

Student Growth Measures in Teacher Evaluation

Module 2: Selecting Appropriate Assessments

Agenda

- Module 1: Introduction to SLOs
- **Module 2: Selecting Appropriate Assessments**
- Module 3: Using Data to Inform Growth Targets
- Module 4: Scoring an Individual SLO



The SLO Development Process

Step 1: Gather and review available student data.

Step 2: Determine the interval of instruction and identify content.

 **Step 3: Choose assessments and set the growth targets.**

Step 4: Submit your SLO and prepare for approval and review.

Step 5: Final scoring of the SLO.

Locating Assessments

1.

- National or state assessments

2.

- Commercially available assessments

3.

- District- or team-created assessments

4.

- A teacher-created assessment

Examples of LEA Measures

- Student Learning Objectives (SLOs)
 - Locally developed assessments
 - Pre/Post assessments
 - Performance-based assessments
 - Portfolios

- All SLOs should be:
 - Diagnostic,
 - Comprehensive, and
 - Focused on student growth.



SGM Assessment Literacy

- Regardless of the measure:
 - Value-added
 - Vendor assessments
 - Local measures

- Any measure used must be:
 - Fair;
 - Reliable;
 - Aligned to the curriculum (valid);
 - Rigorous and comprehensive;
 - A valid means to measure educators' contribution to student growth; and
 - Have diagnostic value.



Selecting Appropriate Assessments

- Does the assessment
 - Align with content standards and course content?
 - Have stretch?
 - Have sufficient validity and reliability?

- Reference **Handout 2.1**



Alignment Considerations

- Assessments should cover key subject and grade-level content standards.
- No items, questions, or prompts should cover standards that the course does not address.
- The assessment structure should mirror the distribution of teaching time devoted to course content.
- The cognitive demand of the assessment should match the full range of cognitive thinking required during the course.



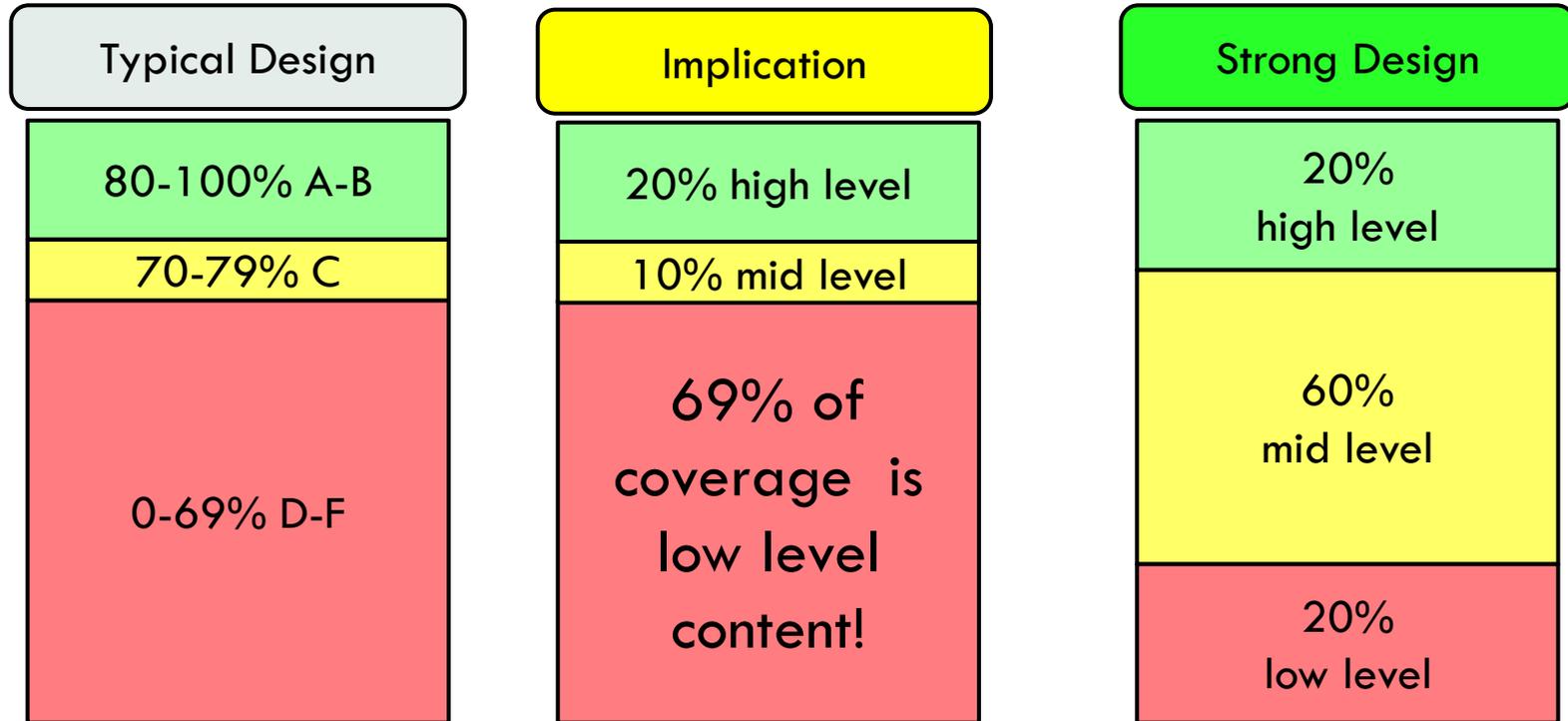
Alignment Scenario

- Mr. Hinton is a seventh-grade social studies teacher.
- The curriculum covers relevant world developments from 750 B.C. to A.D. 1600.
- By the end of the course, students should be able to collect, organize, evaluate, and synthesize information from multiple sources to draw logical conclusions as well as communicate this information.
- An available 50-question assessment has 25 multiple-choice questions focused on Ancient Greece and 25 multiple-choice questions focused on Ancient Rome.

Is this assessment sufficiently aligned with the content and skills of the course?

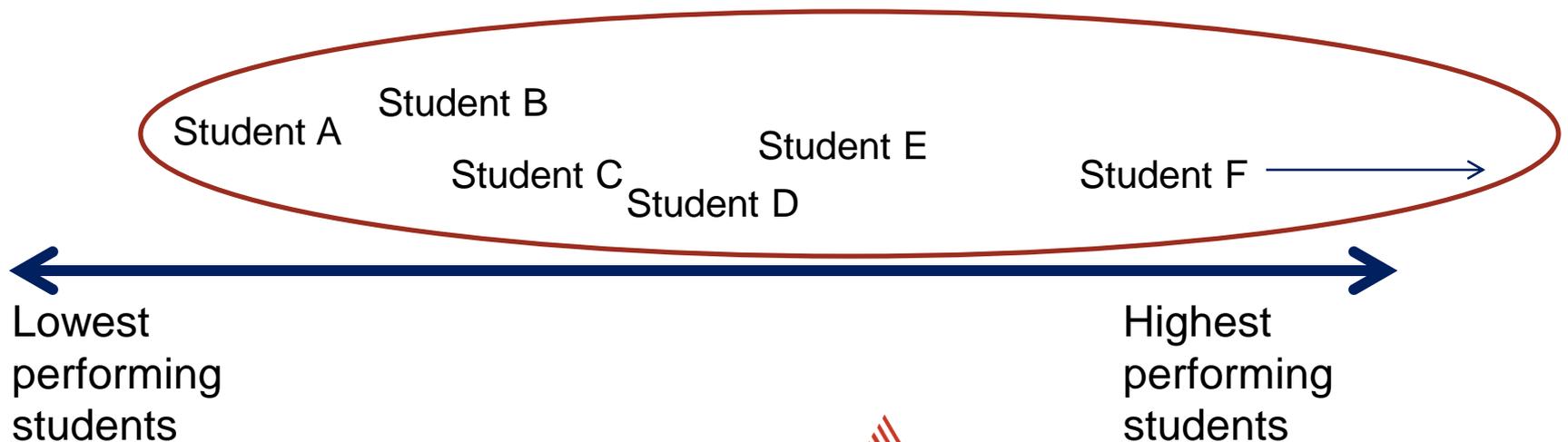


Do the Assessments Have Stretch?



Stretch

- Assessments should
 - Allow both low- and high-performing students to demonstrate growth.
 - Challenge highest performing students.



Stretch Scenario

- Ms. Simpson teaches second-grade reading.
- Most of her students are reading on grade level. One student reads at a first-grade level, and three students are reading slightly above grade level.
- The selected assessment
 - Covers all reading standards for informational text and literature for second grade.
 - Some questions also cover first- and third-grade expectations for reading.

Does this assessment have enough stretch?

You Can Build a System of Reliable and Valid Measures

- **Reliability:** the **consistency** of a set of measurements.
i.e., Is your assessment a good predictor of summative results? Are pre- and post-tests calibrated to each other?
- **Validity:** the accuracy of an assessment; whether or not **it measures what it is supposed to measure.**
i.e., Is your assessment measuring the right indicators in the right way?



Weaker, Moderate, or Stronger?

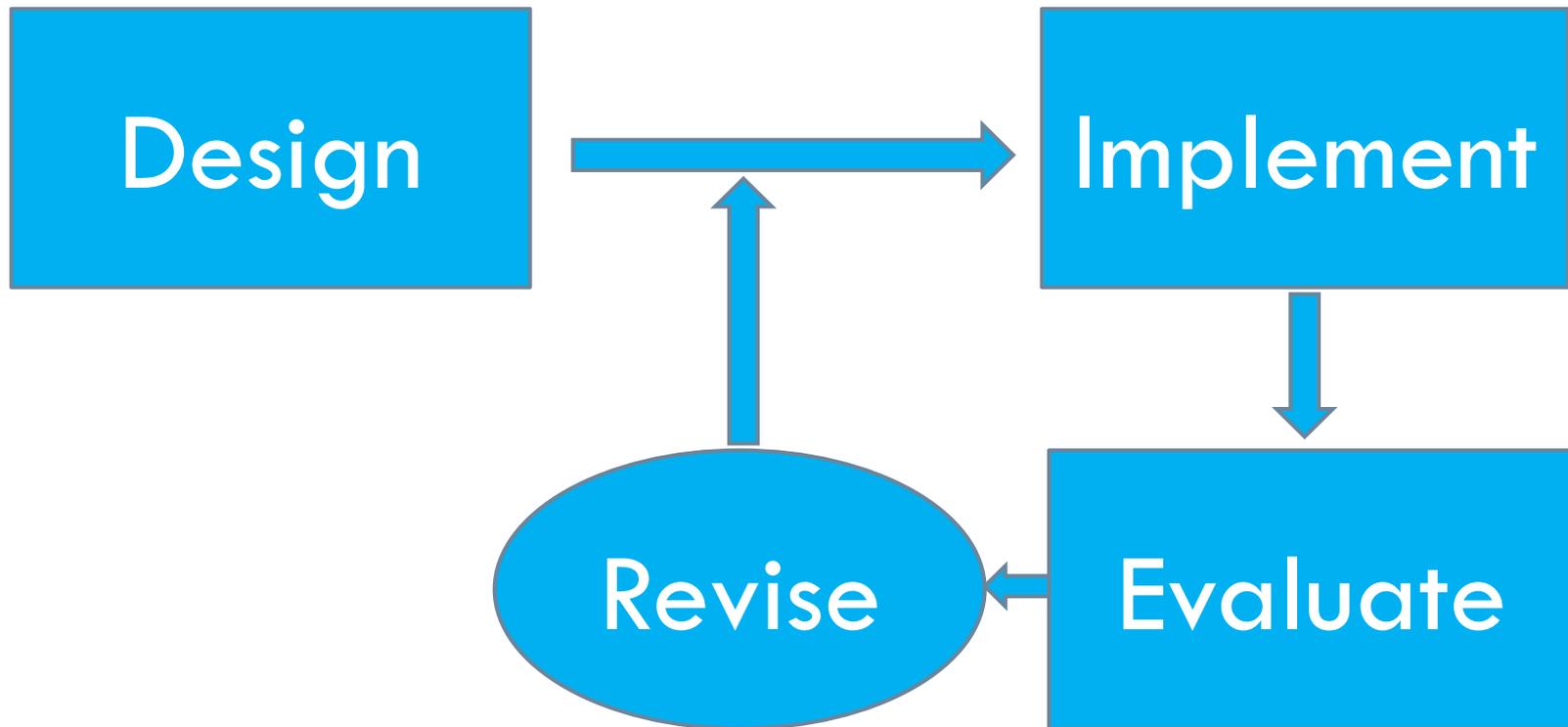
You be the Judge:

- Non-standardized administration of assessment
- First year of implementation of an assessment
- Externally validated by content experts
- Measures are being refined based on pilot information
- Three years of trend data are available in the same subject and grade
- All assessments are tightly aligned to the articulated curriculum
- The measure is a good predictor of state achievement test results
- Attribution and teacher's contribution are accounted for
- Two years of value-added reporting are available
- Steps are taken to increase data integrity (i.e. missing records in pre/post testing)
- Local assessments based on state and national standards
- Assessments have a blueprint that addresses coverage and item complexity



1. Be Systematic

Assessment System Quality Process



2. Implement Valid Assessments

Be an Informed Consumer

- Take an inventory of the assessments currently in your LEA testing regimen and decide which ones should be discontinued or strengthened. Determine if new assessments are needed.
- Choose assessments that match your need for determining student progress across your LEA.
- Deploy only valid, reliable, well-designed assessments.



Evaluating Assessments Activity

- Review the Checklist for Selecting Appropriate Assessments (Handout 2.1)
- Review each scenario in Handout 2.2.
- With a partner, discuss the questions that accompany each scenario.

District Based Discussion Questions

- Is there a state- or vendor-created assessment that could be used instead of this assessment?
- Is the assessment aligned with the content and skills covered in the course?
- Does this assessment measure what it intends to measure?
- Are scoring procedures in place?
- How and when will the assessment be administered?
- Based on student baseline data, will all students be able to demonstrate growth on this assessment?
- Will this assessment be fair to all students, including students with disabilities and English language learners?
- Are different assessments needed for students who are gifted?



Module 2 Recap: What Have We Learned?

- Selecting appropriate assessments is critical to the SLO process.
- Assessments should
 - Be aligned to content standards and course curriculum.
 - Have stretch.
 - Be valid and reliable.

Reflection

- Why is selecting appropriate assessments important?
- What are the benefits of using common assessments?
- What resources or supports exist in the school district or at the school to help teachers select appropriate assessments?
- What additional supports are needed?



Build Your SGM System

	VALUE-ADDED MEASURES	VENDOR ASSESSMENTS	LOCAL MEASURES	
ESTABLISHING	<p>Measures of value-added (VA) data in grades 4-8 reading and math (MRM model)*; AND</p> <ul style="list-style-type: none"> • Three year average available • Standardized test administration practices • Accounts for teacher contribution (i.e. via roster verification) • Influences practice <p><i>* Extended VA reporting in state non-tested areas (or combination of URM and MRM)</i></p>	<p>Approved vendor assessment list for student growth (ODE); AND</p> <ul style="list-style-type: none"> • Three year average/trend data available • Growth expectations determined • Standardized test administration practices • Accounts for teacher contribution (i.e. via roster verification) • Influences practice 	<p>Measures are being fully implemented; AND</p> <ul style="list-style-type: none"> • Three year trend data available • Inter-rater reliability processes used consistently • All measures have been externally validated by content experts • Based on state or national standards • Standardized administration practices • Processes to determine teacher contribution • Process for assessment refinement used • Influences practice 	<p>STRONGER</p> <p>↑</p> <p>WEAKER</p>
REFINING	<p>Measures of value-added data in grades 4-8 reading and math (MRM)*; AND</p> <ul style="list-style-type: none"> • Three year average not yet available • Standardized test administration practices • Accounts for teacher contribution (i.e. via roster verification) • Used to inform practice <p><i>* Extended VA reporting in state non-tested areas (or combination of URM and MRM)</i></p>	<p>Approved vendor assessment list for student growth (ODE); AND</p> <ul style="list-style-type: none"> • Some trend data available • Growth expectations refined • Standardized test administration practices • Account for teachers' contribution (i.e. via roster verification) • Used to inform practice 	<p>Measures are in implementation stage; AND</p> <ul style="list-style-type: none"> • Some trend data available • Inter-rater reliability processes in place • External validation of measures and processes are piloted • Based on state or national standards or state guidelines • Standardizing administration practices • A means to measure teacher contribution has been determined • Using strong assessment design principles to guide development • Used to inform practice 	
DEVELOPING	<p>Measures of value-added data in grades 4-8 reading and math (MRM)*; AND</p> <ul style="list-style-type: none"> • No trend data available • Standardized test administration practices • Accounts for teacher contribution (i.e. via roster verification) • Potential to inform practice <p><i>* Extended VA reporting in state non-tested areas (or combination of URM and MRM) (optional)</i></p>	<p>Approved vendor assessment list for student growth (ODE); AND</p> <ul style="list-style-type: none"> • No trend data available • Growth expectations being decided • Non-standardized test administration practices • Does not account for teacher contribution • Potential to inform practice 	<p>Measures are in piloting stage at the school/district level; measures being refined; AND</p> <ul style="list-style-type: none"> • Inter-rater reliability processes being piloted • No external validation • Based on state or national standards or state guidelines • Non-standardized assessment administration practices • Does not account for teacher contribution • No evidence of strong assessment design • Potential to inform practice 	

Additional Resource

- *Guidance on Selecting Assessments for Student Learning Objectives (SLOs)* on the Ohio Department of Education website

End of Module 2

Please complete evaluation for Module 2

Please jot down any questions you have on a post-it note and place on the parking lot.



Approved Vendor Assessments Use

Vendor assessments can be used differently to produce a student growth measure:

- ❑ Pre/post testing; benchmark assessing (pre/mid/post)
- ❑ Progress monitoring system
- ❑ Achievement results used by another party that runs a value-added model (i.e. SAS[®] EVAAS[®] for ACT high school end-of-course exams)
- ❑ Confusion about the vendor assessment rule

**Approved vendor list found at: www.ode.state.oh.us >
Educator Evaluation (Spring 2013 update)**

