSS, the class overall performed best on Data and Analysis questions on AIMSWeb but lowest on Algebra questions.

What do the criteria mean?

- Rationale should reference any **school or district goals,** set out in the improvement plan. If literacy is an identified area for student improvement in the school improvement plan, the teacher's Objective and Rationale should align with that goal. Make sure that what you are doing in your classroom aligns with any district or school-wide initiatives, so that everyone is working towards those same goals.
- Ensure that your Rationale supports the **Objective** and that the **Strategies** you identified earlier match this Rationale. If your Objective mentions that students will improve their ability to add, subtract, multiply, and divide fractions, your Rationale should state the reason *why* your students are learning those skills (e.g. it prepares them for the next math course and builds off their existing conceptual knowledge of fractions). Plus, your Strategies section should be able to help you implement that instruction (e.g. use of small and large group instruction to target specific student needs, learning centers with different fractions activities, use of manipulatives to help students develop a conceptual understanding of using fractions, differentiated instruction since some students already have a stronger conceptual understanding of representing fractions).

- Ensure that you are mentioning BOTH students' **strengths and needs**. You will not need to target instruction to those skills students already have learned, but you will need to target instruction towards students' needs. Additionally, you might have slightly different content or rigor for certain groups of students, based upon the Baseline analysis. Make sure you have examined data in multiple ways (whole group, student group, specific skills or concepts), and cite that analysis here.

By the end of this step, you will have a succinct 1-3 sentence statement in the fourth column of the SLO Framework – Teacher's Form, explaining why you have chosen your Objective, while referencing Baseline data and students' strengths and needs. Think of this as explaining to your evaluator your thought process when establishing your content and strategies.

Step 5: Strategies

All teachers must write **Strategies** within their Student Learning Objective (SLO). This is the fifth column of the SLO Framework.

Strategies help connect the professional practice work of teacher evaluations with the student growth work. These strategies can be implemented in the classroom to help you achieve both your Professional Growth and student growth goals. Strategies also show the evaluator that you have a plan in place to help you achieve these goals.

Strategies are best developed after reviewing baseline data, but, teachers can identify a few strategies before the baseline data is available (but after the assessment and objective are identified). Teachers must identify *at least one* strategy to be implemented in the classroom.

Examples of Strategies include:

- Small- and whole-group work on a daily basis
- Learning centers
- Regular circulation
- Use of higher-order thinking questions
- Differentiated instruction
- Weekly newsletters home to families, with opportunities for family feedback

Sandoval CUSD 501 has identified the following criteria for Strategies. Strategies must:

- Identify the **model of instruction** or **key strategies** to be used
- Be **appropriate for learning content and skill level** observed in assessment data provided throughout the year
- Follows **research-based best practices**

What do these criteria mean?

- **Teachers must identify at least one strategy to be implemented in the classroom.**
- Strategies should be related to the curriculum.
- Strategies should be appropriate for that group of students, using data from formative and summative assessments to determine student needs.
- Strategies should be based upon research. Teachers can use previous PD to inform their strategies. Examples from the 2011 Danielson Framework also offer excellent research-based practices (e.g. regular circulation during small group activities, students write their own rubrics and use them to inform their individual progress).

Directions to identify Strategies:

1) Complete a review of what you already know. Identify any previous Professional Development and any resources, such as the curriculum or textbook. Reference any school-wide initiatives. Search the Internet or available research for effective and proven strategies.

2) In the SLO Framework – Teacher's Form, fifth column, write at least one strategy to be used to help students achieve their growth goals. Multiple strategies can be identified.

3) Once baseline data is available, review the identified strategy or strategies, and add to or revise the initial strategies identified.

4) Check the strategies against the established criteria.

Step 6: Assessment

To begin, teachers identify the assessment they will be using to measure student growth. This is the second to last column from the right on the SLO Framework.

High quality assessments generate high quality data that can be used to inform instruction and ensure accurate measures of student growth. Teachers can create standards-aligned items using the "Standards-Aligned Assessment Tool."

Each teacher will eventually need to use at least two assessments. This assessment can be teacher-created or a Type I (national) or Type II (district-wide) assessment, such as the AIMSWeb test or the Formative Benchmark tests. **If the teacher creates his or her own assessment, the evaluator MUST approve the assessment before administering it.**

Remember, **assessments must be given at least twice per school year** to measure growth (not attainment), according to the state law. Thus, teachers should administer a test at the beginning of the semester (within the first four weeks) and then give the same (or very similar) assessment at the end of the semester/year.

For any teacher-created assessment, the assessment must meet the following criteria:

- ❑ Administered in a **consistent manner** and **data is secure**
- ❑ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop
- ❑ Produces **timely and useful data**
- ❑ **Standardized**; has the same content, administration, and results reporting for all students
- ❑ **Aligned** with state or district standards

What is meant by these criteria?

- An assessment must be administered in a similar manner on both the pre- and post-test. So, if you allow calculators or other materials on the post-test, students must be allowed the same access to those resources on the pre-test.
- Data must be secure, so that a student is not able to view the test or answers ahead of time. Be careful when making copies – you probably do not want to send them to the printer in the main office.
- A test must be applicable to the class and items must reflect the skills students have the opportunity to learn throughout the school year or semester, based upon your growth targets and instructional time with those

students. Thus, a student in a 5th grade reading class should be given an assessment measuring those 5th grade skills, not 4th or 6th grade skills. If a test does not adequately assess those skills a student should learn, the evaluator may ask the teacher to create another assessment.

- All assessments should produce timely and relevant data. Therefore, ensure that each item is standards-aligned, so you can use that data to determine which skills are most important to teach or which skills students have already mastered. Make sure that the assessment does not take an unusually long period of time – that might not produce the timely and manageable data you need to inform instruction.

- Make sure that each administration of the assessment (e.g. pre- and post-test) tests for the same content or skills. The pre-test should look almost identical to the post-test. (However, a math teacher might change around some numbers, a reading teacher might use the same reading passage but use different questions, as long as the post-assessment tests the same skills as the pre-test.)

- Teachers do not need to write the standards in the assessment, but teachers should refer to district or other standards when writing assessment items. The "Creating Standards-Aligned Assessment" tools are helpful for this purpose. Make sure you can justify each assessment item by being able to refer to a standard to which it is aligned. Use Common Core Standards, where available.

When identifying the assessment, state the name of the assessment in the SLO Framework Teacher's Form, in the appropriate space (second to last column, third row). If you are using a teacher-created assessment, briefly describe the assessment (e.g. 40 question multiple-choice Science test with one open-response). If you are using a teacher-created assessment, attach the assessment and note "see attached" in the appropriate space in the SLO Framework Teacher's Form. If you are using a Type I assessment, such as AIMSWeb or DIBELS, note the test and subject you are using (e.g. AIMSWeb 4th Grade Math - Comp), just to clarify your process to the evaluator.

Example responses:

- **5th grade AIMSWeb Reading**
- **20 multiple-choice Business test. See attached.** (Teacher attaches the test)
- **5 open-response questions using a four-point writing rubric, aligned with CCSS Writing Standards for 10th grade. See attached.** (Teacher attached the test)
- **One-mile run and strength test (sit-ups or push-ups). Students are timed in the mile run. Then, students must complete as many sit-ups or push-ups in one minute.**

Step 7: Targeted Growth

Once teachers have an understanding of where students start, teachers can determine how much students will grow by the end of the evaluation cycle or course. Teachers can refer to the 7th (last) column of the SLO Framework. This is where the rubber meets the road, and it's time to roll up our sleeves!

As already discussed, teachers can use the following data to inform the setting of growth targets:
- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

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- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

So, teachers should already have a good understanding of students' strengths and students' needs. Growth targets are the most crucial pieces of a high quality SLO, so knowing the criteria the district has provided, along with some additional best practices, can help teachers create ambitious yet feasible growth targets for their students. Teachers should have high expectations of their students, yet these growth targets should also be reasonable and can be achieved.

Eventually, teachers should create growth targets that meet the following criteria. **Growth Targets must:**

- ❑ Maximum of **5 tiers**
- ❑ Expressed in **whole numbers**
- ❑ **Encourage collaboration**, but teachers can set distinct targets
- ❑ **Covers 75% of population**
- ❑ Based upon **pre-assessments** data
- ❑ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria
- ❑ Students can **uphold high achievement**
- ❑ **Quantifiable** goals

What do these criteria mean?

Criteria 1) Teachers can create a target with up to five tiers/groups of students. Multiple tiers are best when students have much different starting points. Multiple tiers would be best in the case in which you have a few students scoring in "Well below" on AIMSWeb, a few students starting in the "Below" and a few students in the "Average" or "Above Average" categories. So, a teacher must create between 1-5 tiers/groups of students. Each tier/group will have the same growth target. Teachers should make this decision based upon how much students' scores vary on the pre-assessment. If students' scores are spread out, 3-5 tiers/groups are best, but if students' scores are very similar, maybe only 1 or 2 tiers/groups are necessary. If all students start at a very similar place, the teacher does NOT need to create tiers/groups and can have one growth target for the whole class (e.g. all students will improve by at least 25 points). Try to group students who start out at similar places together.
Remember, these are NOT RtI tiers!

Criteria 2) Teachers should use whole numbers for consistency. So, a teacher might say that students will grow by 10 percentage points (e.g. go from 50% on the pre-test to 60% on the post-test), or a student will grow by at least 12 points on AIMSWeb. If all teachers use the same format, it will be easier for evaluators to analyze and verify the data.

Criteria 3) Teachers should collaborate when setting these growth targets. Collaboration helps create consistency across the school, so a teacher shouldn't be accused of creating too easy or hard a growth target. Teachers should look at similar students to determine how much students might be expected to grow. So, say Teacher A had a few students who scored 13 on the AIMSWeb Reading, she might ask another teacher who had students who scored 12 or 14 to see how many points of growth they should expect for those students. If a common assessment is given, similar students should have similar growth targets, even if they are not in the same class. Even if the students' scores look different across classes, the growth targets can be based upon one another. Example: Teacher B has many of the low performing Biology students in Biology 1. Teacher B spoke with Teacher C, and Teacher B now expects his students to grow by at least 15 points from the pre-assessment to the post-assessment. Meanwhile, Teacher C who had more of the higher performing students will expect her students to grow by at least 10 points, since we would expect less growth from students who are already near the top and have less to room to grow.
Teachers can create growth targets that are distinct or different from other teachers', if the data supports those growth targets. So, if a teacher has students who perform much differently than all the other students in that course across the school, that teacher should have growth targets that are based upon the needs of her students. Still, that teacher should try to collaborate with other teachers to see how they set their growth targets, if at all possible.

Note: When collaborating, a best practice is to examine available tools and data. This means examining the AIMSWeb growth targets already provided, or examining how students performed previously on the pre- and post-tests. The district is encouraging teachers to use these tools and resources. Teachers should utilize these tools and resources to make informed decisions about how much students should be expected to grow.

Criteria 4) Growth Targets cover at least 75% of students. This means that not all students will have to hit their growth targets for a teacher to achieve his or her SLO goal. Think about NCLB. If we require 100% of students to make their SLO growth targets, teachers will set low growth targets that all students can achieve. However, if we allow teachers to set growth targets that at least 75% of students can achieve, we can expect much more ambitious targets. And, this doesn't even count the 90% attendance requirement. So, essentially teachers can set a growth target of "80% of students who attend 90% of the time or higher will improve by at least 15 points on AIMSWeb." When setting a growth target, 90% attendance is already assumed, so a teacher just needs to make sure that the growth targets cover **75% of students in each tier/group.**

Example 1:
8 out of 10 students scoring in the "Well Below" on the AIMSWeb Math test will grow by at least 4 points.
8 out of 10 students scoring in the "Below" on the AIMSWeb Math test will grow by at least 6 points.
8 out of 10 students scoring in the "Average" or "Above Average" on the AIMSWeb Math test will grow by at least 5 points.

Example 2:
75% of students scoring below 20% on the pre-test will improve by at least 50% (percentage points)
75% of students scoring between 20 and 30% on the pre-test will improve by at least 40% (percentage points)
75% of students scoring between 30% and 40% on the pre-test will improve by at least 30% (percentage points)
75% of students scoring above 40% will improve by at least 15% (percentage points)

Note: Any students who do not meet the 90% attendance requirement or who receive exceptions will not be counted towards the 75% at the end of the evaluation cycle.

Criteria 5) Based upon pre-assessments data. Growth targets are the amount of points students are expected to improve from the pre-test to the post-test. Teachers must use that pre-test data on which to base growth targets. Example: If you are using AIMSWeb math, you cannot "switch" to another assessment for growth targets. Whatever assessment you use as your pre-test should inform your Baseline analysis, Objective, and Rationale.

Criteria 6) Teachers can use the following data to inform growth target setting: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria**.** Remember, a multitude of sources can help you as the teacher to get a better understanding of how much a student might be expected to grow and how to group students into tiers. Two or more data points provide you more data than one pre-test. However, not all these data sources are required to be used; a teacher can pick and choose which data sources might be most relevant to setting the growth target or tiers/groups. Still, teachers should examine all this data, before determining which data sources are most relevant for each particular student or groups of students and how to group students into tiers. Assessment tools, such as the AIMSWeb growth targets, can help you get a better picture of what reasonable growth might look like, since those are based on national targets. Also, student criteria, such as SPED or ELL status, might cause you to group certain students together or to think about how much growth is feasible for those students.

Criteria 7) Growth targets can uphold high achievement. This means that students who perform exceptionally well on the pre-test can be expected simply to maintain their high achievement.
Example:
Tier/Group 5: Students who score above 90% on the pre-test will maintain 90% or better on the post-test, or
Students who score in the "Far Above Average" on AIMSWeb Reading will remain in the "Far Above Average" on the post-test.

These students have little room to grow, so a teacher will ensure that these students maintain high achievement on this one assessment. These students might be expected to show growth on other assessments.

Criteria 8) Quantifiable goals. Make sure you are using numerical targets to set growth targets. An evaluator will need to make sure your students hit their growth targets at the end of the evaluation cycle, so you want these goals to be as clear as possible.

Now that you understand the basic criteria for setting growth targets, let's get to work!

Setting growth targets is a 5-step process:
1) Examine Baseline Data and determine student needs
2) Collaborate with other teachers, if possible
3) Collaborate to determine tiers/groups for students
4) Collaborate to set growth targets for each student
5) Check to make sure you met all criteria

Step 1) Examine Baseline Data. You should already have completed this step, but now is a good time to go back and review how students performed on the pre-test.

Step 2) Begin collaboration with other teachers. Together, reference previous data and any available tools. See if students share similar scores across classrooms. Where are there similarities? Where are there differences?
Get in the room with teachers in your department or teachers teaching the same students. You want as much as consistency across teachers as possible, for fairness. Be ready to utilize the strengths of other teachers as you create tiers or targets or when setting growth targets.

Step 3) Collaborate to determine number of tiers/groups. In collaboration with other teachers, determine how to group students into tiers/groups, if appropriate. If students' scores are spread apart on the pre-test, you will probably want to choose 3-5 tiers/groups. If students' scores are clustered together, only 1 tier/group may be necessary.

When setting tier/groups, you can divide students between 1 and 5 groups. These groups can be based upon the color category in AIMSWeb or clusters of scores. You can group the highest performing "Red" students with the lowest performing "Yellow" students. Or, if you are using a Final Exam, you might create 3 tiers/groups: students who scored below 30%, students who scored between 30% and 50%, and students who scored above 50%. Use the data to see where cut-off points might be for different tiers/groups. No one cut-off point is "best" since it depends on your classroom's data. Also, be sure to set no more than five tiers/groups!

If student scores are not widely spread out, then only one tier might be necessary. This might be true for AP courses, in which similar students are selected, or the first course in that subject, such as Mechanics 101, Physics, or Economics, since all students will enter with very limited knowledge about that subject. Then, if students score similarly on the pre-test, you might want one tier/group for the whole class.

Here, collaborate with other teachers to see if and how they are creating multiple tiers/groups. See if you can group similar students together.

Step 4) Collaborate to set growth targets. You still should be working with other teachers to determine growth targets for consistency and fairness. Remember to reference any tools (e.g. AIMSWeb tools) or previous data to see how much students should be expected to grow.

You want to set common growth targets for each tier/group of students.

Example 1: 8 out of 10 students in the "Well Below" will grow by at least 8 points. 8 out of 10 students in the "Below" will grow by at least 7 points. 4 out of 5 students in the "Average" or "Above Average" will grow by at least 6 points.
Example 2: Students who scored below 30% will grow by at least 20 percentage points. Students who scored between 30% and 50% will grow by at least 15 percentage points. Students who scored above 50% will grow by at least 10 percentage points.

Similar students should have similar growth targets across teachers, so compare your students and groupings to other teachers. If you have the same student as other teachers, collaborate to see how you are grouping that student and how much growth you expect, especially if you will be using the same assessment. There should not be tremendous discrepancies across classrooms with the same students or same subject, with ample data to support this growth targets.

Step 5) Check the criteria. Remember, you must have between 75% of your classroom covered by the growth targets, and all growth targets should be expressed in whole numbers. By examining baseline data, collaborating with other teachers to set similar growth targets across classrooms, and using up to three tiers/groups, you have already ensured that you have met several criteria.
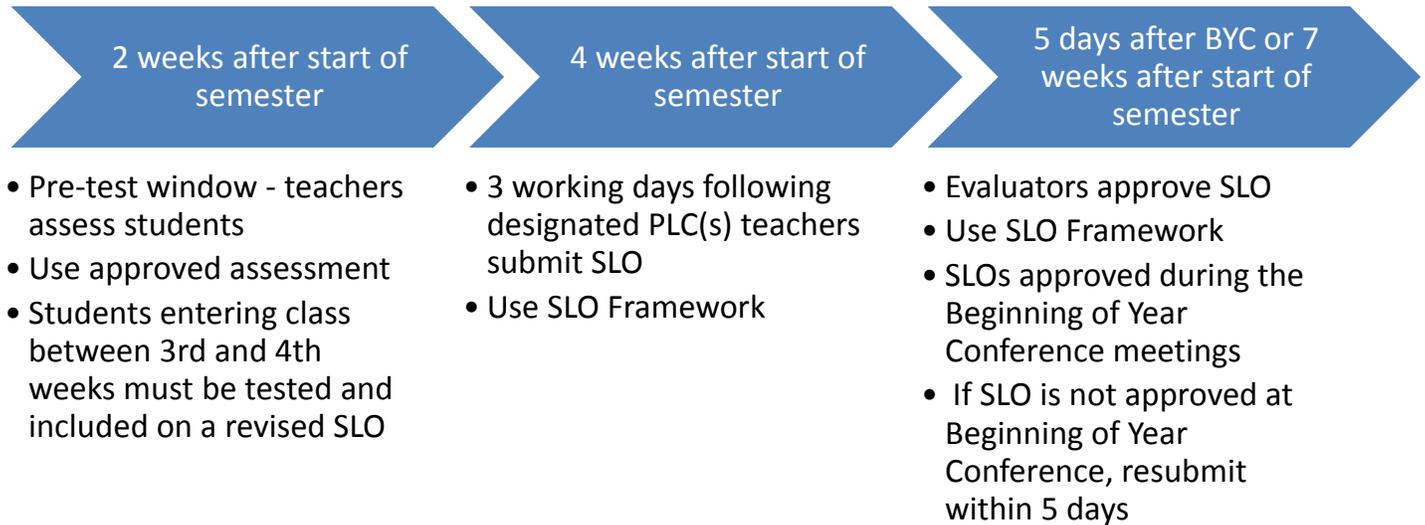
Be sure to write your tiers/groups and the growth targets for each tier/group in the last column in the SLO Framework – Teacher's Form.

Congrats! You have now successfully written an SLO! Now, it's time to get back to the classroom to begin implementing your plan!

SLO Process and Timelines

SLO Approval

Teachers will submit their SLOs to the evaluator for approval, and together, the evaluator and teacher will work collaboratively to ensure that the growth targets are feasible and attainable. See table below outlining the timeline of the approval process:

2 weeks after start of semester	4 weeks after start of semester	5 days after BYC or 7 weeks after start of semester
• Pre-test window - teachers assess students • Use approved assessment • Students entering class between 3rd and 4th weeks must be tested and included on a revised SLO	• 3 working days following designated PLC(s) teachers submit SLO • Use SLO Framework	• Evaluators approve SLO • Use SLO Framework • SLOs approved during the Beginning of Year Conference meetings • If SLO is not approved at Beginning of Year Conference, resubmit within 5 days

Key Points on SLO Approval
1. The teacher and evaluator jointly convene a meeting to review the SLO
    - Teachers come prepared to Beginning of Year Conference with SLOs written
2. The agreed upon SLO must be satisfactory against the SLO Framework criteria
    - Teacher has the opportunity to revise if the SLO does not meet any criteria
    - Teacher submits it to the evaluator with revisions with another meeting being optional
3. If the teacher and evaluator cannot agree the district evaluation chief with a representative from the Design Committee in that building make a final SLO determination

SLO Revisions

SLO Revision is an important step, especially during the first few years of implementation, when limited data is available by which to set feasible growth targets. The teacher should regularly monitor student progress after the SLO is approved. After the first quarter, once more data is available, the teacher is allowed the opportunity to revise growth targets, based upon the progress monitoring data or changes in the classroom. SLO revisions follow a given timeline, as shown below:

- Teachers can submit revised growth targets and student population
- Evaluators must approve any revisions using the SLO Approval Tool criteria

- SLOs "locked"

SLO revisions are optional, unless new students arrive and are tested in weeks 3-4 of the semester or school year. The evaluator must approve any SLO revisions, and the teacher needs to provide sufficient evidence that revisions are needed. The teacher needs to provide the original SLO and the revised SLO. The teacher should also provide evidence for growth target revision. Lastly, the teacher provides the original baseline data.

Key Points on SLO Revisions
1. A meeting is optional, at either the teacher's or evaluator's request
   - Teacher submits the revised SLO, the original SLO, and evidence for revisions, and baseline data
2. The evaluator reviews and must approve any changes
   - The evaluator rejects the proposed SLO if it is not satisfactory against the SLO Framework and the data does not support a change.
3. If teacher and evaluator do not agree, even after meeting, teacher may appeal the decision to the district evaluation chief and a member of the Design Committee from that building for an additional review.

SLO Scoring
This is the final step in SLO development. The scoring is assigning a singular performance rating to the SLO. The SLOs for each certified staff member must be scored and approved. Each SLO will receive a score in one of four categories, "Unsatisfactory," Needs Improvement," "Proficient, or "Excellent," based upon the following thresholds:

Performance Ratings	Thresholds
Unsatisfactory	• Did not use approved assessment • Did not correctly score assessment • Did not accurately administer assessment • Did not use approved SLO • Less than 50% met target growth
Needs Improvement	• Use approved SLO • 50-64% of students met targeted growth
Proficient	• Use approved SLO • 65-79% of students met targeted growth
Excellent	• Use approved SLO • At least 80% of students met targeted growth

The teacher can submit additional data, comments, or evidence to amend or exempt any student data from the summative rating (additional work samples, attendance data, misc. student information). For instance, if a student performs poorly on a Type I assessment, such as AIMSWeb, but the teacher feels the student has made sufficient growth, the teacher can submit additional evidence, such as formative or summative assessments, projects, and class-work, to show that the student mastered the appropriate material. The teacher will need to provide standards-aligned items, to show the student mastered the appropriate standards, as well as comparative data from the class, to ensure rigor and appropriate growth. For example, the student in question could correctly demonstrate mastery as other students did who meet the growth target on the Type I assessment, and the teacher can provide these test scores and the student's assessment to have that student's score counted towards the teacher's evaluation. On the other hand, the teacher can also submit student data, such as in-seat attendance data, to show that the student missed an inordinate amount of time of class, to have that student's data removed from the SLO roster. If the teacher and evaluator cannot agree, the district assessment or evaluation chief makes a scoring determination.

Key Points of SLO Scoring
1. The teacher submits the final SLOs for scoring and determines the performance ratings using the established threshold criteria
     - The teacher must provide documentation of students' test scores, such as the Data Tool, when submitting
2. The evaluator approves the performance ratings
3. If the teacher and evaluator cannot agree:
     - If the SLO scores are rejected, the evaluator and teacher meet
     - If the teacher and evaluator still cannot agree, the SLO scoring is determined by the district evaluation chief

The timeline for Scoring SLOs is as follows:

First school week of next semester	January

- Teachers submit scored SLOs
- Teachers submit student data
- Teachers submit summative student growth rating (if in Summative year)

- End of year conference
- Summative performance evaluation ratings approved

Summative Student Growth Rating
The summative student growth rating will be determined by multiple SLO scores.

The teacher scores each SLO and determines the summative student growth rating. The teacher submits these scores to the evaluator, along with all student growth data, to the evaluator prior to the End-of-Year Conference.

The process for determining the summative student growth rating is as follows:

- The teacher assigns a numerical score to each of the SLOs, according the SLO thresholds (see section "SLO Scoring" above). A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
- The teacher averages the scores for all SLOs. This average score becomes the summative student growth rating. **Note: this number will likely be a decimal and NOT a whole number, and this decimal number will be used to calculate your summative performance evaluation rating.**
- If the teacher only has two SLOs and one SLO is rated "Unsatisfactory" and the other is rated "Excellent," the evaluator must collect further evidence to assign a rating. If the teacher disagrees with the rating he/she can appeal to the District Evaluation Chief.

Student Growth Rating	Thresholds
Excellent	3.5 or higher
Proficient	2.5 up to (but not including) 3.5
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example #1:
A teacher (high school, tenured, semester-long courses) has the following SLOs:

SLO 1: 64% of students met growth targets
SLO 2: 75% of students met growth targets
SLO 3: 61% of students met growth targets
SLO 4: 82% of students met growth targets
SLO 5: 52% of students met growth targets
SLO 6: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see "SLO Scoring" above)
SLO 1: Needs Improvement
SLO 2: Proficient
SLO 3: Needs Improvement
SLO 4: Excellent
SLO 5: Needs Improvement
SLO 6: Proficient

Step 2: Assign each SLO score a numerical score
SLO 1: Needs Improvement = 2
SLO 2: Proficient = 3
SLO 3: Needs Improvement =2
SLO 4: Excellent = 4
SLO 5: Needs Improvement = 2
SLO 6: Proficient = 3

Step 3: Average the SLO scores
(2+3+2+4+2+3)/6 =2.67
2.67, which is "Proficient"

Example #2
A teacher (elementary, tenured teacher) has the SLOs:
SLO 1: 48% of students met growth targets
SLO 2: 75% of students met growth targets
SLO 3: 55% of students met growth targets
SLO 4: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see "SLO Scoring" above)
SLO 1: Unsatisfactory
SLO 2: Proficient
SLO 3: Needs Improvement
SLO 4: Proficient

Step 2: Assign each SLO score a numerical score
SLO 1: Unsatisfactory = 1
SLO 2: Proficient = 3
SLO 3: Needs Improvement = 2
SLO 4: Proficient = 3

Step 3: Average the SLO scores
(1+3+2+3)/4 =2.25 is "Needs Improvement"

Note: The summative student growth rating is NOT rounded. Use the complete rational number.

Summative Performance Evaluation Rating

At the end of the evaluation cycle, the summative student growth rating will be combined with the professional practice rating for each teacher to determine the summative performance evaluation rating. Note that the student growth rating is determined by multiple (at least two) SLO scores.

In the first two years of full implementation, student growth will represent 25% of the summative performance evaluation rating. After the first two years, student growth will represent 30% of the summative performance evaluation rating, as a way to phase-in the student growth component of teacher evaluations.

First Two (2) Years of Full Implementation

Student growth represents 25% of the summative performance evaluation rating. The following formula will be used to determine the summative performance evaluation rating in the first two years:

25% x (summative student growth rating) + 75% x (summative professional practice rating) = summative performance evaluation rating

The summative professional practice rating is a whole number, 1 – 4, assigned based upon the rating of "Unsatisfactory," "Needs Improvement," and "Proficient," and "Excellent." A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
The summative student growth rating is the average of all SLO scores and will likely NOT be a whole number.

Summative Performance Evaluation Rating	Thresholds
Excellent	3.5 or higher
Proficient	2.5 up to (but not including) 3.5
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example 1:
Using the teacher **Example 1** above, the teacher would use the number 2.67 for the summative student growth rating. If the teacher also received a "Needs Improvement" rating on the professional practice, the teacher would use the number 2 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

25% x 2.67 + 75% x 2 = 2.167, which would result in a "Needs Improvement" for the summative performance evaluation rating.

Example 2:
Using the teacher **Example 2** above, the teacher would use the number 2.25 for the summative student growth rating. If the teacher also received a "Proficient" rating on the professional practice, the teacher would use the number 3 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

25% x 2.25 + 75% x 3 = 2.8125, which would result in a "Proficient" for the summative performance evaluation rating.

Student Growth Cut-Off Scores During First Two Years of Full Implementation

To achieve each performance evaluation rating, summative student growth cut-off scores can be used.

To achieve a summative performance evaluation rating of "<u>Excellent</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	N.A.
Proficient	N.A.
Excellent	2.0

To achieve a summative performance evaluation rating of "<u>Proficient</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	4.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "<u>Needs Improvement</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	3.0
Needs Improvement	1.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "<u>Unsatisfactory</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	Less than 3.0
Needs Improvement	N.A.
Proficient	N.A.
Excellent	N.A.

Note: The summative performance evaluation rating cannot be achieved if the summative student growth rating is indicated with an "N.A." For instance, if a teacher received a "Needs Improvement" or higher on the professional practice component of the evaluation, no possible student growth score can result in an "Unsatisfactory" performance evaluation rating.

After the First Two (2) Years of Full Implementation

Student growth represents 30% of the summative performance evaluation rating after the first two years of full implementation. The following formula will be used to determine the summative performance evaluation rating after the first two years:

30% x (summative student growth rating) + 70% x (summative professional practice rating) =

summative performance evaluation rating

The summative professional practice rating is a whole number, 1 – 4, assigned based upon the rating of "Unsatisfactory," "Needs Improvement," and "Proficient," and "Excellent." A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
The summative student growth rating is the average of all SLO scores and will likely NOT be a whole number.

Summative Performance Evaluation Rating	Thresholds
Excellent	3.5 or higher
Proficient	2.5 up to (but not including) 3.5
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example 1:
Using the teacher **Example 1** above, the teacher would use the number 2.67 for the summative student growth rating. If the teacher also received a "Needs Improvement" rating on the professional practice, the teacher would use the number 2 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.67 + 70% x 2 = 2.2, which would result in a "Needs Improvement" for the summative performance evaluation rating.

Example 2:
Using the teacher **Example 2** above, the teacher would use the number 2.25 for the summative student growth rating. If the teacher also received a "Proficient" rating on the professional practice, the teacher would use the number 3 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.25 + 70% x 3 = 2.775, which would result in a "Proficient" for the summative performance evaluation rating.

Please note that the number changes slightly from using the formula from the first two years.

Student Growth Cut-Off Scores After First Two Years of Full Implementation
To achieve each performance evaluation rating, summative student growth cut-off scores can be used.

To achieve a summative performance evaluation rating of "Excellent":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	N.A.

Proficient	N.A.
Excellent	2.33

To achieve a summative performance evaluation rating of "Proficient":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	3.67
Proficient	1.33
Excellent	1.0

To achieve a summative performance evaluation rating of "Needs Improvement":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	2.67
Needs Improvement	1.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "Unsatisfactory":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	Less than 2.67
Needs Improvement	N.A.
Proficient	N.A.
Excellent	N.A.

Note: The summative performance evaluation rating cannot be achieved if the summative student growth rating is indicated with an "N.A." For instance, if a teacher received a "Needs Improvement" or higher on the professional practice component of the evaluation, no possible student growth score can result in an "Unsatisfactory" performance evaluation rating.

Summative Performance Evaluation Rating Processes

There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. However, evaluators are expected to provide specific, meaningful, and written feedback on performance following any and all observations and regarding the student growth rating.

All summative reports will be discussed with the teacher during the summative End-of-Year Conference and delivered to the teacher in writing. For more information about scoring using *The Sandoval Framework for Teaching*, please see the scoring section of this guidebook and the Implementation Toolkit.

- Non-tenured summative evaluation reports will be completed prior to the March Board Meeting.
- Tenured summative evaluation reports will be completed no later than May 1.

Note: *If summative evaluation will be "Unsatisfactory" or "Needs Improvement," the district office must receive all paperwork prior to the March Board Meeting.*

Support

Training will be provided through Professional Development. Teachers be trained in the new system throughout the school year, and step-by-step webinars will be available for teachers online. Evaluators will receive supplemental training, in addition to the prequalification training mandated by the state, in order to better understand and implement the new evaluation system and support teachers.
The **training areas of focus** are grouped into the following categories:

- SLO Development
- Student Growth Measurement
- SLO Scoring and Performance Rating Determination
- System Requirements

Any teacher receiving an "Unsatisfactory" summative performance evaluation rating will develop a remediation plan with an evaluator, which will include appropriate professional development, in order to improve performance. Any teacher receiving a "Needs Improvement" rating will develop a Professional Development Plan, in collaboration with an administrator. For additional resources please reference the Toolkit.

Model Refinement

The Design Committee has agreed to meet at least once after the first year (2012-13), once after the second year of implementation (2013-14), and on annual basis, if needed, thereafter to continue to refine this system. Feedback will be collected via surveys and school meetings to continually assess the implementation of the system, determine any supports needed, and potentially refine key parts of the model to ensure fidelity of implementation.

Examples

Example SLO – High School Earth Science

Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
15 out of 35 students scored below 25% on the assessment. 3 students scored above 50% on the pre-test. Students struggle most with identifying processes by which organisms change over time and explaining how external and internal energy sources drive Earth processes. Most students (13 out of 25) student read below grade level. Many students (18 out of 25) can describe interactions between solid earth, oceans, atmosphere, and organisms.	35 students in 9th grade Earth Science course.	Students will increase their ability to 1) identify and apply concepts that describe the features and processes of the Earth and its resources, 2) identify and apply concepts that explain the composition and structure of the universe and Earth's place in it, and 3) read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently ([CCSS.ELA-Literacy.RST.9-10.10](#)).	Students need to improve their identify processes by which organisms change and explain how energy sources drive Earth processes, which are Illinois Science standards (12.E.4a, 12.E.4b, 12.F.4a, 12,F.4b) and concepts struggled with on the pre-test. Additionally, students are reading below grade level and need be able to read grade level science texts proficiently.	Higher order thinking questions, exit tickets at least 2 times per week, daily independent reading with science texts, regular progress reports sent home, small, medium, and large group work with heterogeneous and homogenous grouping based upon reading level, hands-on experiments.	30 question teacher-created test (Type III); 25 multiple choice recall and content/skill questions; 3 short response questions based upon text (Strategic Thinking level), and 2 open response questions on 5-level rubric (Extended Thinking Level).	75% of students who scored below 25% will improve by at least 40 percentage points. 75% of students who scored between 25% and 40% will improve by at least 35 percentage points. 75% of students who scored between 40% and 50% will improve by at least 30 percentage points. 75% of students who scored above 50% will improve by at least 20 points.

Example SLO – Junior High Music

Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
15 out of 20 students can perform musical instruments demonstrating technical skill. 18 out 20 students can read and interpret the traditional music notation of note values and letter names.6 out of 20 students can perform at least 6 of the major scales from memory within 1 minute. Few students (5 out of 20) can perform with expression and accuracy. 10 students scored below 40% on the pre-test; 5 students scored between 40% and 50%; 5 students scored above 50%.	20 students in 7th grade Band	Students will increase their ability to perform musical pieces with accuracy and expression, play scales by memory, and read and interpret traditional music notation in a varied repertoire.	Students need to improve their ability to perform with expression since most students have mastered technical skills. Students need to learn to play scales to improve their ability to perform with technical accuracy. Students cannot read some varied notation of more complex musical pieces, so new musical notation needs to be introduced.	Scale assignments; regular formative assessments (2 x a month), small groupings based upon instrument type (brass, flutes and clarinets, large woodwinds, percussion); "Notation of the week," solo performances, quartet performances, whole band performances.	Teacher-created with musical piece performance, performance of 12 major scales, and written identification of musical notations; 50 total points (30 for musical piece, using 5 level rubric, 12 points for musical scales, 8 points for notation identification).	75% of students scoring below 40% will improve by at least 30 percentage points. 75% of students scoring between 40% and 50% will improve by at least 25 percentage points. 75% of students scoring above 50% will improve by at least 20 percentage points.

Example SLO – 3rd Grade ELA

Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
6 students scored below 20% on the pre-test. 8 students scored between 20% and 30%. 7 students scored between 30% and 40%. 4 students scored above 40%. Students struggle most with writing informative text to clearly convey information, especially grouping related information together, developing the topic using facts and details, and providing a concluding statement. Most students (14 out of 25) also struggle with reading grade-level text with purpose and understanding. Almost all students (22 out of 25) can identify the meaning of common prefixes and derivational suffices and decoding multi-syllable words. 60% of students read below grade level.	25 students in 3rd grade ELA	Students will improve their ability to apply grade-level phonics and word analysis skills in decoding words (CCSS.ELA-Literacy.RF.3.3), read with sufficient accuracy and fluency to support comprehension (CCSS.ELA-Literacy.RF.3.4), and write informative/ explanatory texts to examine a topic and convey ideas and information clearly (CCSS.ELA-Literacy.W.3.2).	Students need to improve their ability to writing informational texts by grouping related content together, using facts and details, and providing a concluding statement since this is a Common Core Standard and students struggle most with this topic, according to the pre-test. Many students also struggle with reading on grade-level, and students will need to read grade-level texts with purpose and understanding. These skills will be crucial for foundational reading and preparation for the 4th grade.	Small, medium, and large group instruction using heterogeneous and homogenous grouping, leveled readers across subjects, 15 minutes free writing every day, weekly progress sent home to parents aligned with specific skills and the CCSS, use of higher-order thinking questions, daily differentiated instruction and activities based upon student reading level, daily use of text-based questioning, student choice in tasks, Basal reading, regular use of complex texts, co-observing and -planning with other ELA teachers	Teacher-created (Type III) test. 20 multiple choice questions identifying common prefixes and derivational suffixes, read irregularly spelled words, (Level 1: Recall), decoding words with common Latin suffixes, decoding multisyllable words, and comprehending grade-level texts (Level 2: Content/Skill). 2 written informational responses to a grade-level text, based upon 5-level rubric assessing: 1) introduction of a topic and group related content, 2) development of the topic with facts, definitions, and details, 3), use of linking words, and 4) use of a concluding statement or section (Level 3: Strategic Thinking).	75% of students scoring below 20% will improve by at least 45 percentage points. 75% of students scoring between 20% and 30% will improve by at least 40 percentage points. 75% of students scoring between 30 and 40% will improve by at least 35 points. 75% of students scoring above 40% will improve by at least 25 percentage points.

Sandoval Student Learning Objective Framework – Teacher's Form

	Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
Criteria	☐ Uses **allowable data** to drive instruction and set growth targets ☐ Is **measureable** ☐ Targets **specific academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs	☐ **90% attendance** is assumed ☐ **Pre-test data** available for each student included ☐ **Exceptions** are allowed, based upon evaluator approval	☐ **Rigorous** ☐ Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available ☐ Use **baseline data** to guide selection and instruction ☐ Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors ☐ Is **measureable** ☐ **Collaboration** required	☐ Aligns with **school and district improvement plans** ☐ Aligns with **teaching strategies** and **learning content** ☐ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior	☐ Identifies the **model of instruction** or **key strategies** to be used ☐ Is **appropriate for learning content and skill level** observed in assessment data provided throughout the year ☐ Follows **research-based best practices**	☐ Administered in a **consistent manner** and **data is secure** ☐ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop ☐ Produces **timely and useful data** ☐ **Standardized**; has the same content, administration, and results reporting for all students ☐ **Aligned with state or district standards**	☐ Maximum of **5 tiers** ☐ Expressed in **whole numbers** ☐ **Encourage collaboration**, but teachers can set distinct targets ☐ **Covers 75% of population** ☐ Based upon **pre-assessments** data ☐ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria ☐ Students can **uphold high achievement** ☐ **Quantifiable** goals
Teacher Responses							

Teacher Name: _____ Class/Course: _____ Date: _____

___ Approved   ___ Not approved   Evaluator Signature: _____ Date: _____

See next page for comments if not approved.

Criteria not met and reason(s) why:

Suggestions for Improvement:

Approval Tool for Type III (Teacher-Created) Assessments

Teacher: _____ **Course/Class:** _____

Directions: For any Type III assessment used for SLOs, it is required that teachers complete the steps below, using the *Standards Alignment and Coverage Check Chart*, *Rigor Analysis Chart*, and *Assessment Approval Rubric*.

1) Using the assessment and any applicable scoring guide/rubric, identify which standards align to which items or tasks on your assessment. Use National Common Core State Standards, if applicable. Type standards next to assessment questions. Then, use the *Standards Alignment and Coverage Check Chart* to note which questions are aligned to which standards and to ensure that each standard is covered by sufficient number of items or tasks. Attach this chart to the assessment. **Note:** Not all performance-based assessments may need several tasks for each standard, but all tasks should be aligned to standards. Thus, even teachers using performance-based assessments must align any tasks to standards using the *Standards Alignment and Coverage Check Chart*.

2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting at least three levels of rigor. Attach this chart to the assessment.

3) Review the format of the assessment questions. Check for the following:
   - Are questions/tasks written clearly?
   - Are there a variety of types of questions/tasks?
   - Are the questions/tasks free of bias?
   - Are the questions appropriate for the subject/grade level?

4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:

5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Learning Objective for this course?

Please return this form to your primary evaluator, along with a copy of the assessment(s), *Standards Alignment and Coverage Check Chart*, *Assessment Rigor Analysis Chart*, and any additional supporting materials (rubrics, scoring guides, etc).

Adapted from: Indiana Department of Education RISE Evaluation and Development System. *Student Learning Objectives Handbook Version 2.0.* 30 January 2013. Accessed at
http://www.riseindiana.org/sites/default/files/files/Student%20Learning%20Objectives%20Handbook%202%200%20final%284%29.pdf

Standards Alignment and Coverage Check

Teacher(s): _____ **Course/Class**: _____

_____

Directions: After aligning assessment items or tasks to any available standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Only fill in the total number of standards that apply.

Standard:	Standard Description	Question Numbers/Tasks

Assessment Rigor Analysis – Depth of Knowledge (DOK)

Teacher: _____   **Course/Class**: _____

Directions: Use the chart below to categorize assessment questions, if applicable. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of at least three levels of rigor.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat, Indicate, Show	How many...? Label parts of the…. Find the meaning of...? Which is true or false...? Point to … Show me (the time signature/the piece of Renaissance art). Identify (which instrument is playing/the art form/home plate/the end zone)	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify, Describe, Perform a Technical Skill, Perform a Skill with Accuracy	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will…. Shoot 10 lay-ups in a minute, 5 free throws (out of 10 shots), and remain in control of dribbling the ball for 1 minute. Memorize and perform a theatrical scene with at least 85% accuracy in terms of line memorization, cues, and staging. Perform a piece of music with technical accuracy. Demonstrate knowledge and skills to create works of visual art using sketching and constructing.	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, problem-solving, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare, Argue, Perform a task using Problem-solving, Writing with Textual Analysis and Support	Construct a defense of…. Can you illustrate the concept of…? Apply the method used to determine...? What might happen if….? Use evidence to support…. Sing or play with expression and accuracy a variety of music representing diverse cultures and styles. Use problem-solving to perform an appropriate basketball/football/baseball play in a given scenario (e.g. complete a double play, set up a basketball	

			screen, run the spread offense for a first down). Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts.	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, thinking, designing, creating, and evaluating, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains. Student may use or perform a variety of methods or mediums to convey complex ideas or solve problems.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Evaluate, Design, Create and Perform Complex Performance- or Project-Based Assessment Tasks	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that…. Evaluate which tools or creative processes are best for x theatre or musical production. Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making. Perform a complex musical piece with a high level of expression and accuracy. Design and perform a complex basketball or football play appropriate for a given situation. Evaluate and perform various offensive plays or movements in a basketball/football/baseball game, based upon the defensive scenario. Evaluate the use of various mediums to communicate ideas and construct 2 and 3 dimension works of art using these mediums.	

Adapted from: *Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006.* *http://www.wcer.wisc.edu/WAT/index.aspx and UW Teaching Academy http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm*

Assessment Approval Rubric for Type III (Teacher-Created) Assessments

Teacher: _____ **Grade Level/Subject**: _____

	Excellent	Proficient	Needs Improvement	Unsatisfactory
Assessment	Contains all items from Proficient category AND: • Items represent all 4 DOK levels/tasks • Extends and deepens understanding of each student's level of achievement • Uses a collaborative scoring process • Uses a variety of item types to accurately gauge student growth	• Items represent at least 3 DOK levels/tasks • Grade level appropriate for class/course • Scoring is objective (includes scoring guides/rubrics) • Item type and length of assessment is appropriate for the grade-level /subject • Sufficient number of standards, based upon course or subject and grade-level, with at least 5 standards covered (excluding any applicable performance-based assessment) • 3-5 items or tasks for each standard/skill to be assessed for content-area subjects • Question stem and answer choices are clear, free from bias, and do not cue the correct answer	• Items represent only 2 DOK levels/tasks • Grade level appropriate for class/course • Scoring may be subjective, and the scoring guide/rubric does not adequately describe the critical elements of the task for each performance level • Either the item type or length of assessment is insufficient for the grade-level/subject • Question stem or answer choices indicate bias • Question stem or answer choices cue the correct answer • Question stem or answer responses are either too broad or too narrow to elicit the intended response.	• Items represent only 1 DOK level/task • Inappropriate for the grade level for the class/course • No scoring guide/rubric is provided • Both item type or length of assessment is insufficient for the grade-level/subject • Question stem or answer choices indicate bias • Question stem or answer choices cue the correct answer • Question stem or answer choices are unclear and invite a wide range of responses.

☐ I approve of this assessment/task and any accompanying rubrics without further change.

☐ Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics:

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[                                                                    ]
[                                                                    ]
[                                                                    ]
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Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Sandoval Summative Student Growth and Performance Evaluation Rating Form– End of Year Conference

Teacher:_____

Performance Ratings	Thresholds
Unsatisfactory	• Did not use approved assessment • Did not correctly score assessment • Did not accurately administer assessment • Did not use approved SLO • Less than 50% met target growth
Needs Improvement	• Use approved SLO • 50-64% of students met targeted growth
Proficient	• Use approved SLO • 65-79% of students met targeted growth
Excellent	• Use approved SLO • At least 80% of students met targeted growth

Directions: Use table and thresholds above to indicate both the percent of students meeting their targets and the growth rating for each SLO **AND** in the last row, the average of all SLO ratings. Please attach any comments or evidence to amend or exempt any student data from the summative rating.

SLO #	% of Students Meeting Target	Student Growth Rating
1		
2		
3		
4		
5		
6		
Overall		

75% Professional Practice Rating = _____

25% Student Growth Rating = _____ (from table above) _____

= Summative Performance Evaluation Rating of _____ (using attached matrix)

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____