

**Student Growth Measures:  
A Training for District and Educational Service Center Leaders**



# Student Growth Measures in Teacher Evaluation:

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## A Training for District and Educational Service Center Leaders

### Agenda

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|-------|---|
| 9:00  | Welcome and Introduction                      |
| 9:15  | Module 1: Student Growth and SLO Fundamentals |
| 11:00 | Break   |
| 11:15 | Module 2: Selecting Appropriate Assessments   |
| 12:15 | <b>Lunch</b>                                  |
| 1:15  | Module 3: Developing Growth Targets           |
| 2:15  | Break   |
| 2:30  | Module 4: Scoring SLOs                        |
| 3:30  | Action Planning                               |
| 4:00  | Wrap Up                                       |



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Facilitator’s Guide for Training Module 1:  
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SLOs

Facilitator’s Tips and Tools for Facilitating  
Module 1

Module 1 Feedback Form

Module 1 Sign-in Sheet

## **MODULE 2:**

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Selecting Appropriate Assessments

Tips and Tools for Facilitating Module 2

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## **MODULE 3:**

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Scoring an Individual SLO

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## **RESOURCES:**

SLO Training Action Plan

Student Learning Objective Template

Student Learning Objective Checklist

Introduction to Student Learning Objectives  
(SLOs)

Guidance on Selecting Assessments for Student  
Learning Objectives (SLOs)

Sample Student Learning Objectives (SLOs)



Approved List of Assessments





**Student Growth Measures in Teacher Evaluation**

**Module 1: Introduction to Student Growth Measures and SLOs**


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**Training Norms**

- Be present
- Respect time boundaries
- Recognize the need for quiet while working
- Use electronics respectfully and appropriately when prompted
- Return to large group attention when signaled

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**Agenda**

- **Module 1: Introduction to Student Growth Measures and SLOs**
- Module 2: Selecting Appropriate Assessments
- Module 3: Using Data to Inform Growth Targets and Submitting Your SLO
- Module 4: SLO Scoring

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## Intended Outcomes

At the end of all modules teachers should be able to:

- Explain the categories of student growth measures within the Ohio Educator Evaluation Systems
- Explain what makes a high-quality SLO
- Understand the importance of using appropriate assessments in the SLO process
- Develop growth targets
- Score an individual SLO

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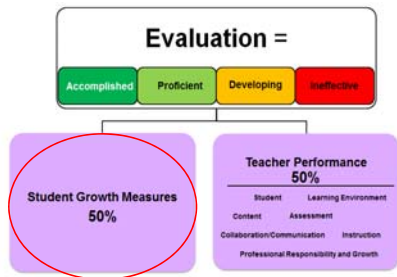
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## Where Do SLOs Fit In?



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## Definition of Student Growth

For the purpose of use in Ohio's evaluation systems, student growth is defined as *the change in student achievement for an individual student between two or more points in time.*

Excerpted from *Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer*

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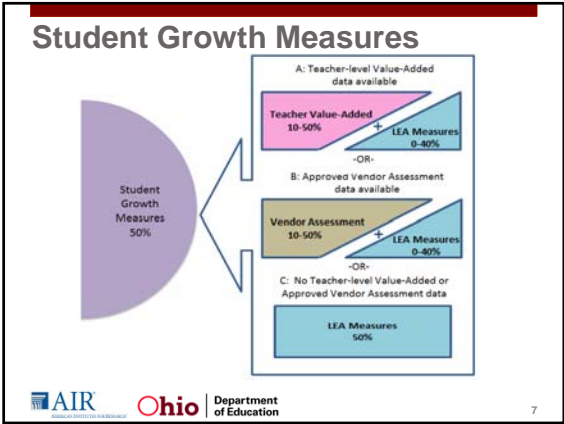
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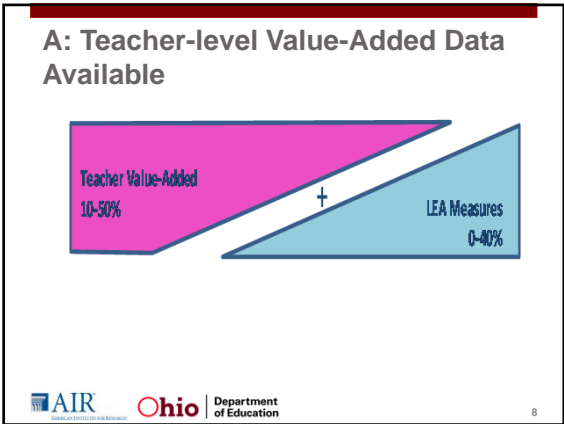
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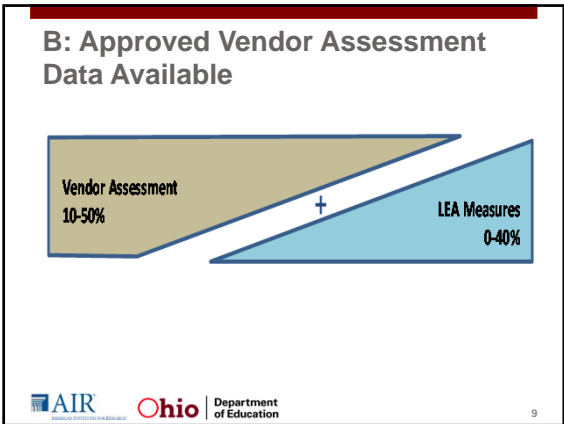
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### C: No Teacher-level Value-Added or Approved Vendor Assessment Data Available

**LEA Measures**  
**50%**

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### Student Growth Measures

**A: Teacher level Value-Added data available**

**B: Approved Vendor Assessment data available**

**C: No Teacher level Value-Added or Approved Vendor Assessment data available**

LEA Measures:  
Student Learning Objectives (SLOs)  
Shared Attribution  
Vendor Assessments (for Category A teachers only)

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### District Plan Example

Teacher Category	Value-Added 10%–50%	Vendor Assessment 10%–50%	LEA Measure		Total
			SLO/Other	Shared Attribution	
A (Value-Added)	40%		10%	0%	50%
B (Vendor Assessment)		30%	10%	10%	50%
C (LEA Measure)			40%	10%	50%

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## What are Student Learning Objectives?

An SLO is:

- A goal that demonstrates a teacher's impact on student learning within a given interval of instruction.
- A measurable, long-term academic target written by an individual teacher or a teacher team.

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## Why Implement SLOs?

- SLOs...
  - Reinforce promising teaching practices and connect teacher practice to student learning
  - Can be used in all subjects and content areas
  - Are adaptable
  - Encourage collaboration
  - Provide teachers some ownership of how they are evaluated

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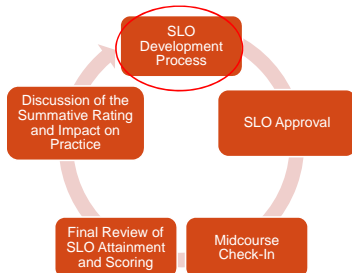
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## SLO Evaluation Cycle



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**High-quality SLOs include or address the following criteria:**

1. Baseline and Trend Data
2. Student Population
3. Interval of Instruction
4. Standards and Content
5. Assessment(s)
6. Growth Target(s)
7. Rationale for Growth Target(s)

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**SLO Components 1 - 2**

- 1. Baseline and Trend Data**
  - Summarizes student information (test score from previous years, results of pre-assessments),
  - Identifies student strengths and weaknesses, and
  - Reviews trend data to inform the objective and establish the amount of growth that should take place.
- 2. Student Population.** Includes the following:
  - Students
  - Course
  - Grade level
  - Number of students included in the objective.

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**SLO Components 3-4**

- 3. Interval of Instruction.** The duration of the SLO (including start and end dates)
- 4. Standards and Content.**
  - SLO should cover the content, skills, and specific standards to which the SLO is aligned.
  - SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to be measured.

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**SLO Components 5-6**

**5. Assessment(s).**

- Assessments that will be used to measure student growth for the objective.
- Assessment(s) should be reviewed by content experts to effectively measure course content and should have sufficient "stretch" so that all students may demonstrate learning.
- If supplemental assessments are needed to cover all ability levels in the course, this section should provide a plan for combining multiple assessments.

**6. Growth Target(s).**

- The target for student growth should reflect high expectations for student achievement that are developmentally appropriate.
- The targets should be rigorous yet attainable.

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**SLO Component 7**

**7. Rationale for Growth Target(s).**

- High quality SLOs include strong justifications for why the goal is important and achievable for this group of students.
- Rationales should draw upon assessment, baseline and trend data, student outcomes, and curriculum standards and should be aligned to broader school and district goals.

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**Reviewing an SLO using the Checklist**

- With a partner, evaluate the quality of the SLO in Handout 1.4 using the SLO Template Checklist (Handout 1.3).
  - Discuss what changes would need to be made and questions you would have for the teacher

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**SLO Approval Status and Accompanying Rationale**

- Evaluators will review the SLO to assure that all required elements are complete
- Evaluators should complete the SLO Approval Status and Accompanying Rationale form (Handout 1.7) about the SLOs prior to the conference
- Evaluators should identify any areas requiring further development and clarifying questions that will support a quality approval process

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**Adjusted Timeline for SLO Implementation 2012-2013**

- **December 17-31** - Write and submit SLOs for approval
- **January** – Receive feedback on the SLO and, if necessary, revise
- **January – April** – Gather evidence of student progress
- **May 1** – Complete final submission form and meet with the evaluator to discuss the final review and scoring of the SLO

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**Timeline for SLO Implementation 2013-2014 and Beyond**

- **Early Fall**- Write and submit SLOs for approval
- **November** – Receive feedback on the SLO and, if necessary, revise
- **January – April** – Gather evidence of student progress
- **April** – Complete final submission form and meet with the evaluator to discuss attainment of the SLO

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### Reflection

Discuss with an elbow partner your impressions of SLOs:

- Which component(s) of the SLO will be most difficult to complete? Why?
- With which component(s) of the SLO are you most comfortable?
- What resources are available to you to help?

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### End of Module 1

This concludes  
Module 1:  
Introduction to  
Student Growth  
Measures and  
SLOs.



**Module 1 Feedback Form: Introduction to SLOs**

Please complete this feedback questionnaire if you are: 1) a participant in the training; 2) a presenter in the training; 3) a participant in the training and a presenter in the training; 4) a participant in the training and a presenter in the training and a presenter in the training. Thank you for your feedback!

Name: \_\_\_\_\_ Date and Time of Training: \_\_\_\_\_

Please consider the training content and answer the following questions by checking the box that comes closest to your opinion.

1. How would you rate the content of this training presentation?  
 Not much  About right  Too much

2. The information presented was...  
 Very useful  Useful  Somewhat useful  Not very useful

3. How would you rate the following?  

	Excellent	Good	Fair	Poor
1. Title and Content of the training				
2. Presentation style of the training				

Please do not forget to fill out the feedback form!

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### Training Considerations

- Thoughts or questions?

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# Handout 1.1: Student Learning Objective (SLO) Template

*This template will be completed while referring to the SLO Template Checklist.*

Teacher Name: \_\_\_\_\_ Content Area and Course(s): \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ Academic Year: \_\_\_\_\_

Please use the guidance provided in addition to this template to develop components of the SLO and populate each component in the space below.

## Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

## Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*

## Interval of Instruction

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

**Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

## Handout 1.2: What Does an SLO Look Like?

*This template will be completed while referring to the SLO Template Checklist.*

Teacher Name: Mr. Hughes

Content Area and Course(s): Introduction to Art

Grade Level(s): 9-12

Academic Year: 2012-13

Please use the guidance provided in addition to this template to develop components of the SLO and populate each component in the space below.

### Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

Since trend and prior test scores are not available, a three-part, district-created pre-assessment was created and administered in September 2012. The assessment is comprised of three parts: 25 multiple choice questions, one extended written response, and a performance task. This pre-assessment was graded using an answer key (for multiple choice) and rubrics (for extended response and performance task). Results of the pre-assessment are listed below:

	Range of Scores
Multiple choice questions (out of 25)	8 to 17 (out of 25)
Written extended response question (out of 12)	2 to 9 (out of 12)
Performance task (out of 12)	3 to 9 (out of 12)
Overall performance (out of 49)	14 (29% correct) to 33 (67% correct)

Results indicate that most students demonstrated a basic knowledge of the elements of art and art history, but lack in-depth understanding of both. Strengths included understanding how context can influence an artist's artwork. The written extended response results showed difficulty interpreting art work, recognizing how the elements of art are utilized in a work of art, and correct use of terms and vocabulary. Students completed the performance task, but the level of achievement varied greatly in the areas of technical skill and direct observation.

### Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*

This SLO covers 72 students in Introduction to Art. This student population is comprised of a mix of students in 9th through 12th grade and is divided into three sections of 25, 24 and 23 students each. Sixteen of the 72 students have an IEP or 504 plan, but not all of these students require accommodation in art. One student has a physical disability and will require handicapped seating in the front of the room. Five students have ADHD and will require breaks to move around, priority seating, and extended time. Three students have writing disabilities and will require scribes during extended writing situations. No students have been formally identified as talented in the area of visual arts; these students have been placed in a more advanced art class.

## Interval of Instruction

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

This SLO covers the second semester of the 2012-2013 school year - from January 2013 through May 2013. The class meets every school day for one 40 minute period.

## Standards and Content

*What content will the SLO target? To what related standards is the SLO aligned?*

Based on the results of the pre-assessment, the learning content for this SLO focuses on most of the ODE Visual Art standards for high school art. The standards are divided into PERCEIVING/KNOWING (1PE, 2PE, 3PE, 4PE, 6PE), PRODUCING (1PR, 2PR, 3PR, 4PR, 6PR), and RESPONDING/REFLECTING (1RE, 2RE, 3RE, 5RE). Some of the achievement content statements are at the beginning level, while others are at the intermediate and accelerated level. In order to show stretch, differentiated instruction will be offered for all major works of art. By the end of the course, students should be able to examine, describe, and analyze aspects of visual art, including the impact of context, community or cultural values, and other sources of inspiration on the artist's work. Students should demonstrate basic technical skill and craftsmanship in art and be able to apply the elements and principles of art in their artwork. In addition, students should be able to use appropriate vocabulary to define and describe techniques as well as engage in art criticism.

## Assessment(s)

*What assessment(s) will be used to measure student growth for this SLO?*

The assessment used to measure student growth is a two-part district-created end-of-course exam that matches the rigor and content of the Introduction to Art class and the ODE Visual Arts Standards. Part one consists of one written extended response that requires students to analyze a piece of artwork and 25 multiple choice questions that focus on the elements of art and art history. The multiple choice questions require students to identify important aspects of an artist's context that influenced his/her work and define correctly course vocabulary. The multiple choice questions will be graded using an answer key and the extended responses will be graded using a rubric created by the district. . Part two is a performance task (drawing) that demonstrates technical skill and the key aspects of direct observation. These responses will be graded using a rubric created at the district level. The assessments will be graded collaboratively with other high school teachers in the district during one of the end-of-year professional development days to ensure consistency across teachers.

Any student who has an IEP or 504 plan that outlines testing accommodations will receive them.. Five students will receive extra time. Three students will work with a scribe during the extended response portion of the assessment if one is available. If a scribe is not available, students will respond orally to the prompt.

## Growth Target(s)

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

For the purposes of scoring my SLO, I have set the following growth targets for my students based upon their overall pre-assessment scores:

<b>Baseline Score (overall score on pre-assessment administered September 2012)</b>	<b>Growth Target (expected performance on post- assessment administered April 2013)</b>
14-19	Increase score by 21 points
19-24	Increase score by 16 points
24-29	Increase score by 13 points
30-33	Increase score by 10 points

However, I have also set specific goals for my students based upon the type of assessment item. Although these goals will not count when the SLO is scored, I will share these goals with my students. I want my students to grow not just overall but in all aspects of the course: in their knowledge of vocabulary and how context influences art (measured in the multiple choice questions), in their written criticism of art (measured through the extended response), and in their own artistic skills (measured through the performance task).

<b>Assessment Task</b>	<b>Baseline Score on the Pre- Assessment</b>	<b>Expected Growth Demonstrated on the Post-Assessment</b>
Multiple choice (out of 25)	8-10 points	Increase score by 9 points
	11-13 points	Increase score by 7 points
	14-17 points	Increase score by 5 points
Written extended response (out of 12)	2-4 points	Increase score by 6 points
	5-7 points	Increase score by 4 points
	8-9 points	Increase score by 3 points
Performance task (out of 12)	3-4 points	Increase score by 6 points
	5-7 points	Increase score by 4 points
	8-9 points	Increase score by 3 points

## Rationale for Growth Target(s)

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

The preassessment noted that students vary in their strengths and weaknesses. However, in general, student strengths included understanding how context can influence an artist's artwork and weaknesses included interpreting art work, recognizing how the elements of art are utilized in a work of art, and correct use of terms and vocabulary. This SLO encourages students to build both upon their strengths and weaknesses by focusing on a range of content and skills.

The content for this class is based on essential skills that Introduction to Art students will need to acquire before they move on to an upper level art class. The visual art curriculum is sequential and builds upon/ repeats skills and knowledge in the arts. These growth targets will ensure that students are prepared for upper level art classes. In addition, our district is focusing on improving writing across the curriculum. The inclusion of an extended writing prompt aligns with this district goal.

My students vary in prior knowledge and level of skill that they are bringing to this course. In addition, some students were more adept at multiple choice questions but lacked basic skills in creating art. Based upon my pre-assessment data, I set my growth targets to ensure that all students will be able to reach or exceed proficiency by the time they leave this course. I tiered the growth targets so that the lowest-performing students must demonstrate the greatest growth (in order to reach proficiency) and because it will be more difficult for higher-performing students to obtain scores at the higher end of the spectrum. In addition, I created additional goals focused on subtasks rather than overall scores to ensure that students are not only showing growth on the pre-assessment on the whole but also within each section of the assessment. I will share these goals with my students because I want them to build upon both their strengths and weaknesses. Throughout the year, I will monitor student progress through formative assessments and adjust the instructional strategies as needed.

# Handout 1.3: SLO Template Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<p>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of preassessments)</li> <li><input type="checkbox"/> Draws upon trend data, if available</li> <li><input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses</li> </ul>	<p>Which students will be included in this SLO? Include course, grade level, and number of students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO</li> <li><input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth</li> <li><input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO</li> </ul>	<p>What is the duration of the course that the SLO will cover? Include beginning and end dates.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year)</li> </ul>	<p>What content will the SLO target? To what related standards is the SLO aligned?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations</li> <li><input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction</li> <li><input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)</li> </ul>	<p>What assessment(s) will be used to measure student growth for this SLO?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended</li> <li><input type="checkbox"/> Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course</li> <li><input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used</li> <li><input type="checkbox"/> Follows the guide lines for appropriate assessments</li> </ul>	<p>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students in the class have a growth target in at least one SLO</li> <li><input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth</li> <li><input type="checkbox"/> Sets developmentally appropriate targets</li> <li><input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth</li> <li><input type="checkbox"/> Sets ambitious yet attainable targets</li> </ul>	<p>What is your rationale for setting the target(s) for student growth within the interval of instruction?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates teacher knowledge of students and content</li> <li><input type="checkbox"/> Explains why target is appropriate for the population</li> <li><input type="checkbox"/> Addresses observed student needs</li> <li><input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets</li> <li><input type="checkbox"/> Explains how targets align with broader school and district goals</li> <li><input type="checkbox"/> Sets rigorous expectations for students and teacher(s)</li> </ul>



## Handout 1.4: Completed Student Learning Objective (SLO) Template—Choir Example

*This template should be completed while referring to the SLO Template Checklist Document.*

Teacher Name: Ms. Blumenthal

Content Area and Course(s): Choir Grade Level(s): 9, 10, 11, 12 Academic Year: 2012–13

Please use the guidance provided in addition to this template to develop components of the SLO and populate each component in the space below.

### **Baseline and Trend Data**

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

In prior years, the student choir assessment included an individual student assessment of participation and effort, student self- assessment, and student skill during class and performances.

I provided feedback to students on their progress half way through the semester as well as at the end of the semester (with their final grade). Based on conversations at the end of last year (2011–12), students often felt they lacked a clear understanding of the techniques and specific strategies needed to improve.

A preassessment was administered. Results showed that across the eight categories in the rubric, students had the greatest difficulty with pitch and note accuracy, verbal clarity, and combining timing with all elements to correctly deliver part singing within a piece.

## Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*

94 students in my four choir classes

The course contains freshmen, sophomore, junior, and senior students.

## Interval of Instruction

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

January 2013 to April 2013: The course duration is one semester.

## Standards and Content

*What content will the SLO target? To what related standards is the SLO aligned?*

This SLO aligns to all of Ohio's 2012 Revised Music Standards, high school levels I–IV, beginning to mastery levels.

## Assessment(s)

*What assessment(s) will be used to measure student growth for this objective?*

To assess my students, I will use a post-assessment. The assessment is structured as follows:

20%	<b>Music theory and problem solving:</b> Students will be given 10 short-answer questions assessing their theoretical and technical knowledge of selected sample compositions, and knowledge of vocal exercises and vocal health. Two of the 10 questions incorporate a problem-solving and interpretation component related to composition.
80%	<b>Performance:</b> Students will be assessed in the following main categories: presentation, accuracy, verbal clarity, effort, tone quality, part singing, interpretation, and behavior. Each main category consists of subcategories as well. This includes two performances.

## **Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

On the posttest (average of the performance assessments conducted at two points in the year after the first pretest, plus the final music theory and problem-solving test), students should demonstrate at least 33 percent growth.

## **Rationale for Targeted Student Growth Within the Interval of Instruction**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

All students have the opportunity to demonstrate growth within the assessment. Growth targets are based on total growth across the eight performance categories and the music theory and problem-solving pretest. In setting growth targets, I felt it important to keep in mind that some students will never reach a perfect score on the rubric.

# Handout 1.5: Student Learning Objective (SLO) Annotated Template Checklist – Choir Example

*This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a checkmark completed by an SLO evaluator.*

Baseline and Trend Data	Student Population
<p><i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i></p>	<p><i>Which students will be included in this SLO? Include course, grade level, and number of students.</i></p>
<p><input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of preassessments)</p> <p><input type="checkbox"/> Draws on trend data, if available</p> <p><input type="checkbox"/> Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses</p>	<p><input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO</p> <p><input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth</p> <p><input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded, and if they are covered in another SLO</p>
<p>Probably wouldn’t check first box. She did give a preassessment, but she doesn’t identify its structure, who created it, and what content it covered.</p> <p>Probably no for second box. Doesn’t really go into trend data, such as typically students do poorly in reading music, performance, etc.</p> <p>No for third box. She identifies weaknesses, but not strengths. Also, she needs to summarize the data overall (how did the students score on the pretest?).</p> <p>Questions to ask the teacher:</p> <ul style="list-style-type: none"> <li>• What is the structure of the pretest?</li> <li>• What content attainment does the SLO measure?</li> <li>• Who developed the assessments?</li> <li>• When was the pre-assessment administered?</li> <li>• Were all students assessed?</li> <li>• What were the results of the pre-assessment?</li> <li>• Are performance data available from prior years and, if so, what does it tell you about student performance in the past?</li> </ul>	<p>Yes to first.</p> <p>No for second. Are there any special needs, ELL, TAG, etc.?</p> <p>No for the third box because we are unsure. Teachers should state “No subgroups are excluded” to ensure a check on this box.</p> <p>Questions to ask the teacher:</p> <ul style="list-style-type: none"> <li>• Do any students audition for the elective course?</li> <li>• Are there course prerequisites?</li> <li>• Do students have any special needs or talents?</li> <li>• How representative is this group of students of all the students the teacher instructs? For example, does the teacher generally instruct students in ninth grade, but for this course he or she instructs all grade levels?</li> </ul>

Interval of Instruction	Standards and Content
<p><i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i></p>	<p><i>What content will the SLO target? To what related standards is the SLO aligned?</i></p>
<p><input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year)</p>	<p><input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations</p> <p><input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction</p> <p><input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)</p>
<p>Yes, BUT teacher could add whether or not class meets daily and for how long. More information is better than not enough as it benefits the teacher and the approval committee.</p> <p>Questions to ask the teacher:</p> <ul style="list-style-type: none"> <li>• How frequently does the course meet and for how long?</li> </ul>	<p>Yes for the first box. She names revised Ohio standards.</p> <p>No for second box. The content of these standards is unclear.</p> <p><i>How will teacher focus on, teach, and assess ALL indicators? Not enough time in the day for that.</i></p> <p>Questions to ask the teacher:</p> <ul style="list-style-type: none"> <li>• What specific content will this SLO target?</li> <li>• Would you please summarize the main foci of these standards?</li> </ul>

Assessment(s)	Growth Target(s)
<i>What assessment(s) will be used to measure student growth for this SLO?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended</li> <li><input type="checkbox"/> Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course</li> <li><input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used</li> <li><input type="checkbox"/> Follows the guidelines for appropriate assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All students in the class have a growth target in at least one SLO.</li> <li><input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth</li> <li><input type="checkbox"/> Sets developmentally appropriate targets</li> <li><input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth</li> <li><input type="checkbox"/> Sets ambitious yet attainable targets</li> </ul>
<p>No to first box. She doesn't specify who created and/or reviewed the tests.</p> <p>No to second box. She doesn't state that the test has a prerequisite as well as advanced knowledge/skills to allow sufficient stretch for both low- and high-achieving students.</p> <p>No to third box. Says she will combine scores on tests but doesn't explain how.</p> <p>No to last box because we can't check any of the boxes above. Not sure if it was reviewed by content experts.</p> <p>Questions to ask the teacher:</p> <ol style="list-style-type: none"> <li>1. Who created and/or reviewed the assessment?</li> <li>2. How do you know that this assessment is valid and reliable?</li> <li>3. How do you know that this assessment has enough stretch for both low- and high-achieving students?</li> <li>4. How will you combine assessments?</li> <li>5. Will the assessments have different weightings?</li> <li>6. How will you ensure that the assessments are graded consistently? Are you using a rubric?</li> </ol>	<p>No to first box. She doesn't state this. We do not see specific growth targets. Were there different skill levels based on pretest? We don't know.</p> <p>No to second box. She never specified her baseline or pretest data so she couldn't have referenced it.</p> <p>No to third box. We don't know if the targets are developmentally appropriate because we don't know where kids started and if any have special needs/talents.</p> <p>No for fourth box. She doesn't have specific targets for all kids, much less tiered targets.</p> <p>No for final box. No specific targets, so we can't tell if they are rigorous enough. She said they would grow by 33 percent, but percentages are easy to misinterpret. What if I got an 80 percent on the pretest?</p> <p>Questions to ask the teacher:</p> <ol style="list-style-type: none"> <li>1. Were there different skill levels based upon the pretest?</li> <li>2. How was baseline data used to inform the growth targets?</li> <li>3. How do you know these targets are developmentally appropriate?</li> <li>4. Can you explain this growth target? How could you better differentiate the targets for your students.</li> </ol>

### Rationale for Growth Target(s)

*What is your rationale for setting the target(s) for student growth within the interval of instruction?*

- Demonstrates teacher knowledge of students and content
- Explains why target is appropriate for the population
- Addresses observed student needs
- Uses data to identify student needs and determine appropriate growth targets
- Explains how targets align with broader school and district goals
- Sets rigorous expectations for students and teacher(s)

No to first box. She should identify their strengths/weaknesses in relation to course content.

No to second box. Her targets are not specific enough to apply to the class ability levels.

The third box is a maybe. She did state their weaknesses earlier, but not here.

No to fourth box. She does not provide a clear explanation for how she selected the growth targets and why these targets are appropriate for students.

No to fifth box. She says nothing about school/district goals.

No for last box. Again, we can't tell if they are rigorous enough because we don't know how they did on the pretest.

Questions to ask the teacher:

1. How does your SLO address identified student needs?
2. How are these targets appropriate?
3. What is your explanation for selecting the growth targets?
4. How do you know these growth targets are appropriate for your students?
5. How does this SLO align with school or district goals?

## Handout 1.6: Revised Choir SLO

*This template will be completed while referring to the SLO Template Checklist.*

Teacher Name: Ms. Blumenthal

Content Area and Course(s): Choir

Grade Level(s): 9, 10, 11, 12

Academic Year: 2012–13

Please use the guidance provided in addition to this template to develop components of the SLO and populate each component in the space below.

Please use the guidance provided in addition to this template to develop components of the SLO and populate each component in the space below.

### Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

In prior years, assessment of my students included individual student assessments of participation and effort, student self- reflection, and an overall evaluation student skill during class and during performances. Last year, I provided feedback to students on their progress half way through the semester as well as at the end of the semester (with their final grade). At both points of the semesters, nearly all students receive full credit for their participation. Approximately 50 percent of students noted that they lack a clear understanding of the techniques and specific strategies needed to improve. We always receive positive feedback on choir performances, but I lack data on individualized student performance.

Given the lack of baseline data, I administered a pre-assessment in 2012. The pretest consisted of two parts: 1) a performance rubric that scored student performance in eight categories (10 points each, for a total of 80 points) and 2) a music theory and problem solving section, containing 10 short answer questions (2 points each, for a total of 20 points). The assessment is district-developed and was created in collaboration with all high school music teachers in the district.

The pretest results for my 31 choir students were the following:

#### Distribution of Scores on the Performance Rubric

Score Range (out of 80)	Number of Students
0-20	2
21-40	5
41-60	20
61-80	4

#### Distribution of Scores on the Music Theory and Problem Solving Section

Score Range (out of 20)	Number of Students
1-5	2



6-10	20
11-15	5
16-20	4

**Distribution of Scores on the Combined Assessment**

Score Range (out of 100)	Number of Students
0-20	2
21-40	4
41-60	14
61-80	10
81-100	1

The distribution of scores shows that most students struggle more with music theory than they do with performances. Analysis of the rubrics used to grade the performance task, students display effort and are comfortable with ensemble singing, but they can build upon interpretation and pitch.

**Student Population**

*Which students will be included in this SLO? Include course, grade level, and number of students.*

This SLO applies to my 94 students in my choir. This course includes freshmen, sophomore, junior, and senior students. These students are distributed into four classes (of 20, 24, 22, 28 students). The population is a mix of students who have remained in the elective for multiple years and students who are joining choir for the first time. These students do not need to audition for the choir to participate. In general, these students have a lower background knowledge and skill in vocal music than those students in the 2<sup>nd</sup> period concert choir. However, some students (10) take private vocal lessons outside of the class.

My schedule also includes instructing two other courses: concert choir during 2<sup>nd</sup> period, for which student auditions are required for participation, and Music Composition and Technology during 3<sup>rd</sup> and 7<sup>th</sup> period. These courses are covered under separate SLOs.

**Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

The duration of the course is one semester, from January 2013 to April 2013. Students meet every day for 40 minutes. The choir also has three two-hour evening rehearsals prior to the April concert.

## Standards and Content

*What content will the SLO target? To what related standards is the SLO aligned?*

This SLO aligns to Ohio’s 2012 Revised Music Standards, high school levels I – III, beginning to mastery levels. The actual content statements of the standards vary since my students are at various levels in their development of skill and knowledge of music. However, I am using the developing standards as a benchmark and then differentiating the challenge level for my students as needed. This SLO aligns with the following high school level II standards:

- 1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
- 3PR Demonstrate sight-reading abilities at a mastery level of complexity.
- 7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form.

- 1CE Interpret articulations, expressive symbols and terms while performing.
- 2CE Identify and trace the development of music forms across historical periods.
- 4CE Describe the elements of music and their functions.
- 5CE Identify traditional harmonic progressions in selected repertoire.
- 6CE Identify modality aurally and visually.
- 7CE Identify musical forms used in vocal and instrumental genres from world cultures.

- 2RE Describe how the use of elements of music affects the aesthetic impact of a music selection.
- 4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.
- 5RE Describe the use of elements of music as they relate to expression in a varied repertoire of music.

## Assessment(s)

*What assessment(s) will be used to measure student growth for this SLO?*

To assess my students, I will use a district-created post-assessment. The assessment is structured as follows:

20%	<b>Music theory and problem solving:</b> Students will be given 10 short-answer questions assessing their theoretical and technical knowledge of selected sample compositions, and knowledge of vocal exercises and vocal health. Two of the 10 questions incorporate a problem-solving and interpretation component related to composition.
80%	<b>Performance:</b> Students will be assessed in the following main categories: presentation, accuracy, verbal clarity, effort, tone quality, part singing, interpretation, and behavior. Each main category consists of subcategories as well. This portion of the assessment consists of two performances that are averaged together for the final score.

The performance assessments will be graded using a district-created rubric. All music teachers in the district have been trained on the rubric and have attended calibration sessions to ensure consistent

scoring. Performances will be audiorecorded so that another music teacher may double-score selected performances if needed.

### Growth Target(s)

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

Baseline Score Range (on 100-pt. district-created pre-assessment administered in January 2013)	Expected Performance (on 100-pt. district-created post-assessment administered in April 2013)
0-40	70
41-50	71
51-60	72
61-100	At least 1/3 the possible growth between the pre-assessment score and 100. For example, a student who scored 80 on the pre-assessment would be expected to score 87 on the post-assessment.

### Rationale for Growth Target(s)

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

I set tiered growth targets to ensure that all students will be able to demonstrate appropriate growth. Students with lower baseline ranges will be expected to, at a minimum, reach basic thresholds of passing. At the higher levels, students are expected to demonstrate 1/3 the difference between 100 and their pre-assessment score. These targets recognize that vocal skill progression may level out for some students that is not equivalent to a perfect rubric score. Consequently, growth estimates may appear somewhat conservative. However, all students will need to demonstrate growth and are expected to demonstrate significant skill and progress in vocal music.

In the past, students noted that they lacked specific strategies for improving their performance. This SLO targets skills related to performance as well as knowledge of music theory that students will need to apply during vocal performances. If students build these knowledge and skills, they will be better able to self-monitor their vocal performances and identify areas of strength and weakness on their own.

Attainment of these growth targets will prepare students for continued participation in vocal music or other performing arts. Students will build upon the foundational knowledge they already have and develop performance, music theory, and problem solving skills. Such skills will help students become more well-rounded students.

In a time where budgets are tight and music is often cut, the performing arts are currently not a district or school priority. However, the music department at the district level has asked us to focus on authentic assessment of performances. This SLO incorporates assessments that align with this departmental priority.

# Handout 1.7: Sample SLO Approval Status and Accompanying Rationale

Name: \_\_\_\_\_

SLO Team (Teachers' Names): \_\_\_\_\_

Subject: \_\_\_\_\_

Grade: \_\_\_\_\_

SLO Focus Area: \_\_\_\_\_

Based on the administrator's review, the SLO approval status is:

**Approved**

The SLO has met the criteria and expectations outlined in the SLO guidance checklist.

As a result:

- The teacher(s) have focused on the "right" goals.
- The SLO covers the course content and identifies the students who truly need to improve.
- The SLO is logically related to improved student learning.
- The SLO is leading to more equality of educational opportunities for all students.
- The SLO does not lead to unintended consequences, such as the curriculum becoming unacceptably narrowed.

**Not Approved**

The SLO does not meet the criteria and expectations outlined in the SLO guidance checklist. The SLO requires further development in the areas listed below. Once the outstanding areas are sufficiently addressed, the SLO will be approved. Areas requiring further development:

\_\_\_\_\_ *Baseline and Trend Data*

\_\_\_\_\_ *Assessment(s)*

\_\_\_\_\_ *Student Population*

\_\_\_\_\_ *Growth Target(s)*

\_\_\_\_\_ *Interval of Instruction*

\_\_\_\_\_ *Rationale for Growth Target(s)*

\_\_\_\_\_ *Standards and Content*

**Administrator's Signature and Date:** \_\_\_\_\_

**Teacher's Signature and Date:** \_\_\_\_\_



# **Student Growth Measures in Teacher Evaluation**

## **Facilitator Guide for Training Module 1: Introduction to Student Growth Measures and SLOs**

# Overview

## Training Purpose and Goals

The student learning objectives (SLO) training is intended to assist teachers and administrators in implementing SLOs in their schools. At the conclusion of the four training modules, teachers should be able to:

- Explain what makes a high-quality SLO.
- Select appropriate assessments.
- Develop growth targets.
- Score individual SLOs.

Facilitators should be able to:

- Review the components of the Ohio Teacher Evaluation System Framework and Model.
- Deconstruct Ohio's model for developing SLOs.
- Understand the tools and processes used in developing, organizing, and reviewing SLOs.
- Use strategies to facilitate work on SLOs in your district or school.

## Audience

This facilitator's guide is designed as a blueprint for the training that will be delivered to teachers within their schools to prepare them to develop and implement SLOs this year (2012–2013), whether SLOs are being implemented on a pilot or fully operational basis within the evaluation system. Facilitator notes, as well as suggestions of the direct language to use in conveying the material to teachers, are provided.

## Timing

The training that you will deliver is split into four modules. Each module is designed to be delivered in 60 minutes, during time designated for professional development or common planning.

## Resources

The following resources are provided for use in delivering the four training modules to staff within each school:

- Facilitator's guide (this document)
- Slide presentation
- Participant handouts
- Tips and tools for presenting the module, which includes an annotated agenda and anticipated questions

## Why Student Learning Objectives?

Recent federal and state policy has led to new systems of educator evaluation. These new systems include multiple measures, one of which is often student learning or student growth. Student Learning Objectives (SLOs) have recently come to the forefront of this work and have been highlighted as one promising approach to measuring student growth based on the evidence to date, particularly for the majority of teachers in subjects or grades not covered by a standardized assessment and who must have SLOs as comparable growth measures.

### The Ohio Context

We know that a well-designed evaluation system can support professional growth and improve educator practice, which in turn leads to better outcomes for our students. In Ohio as it is elsewhere, a major challenge of creating new evaluation systems is to figure out how to measure student growth for the majority of teachers and students for whom state-administered standardized tests or relevant and validated vendor assessments are not available. An additional challenge is incorporating measures of student growth within the evaluation system in such a way that directly ties this information to the instructional planning and goals of teachers that are also directly in line with the unique needs and goals of their district. No measure is perfect. But better measures should allow for better decisions. The challenge school systems across the nation are facing is to assemble a “union of insufficient” measures that provide more information than they do individually and that are better than existing indicators (MET Project: Policy and Practice Brief January 2012).

Ohio's new evaluation system will provide educators with a richer and more detailed view of their impact on student learning. Using a systematic approach that is fair and comparable across all educators, the evaluation system will focus attention on more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement. Advised by the Ohio Department of Education, many districts will implement SLOs as comparable growth measures as a part of the “Locally-Determined Measure” portion of the Student Growth Component, which is 50 percent of the overall evaluation per legislation. If value-added or approved vendor assessments are available, those options must be used, and locally-determined measures like SLOs will account for up to 40 percent of the overall evaluation. In grades or subjects where value-added or approved vendor assessments are not available, locally-determined measures (SLOs) may account for up to 50 percent of the evaluation, which is the entire student growth component.

Some districts will pilot SLOs in the 2012-2013 school year while other districts will fully implement SLOs within their teacher evaluation system.



## Module 1 (120 Minutes)

### Introductory Activity

Provide dot stickers at each table. As participants enter and get settled prior to the training, ask them to use the dot stickers to answer questions posted around the room. Each question asks participants to rate their familiarity and background knowledge of content related to the training. This pre-activity will get participants thinking about what they already know while providing a visual summarization of participants' background knowledge and comfort with the material.

The following questions should be written out in large font on chart paper and posted around the room. Underneath each question, write the answer choices shown in parentheses below.

1. How confident are you that you could explain the types of student growth measures can be used in teacher evaluations to others? (Not confidence, somewhat confident, very confident)
2. How would you rate your familiarity with the information on SLOs available on the ODE website and in ODE-provided trainings (Not at all familiar, somewhat familiar, very familiar)
3. How much information have you received from your LEA or principal about SLOs? (No information, little information, some information, extensive information)
4. How much information have you received from your collective bargaining representative about SLOs? (No information, little information, some information, extensive information)
5. How familiar are you with how other districts and states have implemented SLOs? (Not at all familiar, somewhat familiar, very familiar)

Prior to the formal start of training, summarize the information contained in these charts. Thank participants for providing this information and explain that this information provides you with an understanding of the background knowledge participants have at the start of this training.

#### Slide 1

*Plan to spend 5 minutes on slides 1–4. Slide 1 is the title slide.*

*During this slide, the facilitators should introduce themselves and ask participants to do the same (if the group is small enough).*

### Student Growth Measures in Teacher Evaluation

#### Module 1: Introduction to Student Growth Measures and SLOs

## Slide 2

*Review the training norms with the group.*

## Training Norms

- Be present
- Respect time boundaries
- Recognize the need for quiet while working
- Use electronics respectfully and appropriately when prompted
- Return to large group attention when signaled

## Slide 3

*Say:*

“Please open your folders. Inside, you will find an agenda for this training as a whole as well as the objectives/outcomes of today’s session. This session, or module, is one of four modules that you will participate in to learn about implementation of student learning objectives, or SLOs. The focus of Module 1 is defining what a well-constructed SLO looks like.”

## Agenda

- **Module 1: Introduction to Student Growth Measures and SLOs**
- **Module 2: Selecting Appropriate Assessments**
- **Module 3: Using Data to Inform Growth Targets and Submitting Your SLO**
- **Module 4: SLO Scoring**

## Slide 4

*Say:*

“Overall, the goal of these trainings is for teachers and evaluators to develop a common understanding of student learning objectives (SLOs) and the tools and processes used to develop, organize, and review SLOs.”

*Review the intended outcomes of the four modules as a whole with participants.*

“However, today, before we begin diving into the SLO process, we’re going to do an activity to get your impressions down about any information you already have about SLOs, as well as quickly review their place within the modified evaluation system that we’re implementing this year.”

## Intended Outcomes

At the end of all modules teachers should be able to:

- Explain the categories of student growth measures within the Ohio Educator Evaluation Systems
- Explain what makes a high-quality SLO
- Understand the importance of using appropriate assessments in the SLO process
- Develop growth targets
- Score an individual SLO

## Slide 5

Plan to spend no more than 20 minutes on slides 5–12.

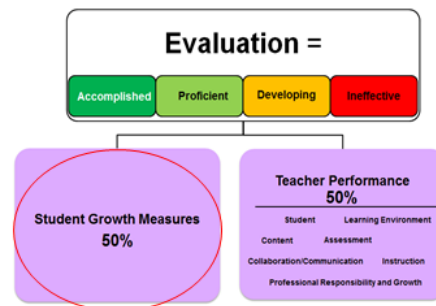
Be very mindful of the fact that participants may be already familiar with this information. If you have received a unanimous response that everyone is familiar, advance each slide without covering the full script and ask if participants have any questions about the requirements. If they do, facilitate a discussion. Answer any questions you can and note those you do not have answers to, letting participants know that you will work to get the answers right away.

Say:

“Now that we’ve jogged our memories about anything that we might already know about how SLOs will be implemented, these next slides provide a review of the new teacher evaluation system requirements and SLOs’ place within that system. [As we discussed, most of you are already familiar with this information.]” *Insert in the brackets whatever is true for your audience, based on the feedback you just received.*

“Student growth measures shall account for fifty percent (50%) of the teacher evaluation.”

## Where Do SLOs Fit In?

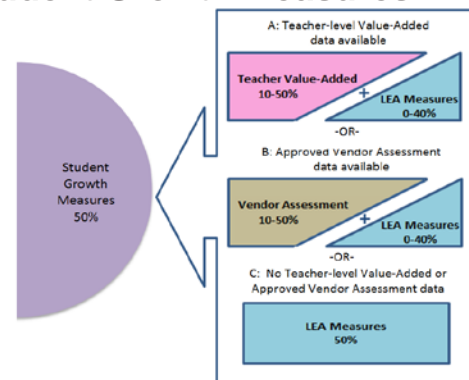


## Slide 6

Say:

“For the purpose of use in the OTES model, student growth is defined as the change in student achievement for an individual student between two or more points in time. In Ohio’s LEAs, the student growth component will be comprised of a combination of two or more measures of value-added scores, vendor-created assessments, and LEA-determined student growth measures.”

## Student Growth Measures



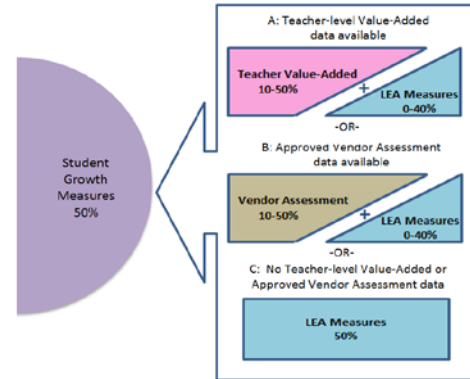
## Slide 7

Say:

“The combination of measures within the OTES model will vary depending on the grades and subjects taught. The guidelines given will be updated as research and best practices emerge to inform revisions. The combination of measures will fall into the following categories:

- Teachers with value-added data
- Teachers in nontested grades and subjects with vendor assessment growth measures
- Teachers in nontested grades and subjects without comparable vendor assessments”

## Student Growth Measures



## Slide 8

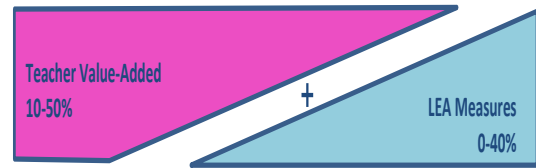
Say:

“One measure of student growth is value added. Value-added measures use statistical methods to determine a teacher’s impact on his or her students using data from student achievement tests. Teachers who have value-added data must have this information used in their evaluation. We refer to this group of teachers as Category A teachers. Category A includes teachers of reading and mathematics in grades 4-8 in all districts, as well as some science teachers in SOAR districts who receive value-added reports and TIF districts who use EVAAS. The value-added data must comprise between 10 and 50 percent of their evaluation.”

“Category A teachers are those teachers with value-added data as given in an individual teacher-level, value-added report. The law states that if value added is available, it must be used (but not exclusively). The local board of education will need to determine the percentage of the value added to be used within the evaluation system. The local board of education will make a decision on this for all Category A teachers. This default percentage for the district will be consistent for all Category A teachers. There may be circumstances however where this percentage varies. If the percentage varies, it should be for valid reasons.”

“Let’s walk through an example. Suppose I am a fifth-grade reading teacher and I have been teaching reading for seven years. I always get a value-added report. Am I a Category A teacher? (yes).”

## A: Teacher-level Value-Added Data Available



## Slide 9

*Say:*

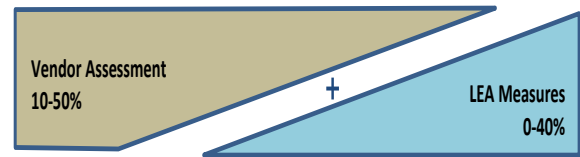
“Category B teachers are those teachers with data as given from assessments on the ODE-approved vendor assessment list. You may be using wonderful vendor assessments, but only those approved are considered Category B. If you have Category B assessments given in the manner that the vendor states will provide a student growth measure, then you must use that data as part of the evaluation. (A point of note for the facilitator: If the assessment is not on the approved list, it can be used within an SLO as long as it is valid and reliable for the SLO.)”

“The local board of education will need to determine the percentage of the value added to be used within the evaluation system. The local board of education will make a decision on this for all Category B teachers. This default percentage for the district will be consistent for all Category B teachers. There may be circumstances where this percentage varies; if it does, it should be for valid reasons.”

“Here’s a quick question to make sure we’re on the same page: If a teacher has both value-added and approved vendor assessments, is he/she a Category B teacher? (No, the teacher has a value-added report, so the teacher is Category A. The vendor assessment data can be used as part of the local measures, but does not have to be used in this case.)”

“Teachers who fall into Category B typically do not have value-added scores, but do have an approved vendor assessment associated with their classes that can be used to measure student growth.”

## B: Approved Vendor Assessment Data Available

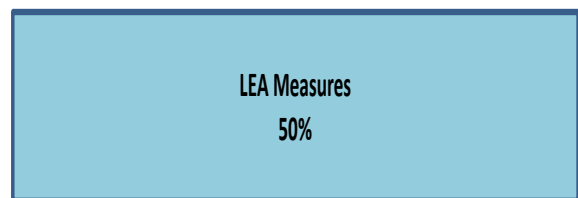


## Slide 10

*Say:*

“All other teachers will be Category C, those teachers in nontested grades and subjects without comparable vendor assessments or value-added data. These teachers and teachers from Category A or B who use local measures will use the SLO process.”

## C: No Teacher-level Value-Added or Approved Vendor Assessment Data Available

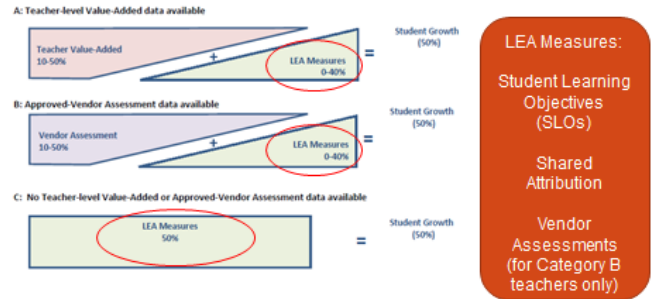


## Slide 11

Say:

“So, there are three categories of teachers based on the availability of value-added and LEA decisions. The LEA measures include three possible types of student growth data: vendor assessments (for Category A teachers), shared attribution (which refers to building- or grade-level student growth scores), or SLOs (which we will talk in greater detail about today). The LEA will make the decisions around the weighting of scores for each category of teacher. Each LEA is responsible for creating an LEA plan that articulates which LEA measures will be used and for which category or categories of teachers. The LEA is also responsible for deciding the exact weighting of measures within the acceptable ranges given here.”

## Student Growth Measures



## Slide 12

*The purpose of this slide is to apply the information presented on the three categories of teachers in a sample district plan. However, if you have information about your LEA’s teacher evaluation plan, please revise this slide to include your LEA’s plan and discuss that information instead.*

Say:

“This slide represents a sample district plan for combining multiple measures of student growth. We see that the district has decided that multiple student growth measures will be used in all teacher evaluations. Category A teachers will have value-added and SLOs as their measures of student growth. The value-added is weighted at 40 percent and the other 10 percent will be based upon SLOs. In this example, Category B teachers will have vendor assessments, SLOs, and shared attribution included in their evaluation, with vendor assessments holding 30 percent weight. Finally, Category C teachers will have evaluations comprised of 40 percent SLOs and 10 percent shared attribution.”

“This slide is just an example of how the different allowable student growth measures might be incorporated into a district plan. Each district’s plan may look slightly different based upon the decisions made by the local board of education in consultation with collective bargaining units.”

## District Plan Example

Teacher Category	Value-Added 10%-50%	Vendor Assessment 10%-50%	LEA Measure		Total
			SLO/Other	Shared Attribution	
A (Value-Added)	40%		10%	0%	50%
B (Vendor Assessment)		30%	10%	10%	50%
C (LEA Measure)			40%	10%	50%

## Slide 13

*Plan to spend 10 minutes on slides 13–16.*

*Say:*

“At this point, I’d like to transition to a discussion about one local measure: student learning objectives, or SLOs. SLOs are goals created by teachers or teacher teams that are designed to demonstrate impact on student learning within a given interval of instruction.”

“The interval of instruction should generally be the length of the course. That might be a semester or a whole academic year, but the idea is that the goal is capturing the main skills or concepts meant to be taught in this course and whether the teacher has been able to facilitate students in gaining those skills or content knowledge during this time. In order to demonstrate if this has occurred, the goal needs to be measurable. We have to be able to reliably demonstrate through some form of assessments if students have gained the expected skills or knowledge. So, when we say long term, what we mean is an expected year’s or semester’s growth, as demonstrated on an assessment.”

## What are Student Learning Objectives?

An SLO is:

- A goal that demonstrates a teacher’s impact on student learning within a given interval of instruction.
- A measurable, long-term academic target written by an individual teacher or a teacher team.



## Slide 14

“Like all measures, SLOs are imperfect measures of teacher impact on student achievement. However, SLOs offer many benefits.”

“First, SLOs reinforce best teaching practices and connect those practices to student learning. The SLO process encourages data-driven, long-term planning and goal setting, use of formative assessments to assess progress towards the goal and inform adjustments in practice, and use of summative assessments to assess student learning at the end of the course.”

“Unlike other measures, SLOs can be used in all subjects and content areas. In addition, they are easily adapted when changes in curricula, standards, or assessments occur.”

“SLOs also encourage collaboration. Teachers may create a team SLO where they share a goal amongst them. In addition, the SLO process offers multiple opportunities for collaboration: in the analysis of baseline data, in reviewing content standards, in setting growth targets and in selecting appropriate assessments. In fact, a recent evaluation of implementation of SLOs in Indiana found that teachers who had sufficient time to collaborate on the SLO process were significantly more likely to be satisfied with the evaluation system, to agree that the time spent implementing the system was well-spent, to agree that the system is good for student learning, and agree that the evaluation system encouraged data-driven instruction in their school.”

“Finally, SLOs provide teachers the opportunity to take ownership of how they are evaluated by selecting the standards and setting the targets against which they will be evaluated.”

## Why Implement SLOs?

- SLOs...
  - Reinforce promising teaching practices and connect teacher practice to student learning
  - Can be used in all subjects and content areas
  - Are adaptable
  - Encourage collaboration
  - Provide teachers some ownership of how they are evaluated

## Slide 15

*Say:*

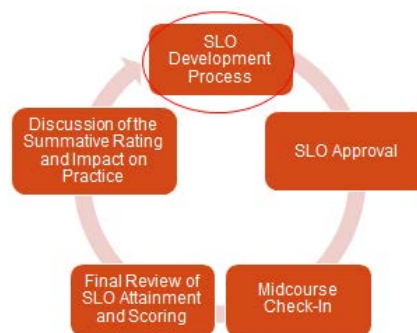
“This slide details the overall SLO evaluation cycle.”

The cycle begins with SLO development where teachers or teacher teams work together to develop their SLOs. The cycle continues with SLO approval. At this stage, teachers or teacher teams present their completed SLO to an evaluator, often a principal or district team. The evaluator reviews the SLO and either approves it or returns it to the teacher or teacher team with feedback. If returned, the teacher or teacher team will have the opportunity to revise the SLO and then resubmit it. Once the SLO has been approved, teachers monitor student progress over the course of the year using formative assessments and adjust their instruction as needed to ensure that students meet their growth targets. ODE recommends that teachers have a midcourse check in (the third stage of the cycle) to discuss progress in meeting growth targets to date. During this conversation, the teacher might discuss the progress and stumbling blocks to date and brainstorm with the evaluator what supports might be needed to ensure that students reach their targets. Towards the end of the year, teachers and evaluators complete the final two stages of the SLO development cycle. The teacher gathers data on student growth and presents this information to the evaluator. The teacher and evaluation meet to score and discuss attainment of the SLO and then further discuss the summative evaluation rating and consider the overall impact the teacher’s practice had on student growth. During this discussion the teacher and evaluator should discuss next steps and how this year’s results can inform the teacher’s practice in the future.”

“During the SLO evaluation cycle, teachers are constantly implementing instruction, evaluating its effectiveness, and adjusting their practice to ensure that students are demonstrating sufficient growth in knowledge and skills. In addition, multiple interactions between the teacher and the evaluator, both to ensure that teachers are on track for completing the process and to provide the teacher with support to ensure that she or he feels she has the tools and knowledge necessary to impact student growth.”

“Over the four modules, we will touch on all aspects of this cycle, but our focus today will be on the SLO development process.”

## SLO Evaluation Cycle



## Slide 16

*Say:*

“Let’s move into talking about the expected process for putting together an SLO. The SLO development process promotes the elements used by a reflective teacher: identifying student needs, setting goals for students, employing specific strategies that target student needs, assessing student progress, and examining outcomes data for next steps. When incorporated into an evaluation system, the process is comprised of these general steps.”

“This process may seem overwhelming at first glance. However, no teacher needs to go through this process alone. It is strongly encouraged that teachers meet together, either in a Professional Learning Community (PLC), grade-level team, or content-area team to review baseline data, identify the interval of instruction, and identify content. It is strongly encouraged that teachers using the same subjects use the same assessments when they are appropriate and in no case should a single teacher create an assessment. ODE encourages teachers to collaborate throughout the SLO development process.”

## The SLO Development Process

STEP 1: Gather and review available data

STEP 2: Determine the interval of instruction and identify content

STEP 3: Choose assessments and set the growth target

STEP 4: Submit your SLO and prepare for approval and review

STEP 5: Final scoring of the SLO

## Slide 17

*Plan to spend 10 minutes on slide 19.*

*Say:*

“Now that we have seen what the SLO development process looks like, let’s take a look at the standard template that all teachers will follow in order to develop their SLOs. We’ll look at a blank template first to help get us oriented to what is required (Handout 1.1). After you’ve looked at the template, take a look at the template that is filled in with a completed SLO, which is the art example (Handout 1.2). Take 10 minutes to look over the template, and then read through the completed SLO so that you have a concrete idea of what an SLO could look like. Take brief notes on anything that you find confusing, putting each note or question on a separate sticky note and indicating which section it applies to (e.g., baseline data or student population) so that when we go through each step in detail, you will be able to remember and voice those concerns. Also, as you read through this sample SLO, highlight words or phrases that you think are key within each component. When you’re finished, please post your questions on this paper (or to a white board) under the section of the template that they correspond to.”

*It is useful for participants to first view the blank template to get an idea of the overall categories necessary to complete and form a mental scaffold of what is required, and then look at the completed template. Spend a few moments walking participants through the documents, pointing out how many components are included on the template and the general structure of the template. The goal is for participants to go through an inductive process where they come to an understanding of what SLOs are while identifying key criteria themselves.*

## SLO Template and Example

Take 10 minutes to:

- First, look at the seven components in the blank template (Handout 1.1).
- Then, critically review the Introduction to Art SLO using the checklist (Handout 1.2).
- Jot down questions, points of confusion or other comments on each component on Post-It notes and place them on the corresponding sheet of chart paper within that component.

## Slide 18

At this point in Module 1, there should be at least an hour of training time left. Plan to spend no more than 20 minutes covering slides 18-23, including time to answer posted questions on each of the seven components.

Say:

“We will address the questions that you posted in just a bit.”

“Now that we’ve identified which criteria of the seven components included in our standard template contribute to SLO quality, you can see that this SLO checklist, which I’m passing out to you (Handout 1.3), compiles all of these essential criteria for each component in one place. When writing SLOs, this checklist can be used as a tool to check that all necessary information is included in each component. This document will also be used by evaluators or a local committee when they review the SLO for approval.”

## SLO Template Checklist

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<p>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</p> <p><input type="checkbox"/> Identifies previous information about students (e.g., test scores from prior years, results of assessments)</p> <p><input type="checkbox"/> Draws upon trend data, if available</p> <p><input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses</p>	<p>Which students will be included in this SLO? Include course, grade level, and number of students.</p> <p><input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO</p> <p><input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth</p> <p><input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO</p>	<p>What is the duration of the course that the SLO will cover? Include beginning and end dates.</p> <p><input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year)</p>	<p>What content will the SLO target? To what related standards is the SLO aligned?</p> <p><input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common-Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards organizations</p> <p><input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction</p> <p><input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)</p>	<p>What assessment(s) will be used to measure student growth for this SLO?</p> <p><input type="checkbox"/> Identifies assessment(s) that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended</p> <p><input type="checkbox"/> Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course</p> <p><input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used</p> <p><input type="checkbox"/> Follows the guidelines for appropriate assessments</p>	<p>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</p> <p><input type="checkbox"/> All students in the class have a growth target in at least one SLO</p> <p><input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth targets</p> <p><input type="checkbox"/> Sets developmentally appropriate targets when appropriate so that all students may demonstrate growth</p> <p><input type="checkbox"/> Sets ambitious yet attainable targets</p>	<p>What is your rationale for setting the target(s) for student growth within the interval of instruction?</p> <p><input type="checkbox"/> Demonstrates teacher knowledge of students and content</p> <p><input type="checkbox"/> Explains why target is appropriate for the population</p> <p><input type="checkbox"/> Addresses observed student needs</p> <p><input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets</p> <p><input type="checkbox"/> Explains how targets align with broader school and district goals</p> <p><input type="checkbox"/> Sets rigorous expectations for students and teachers</p>

## Slide 19

Say:

“Now we’re going to review the seven components of an SLO in more detail and think about what needs to be included in each component for the SLO to be high quality. Let’s start by looking at the basic structure of high-quality SLOs. Having this basic structure helps ensure that SLOs are *comparable across teachers* and accurately demonstrate student learning. In other words, all teachers creating SLOs will have to complete the template and cover all seven of these criteria to have a complete SLO.”

Review the seven components, reading over the text below and offering the examples.

Refer to the high-quality SLO sample as you walk through each of the seven components, indicating how the SLO accomplishes each of the criteria listed in that component on the checklist.

Stop after the explanation of each component to read the posted questions (on sticky notes) under that component, and ask the participant who wrote the question to clarify or explain his or her confusion.

Use the *Questions to Anticipate Document* to support your answers to questions about the components.

## High-quality SLOs include or address the following criteria:

1. Baseline and Trend Data
2. Student Population
3. Interval of Instruction
4. Standards and Content
5. Assessment(s)
6. Growth Target(s)
7. Rationale for Growth Target(s)

During this activity, participants may ask questions such as the following:

- How are teachers going to find baseline data if they have never done this before?
- What if a teacher isn't in a grade that has a test created and used by others in the district? Can they use their own test?
- What if there are only one or two students who are outliers in terms of achievement on a pretest or expected growth? Does the teacher need to set separate goals for only one or two students?
- What if students have never scored as high on the final exam as we are expecting them to now?
- What if attendance is an issue?

If more questions are generated than can be addressed for each of the seven components, take the most pressing questions first and tell the participants that their other questions may be answered by the next activity. If they are not, make sure to let them know that you will find answers to their questions. The guidebook and the frequently asked questions documents on the ODE website may be good places to look for answers to questions.

Ask participants what keywords or phrases they highlighted under each component. Always ask if there are any additional questions on that component from anyone else before moving on.

## Slide 20

*In explaining the Baseline and Trend Data portion, you may want to point out the following in the art example (for each criteria required):*

- **Identifies sources of information:** Draws upon baseline data gathered from a district-created pre-assessment
- **Summarizes the teacher's analysis:** The summaries identify strengths (in this case, students have a basic knowledge of the elements of art and art history) as well as weaknesses (difficulty interpreting art work, recognizing how the elements are utilized in art, and correct use of art terms).

***Address any questions on sticky notes.***

*In explaining the Student Population portion, you may want to point out the following in art example:*

- **Identifies the class of students covered by the SLO:** Says 72 students in Introduction of Art. The students are in grades 9-12 and are divided into three class sections.
- **Describes factors that may impact student growth:** Describes who may have difficulty with the course. (in this case, students with IEPs or 504 plans).

***Address any questions on sticky notes.***

## SLO Components 1 - 2

### 1. Baseline and Trend Data

- Summarizes student information (test score from previous years, results of pre-assessments),
- Identifies student strengths and weaknesses, and
- Reviews trend data to inform the objective and establish the amount of growth that should take place.

### 2. Student Population. Includes the following:

- Students
- Course
- Grade level
- Number of students included in the objective.

## Slide 21

*Explain Interval of Instruction. Say:*

“Because this training is being offered later in the year, for this year only the interval of instruction may be shorter than the full duration of the course. If a course is a yearlong course, the interval of instruction must be from December 2012 or January 2013 to the end of the course. Starting next year, it would have to span the full length of the course, from September to May.”

*In explaining this portion, you may want to point out the following in the art example:*

- Matches the length of the course: In this case, the course is only a semester long, so the duration of the course is from January 2013 to April 2013. The interval of instruction ends in April, which may be before the end of the actual course, because all information pertaining to the SLO must be complete by May 1, 2013.

***Address any questions on sticky notes.***

*Explain Standards and Content.*

*Say:*

“This component should detail which content knowledge and skills the teacher expects students to gain, and then to which standards the content knowledge and skills are aligned. All SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to be measured.”

*Draw attention to the first bullet in this section of the template. Explain that teachers should demonstrate alignment between the content of the SLO and the highest ranking, applicable standards. For example, an eighth-grade English teacher would talk about the Common Core English language arts standards in his or her standards and content. In this sample SLO, the SLO:*

- Specifies how it will address applicable standards: Is aligned with Ohio’s Visual Arts Standards.
- Represents the big ideas or domains of the content taught during the interval of instruction: In some cases this will be all content standards, but in most cases the standards should represent the most important learning or overarching skills. In this case, the SLO focuses on analysis and criticism of artwork as well as the construction of original artwork.

***Address any questions on sticky notes.***

## SLO Components 3-4

**3. Interval of Instruction.** The duration of the SLO (including start and end dates)

**4. Standards and Content.**

- SLO should cover the content, skills, and specific standards to which the SLO is aligned.
- SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to be measured.



## Slide 22

*In explaining the Assessment portion, you may want to point out the following in the art example:*

- Identifies assessments that have been reviewed by content experts: Uses a district-created end-of-course exam.
- Follows the guidelines for appropriate assessments: Provides enough detail about the format of the exam and who was involved in developing it that a reviewer can make a judgment about the appropriateness of the assessment. In this case, the description includes information about the structure and format of the exam as well as how the exam will be graded.

***Address any questions on sticky notes, noting that this is an overview and Module 3 will focus solely on assessments.***

*When explaining the Growth Target section, note that growth targets will be discussed further in later modules. You may want to point out the following in the art example:*

- Creates tiered targets when appropriate: Uses tiered growth targets where the goals are customized based on the baseline data of students. In this case, the tiered targets are based upon data from the pre-assessment.

***Address any questions on sticky notes, noting that Module 2 will focus solely on growth targets.***

## SLO Components 5-6

### 5. Assessment(s).

- Assessments that will be used to measure student growth for the objective.
- Assessment(s) should be reviewed by content experts to effectively measure course content and should have sufficient “stretch” so that all students may demonstrate learning.
- If supplemental assessments are needed to cover all ability levels in the course, this section should provide a plan for combining multiple assessments.

### 6. Growth Target(s).

- The target for student growth should reflect high expectations for student achievement that are developmentally appropriate.
- The targets should be rigorous yet attainable.

## Slide 23

*In explaining the Rationale for Growth Target(s) portion, you may want to point out the following in the art example:*

- Explains why the target is appropriate for the population: Discusses how these targets will ensure that students are able to move onto an upper level art class.
- Explains how targets align with broader school and district goals: Demonstrates alignment between this SLO and district goals by showing how this SLO incorporates writing.
- Uses data to identify student needs and determine appropriate targets: Provides information about why these growth targets are appropriate by explaining reasoning for the targets, including why the targets are tiered, why lowest-performing students are expected to demonstrate more growth, and how pre-assessment data were used.

***Address any questions on sticky notes, noting that Module 2 will focus solely on growth targets.***

## SLO Component 7

### 7. Rationale for Growth Target(s).

- High quality SLOs include strong justifications for why the goal is important and achievable for this group of students.
- Rationales should draw upon assessment, baseline and trend data, student outcomes, and curriculum standards and should be aligned to broader school and district goals.

## Slide 24

*At this point, at least 40 minutes of training time should remain. You will need to save at least 10 minutes for the rest of the slides, but participants should spend a significant amount of time on the activities associated with this slide.*

*Say:*

“Now that we’ve walked through the seven components with a high-quality SLO example, we’re going to walk through the process of reviewing an SLO using the checklist. With a partner, turn to Handout 1.4 and take a few minutes to read over the example choir SLO and complete the checklist (Handout 1.3). Check off only those criteria that the SLO meets. If the SLO does not meet a particular criterion, discuss what questions or feedback you have for the teacher.”

*As participants are finishing going through the SLO:*

“Now, turn to the completed annotated checklist with feedback (Handout 1.5). This answer key of sorts notes whether or not each criterion should be checked off and provides a list of questions that the evaluator might consider asking the teacher. Please review this and note any questions you have on why a criterion was or wasn’t checked off.”

“Keep in mind that this is NOT an exact science. Some reviewers will be more critical than others. The goal is to use the checklist to get SLOs up to a common standard. It should be used first by teachers in the development of the SLO and then by evaluators to create dialogue around the quality of SLOs.”

*Reconvene the group once the time has elapsed or conversations are wrapping up. Make sure to leave at least 10 minutes of time to discuss in the large group any questions that participants have.*

“So if this were a real SLO, the teacher would use this feedback, revise the SLO, and resubmit it. If you turn to Handout 1.6, you will see a copy of the revised SLO.”

*Give participants the opportunity to discuss the changes reflected in the revised choir SLO. Answer any questions as needed.*

## Reviewing an SLO using the Checklist

- With a partner, evaluate the quality of the SLO in Handout 1.4 using the SLO Template Checklist (Handout 1.3)
  - Discuss what changes would need to be made and questions you would have for the teacher

## Slide 25

*Say:*

“For the approval status, the evaluator should be prepared to engage in a meaningful discussion with teachers on their SLO if they have questions about the content or growth target.”

“As the evaluator prepares for these discussions, it is important to note that all criteria identified in the SLO Template Checklist must be included in order to approve the SLO. Please note: There are some cases where the information is not applicable (e.g. when trend data are not available). Otherwise, if there is a component on the checklist that is not addressed in the SLO, the evaluator will have to address the component with the teacher(s).”

“If revisions are necessary, the teacher must revise and resubmit the SLO for review. Handout 1.7 provides a sample form for evaluators to use in communicating the review results.”

## SLO Approval Status and Accompanying Rationale

- Evaluators will review the SLO to assure that all required elements are complete
- Evaluators should complete the SLO Approval Status and Accompanying Rationale form (Handout 1.7) about the SLOs prior to the conference
- Evaluators should identify any areas requiring further development and clarifying questions that will support a quality approval process

## Slide 26

Say:

“At this point, we have walked through the various components of the SLO and briefly discussed next steps after the SLO has been developed. Now let’s look at the timeline for implementation of SLOs.”

*Walk through the timeline. Note that once the SLO is submitted, the SLO will need to be approved, either by an evaluator or school/district team.*

“This timeline is for the 2012–13 school year only. You will notice that this year’s timeline is significantly condensed. ODE recommends that all teachers create at least one SLO this year, so it is critical that we get started on this process as soon as possible.”

“Next year the timeline will look different and teachers will have more time to develop their SLOs.”

## Adjusted Timeline for SLO Implementation 2012-2013

- **December 17-31** - Write and submit SLOs for approval
- **January** – Receive feedback on the SLO and, if necessary, revise
- **January – April** – Gather evidence of student progress
- **May 1** – Complete final submission form and meet with the evaluator to discuss the final review and scoring of the SLO

## Slide 27

Say:

“Beginning in 2013–14, the SLO implementation cycle should look more like what you see on this slide, with SLOs being approved and finalized in November.”

*Briefly walk through the contents of the slide.*

## Timeline for SLO Implementation 2013-2014 and Beyond

- **Early Fall**- Write and submit SLOs for approval
- **November** – Receive feedback on the SLO and, if necessary, revise
- **January – April** – Gather evidence of student progress
- **April** – Complete final submission form and meet with the evaluator to discuss attainment of the SLO

## Slide 28

Plan to spend 5 minutes on slide 28.

Say:

“In the past one and a half hours, we have walked through the fundamentals of SLOs. Now, as we wrap up Module 1, let’s take this opportunity to discuss your overall impressions of SLOs.”

*If your audience is teachers: Allow teachers to discuss as a large group the reflection questions. They should think about the reflection questions as they relate to having to write their own SLOs.*

*If your audience is trainers: Have the audience reflect on the training and discuss which components of the SLO seem most confusing or unclear. Encourage peers to discuss the components and practice presenting the components if that would help them become more comfortable.*

*Pose each question to the group and facilitate discussion around the posted questions. Keep track of outstanding questions that you cannot answer and remember to seek clarification and follow-up.*

## Reflection

Discuss with an elbow partner your impressions of SLOs:

- Which component(s) of the SLO will be most difficult to complete? Why?
- With which component(s) of the SLO are you most comfortable?
- What resources are available to you to help?

## Slide 29

Say:

“This concludes Module 1. Thank you for participating. We will gather for Module 2 on \_\_\_\_\_. Please take the time now to complete the feedback form for this module.”

## End of Module 1

This concludes Module 1: Introduction to Student Growth Measures and SLOs.

Please do not forget to fill out the feedback form!



**Module 1 Feedback Form: Introduction to SLOs**

Your completion of the following questionnaire is important. It represents a valuable feedback of this time, so we are interested in your honest comments, observations and points or suggestions. Your responses to these questions are anonymous and will be reported to group administrators. Thank you for your feedback!

Location of Training: \_\_\_\_\_ Date and Time of Training: \_\_\_\_\_

Presenter: \_\_\_\_\_

Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

1. How would you rate the amount of information presented?

Too much  About right  Too little

2. The information presented was...

Very useful  Useful  Somewhat useful  Not very useful

3. How would you rate the following?

	Excellent	Good	Fair	Poor
a. How well I learned the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communication about the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Training Considerations

*During a train-the-trainer session, spend time after Module 1 addressing the additional training considerations to take into account when delivering this module.*



# Tips and Tools for Facilitating Module 1

## Materials

You will need the following materials for Module 1:

- Copies of the Module 1 slide presentation
- Copies of participant handouts (Handouts 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7)
- Five half-sheets of chart paper, each with one of the following questions written on it in big, bold letters:
  - How confident are you that you could explain the types of student growth measures can be used in teacher evaluations to others? (Not confidence, somewhat confident, very confident)
  - How would you rate your familiarity with the information on SLOs available on the ODE website and in ODE-provided trainings (Not at all familiar, somewhat familiar, very familiar)
  - How much information have you received from your LEA or principal about SLOs? (No information, little information, some information, extensive information)
  - How much information have you received from your collective bargaining representative about SLOs? (No information, little information, some information, extensive information)
  - How familiar are you with how other districts and states have implemented SLOs? (Not at all familiar, somewhat familiar, very familiar)
- Seven sheets of chart paper, each one labeled with one of the following:
  - Baseline and Trend Data
  - Student Population
  - Interval of Instruction
  - Standards and Content
  - Assessment(s)
  - Growth Target(s)



- Rationale for Growth Target(s)
- Grab bag
- Sticky notes
- Pens/pencils

## **Tips for Facilitating Module 1**

1. The timeline for implementation may vary by LEA. Review slides before presenting, and, if needed, revise the timeline slide.
2. If some participants are delayed and you have to start the session a little late, consider doing the Walk-Around Activity while people are waiting. This reduces the amount of time that people are just sitting and will give you a sense of their background knowledge before beginning the presentation.
3. Anticipate that some teachers may be overwhelmed by the SLO process initially. Assure them that you will go through the SLO step by step and provide opportunities for teachers to review SLOs, critique them, and create their own.
4. When possible, try to review the diagnostic assessments before the next module. The information in these documents may provide you with more information about your audience, their background knowledge, and questions you will need to address over the next three trainings.

## **Key Points for Module 1**

- ODE has ranked assessments based on the likelihood that they will meet the criteria of appropriate assessments. Teachers should select the highest ranking assessment available to them as follows:
  1. State assessment items in proportion to the content specified in the SLO
  2. Commercially available assessments
  3. District- or team-created assessments
  4. Teacher-created assessments
- Districts may set additional assessment requirements. For example, they might generate a list of available assessments and require teachers to use certain assessments in their SLOs to make them more comparable across districts.
- When selecting assessments, key considerations include the assessment's alignment to content standards and course curriculum, stretch, and validity and reliability.

- Considerations for alignment include not only the content of the assessment but the level of cognitive demand required on the assessment.
- Stretch is ensuring that the assessment will be able to capture student growth for both low- and high-performing students. In some cases, an extension assessment or modified assessment might be needed for students.
- Assessments should measure what they say they measure and be fair to all students. Administration and scoring procedures should be consistent across students and classes. Teachers should consider whether certain aspects of the assessment, such as question wording, might make it difficult for students to answer.
- Growth targets will vary based on the baseline performance of students and the assessment used. When setting growth targets, trend data on the performance of past students can be helpful in ensuring growth targets are appropriate. Some vendors also provide information in their technical manuals that can help inform growth targets.

## **Annotated Agenda for Module 1**

### **1. Welcome and Walk-Around Activity (5 minutes, slides 1–4)**

*Materials needed:*

- Five half-sheets of chart paper, each with one of the following questions written on it in big, bold letters:
  - How confident are you that you could explain the types of student growth measures can be used in teacher evaluations to others? (Not confident, somewhat confident, very confident)
  - How would you rate your familiarity with the information on SLOs available on the ODE website and in ODE-provided trainings (Not at all familiar, somewhat familiar, very familiar)
  - How much information have you received from your LEA or principal about SLOs? (No information, little information, some information, extensive information)
  - How much information have you received from your collective bargaining representative about SLOs? (No information, little information, some information, extensive information)
  - How familiar are you with how other districts and states have implemented SLOs? (Not at all familiar, somewhat familiar, very familiar)

- Dot stickers for each table

*Key points:*

- Different people in the audience may have different prior experiences with SLOs. This information will help us inform the training.
- This is Module 1 of four modules. This module will provide an introduction to SLOs and the different components of SLOs.

## **2. Overview: How SLOs Fit Within the Evaluation System (20 minutes, slides 5–12)**

*Key points:*

- Student growth measures comprise 50 percent of the new teacher evaluation system.
- SLOs are one measure of student growth. They are considered an LEA measure.
- LEA measures, which include SLOs, **MUST** be used in grades and subjects where value-added data or a state-approved vendor assessment is not available.
- LEA measures, which include SLOs, can be used in combination with value-added measures or vendor assessments.
- The district determines the specific weightings of LEA measures.
- SLOs are part of a cycle or process that includes multiple interactions between teams of teachers, teachers and their students, and teachers and their evaluators.
- The timeline is for the 2012–13 school year only. Next year, the timeline will look different.

## **3. Overview: What are SLOs? (10 minutes, slides 13–16)**

*Key points:*

- An SLO is a goal that demonstrates a teacher’s impact on student learning within a given interval of instruction. It is a long-term, measurable academic target.
- SLOs can be set by teachers or teacher teams and must be informed by available student data.

- SLOs are different than instructional objectives. SLOs are long-term goals and cover more standards and depth of knowledge than instructional objectives.
- The SLO development process consists of four steps: analyzing student data, determining foundational elements of the SLO, developing or selecting an assessment, and developing SLO growth targets.

#### **4. Activity: SLO Template and Example (10 minutes, slides 17–19)**

*Materials needed:*

- Copies of Handouts 1.1, 1.2, and 1.3
- Seven sheets of chart paper, each one titled a part of the SLO as follows:
  1. Baseline and Trend Data
  2. Student Population
  3. Interval of Instruction
  4. Standards and Content
  5. Assessment(s)
  6. Growth Target(s)
  7. Rationale for Growth Target(s)
- Sticky notes (one pack for each table)

*Key point:*

- The template checklist compiles the essential criteria that need to be included in an SLO. It is a valuable resource, both to teachers writing the SLOs and evaluators reviewing them.

#### **5. Overview: SLO Components (10–15 minutes, slides 20–23)**

*Key points:*

- Baseline data should summarize student information and identify student strengths and weaknesses. Trend data, that is data on student performance from past years, should be used to inform the objective and creation of the growth target.

- The student population should not exclude groups of students who might have difficulty achieving their growth targets.
- The interval of instruction should be the duration of the course that the SLO will cover. For 2012–13, it should be the remainder of the course (i.e., from December 2012 or January 2013 to May 2013). In future years, the interval of instruction will have to be the duration of the course.
- The SLO should cover the content, skills, and specific standards to which it is aligned. It should be broad enough to represent the most important learning or overarching skills but narrow enough to be measured.
- The assessment should capture student growth towards attainment of the objective. Assessments are critical and should be reviewed by contact experts to ensure they are appropriate.
- The targets for student growth should be rigorous yet attainable.
- The rationale should include strong justifications for why the goal is important and achievable for this group of students. It should draw on the other sections of the SLO to make a coherent argument.

**6. Activity: Reflection on SLO Components (30 minutes, slide 24)**

*Materials needed:*

- Copies of Handouts 1.4, 1.5, and 1.6

*Key point:*

- The process of reviewing an SLO using a checklist is annotated. The goal is to use the checklist to get SLOs up to a common standard.

**7. Activity: Reflection on SLO Components (10 minutes, slides 25-29)**

*Key point:*

- The reflection is intended to elicit a discussion of which components of the SLO seem most confusing or unclear.

**8. Conclusion (5 minutes)**

## Questions to Anticipate

### 1. What will *my* student growth measures be, and how will they be weighted?

First, determine whether you are a Category A, B, or C teacher. Then, contact your local district to find out what the distribution and weighting of measures will be in 2013–14. This year, however, is a pilot year. **All** teachers are encouraged to create one SLO this year, but all teachers in School Improvement Grant (SIG) schools **must** create an SLO this year per grant requirements.

### 2. This process seems so complicated! Won't this take a long time?

This is a new process for most teachers and the first year or two it might take a long time to write SLOs. However, many steps of writing an SLO are things you already do. You already review your students' baseline and background data. You already look at how your students performed on assessments last year and used those data to inform how and what you will teach this year. In many ways, the SLO process is a formalization of the best teaching practices you already employ in your classroom.

### 3. How many SLOs do we need to create?

For the 2012-2013 school year, 1 SLO is required in SIG schools. ODE recommends 1 SLO in all other schools. In full implementation, 2 SLOs are required. However, ODE recommends that teachers create 2–4 SLOs that are representative of their schedule. For example, a science teacher has four sections of biology and two sections of life science. As the majority of her students are in biology, she might write two SLOs covering biology content/classes and one for the life science class. An elementary teacher might write one reading SLO and one math SLO as these are the basics that most elementary schools focus on. However, LEAs may set their own requirements for the number and type of SLOs. Checking with your local LEA is advisable.

### 4. I teach a semesterlong class, so what would my interval of instruction be?

The interval of instruction would be the length of the course.

### 5. Do new teachers receive VAM scores their first year?

No, but new teachers will receive the report in the fall following their first full year of teaching.

### 6. Is value-added based on the prior year?

Yes. For example, a fourth grade teacher would receive her value-added report from 2012-2012 in Fall 2012. That information would count for the 2012-2013 evaluation. Note that if teacher moved to grade 2 for the 2012-2013 school year, she would still be a Category A teacher because she had a VAM report from the prior year.

## District Decisions

- 1. Each LEA is responsible for creating an LEA plan that articulates which LEA measures will be used and for which category or categories of teachers.**
  - Category A teachers are those teachers with value-added data as given in an individual teacher-level, value-added report. Category A includes teachers of reading and mathematics in grades 4-8 in all districts, as well as some science teachers in SOAR districts who receive value-added reports and TIF districts who use EVAAS. The value-added data must comprise between 10 and 50 percent of their evaluation
  - Category B teachers are those teachers with data as given from assessments on the ODE-approved vendor assessment list.
  - All other teachers will be Category C, those teachers in nontested grades and subjects without comparable vendor assessments or value-added data. These teachers and teachers from Category A or B who use local measures will use the SLO process.
- 2. The LEA is also responsible for deciding the exact weighting of measures within the acceptable ranges. The LEA will make the decisions around the weighting of scores for each category of teacher.**
  - The LEA measures include three possible types of student growth data: vendor assessments (for Category A teachers), shared attribution (which refers to building- or grade-level student growth scores), or SLOs.
- 3. Advised by the Ohio Department of Education, many districts will decide to implement SLOs as comparable growth measures as a part of the “Locally-Determined Measure” portion of the Student Growth Component, which is 50 percent of the overall evaluation per legislation.**
- 4. Some districts will pilot SLOs in the 2012-2013 school year while other districts will fully implement SLOs within their teacher evaluation system.**
- 5. Districts may decide to set additional assessment requirements. For example, they might generate a list of available assessments and require teachers to use certain assessments in their SLOs to make them more comparable across districts.**
- 6. The LEA is responsible for deciding if a principal or school-based team will review the completed SLO and either approve it or return it to the teacher or teacher team with feedback.**





# Module 1 Feedback Form: Introduction to SLOs

Your completion of the following questionnaire is important. To improve future trainings of this kind, we are interested in your honest opinions—either positive or negative. Your responses to this questionnaire are anonymous and will be reported in group-form only. Thank you for your feedback!

Location of Training: \_\_\_\_\_ Date and Time of Training: \_\_\_\_\_

Presenter: \_\_\_\_\_

Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

**1. How would you rate the amount of information presented?**

- Too much       About right       Too little

**2. The information presented was...**

- Very useful       Useful       Somewhat useful       Not very useful

**3. How would you rate the following?**

	Excellent	Good	Fair	Poor
a. Time and location of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communication about the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. The trainer's knowledge of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The trainer's answers to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The clarity of the information presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The format and/or structure of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The overall quality of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. How much did you learn about the following topics as a result of participating in this training?**

	A Lot	Quite a Bit	A Little	Not Much
a. What makes a well-constructed SLO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The tools and processes used in developing, organizing, and reviewing SLOs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How SLOs fit into the Ohio Teacher Evaluation System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Over →

**5. How confident are you in your ability to do the following as a result of participating in this training?**

	Very Confident	Confident	Somewhat Confident	Not Confident
a. Explain the components of an SLO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Explain the SLO cycle and timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. What part of the training was most helpful to you?**

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**7. What part of the training was least helpful to you?**

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**8. What questions do you still have about SLOs after attending this training?**

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**9. Would you recommend this training to others?**

- Yes                       No

**10. What best describes your current role?**

- Teacher/educator
- Principal/vice-principal
- Other school-level administrator
- School district central office staff
- Other \_\_\_\_\_

**11. How many years have you served in your current role?**

- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

Please return this form to Dr. Lisa Lachlan, American Institutes for Research, 1000 Thomas Jefferson Street NW, Washington DC 20007-3835.

# Module 1 Sign-In Sheet: Introduction to SLOs

Location of Training: \_\_\_\_\_

Date and Time of Training: \_\_\_\_\_



Presenter: \_\_\_\_\_

	<b>Name</b>	<b>School</b>	<b>E-mail</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
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11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____
16.	_____	_____	_____
17.	_____	_____	_____
18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____
21.	_____	_____	_____
22.	_____	_____	_____



**Student Growth Measures in Teacher Evaluation**

**Module 2: Selecting Appropriate Assessments**

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**Training Norms**

- Be present.
- Respect time boundaries.
- Recognize the need for quiet while working.
- Use electronics respectfully and appropriately when prompted.
- Return to large group attention when signaled.

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**Agenda**

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

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### 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.




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### Locating Assessments

1. National or state assessments
2. Commercially available assessments
3. District- or team-created assessments
4. Teacher-created assessments




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### Selecting Appropriate Assessments

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




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### 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.

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### 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 20 multiple-choice questions focused on Ancient Greece and 20 multiple-choice questions focused on Ancient Rome.

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

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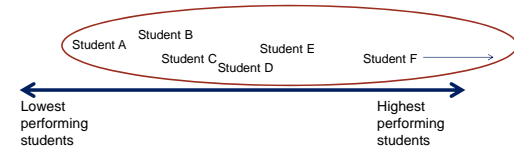
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### Stretch

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



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### 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?***

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### Validity and Reliability Considerations

- The assessment should
  - Be **valid**—it measures what it says it measures.
  - Be **reliable**—it produces consistent results.
  - Contain clearly written and concise questions and directions.
  - Be fair to all groups of students.

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### Evaluating Assessments Activity

- Review each scenario in Handout 2.2.
- With a partner, discuss the questions that accompany each scenario.

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**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?

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**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.

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**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?

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### Additional Resource

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

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### End of Module 2

This concludes  
Module 2:  
Selecting  
Appropriate  
Assessments.

**Module 2 Feedback Form: Selecting Appropriate Assessments**

Your completion of the following questionnaire is important. To improve future trainings of the kind we are interested in your honest opinion, whether they are positive or negative. Your response to this questionnaire are anonymous and will be reported in general form only. Thank you for your feedback!

Location of Training: \_\_\_\_\_ Date and Time of Training: \_\_\_\_\_

Presenter: \_\_\_\_\_

Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

1. How would you rate the amount of information presented?  
 Did not work     About right     Too little

2. The information presented was...  
 Very useful     Useful     Somewhat useful     Not very useful

3. How would you rate the following?

	Excellent	Good	Fair	Poor
a. Time and location of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communication about the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Handout 2.1. Checklist for Selecting Appropriate Assessments

This checklist should be completed prior to SLO approval to ensure that the assessment chosen meets the basic requirements.

<b>Alignment to Standards:</b>			
<i>Is the Learning Objective clearly reflected in the assessment measure?</i>			
Yes	Somewhat	No	
			All items in the assessment align to the standard(s) addressed in the SLO.
			The assessment measure addresses the full range of topics and skills included in the SLO.
			The focus of the assessment mirrors the focus of the curriculum and standards.
			The items or task match the full range of cognitive thinking required during the course.
			The assessment requires students to engage in higher order thinking where appropriate.
Comments:			
<b>Stretch:</b>			
<i>Will all students be able to demonstrate growth on this assessment?</i>			
Yes	Somewhat	No	
			The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.
			Test items cover knowledge and skills that will be of value beyond the school year.
Comments:			
<b>Validity and Reliability:</b>			
<i>Is the assessment measure a valid and reliable tool for the intended purpose?</i>			
Yes	Somewhat	No	
			The assessment does not include overly complex vocabulary.
			Items or tasks are written clearly and concisely.
			Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments.
			The teacher has a plan for administering assessments consistently across classes.
Comments:			

Source: Ohio Department of Education. (2012). *Guidance on selecting assessments for student learning objectives (SLOs)*. Retrieved from [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CDEQFjAA&url=http%3A%2F%2Fwww.ode.state.oh.us%2FGD%2FDocumentManagement%2FDocumentDownload.aspx%3FDocumentID%3D131878&ei=0oKmUPX\\_M6y90QH84oHoBQ&usg=AFQjCNHPzIv53FMqZjdAxiQTB4ISe8wt0Q](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CDEQFjAA&url=http%3A%2F%2Fwww.ode.state.oh.us%2FGD%2FDocumentManagement%2FDocumentDownload.aspx%3FDocumentID%3D131878&ei=0oKmUPX_M6y90QH84oHoBQ&usg=AFQjCNHPzIv53FMqZjdAxiQTB4ISe8wt0Q)

## Handout 2.2: Assessment Scenarios

Read each scenario and then answer the corresponding question(s). Be ready to defend your answers.

- A high school band teacher selected a pretest and a posttest that were nearly identical to each another. He administered a district-created high school pretest at the beginning of the school year to his Introduction to Music class. Student scores ranged from 55 to 97, with the average score being 89. More than one third of the students scored 85 or higher on the pretest.
  - What should be the next steps for this teacher?
  - Should the teacher use the same assessments next year? Why or why not?
- The ninth-grade social studies teacher is reviewing a pretest and a posttest. The tests are aligned with the content of the curriculum and the state content standards. The test questions are written at a 12th-grade reading level, and the teacher decided that these tests are appropriate assessments.
  - Is this assessment appropriate? Why or why not?
- A team of art teachers in the school district created preperformance and postperformance assessments for their students. They developed the assessments in consultation with a special educator, an English language learner specialist, and the district art coordinator. The performance assessments are aligned with the standards. An expert in the district's curriculum and instruction department also reviewed the assessments.
  - What should be the next step(s) for this team of teachers to ensure that their assessments are appropriate?
- The fifth-grade science curriculum contains three curricular units: cycles and patterns in the solar system; light, sound, and motion; and interactions within ecosystems. Throughout the year, students are expected to develop inquiry skills in accordance with the state standards.
  - Given this information about the curriculum and the fifth-grade state standards for science, what types of questions or prompts should be included in an assessment to ensure that it is aligned to the correct standards and content?
  - A fifth-grade teacher found that the available assessments consist mostly of multiple-choice questions that require basic recall, such as "Which of the following is NOT true about Venus?" Recommend some options to this teacher for ensuring that the assessment is appropriate given the scope and the depth of the course.

# **Student Growth Measures in Teacher Evaluation**

## **Facilitator's Guide for Training Module 2: Selecting Appropriate Assessments**

# Overview

## Training Purpose and Goals

The student learning objectives (SLO) training is intended to assist teachers and administrators in implementing SLOs in their schools. At the conclusion of the four training modules, teachers should be able to

- Explain what makes a high-quality SLO.
- Select or develop appropriate assessments.
- Develop growth targets.
- Score an individual SLO.

Facilitators should be able to

- Review the components of the Ohio Teacher Evaluation System Framework and Model.
- Deconstruct Ohio’s model for developing SLOs.
- Understand the tools and processes used in developing, organizing, and reviewing SLOs.
- Use strategies to facilitate work on SLOs in your school district or school.

## Audience

This facilitator’s guide is designed as a blueprint for the training that will be delivered to teachers within their schools to prepare them to develop and implement SLOs this year (2012–13), whether SLOs are being implemented on a pilot basis or a fully operational basis within the evaluation system. Facilitator notes, as well as suggestions of the direct language to use in conveying the material to teachers, are provided.

## Timing

The training that you will deliver is split into four modules. Each module is designed to be delivered in 60 minutes, during time designated for professional development or common planning.

## Resources

The following resources are provided for use in delivering the four training modules to staff within each school:

- Facilitator’s guide (this document)
- Slide presentation
- Participant handouts
- Tips and tools for presenting the module, which includes an annotated agenda and anticipated questions

## Why Student Learning Objectives?

Recent federal and state policy has led to new systems of educator evaluation. These new systems include multiple measures, one of which is often student learning or student growth. Student Learning Objectives (SLOs) have recently come to the forefront of this work and have been highlighted as one promising approach to measuring student growth based on the evidence to date, particularly for the majority of teachers in subjects or grades not covered by a standardized assessment and who must have SLOs as comparable growth measures.

### The Ohio Context

We know that a well-designed evaluation system can support professional growth and improve educator practice, which in turn leads to better outcomes for our students. In Ohio as it is elsewhere, a major challenge of creating new evaluation systems is to figure out how to measure student growth for the majority of teachers and students for whom state-administered standardized tests or relevant and validated vendor assessments are not available. An additional challenge is incorporating measures of student growth within the evaluation system in such a way that directly ties this information to the instructional planning and goals of teachers that are also directly in line with the unique needs and goals of their district. No measure is perfect. But better measures should allow for better decisions. The challenge school systems across the nation are facing is to assemble a “union of insufficient” measures that provide more information than they do individually and that are better than existing indicators (MET Project: Policy and Practice Brief January 2012).

Ohio's new evaluation system will provide educators with a richer and more detailed view of their impact on student learning. Using a systematic approach that is fair and comparable across all educators, the evaluation system will focus attention on more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement. Advised by the Ohio Department of Education, many districts will implement SLOs as comparable growth measures as a part of the “Locally-Determined Measure” portion of the Student Growth Component, which is 50 percent of the overall evaluation per legislation. If value-added or approved vendor assessments are available, those options must be used, and locally-determined measures like SLOs will account for up to 40 percent of the overall evaluation. In grades or subjects where value-added or approved vendor assessments are not available, locally-determined measures (SLOs) may account for up to 50 percent of the evaluation, which is the entire student growth component.

Some districts will pilot SLOs in the 2012-2013 school year while other districts will fully implement SLOs within their teacher evaluation system.



## Module 2 (60–90 minutes)

### Introductory Activity

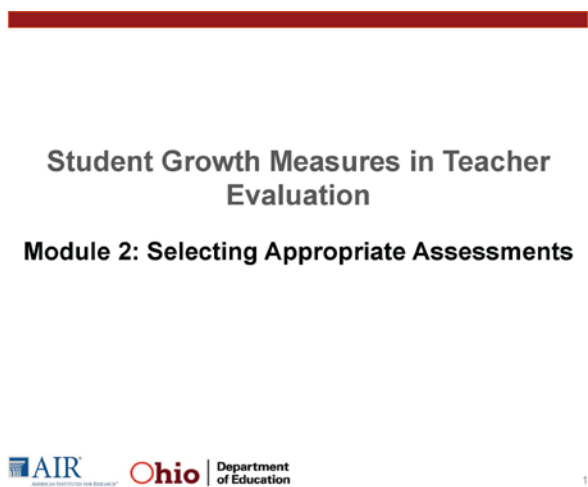
Consider having a variation of a K-W-L activity (in this case, it would be a K-W-R-L) available as people arrive at the training. At each table, have chart paper and markers available. Ask participants to brainstorm the following:

- **K**(now). What do you already know about assessments?
- **W**(ant to know). What are some things that you want to know about assessments and how they are used in SLOs?
- **R**(esources). What resources are available to help educators find answers to questions about assessments and who can provide support when writing SLOs?
- **L**(earned). Leave blank for now. Participants will revisit this at the end.

Before diving into the training, summarize what the participants have written. Note any common knowledge or shared questions and explain that this training should provide some answers to the questions that have been identified.



#### Slide 1

*Plan on spending 2–3 minutes on slides 1–3.  
Slide 1 is the title slide.*



**Student Growth Measures in Teacher Evaluation**

**Module 2: Selecting Appropriate Assessments**

1

## Slide 2

*Review the training norms with the group.*

### Training Norms

- Be present.
- Respect time boundaries.
- Recognize the need for quiet while working.
- Use electronics respectfully and appropriately when prompted.
- Return to large group attention when signaled.

## Slide 3

*Say:*

“In module 1, we looked at the various parts of an SLO in some detail. Now we will walk through in greater detail one of the most challenging and important steps of the SLO process—selecting assessments for an SLO. We’ll spend the first few minutes discussing some of the materials available on the ODE website regarding this topic and then spend time looking at sample SLOs in groups and discuss the assessment data used.”

### Agenda

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

## Slide 4

*Plan on spending 15–20 minutes on slides 4–11.*

*Say:*

“Let’s revisit the SLO development process. In Module 1, we touched on the first four steps of the SLO development process. In Modules 2 and 3, we will dive more deeply into Step 3 of the development process: choose assessments and set the growth targets. You’ll remember from our previous conversations that teachers often use the results of assessments as sources of baseline data and also need to select an assessment to use to determine student growth. Selecting high-quality assessments is critical to ensuring that SLOs will be rigorous, which is why this module is focused on assessments.”

### 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.

## Slide 5

*Say:*

“Ohio guidance documents rank assessment types based on the likelihood that the assessments will be aligned to standards, rigorous, valid, and reliable. As you can see, teachers are encouraged to use state assessments whenever possible, which for now are the Ohio Achievement Tests and the Ohio Graduation Tests, until new Common Core assessments come online. **However**, keep in mind that the scoring of the SLO must occur prior to **May 1**, so in most cases the results of these assessments may not work within the implementation timeline. Given this timeline, other assessments may need to be used. The next-highest-ranked assessments are commercially available assessments that are often used nationally, such as the Measures of Academic Progress or the Stanford assessments. In cases where state items or commercially available assessments are not available, teachers should use district- or team-created assessments. An individual teacher should not create an assessment. In a rare case where a teacher teaches an elective or other specialized course and is the only one who teaches it in a district, s/he may create an assessment, but the assessment must be vetted by a curriculum or assessment expert.”

“LEAs may set additional requirements or guidelines regarding the selection of assessments. However, this presentation will focus broadly on what makes an assessment appropriate for an SLO”

*If you have information on decisions made by the local LEA, please provide that information here.*

## Locating Assessments

1. • National or state assessments
2. • Commercially available assessments
3. • District- or team-created assessments
4. • Teacher-created assessments

## Slide 6

Say:

“ODE’s ranking of assessments can be a helpful starting place when selecting an assessment. However, just pulling an assessment from a list of available or approved assessments does not ensure that it is appropriate for use in a particular SLO. In addition, some teachers will not have preexisting assessments to choose from and may need to create their own. So, what do teachers and evaluators need to consider when selecting or creating appropriate assessments?”

“Let’s turn to Handout 2.1, the *Checklist for Selecting Appropriate Assessments*. This document, included in a larger guidance document on the ODE website, is divided into three major parts: alignment, stretch, and validity and reliability. The checklist can be a useful tool for teachers and evaluators when selecting and evaluating assessments for use in the SLO. Keep in mind that when we refer to assessment, we are not referring to just paper-and-pencil papers. Portfolios and performance assessments may also be acceptable forms of assessment provided they meet the criteria listed in this checklist. In this training, we will discuss the information contained in the checklist in greater detail.”

## Selecting Appropriate Assessments

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

## Slide 7

Say:

“First, the measures used to gather baseline data and measure student growth should be aligned to state standards and course content. This means that the assessment should align with the content and skills of the content standards and the curriculum taught during the interval of instruction.”

## 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.

## Slide 8

*Say:*

“Let’s consider this scenario. The social studies seventh-grade curriculum covers relevant world developments from 750 B.C. to A.D. 1600. By the end of the course, students should also be able to collect, organize, evaluate, and synthesize information from multiple sources to draw logical conclusions as well as communicate this information. A teacher examined an available district-created assessment for potential use with the corresponding SLO. The assessment features 40 questions, 20 of which are focused on Ancient Greece and 20 of which are focused on Ancient Rome. Is this assessment sufficiently aligned with the content and the skills of the course?”

*Seek answers from the participants. The key points are as follows:*

- The assessment is not aligned with the course.
- The multiple-choice questions focus on only Ancient Greece and Rome, omitting key societal developments. The content of this test may be more appropriate for a unit test but not as a test used in an SLO. The scope of the assessment is too narrow.
- The test overemphasizes multiple-choice questions. Instead, it should have a balance of question types, including a writing prompt or a performance task that will enable students to demonstrate their ability to collect, organize, evaluate, and synthesize information and then communicate it in a coherent, grade-appropriate way.

## 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 20 multiple-choice questions focused on Ancient Greece and 20 multiple-choice questions focused on Ancient Rome.

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

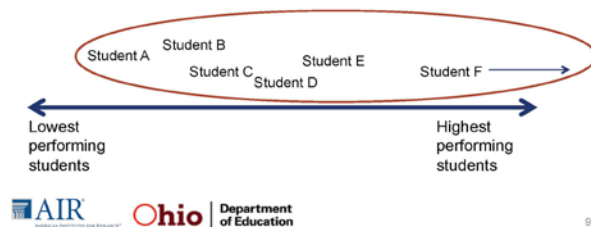
## Slide 9

*Say:*

“Now let’s talk about stretch. For students to demonstrate their learning, the assessment must allow both low- and high-achieving students to adequately demonstrate growth. The assessment should not be so advanced that teachers cannot get an accurate sense of what the lowest performing students know and do not know, but we also want to make sure that the assessment will also challenge the highest performing students. In some cases, teachers may need to use an extension assessment to ensure that the highest performing students are able to demonstrate growth. These extension assignments may be a portfolio of advanced work, a capstone project, or extension test questions.”

## Stretch

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



## Slide 10

*Say:*

“Let’s consider this scenario. Ms. Simpson teaches second-grade reading. Most of her students are reading on-grade level, but the reading skills of one of her students are behind those of her peers. Three students are reading above by one grade level.”

“When creating her SLO, Ms. Simpson selected an assessment that covered all the reading standards for informational text and literature for second grade. In addition, some questions cover first - and third-grade expectations for reading. For example, one question asks students to distinguish their own point of view from that of the author; this is a first-grade expectation of students. Another question asks students to analyze multiple accounts of the same event or topic and note differences in points of view; this is a third-grade expectation of students.” Does this alignment have enough stretch? Why or why not?”





*The key points are as follows:*

- Yes, the assessment has sufficient stretch.
- The assessment isn’t so low that we won’t

## 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?***

<p>be able to capture the starting point of the lowest performing student(s).</p> <ul style="list-style-type: none"> <li>• The assessment contains questions that should sufficiently challenge the highest performing students.</li> </ul>	
<p><b>Slide 11</b></p> <p><i>Say:</i></p> <p>“Finally, assessments must be valid and reliable. The assessment should measure what it says it measures and produce consistent results. When evaluating assessments for validity and reliability, teachers and teacher teams should consider the following:</p> <ul style="list-style-type: none"> <li>• Directions and questions should be written clearly and concisely. Unless the assessment aims to test reading skills, the assessment should avoid overly complex vocabulary to ensure that it is assessing the appropriate skills and content. For example, a math word problem with overly complex names and vocabulary may not be an accurate indicator if students cannot apply their mathematical knowledge in a problem-solving situation.</li> <li>• In addition, assessments should include procedures that will ensure consistency. This includes ensuring clear and consistent testing conditions, instructions, test items (if using different forms of a test across classes), and rubrics for performance-based assessments.”</li> </ul>	<hr style="border: 2px solid red;"/> <p><b>Validity and Reliability Considerations</b></p> <ul style="list-style-type: none"> <li>• The assessment should       <ul style="list-style-type: none"> <li>– Be <b>valid</b>—it measures what it says it measures.</li> <li>– Be <b>reliable</b>—it produces consistent results.</li> <li>– Contain clearly written and concise questions and directions.</li> <li>– Be fair to all groups of students.</li> </ul> </li> </ul> <p style="text-align: center;">   </p> <p style="text-align: right;">11</p>
<p><b>Slide 12</b></p> <p><i>Plan on spending 15–20 minutes on this activity.</i></p> <p><i>Say:</i></p> <p>“Now we will look at some scenarios regarding assessments. Please take out Handout 2.2, which contains four scenarios. With a partner, review the scenarios and discuss the questions after each scenario. Then, if there is additional time, compare answers.”</p> <p><i>After 10 minutes, lead a whole-group discussion about the scenarios. If time is limited, you may assign groups of teachers a particular scenario</i></p>	<hr style="border: 2px solid red;"/> <p><b>Evaluating Assessments Activity</b></p> <ul style="list-style-type: none"> <li>• Review each scenario in Handout 2.2.</li> <li>• With a partner, discuss the questions that accompany each scenario.</li> </ul> <p style="text-align: center;">   </p> <p style="text-align: right;">12</p>

and then report out. The key points are as follows:

- *Scenario 1*
  - The posttest will not have enough stretch given how well students did on the pretest.
  - The teacher will need to use an extension assessment with many of the students.
  - Next year, the teacher should consider creating new assessments that have questions with a wider range of difficulty.
- *Scenario 2*
  - The test has validity issues.
  - If no alternate tests are available, the teacher should convene a teacher team to create a more valid assessment that uses appropriate vocabulary and is readable for all students.
- *Scenario 3*
  - The team is off to a great start in developing its own assessment. It has consulted multiple educators during the writing process and has had the assessment reviewed by a content expert.
  - The team should increase reliability by developing standardized procedures around administration and scoring. Who will administer the assessment and when? Who will score the assessments? For example, the team should create a rubric to evaluate the performance assessment and then practice scoring samples together to make sure that all the scorers are calibrated.
- *Scenario 4*
  - The assessment should have a variety of question types that range in difficulty. Questions should cover the content of the three units but should also require students to provide written explanations for scientific phenomena, interpret data relevant to the course content, and



<p>describe how they would construct a basic investigation.</p> <ul style="list-style-type: none"> <li>▪ The teacher could supplement one of the available assessments with one that focuses on open-ended questions and requires some higher-order thinking skills. Or the teacher could meet with a teacher team to develop an assessment that better aligns with the course content.</li> </ul>	
<p><b>Slide 13</b></p> <p><i>Spend 5–10 minutes. If time is limited, you may skip this activity.</i></p> <p><i>Before showing slide 13, say:</i></p> <p>“Based on what we have learned, what are some questions that you can ask, either of yourself or others, to help ensure that an assessment is appropriate? Together, let’s generate a list of questions.”</p> <p><i>If the audience is teachers, ask them what questions they can ask themselves as they are writing their SLOs to ensure that the assessments they are selecting are appropriate.</i></p> <p><i>If the audience consists of trainers or evaluators, ask them what questions they can ask teachers to guide them through the process of selecting appropriate assessments.</i></p> <p><i>Record answers on chart paper. After the discussion, show slide 13 and say:</i></p> <p>“This is a great list of questions, and many/most of these are on this list shown here. These are some questions to consider.”</p> <p><i>Before proceeding to slide 14, have teachers fill in the L portion of the K-W-R-L. Teachers should list what they have learned and see if any of their questions have been answered. If some questions remain, note these questions and either direct teachers to answers in the supporting materials or make plans to follow up with the answers.</i></p>	 <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Is there a state- or vendor-created assessment that could be used instead of this assessment?</li> <li>• Is the assessment aligned with the content and skills covered in the course?</li> <li>• Does this assessment measure what it intends to measure?</li> <li>• Are scoring procedures in place?</li> <li>• How and when will the assessment be administered?</li> <li>• Based on student baseline data, will all students be able to demonstrate growth on this assessment?</li> <li>• Will this assessment be fair to all students, including students with disabilities and English language learners?</li> <li>• Are different assessments needed for students who are gifted?</li> </ul>   <p style="text-align: right;">13</p>

## Slide 14

*Plan on spending 10 minutes on slides 14–17.*

*Say:*

“This module has focused on selecting appropriate assessments.”

*Briefly summarize the content of the slide.*

“Assessment is a very complex topic, and ODE is working to develop more in-depth guidance in this area. Given the multiple considerations that go into creating a valid assessment, ODE strongly discourages teachers from writing their own assessments for SLOs. In the meantime, teachers should leverage the expertise they have in their schools and school districts by having content and assessment experts review the assessments they select.”

“In Module 3, we will focus on how to use baseline and trend assessment data to inform the creation of growth targets.”

## 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.

## Slide 15

*Give the participants a few minutes to reflect on what they have learned. At their tables, they should answer some of the questions that appear on this slide. If there is time for discussion, use these questions to guide the conversation.*

## 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?

**Slide 16**

*Say:*

“Are there any questions?”

In addition to answering questions, point teachers to this additional resource in their materials. State that, “This guidance document can be useful in answering your questions and further guiding you through the selection of assessments for use in SLOs.”

**Additional Resource**

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

**Slide 17**

*Say:*

“This concludes Module 2. Thank you for participating. Please complete the feedback form before you leave.”

**End of Module 2**

This concludes Module 2: Selecting Appropriate Assessments.

  **Module 2 Feedback Form: Selecting Appropriate Assessments**

*Your completion of the following questionnaire is important. To improve future offerings of this final, we are interested in your honest opinions, whether they are positive or negative. Your responses to this questionnaire are anonymous and will be reported in group form only. Thank you for your feedback!*

Location of Training: \_\_\_\_\_ Date and Time of Training: \_\_\_\_\_

Presenter: \_\_\_\_\_

Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

1. How would you rate the amount of information presented?  
 Too much     About right     Too little
2. The information presented was...  
 Very useful     Useful     Somewhat useful     Not very useful
3. How would you rate the following?

	Excellent	Good	Fair	Poor
a. Time and location of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communication about the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Tips and Tools for Facilitating Module 2

### Materials

You will need the following materials for Module 2:

- Copies of the Module 2 slide presentation
- Copies of the participant handouts (Handouts 2.1 and 2.2; *Note*: Please make 2–3 copies of Handout 2.1 for the participants because they may choose to use them in multiple activities.)
- Chart paper and markers for each table

You may also want to provide copies of the document *Guidance on Selecting Assessments for Student Learning Objectives (SLOs)*.

### Tips for Facilitating Module 2

- Before conducting this module, check with the local education agency (LEA) in which you are presenting. It may have additional requirements or resources that it would like teachers to use. If so, plan to modify the slides and information in the early part of your presentation.
- Be aware of your audience. Some of the activities will need to be slightly different based on whether the audience consists of trainers or teachers.
- Consider having a variation of a K-W-L activity (in this case, it would be a K-W-R) available as people arrive at the training. At each table, have chart paper and markers available. Ask participants to brainstorm the following:
  - **K**(now). What do you already know about assessments?
  - **W**(ant to know). What are some things that you want to know about assessments and how they are used in SLOs?
  - **R**(esources). What resources are available to help educators find answers to questions about assessments and who can provide support when writing SLOs?
- The K-W-R activity activates prior knowledge and also gives you a sense of what the participants have retained since the last module. Briefly discuss the findings from the activity before beginning the presentation.
  - Emphasize that selecting appropriate assessments is a critical part of the SLO development process.
  - The audience may immediately equate assessments with tests. Explain that pencil-and-paper tests do not always have to be the assessment that is used. Portfolios and performance tasks, in some cases, may be more appropriate than pencil-and-paper tests. (For example, fine and performing arts classes may include a portfolio or performance task component in their assessment.)

- If your audience needs additional examples of alignment, stretch, validity, and reliability, consider pulling additional scenarios from the document *Guidance on Selecting Assessments for Student Learning Objectives (SLOs)* to provide more opportunities for discussion.

## Key Points for Module 2

- The Ohio Department of Education (ODE) has ranked assessments based on the likelihood that they will meet the criteria of appropriate assessments. Teachers should select the highest ranking assessment available to them:
  - National or state assessments
  - Commercially available assessments
  - District- or team-created assessments
  - Teacher-created assessments
- LEAs may set additional assessment requirements. For example, they might generate a list of available assessments and require that teachers use certain assessments in their SLOs to make them more comparable across school districts. *Based on your local context, you may have more information to share on these requirements.*
- When selecting assessments, the key considerations include the assessment’s alignment to content standards and the course curriculum, stretch, validity, and reliability.
- Considerations for alignment include not only the content of the assessment but also the level of cognitive demand required on the assessment.
- Stretch ensures that the assessment will be able to capture student growth for both low- and high-performing students. In some cases, students might need an extension assessment or a modified assessment.
- Assessments should measure what they say they measure and be fair to all students. Administration and scoring procedures should be consistent across students and classes. Teachers should consider whether certain aspects of an assessment, such as question wording, might make it difficult for students to answer.

## Annotated Agenda for Module 2

### Introduction

- 2–3 minutes; slides 1–3
- *Key point:* This is Module 2, which focuses on selecting appropriate assessments within the SLO development process.

### Overview: Considerations for Selecting Appropriate Assessments

- 15–20 minutes; slides 4–11
- *Materials needed:* Copies of Handout 2: *Checklist for Approving Assessments*

- *Key points:*
  - ODE has ranked assessments based on the likelihood that they will meet the criteria of appropriate assessments. Teachers should select the highest ranking assessment available to them:
    - State assessment items in proportion to the content specified in SLOs
    - Commercially available assessments
    - District- or team-created assessments
    - Teacher-created assessments
  - Districts may set additional assessment requirements. For example, they might generate a list of available assessments and require that teachers use certain assessments in their SLOs to make them more comparable across school districts.
  - When selecting assessments, the key considerations include the assessment’s alignment to content standards and the course curriculum, stretch, validity, and reliability.
  - Considerations for alignment include not only the content of the assessment but also the level of cognitive demand required on the assessment.
  - Stretch ensures that the assessment will be able to capture student growth for both low- and high-performing students. In some cases, students might need an extension assessment or a modified assessment.
  - Assessments should measure what they say they measure and be fair to all students.
  - Administration and scoring procedures should be consistent across students and classes.
  - Teachers should consider whether certain aspects of the assessment, such as question wording, might make it difficult for students to answer.

### **Activity: Evaluating Assessments**

- 10 minutes to review; 5–10 minutes to share; slide 12
- *Materials needed:*
  - Copies of Handout 2.1: *Checklist for Approving Assessments*
  - Copies of Handout 2.2: *Scenarios*

### **Discussion: Questions to Consider When Evaluating the Appropriateness of Assessments**

- 5–10 minutes; slide 13
- *Materials needed:*
  - Chart paper
  - Markers

### **Conclusion and Reflection**

- 10 minutes; **slides 14–17**

## Questions to Anticipate for Module 2

### 1. Aren't our students tested enough? Why do we need more assessments?

Wherever possible, teachers are encouraged to use assessments that they already use in their classrooms. Teachers should not administer assessments for the purpose of SLOs. However, in some cases, new and more rigorous assessments may be needed. Keep in mind that the assessments used in SLOs do not need to be pencil-and-paper tests. They may be portfolios, performance-based assessments, or written tests.

### 2. Why did ODE rank assessments?

ODE ranked assessments to provide additional guidance about them. The assessment rankings will help teachers select the most appropriate assessment given a range of options available to them.

### 3. What if I use a standardized, approved vendor assessment? Do I need to worry about alignment, stretch, validity, and reliability?

Although it is true that most of the approved vendor assessments have already been screened for alignment, stretch, validity, and reliability, they may not be the most appropriate for use in an SLO. For example, if an SLO is targeted toward one enduring skill, such as problem solving or writing coherent arguments, a test such as the Stanford 10 is not appropriate. You need to ensure that the assessment can adequately capture an SLO's content and skills, not other content and skills.

### 4. I don't have a common assessment. How do I write my own assessment?

ODE strongly recommends that teachers create assessments in consultation with other teachers and specialists. At a minimum, a content expert must review the assessment. If you need additional resources on how to write an assessment, we recommend consulting with colleagues or reading the resources listed on page 2 in *Guidance on Selecting Assessments for Student Learning Objectives (SLOs)*.

### 5. I have advanced learners in my class who may need to receive accelerated or enriched instruction, and I need an assessment to measure their student growth. How can I tell if an assessment is appropriate?

Seek out your gifted and talented instructional coordinator or specialist. This person should be able to provide you ideas for how to plan instruction and, if needed, select an appropriate assessment for these students.

### 6. Can the same assessment used to calculate value added measures be used as an SLO assessment?

Student growth needs to be measured with multiple measures. Thus, you cannot use that same assessment for your SLO because the same information would be counted twice.

**7. Should teachers provide testing accommodations and modifications to students with IEPs and Section 504 plans?**

By law, students are entitled to receive the testing accommodations in their individualized education programs (IEPs) and Section 504 plans. All teachers should provide students with testing modifications when appropriate.





## Module 2 Feedback Form: Selecting Appropriate Assessments

*Your completion of the following questionnaire is important. To improve future trainings of this kind, we are interested in your honest opinions—either positive or negative. Your responses to this questionnaire are anonymous and will be reported in group-form only. Thank you for your feedback!*

Location of Training: \_\_\_\_\_ Date and Time of Training: \_\_\_\_\_

Presenter: \_\_\_\_\_

Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

**1. How would you rate the amount of information presented?**

- Too much       About right       Too little

**2. The information presented was...**

- Very useful       Useful       Somewhat useful       Not very useful

**3. How would you rate the following?**

	Excellent	Good	Fair	Poor
a. Time and location of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communication about the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. The trainer's knowledge of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The trainer's answers to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The clarity of the information presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The format and/or structure of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The overall quality of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. How much did you learn about the following topics as a result of participating in this training?**

	A Lot	Quite a Bit	A Little	Not Much
a. Requirements regarding the selection of assessments for use in SLOs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Criteria to consider when selecting assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Available resources regarding assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Why the selection of assessments is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Over →*

**5. How confident are you in your ability to do the following as a result of participating in this training?**

	<b>Very Confident</b>	<b>Confident</b>	<b>Somewhat Confident</b>	<b>Not Confident</b>
a. Select appropriate assessments for use within SLOs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. What part of the training was most helpful to you?**

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**7. What part of the training was least helpful to you?**

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**8. What questions do you still have about SLOs after attending this training?**

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**9. Would you recommend this training to others?**

- Yes                       No

**10. What best describes your current role?**

- Teacher/educator
- Principal/vice-principal
- Other school-level administrator
- School district central office staff
- Other \_\_\_\_\_

**11. How many years have you served in your current role?**

- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

Please return this form to Dr. Lisa Lachlan, American Institutes for Research, 1000 Thomas Jefferson Street NW, Washington DC 20007-3835.

## Module 2 Sign-In Sheet: Selecting Appropriate Assessments

Location of Training: \_\_\_\_\_

Date and Time of Training: \_\_\_\_\_



Presenter: \_\_\_\_\_

	<b>Name</b>	<b>School</b>	<b>E-mail</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____
16.	_____	_____	_____
17.	_____	_____	_____
18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____
21.	_____	_____	_____
22.	_____	_____	_____



**Student Growth Measures  
in Teacher Evaluation**

**Module 3: Using Data to Inform Growth Targets  
and Submitting Your SLO**

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**Training Norms**

- Be present.
- Respect time boundaries.
- Recognize the need for quiet while working.
- Use electronics respectfully and appropriately when prompted.
- Return to large group attention when signaled.

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**Agenda**

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

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### 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 target.
- STEP 4: Submit your SLO and prepare for approval and review.
- STEP 5: Final scoring of the SLO.

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### Growth Targets

- Should be informed by baseline or, in some cases, trend data.
- Should include specific indicators of growth that demonstrate an increase in learning between two points in time.
- Should be tiered whenever possible and appropriate.
- Should be set so that all students can demonstrate developmentally appropriate growth.

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### Example Growth Targets

Target 1	Target 2
During the fall semester, all of my students will progress at least one fitness level on the FitnessGram.	During the fall semester, 80 percent of the students will earn a passing score on the FitnessGram.

**High Quality Growth Target.**  
Takes student's baseline skill into account. Focuses on growth.

**Low Quality Growth Target.**  
Focused on mastery, not growth.

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### Developing Growth Target Activity

Activity – 15 minutes

- Using the data contained in Handout 3.4, create a set of growth targets for Ms. Felipe’s current students and consider the questions posed.



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### Activity - Appropriate Measurement?

- Based on the information provided, how does Ms. Felipe ensure that the assessment is appropriate to use in her SLO?
- What information should Ms. Felipe keep in mind as she uses the outcomes of Mr. Caulder’s assessment from last year to guide the establishment of her own growth targets for her students?



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### Activity Results

- Example growth targets

Pretest Score	Expected Growth
15-30	22pts growth
31-40	18 pts growth
41-50	11 pts growth
51-59	4 pts growth
60-100	2 pts growth



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**3-2-1**

- On your card, please write the following:
  - Three ways you anticipate SLOs will impact teacher practice in the classroom
  - Two takeaways from this training
  - One area in which you would like additional help or guidance

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**Questions?**

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**End of Module 3**

- This concludes Module 3: Using Data to Inform Growth Targets and Submitting Your SLO.

**Module 3 Feedback Form:**  
Using Data to Inform Growth Targets and Submitting Your SLO

Your completion of the following questionnaire is important. To improve future trainings of this kind, we are interested in your honest opinions—either positive or negative. Your responses in the questionnaire are anonymous and will be reported in aggregate only. Thank you for your feedback!

Location of Training \_\_\_\_\_ Date and Time of Training \_\_\_\_\_

Presenter \_\_\_\_\_



Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

1. How would you rate the amount of information presented?  
 Too much     About right     Too little

2. The information presented was...  
 Very useful     Useful     Somewhat useful     Not very useful

3. How would you rate the following?

	Excellent	Good	Fair	Poor
4. Date and location of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Communications about the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Handout 3.1. Sources of Data for Informing Growth Targets

### Setting Growth Targets Without Preassessments

#### *Sources of Data to Inform Targets*

**Surveys.** A survey may be helpful to gauge if students have had exposure to course-related information outside of school. This information can help ensure you have a complete picture of your students when you set your growth targets.

**Interim Assessments (e.g. Unit tests)** Teachers may need to use assessments from early in the year, such as a unit test, to project reasonable growth targets for the end of the year. An early course assessment or interim assessment may have a very limited scope in terms of content coverage, so it should be used in conjunction with other student data in order to inform growth targets on the final assessment.

**Prior-year student performance in the course.** In some cases, teachers may be able to use prior-year scores from other students who took the course in question as a means of estimating appropriate growth targets in the current year.

**Prior student performance in related subjects.** Prior student performance in related subjects may help to determine what skills or content knowledge students bring into the course, and therefore help the teacher to anticipate what growth is appropriate for the student.

**GPA.** Whenever possible, subject-specific GPA should be used and used in conjunction with other types of information. In some rare cases where other data are not available, a student's overall GPA may be used to help estimate performance. For example, if an analysis of historical data shows that students who have a GPA of 3.5 usually score 90 or higher on the end-of-course exam in question, it may be reasonable to set a growth target for current students based in part on their GPA.

### Setting Growth Targets With Preassessments

**Preassessments.** Where appropriate, the preassessment should mirror the post assessment in terms of the content and skill attainment tested, but the two test forms should not be identical. Other sources of data such as those mentioned above should still be consulted if available to base growth targets on multiple sources of information. *When the assessments are similar in scope and difficulty*, the maintenance of baseline scores does not demonstrate growth.

## Handout 3.2. Using Available Data to Inform Growth Targets

Ms. Felipe teaches high school band. She and the other high school band instructor in the district, Mr. Caulder, have decided to collaborate in writing their student learning objective this year for Concert Band. Mr. Caulder suggested that they use a two-part assessment that he administered to his students last year, which is aligned to state standards and used in several high-performing districts in the state. Ms. Felipe reviewed the assessment and found that it was of high quality and aligned to the content and skill attainment that she emphasizes in her course. She also felt that the rubric used to score the assessments covered the appropriate criteria and would distinguish clear levels of performance in students.

The assessment includes two components: a set of short response questions on music theory and a performance assessment, each worth 50 points and both graded with a detailed rubric. The assessment also has two forms - a pretest and a posttest - and is designed to gauge student learning over the course of the year. The pretest is not identical to the posttest: it contains short response questions and performance prompts that assess the same content knowledge and skill attainment as the posttest, but the questions are not exactly the same.

This year, Ms. Felipe has administered both parts of the pretest to her students, and she is now trying to set appropriate growth targets for them to achieve on the posttest. The results from Mr. Caulder's class on last year's pretest and posttest (short response and performance score combined), as well as the pretest results from Ms. Felipe's class, are displayed in Table 1. The information is displayed by performance on the pretest, from the lowest score to the highest score.

Ms. Felipe knows that although Mr. Caulder instructed only 17 students in Concert Band last year, his students tended to have more of a musical background than her current students, due to private lessons and school lessons in grade school and junior high school. For example, for Mr. Caulder's students last year, the average years of music instruction with their instrument was about 4.5. For Ms. Felipe's current students, the average years of music instruction with their instrument is 3.5. Ms. Felipe also discussed with Mr. Caulder whether the progress that his students demonstrated over the year was adequate. Mr. Caulder responded that, after reviewing their progress, he felt that all students, except for Student E and Student H, increased their knowledge and skills at the level expected within one year's time, and that this level of growth was reflected accurately in the students' posttest scores. He noted that he generally thinks a score of about 70 on the combined assessment represents very high performance and that reaching scores above 70 are very difficult and indicate that students are really pushing themselves to further refine their skills.

It should also be noted that in order for the assessment to have enough stretch to assess growth in high performing students, the rubrics for the short response items and performance component assess a wide range of difficulty. Therefore, although raw scores are displayed in Table 1, student scores are rescaled when the assessment is incorporated into the student's final grade in the course.

**From the information provided in Table 1, determine an appropriate amount of growth for Ms. Felipe's students given their pretest scores, using Mr. Caulder's results as a guide. Then, consider the following questions:**

1. Based on the information provided, how does Ms. Felipe ensure that the assessment is appropriate to use in her SLO?
2. What information should Ms. Felipe keep in mind as she uses the outcomes of Mr. Caulder's assessment from last year to guide the establishment of her own growth targets for her students?

**Table 1. Ms. Felipe and Mr. Caulder’s Pre-and-Posttest Results**

Mr. Caulder (Last Year's Results)				Ms. Felipe (This Year's Results)		
Student	Years of Experience	Pretest (out of 100)	Posttest (out of 100)	Student	Years of Experience	Pretest (out of 100)
Student A	2	20	48	1. Alice	1	16
Student B	2	24	49	2. Peter	2	20
Student C	2	28	51	3. Devin	2	23
Student D	3	45	58	4. Michael	2	25
Student E	3	46	46	5. Victoria	2	26
Student F	3	48	60	6. Edgar	2	27
Student G	3	48	61	7. Winston	2	29
Student H	4	49	50	8. Felix	3	39
Student I	4	60	64	9. Zeke	3	45
Student J	4	62	65	10. Xavier	2	46
Student K	6	68	72	11. Olivia	3	47
Student L	6	68	72	12. José	3	48
Student M	6	69	73	13. Charles	3	48
Student N	7	73	77	14. Igor	3	49
Student O	7	75	78	15. Umar	3	50
Student P	7	77	79	16. Nora	3	54
Student Q	7	85	92	17. Theodore	4	59
				18. Barry	4	59
				19. Hannah	4	60
				20. Reina	4	60
				21. Sal	4	63
				22. Kalinda	4	64
				23. Gary	6	67
				24. Louise	6	68
				25. Quinton	7	72
				26. Yuliya	7	76
	Average Years of Instruction = 4.5	Pretest Average = 56	Posttest Average = 64		Average Years of Instruction = 3.5	Pretest Average = 48

## Handout 3.3. Growth Target Form

Use the form below to organize growth targets using the data in Handout 3.4.

Pretest Score Range (Ms. Felipe)	Minimum Expected Growth, in Points
Example: 15-30	22 pts.

## Handout 3.4. Growth Target Template

Complete the template with the following information.

For SLO approval:

- The full list of student names that will be covered under the SLO
- Each student's baseline or pretest score from which expected performance on the posttest or summative assessment was based
- The growth target applicable to each student (minimum score on the post assessment, descriptive target, or growth in points may be displayed.)

For the discussion of the summative rating and impact on practice:

1. The score on the posttest or summative assessment for each student
2. The outcome as to whether or not each student met the growth target

Student Name	Baseline or Pretest Score	Growth Target	Score on the End-of-Interval Assessment	Did the Student Meet the Growth Target? (Yes or No)





# **Student Growth Measures in Teacher Evaluation**

## **Facilitator's Guide for Training Module 3: Using Data to Inform Growth Targets and Submitting Your SLO**

# Overview

## Training Purpose and Goals

The student learning objectives (SLO) training is intended to assist teachers and administrators in implementing SLOs in their schools. At the conclusion of the four training modules, teachers should be able to

- Explain what makes a high-quality SLO.
- Select or develop appropriate assessments.
- Develop growth targets.
- Score an individual SLO.

Facilitators should be able to

- Review the components of the Ohio Teacher Evaluation System Framework and Model.
- Deconstruct Ohio's model for developing SLOs.
- Understand the tools and processes used in developing, organizing, and reviewing SLOs.
- Use strategies to facilitate work on SLOs in your school district or school.

## Audience

This facilitator's guide is designed as a blueprint for the training that will be delivered to teachers within their schools to prepare them to develop and implement SLOs this year (2012–13), whether SLOs are being implemented on a pilot basis or a fully operational basis within the evaluation system. Facilitator notes, as well as suggestions of the direct language to use in conveying the material to teachers, are provided.

## Timing

The training that you will deliver is split into four modules. Each module is designed to be delivered in 60 minutes, during time designated for professional development or common planning.

## Resources

The following resources are provided for use in delivering the four training modules to staff within each school:

- Facilitator's guide (this document)
- Slide presentation
- Participant handouts
- Tips and tools for presenting the module, which includes an annotated agenda and anticipated questions.

## Why Student Learning Objectives?

Recent federal and state policy has led to new systems of educator evaluation. These new systems include multiple measures, one of which is often student learning or student growth. Student Learning Objectives (SLOs) have recently come to the forefront of this work and have been highlighted as one promising approach to measuring student growth based on the evidence to date, particularly for the majority of teachers in subjects or grades not covered by a standardized assessment and who must have SLOs as comparable growth measures.

### The Ohio Context

We know that a well-designed evaluation system can support professional growth and improve educator practice, which in turn leads to better outcomes for our students. In Ohio as it is elsewhere, a major challenge of creating new evaluation systems is to figure out how to measure student growth for the majority of teachers and students for whom state-administered standardized tests or relevant and validated vendor assessments are not available. An additional challenge is incorporating measures of student growth within the evaluation system in such a way that directly ties this information to the instructional planning and goals of teachers that are also directly in line with the unique needs and goals of their district. No measure is perfect. But better measures should allow for better decisions. The challenge school systems across the nation are facing is to assemble a “union of insufficient” measures that provide more information than they do individually and that are better than existing indicators (MET Project: Policy and Practice Brief January 2012).

Ohio's new evaluation system will provide educators with a richer and more detailed view of their impact on student learning. Using a systematic approach that is fair and comparable across all educators, the evaluation system will focus attention on more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement. Advised by the Ohio Department of Education, many districts will implement SLOs as comparable growth measures as a part of the “Locally-Determined Measure” portion of the Student Growth Component, which is 50 percent of the overall evaluation per legislation. If value-added or approved vendor assessments are available, those options must be used, and locally-determined measures like SLOs will account for up to 40 percent of the overall evaluation. In grades or subjects where value-added or approved vendor assessments are not available, locally-determined measures (SLOs) may account for up to 50 percent of the evaluation, which is the entire student growth component.

Some districts will pilot SLOs in the 2012-2013 school year while other districts will fully implement SLOs within their teacher evaluation system.







## Module 3 (60 Minutes)

### Introductory Activity

Ask people to think about the following questions as they get settled prior to the training. Have them write answers on post-its and post on chart paper:

1. What is student growth?
2. What do you know about growth targets?
3. What is one question you want answered about growth targets?

Before beginning the module, briefly discuss the answers. Growth is defined as change in performance between two points in time.

<p><b>Slide 1</b></p> <p><i>Plan on spending 2–3 minutes on slides 1–3. Slide 1 is the title slide.</i></p>	 <p><b>Student Growth Measures in Teacher Evaluation</b></p> <p><b>Module 3: Using Data to Inform Growth Targets and Submitting Your SLO</b></p> <p> </p> <p>1</p>
<p><b>Slide 2</b></p> <p><i>Review the training norms with the group.</i></p>	 <p><b>Training Norms</b></p> <ul style="list-style-type: none"><li>• Be present.</li><li>• Respect time boundaries.</li><li>• Recognize the need for quiet while working.</li><li>• Use electronics respectfully and appropriately when prompted.</li><li>• Return to large group attention when signaled.</li></ul> <p> </p> <p>2</p>

### Slide 3

*Say:*

“Please open your folders. Inside, you will find an agenda for this training as a whole as well as the objectives and outcomes for today’s session. This session, or module, is the third of four modules. The foci of today are using baseline data to inform growth targets and submitting your SLO.”

### Agenda

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

### Slide 4

*The discussion of slides 4–9 should take about 15 minutes.*

*Say:*

“Let’s revisit the SLO development process. To this point, we have examined the different components of SLOs and have looked at selecting appropriate assessments in depth. This module focuses on using assessment and student data gathered to inform the creation of SLO growth targets. This is a continued discussion of Step 3.”

### 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 target.
- STEP 4: Submit your SLO and prepare for approval and review.
- STEP 5: Final scoring of the SLO.

### Slide 5

*Say:*

“Growth targets are teachers’ goals for their students. The individual SLO score for teachers will be determined based on the extent to which students meet their targets. Thus, creating rigorous yet attainable growth targets is critical.”

“Growth targets should be informed by baseline data, or prior data from each student for which the growth target is being set. This is usually from a preassessment or a previous year’s assessment data. However, in some cases, trend data from previous year’s assessments in the course will be needed to inform the creation of growth targets. The targets themselves should include specific indicators of growth that demonstrate an increase in learning between two

### Growth Targets

- Should be informed by baseline or, in some cases, trend data.
- Should include specific indicators of growth that demonstrate an increase in learning between two points in time.
- Should be tiered whenever possible and appropriate.
- Should be set so that all students can demonstrate developmentally appropriate growth.

points in time.”

“Because students will enter the class with varying levels of readiness, growth targets should be tiered, or differentiated, whenever possible and appropriate. Differentiating targets based on the baseline data of students helps ensure that all students will be able to demonstrate developmentally appropriate growth.”

### Slide 6

Say:

“Let’s look at some examples of growth targets. With a partner, discuss the differences between the two targets.”

*After a minute, ask someone for the answer, then click the mouse so that the red-lined boxes appear on the screen, letting participants know which is high and low quality.*

“We see that, in the high-quality growth target, all students will have to show growth by progressing at least one fitness level. However, the low-quality growth target focuses on proficiency, not student growth. For example, if students scored 85 on the preassessment, they would not have to show any growth.”

### Example Growth Targets

Target 1	Target 2
During the fall semester, all of my students will progress at least one fitness level on the FitnessGram.	During the fall semester, 80 percent of the students will earn a passing score on the FitnessGram.

**High Quality Growth Target.**  
Takes student's baseline skill into account. Focuses on growth.

**Low Quality Growth Target.**  
Focused on mastery, not growth.

### Slide 7

Say:

“Here are two more growth targets. We see that the high-quality growth target is a tiered target, meaning that the target scores vary based on the preassessment scores of the students. Now, with your partner, take a minute to discuss why the low-quality growth target would be unacceptable.”

*After a minute, have a participant share with the group. Click the mouse so that the red box appears.*

*The key points are as follows:*

- With respect to standards-based content, a goal should always be to bring those who are below acceptable thresholds (i.e., those students who failed the preassessment) to

### Example Growth Targets

High-Quality Growth Target		Low-Quality Growth Target
Taking into account student's entry level of skill, all students will meet their target score on the final assessment:		Students scoring 80 or lower on the preassessment will increase their scores by at least 10 points. Any students scoring 81 or higher on the preassessment will maintain their scores.
Preassessment Baseline Score Range	Target Score on End-of-Year Portfolio	<b>This target could be stronger.</b> <ul style="list-style-type: none"><li>• Teachers must aim to bring students up to proficiency.</li><li>• All students must demonstrate growth. Those students scoring high on the preassessment need to be challenged with a higher goal and perhaps an additional assessment to illustrate their growth.</li></ul>
20–30	Minimum 70	
31–50	80	
51–70	90	
71–85	90 plus 85 or higher on capstone project	
86–95	95 plus 90 or higher on the capstone project	

proficiency. Thus, in this case, an increase of 10 points may be insufficient. For example, if a student earns 20 points on a preassessment and 30 on a postassessment, insufficient growth has occurred; the student will still be significantly behind academically.

- All students need to demonstrate growth. If I score 80 on a preassessment that mirrors the postassessment, and score one point higher on the postassessment, is that really growth? In this case, no.

**Slide 8**

*Say:*

“In some content areas, the best assessments may not be easily summarized in numerical scores. For example, in this foreign language example, proficiency is assessed using LinguaFolio Can-Do Statements, supporting evidence and a final IPA. In this case, a district would decide if students meet or do not meet their growth target depending on how many of the five categories indicate that the target is “met.” For example, all five may need to be met in order for the target to be met, or a district may decide that four of the five categories must be met in order for the student to meet his or her growth target.”

**Descriptive Growth Targets**

- In some content areas, assessments used to measure student growth may not lend themselves to numerical representation.

High Quality Growth Target	
By the end of Spanish I and Spanish II, students will meet the following growth targets: Spanish I final proficiency, as determined by LinguaFolio Can-Do Statements and supporting evidence and a final IPA (end of the year)	Spanish II final proficiency, as determined by LinguaFolio Can-Do Statements and supporting evidence and a final IPA (end of the year)
<b>Communicative Proficiency</b> Interpretive Listening: Novice Mid Interpretive Reading: Novice Low (on threshold of Novice Mid) Interpersonal Speaking: Novice Mid (emerging) Presentational Writing: Novice Low (on threshold of Novice Mid) Presentational Speaking: Novice Low	<b>Communicative Proficiency</b> Interpretive Listening: Novice High (emerging) Interpretive Reading: Novice Mid Interpersonal Speaking: Novice Mid (on threshold of Novice High) Presentational Writing: Novice Mid Presentational Speaking: Novice Mid
<b>Language Proficiency</b> Interpretive Listening: Novice Mid Interpretive Reading: Novice Mid (emerging) Interpersonal Speaking: Novice Mid Presentational Writing: Novice Mid (emerging) Presentational Speaking: Novice Mid (emerging)	<b>Language Proficiency</b> Interpretive Listening: Novice High Interpretive Reading: Novice High (emerging) Interpersonal Speaking: Novice High Presentational Writing: Novice High (emerging) Presentational Speaking: Novice Mid (on threshold of Novice High)
<b>Scholastic Proficiency</b> Interpretive Listening: Novice High (emerging) Interpretive Reading: Novice Mid Interpersonal Speaking: Novice Mid (on threshold of Novice High) Presentational Writing: Novice Mid Presentational Speaking: Novice Mid	<b>Scholastic Proficiency</b> Interpretive Listening: Novice High (on threshold of Intermediate Low) Interpretive Reading: Novice High Interpersonal Speaking: Novice High Presentational Writing: Novice High Presentational Speaking: Novice High (emerging)

**Slide 9**

*Say:*

“We have talked to this point about the format of student growth targets and how to construct targets that will require students to demonstrate growth. But how can teachers ensure that reasonable targets for students are set?”

“The answer is in using data. Handout 3.1 contains a chart that might be useful to teachers because it discusses the sources of data that may be used in informing growth targets: surveys, trend data, assessment data from early in the year, and course preassessments. Assessment developers may be used as sources of information on what growth is appropriate on the

**Using Assessment Data to Help Set Appropriate Growth Targets**

- Use growth goals or targets set by providers (e.g., Scholastic and Northwest Evaluation Association) or the local school district.
- Consult with a data, assessment, or content-area expert in your school district who is familiar with the assessment.
- Use technical reports from the vendors to see what the expected growth or benchmarks are.
- Look at trend data from your past students, provided your classes have a similar composition.



assessment. For example, some test providers already set growth goals or targets for students as part of their reporting. Seeking out other educators who are familiar with the assessment may also be helpful, as they may have data on past student performance that could be de-identified and shared. When these resources are not available, teachers may have access to trend data from past students to see how students have performed on the assessment or similar assessments in prior years, to infer what would be a reasonable yet rigorous target.”

**Slide 10**

*Plan on allocating at least 30 minutes for this activity: 15 minutes for participants to form the growth targets and discuss, and 15 minutes to discuss the results as a large group. For the first 15 minutes, assign participants to groups based on the room setup. Groups should be no larger than four participants.*

**Developing Growth Targets**

**Activity – 15 minutes**

- Using the data contained in Handout 3.4, create a set of growth targets for Ms. Felipe’s current students and consider the questions posed.

**Slide 11**

*After 15 minutes of group work, ask participants to discuss their responses to the questions displayed on the slide. Key Points include:*

- Ms. Felipe knows that the assessment is appropriate because she has reviewed it in its entirety and determined that it is aligned to the standards she is targeting, meaning that the content knowledge and skill attainment that students should experience is being measured by the assessment, and she is confident that incrementally higher scores on the assessment indicate an increase in student knowledge and capacity.
- Ms. Felipe should assess whether the baseline scores of her students are similar to the scores from Mr. Caulder’s in terms of overall range of scores on the

**Activity - Appropriate Measurement?**

- Based on the information provided, how does Ms. Felipe ensure that the assessment is appropriate to use in her SLO?
- What information should Ms. Felipe keep in mind as she uses the outcomes of Mr. Caulder’s assessment from last year to guide the establishment of her own growth targets for her students?

assessment and whether student capacity for growth is biased up or down depending on any additional skills they bring to the course.

- In this example, Ms. Felipe would assess whether her students exhibited similar baseline scores on the assessment according to the number of years of music instruction they have received. Her students show a similar relationship as that displayed by Mr. Caulder’s students the year prior, which is an indicator that she can use the relationship between the baseline and posttest scores in Mr. Caulder’s class to set her targets.

**Slide 12**

*Say:*

“This slide displays one way that the growth targets might be set. These five tiers are informed by the amount of growth that is seen on the posttest for students within these ranges of pretest scores.”

**Activity Results**

- Example growth targets

Pretest Score	Expected Growth
15-30	22pts growth
31-40	18 pts growth
41-50	11 pts growth
51-59	4 pts growth
60-100	2 pts growth

**Slide 13**

*Say:*

“For example, for the three students with scores under 30 on the pretest, students experienced between 23 and 28 points in growth on the posttest. Ms. Felipe could estimate somewhat conservatively that 22 pts. of growth would be reached in this pretest range.

Ms. Felipe does not have data on the 31-40 pretest range since none of Mr. Caulder’s students tested in that range, but based on the upper and lower range limits bordering it, an assumption could be made for slightly less growth, or 18 points in this range, down from 22 points in the previous range.

**Using Data to Construct Growth Targets**

- Demonstrated growth, pretest to posttest

Student	Years of Experience	Pretest (out of 100)	Posttest (out of 100)	Growth
Student A	2	20	43	23 pts
Student B	2	24	49	25 pts
Student C	2	28	51	23 pts
Student D	3	45	58	13 pts
Student E	3	46	46	0 pts
Student F	3	46	60	14 pts
Student G	3	46	61	15 pts
Student H	4	49	50	1 pts

When Ms. Felipe examines the average growth she disregards Student E and H, which Mr. Caulder said were off target based on his knowledge of those students.

As the pretest ranges progress, less average growth is observed, which is in line with Mr. Caulder’s knowledge of the assessment; that the rubric is designed such that obtaining additional points in the higher scores ranges is more difficult, because it represents higher and higher skill mastery for students.

Because of this, Ms. Felipe decides that as students move into the high achievement rubric scores, from 60-100 points, that all students will have met their minimum growth target if two additional rubric points are achieved on the post assessment, since gaining these two points represents mastery of basic skills and a continuation of growth toward refinement of skills.

**Slide 14**

*Plan to spend 15 minutes wrapping up the session from this point: Slides 14-18.*

*Say:*

“At this point, we have gone through 3 of the 5 steps in the SLO development process, and the SLO should be fully written. Let’s take a moment now to think about the requirements and best practices related to writing SLOs.”

*Walk through the slide, noting what is required and what ODE recommends as promising practices.*

**Requirements and Promising Practices**

Requirements for Implementing SLOs	Promising Practice Recommendations
Minimum of two SLOs for teachers in nontested grades and/or subjects representative of the teacher’s schedule.	Two to four SLOs per teacher for nontested grades and/or subjects, proportional and representative of the teacher’s schedule.
Gather baseline data for each student represented in the SLO.	
Analyze baseline and trend data when creating the SLO.	
Use the <i>Student Learning Objective Template</i> when writing SLOs.	
Identify a rigorous and attainable growth target for students.	Identify rigorous and attainable <i>tiered</i> targets.
Select rigorous and appropriate assessments (not developed by the individual teacher).	<ul style="list-style-type: none"> <li>Consult the <i>Guidance on Selecting Assessments</i> when choosing assessments.</li> <li>Complete the <i>Checklist for Selecting Appropriate Assessments</i>.</li> </ul>

## Slide 15

Say:

“Now that we’ve completed our training on writing SLOs, let’s look at the SLO development process one more time. Here we see that SLO review and approval is step 4. Teachers will need to submit their SLOs for review. They might receive feedback and suggestions for improvement or receive approval to proceed.”

“Local education agencies (LEAs) will be largely responsible for setting SLO review and approval processes. ODE has recommended that building-level teams review and approve SLOs, but LEAs will need to keep in mind their collective bargaining agreements.”

## 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 target.

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

STEP 5: Final scoring of the SLO.



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## Slide 16

*Note: If you are short on time, modify this activity to be an exit activity. Have the participants write down two takeaways from the training and one area in which they would like additional help or guidance. Collect the cards as they leave.*

Say:

“This training has covered the SLO development process. The fourth module will focus on scoring. However, before we conclude, please take a minute to reflect on the information you have learned from these first three modules.”

*If the audience is teachers, ask them to evaluate their knowledge of SLOs and their confidence in their ability to construct a high-quality SLO.*

*If the audience is trainers, provide the trainers opportunities to think about which resources will be most valuable.*

“As a concluding activity, please take one of the index cards on your tables. On the card, please list the following:




- Three ways you anticipate SLOs will impact teacher practice in the classroom.

## 3-2-1

- On your card, please write the following:
  - Three ways you anticipate SLOs will impact teacher practice in the classroom
  - Two takeaways from this training
  - One area in which you would like additional help or guidance



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<ul style="list-style-type: none"> <li>• Two takeaways from this training.</li> <li>• One area in which you would like additional help.”</li> </ul> <p><i>Take a few minutes to allow the participants to share the information on their cards. Collect the cards before leaving. Review them to determine if follow-up is needed to answer participant questions.</i></p>	
<p><b>Slide 17</b></p> <p>Say:</p> <p>“Before we end our training, I want to point you to another template available to you in your handouts. Handout 3.8 is a Growth Target Template that may be useful when creating your own SLOs. Keeping a table of baseline scores and growth targets by student name can help make the SLO approval and scoring processes easier. When developing an SLO, you would fill in the first three columns of the table. Then, at the end of the year, you would fill in the rest of the table and determine what percentage of your students met their growth targets.”</p> <p>“Are there any other questions?”</p> <p><i>After you have answered questions or, if you are running out of time, state that you will be available for questions at the end of the training.</i></p> <p>“Thank you for your time. I hope you have found this training to be helpful and beneficial. If you have additional questions, please let me know, and I can try to find the answers for you. In addition, please remember that you have multiple resources available to you, including the materials from this training and the SLO materials available on the ODE website.”</p>	 <p><b>Questions?</b></p>   <p style="text-align: right;">18</p>

## Slide 18

Say:

“This concludes Module 3. We will gather for Module 4 on [INSERT DATE]. Please complete the feedback form and place it in the center of your table before leaving.”

## End of Module 3

- This concludes Module 3: Using Data to Inform Growth Targets and Submitting Your SLO.

**Module 3 Feedback Form:**  
**Using Data to Inform Growth Targets and Submitting Your SLO**

Your completion of the following questionnaire is important. To improve future trainings of this kind, we are interested in your honest opinion—either positive or negative. Your responses to this questionnaire are anonymous and will be reported in aggregate only. Thank you for your feedback!

Location of Training: \_\_\_\_\_ Date and Time of Training: \_\_\_\_\_

Presenter: \_\_\_\_\_

Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

1. How would you rate the amount of information presented?  
 Too much     About right     Too little

2. The information presented was...  
 Very useful     Useful     Somewhat useful     Not very useful

3. How would you rate the following?

	Excellent	Good	Fair	Poor
a. Time and location of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Presentations about the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Tips and Tools for Facilitating Module 3

### Materials

You will need the following materials for Module 3:

- Copies of the Module 3 slide presentation
- Copies of the participant handouts (Handouts 3.1, 3.2, 3.3, 3.4)
- Post-it notes and chart paper for Introductory Activity
- Index cards

### Tips for Facilitating Module 3

- Before conducting this module, check with the local education agency (LEA) in which you are presenting. It may have articulated its process for reviewing and approving SLOs. If so, discuss this local process when discussing slide 15.
- Prior to the training, post the following questions on three separate sheets of chart paper:
  - What is student growth?
  - What do you know about growth targets?
  - What is one question you would like answered about growth targets?
- Consider having participants complete the introductory activity as people are arriving. At the front of the room, have the three questions listed above posted. Ask participants to write their answers to the questions on post-its and then post them on the chart paper. This activity activates prior knowledge and also helps you understand what participants know, do not know, or think they know about the content prior to the training. The first question (What is student growth?) was covered in Module 1, while the other questions will provide information you can use to inform your delivery of Module 3.
- Be aware of your audience. Some of the activities will need to be slightly different based on whether the audience consists of trainers or teachers.
- Teachers may be anxious if they do not think that they have data available to them. If this is the case, take a few minutes to brainstorm possible sources of data available to them or do this as a prep work activity before Module 3.
- Emphasize that the rationale ties together all the other steps of the SLO process.

### Key Points for Module 3

- Growth targets should be informed by baseline data or trend data.
- When possible and appropriate, growth targets should be tiered and differentiated to ensure that all students can demonstrate developmentally appropriate growth.



- High-quality growth targets have rigorous expectations based on student growth, not proficiency. They should always aim to bring the lowest performing students toward proficiency, however.
- Teachers can help ensure that their targets will be appropriate by analyzing data and drawing on available resources.
- The final step of the SLO development process is SLO review and approval. LEAs have discretion regarding what the review and approval process looks like at the local level.

## **Annotated Agenda for Module 3**

Module 3 will take approximately 60 minutes to deliver.

### **Introductory Activity**

- 5-10 minutes. Ask people to think about the following questions as they get settled prior to the training. Have them write answers on post-its and post on chart paper:
  1. What is growth?
  2. What do you know about growth targets?
  3. What is one question you want answered about growth targets?
- *Key point:* Growth is defined as change in performance between two points in time.

### **Introduction**

- 2–3 minutes; slides 1–3
- *Key point:* This is Module 3, which focuses on using data to inform growth targets and submitting SLOs.

### **Discussion: Growth Targets**

- 15 minutes; slides 4–9
- *Materials needed:* Copies of Handout 3.1: *Sources of Data for Informing Growth Targets*
- *Key points:*
  - Growth targets should be informed by baseline data or trend data, depending on the context.
  - Growth targets should include specific indicators of growth that demonstrate an increase in learning between two points in time.
  - Growth targets should be tiered whenever possible and appropriate. They should be set so that all students can demonstrate developmentally appropriate growth.

### **Activity: Developing Growth Targets**

- Plan to spend 30 minutes on this activity: 15 minutes for participants to form the growth targets, 15 minutes to discuss results with the whole group; slides 10–13
- *Materials needed:*

- Copies of Handout 3.2: *Using Available Data to Inform Growth Targets*
- Copies of Handout 3.3: *Growth Target Form*
- *Key point:* Using information from prior years can help ensure that growth targets are appropriate. Well-written SLOs clearly articulate how data were used to inform the growth targets and provide a strong rationale for the growth targets.

### **Conclusion and Reflection**

- 15 minutes; slides 15–18.
- *Materials needed:*
  - Index cards
  - Copies of Handout 3.4: *Growth Target Template*
- *Key point:* After teachers write their SLOs, they will have to submit them to be reviewed and approved. Specific procedures for this process will vary by LEA.

### **Questions to Anticipate for Module 3**

#### **1. How will a first-year teacher write growth targets if he or she does not have trend or preassessment data?**

First-year teachers should be able to use data from prior years even if he or she was not a teacher last year. We strongly recommend that first-year teachers create SLOs in consultation with other teachers.

#### **2. How will the Ohio Department of Education and LEAs ensure that growth targets are rigorous across schools?**

The review and approval process helps ensure rigor and comparability at the local level. The state will monitor the implementation of SLOs by conducting random audits of SLOs.



## Module 3 Feedback Form: Using Data to Inform Growth Targets and Submitting Your SLO

*Your completion of the following questionnaire is important. To improve future trainings of this kind, we are interested in your honest opinions—either positive or negative. Your responses to this questionnaire are anonymous and will be reported in group-form only. Thank you for your feedback!*

Location of Training: \_\_\_\_\_ Date and Time of Training: \_\_\_\_\_

Presenter: \_\_\_\_\_

Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

**1. How would you rate the amount of information presented?**

- Too much       About right       Too little

**2. The information presented was...**

- Very useful       Useful       Somewhat useful       Not very useful

**3. How would you rate the following?**

	Excellent	Good	Fair	Poor
a. Time and location of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communication about the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. The trainer's knowledge of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The trainer's answers to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The clarity of the information presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The format and/or structure of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The overall quality of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. How much did you learn about the following topics as a result of participating in this training?**

	A Lot	Quite a Bit	A Little	Not Much
a. Requirements and best practice regarding writing growth targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How to write growth targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Over →*

**5. How confident are you in your ability to do the following as a result of participating in this training?**

	Very Confident	Confident	Somewhat Confident	Not Confident
a. Create high-quality growth targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Defend why your growth targets are appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provide feedback to colleagues on their growth targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. What part of the training was most helpful to you?**

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**7. What part of the training was least helpful to you?**

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**8. What questions do you still have about SLOs after attending this training?**

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**9. Would you recommend this training to others?**

- Yes  No

**10. What best describes your current role?**

- Teacher/educator
- Principal/vice-principal
- Other school-level administrator
- School district central office staff
- Other \_\_\_\_\_

**11. How many years have you served in your current role?**

- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

Please return this form to Dr. Lisa Lachlan, American Institutes for Research, 1000 Thomas Jefferson Street NW, Washington DC 20007-3835.

# Module 3 Sign-In Sheet: Selecting Appropriate Assessments

Location of Training: \_\_\_\_\_

Date and Time of Training: \_\_\_\_\_



Presenter: \_\_\_\_\_

	<b>Name</b>	<b>School</b>	<b>E-mail</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____
16.	_____	_____	_____
17.	_____	_____	_____
18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____
21.	_____	_____	_____
22.	_____	_____	_____



**Student Growth Measures in Teacher Evaluation**

**Module 4: Scoring an Individual SLO**

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**Training Norms**

- Be present.
- Respect time boundaries.
- Recognize the need for quiet while working.
- Use electronics respectfully and appropriately when prompted.
- Return to large group attention when signaled.

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**Agenda**

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

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### From SLO Approval to Midcourse Review

- After approval, monitor student progress toward the growth targets
  - Interim or formative assessments
- ODE recommends a midcourse check-in
  - Suggested timeline: **February** for full-year course; otherwise, approximately midpoint in the interval of instruction
- Bring evidence of student progress to discuss
  - Interim/formative assessment data, student work products, and other evidence that demonstrate growth is occurring
  - Identify students off-target and come prepared to discuss strategies to make up ground

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### The SLO Development Process

- STEP 1: Gather and review available data
- STEP 2: Determine the interval of instruction and identify content
- STEP 3: Choose assessments and set the growth target
- STEP 4: Submit your SLO and prepare for approval and review
- STEP 5: Final Scoring of the SLO

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### Timeline for SLO Scoring

Adjusted Timeline for SLO Implementation: 2012–2013	Timeline for SLO Implementation: 2013–2014 and Beyond
<b>Within 2 weeks of district training—</b> Write and submit SLOs for approval	<b>October—</b> Write and submit SLOs for approval
<b>Within 3 weeks of district training—</b> Receive feedback on the SLO and, if necessary, revise	<b>November—</b> Receive feedback on the SLO and, if necessary, revise
<b>January–End of April—</b> Gather evidence of student progress	
<b>By May 1—</b> Complete final submission form and meet with the evaluator to discuss attainment of the SLO	

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### Preparing for SLO Scoring

- Steps in organizing and presenting the evidence:
  1. Include a copy of the original, approved SLO Template and Checklist.
  2. Complete the Individual SLO Scoring Template.
  3. Include example copies of the final assessments.
    - Include any relevant rubrics or an explanation of how the assessment was scored (e.g., for a portfolio of work or performance assessment).

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### Individual SLO Scoring Template

- (Handout 4.1) This template is used to present the data to demonstrate whether or not targets have been met for individual students and includes the aggregate percentage of students meeting the target.

Teacher Name:				School:			
SLO Title or Number:				Assessment:			
Student Name	Student ID	Baseline Score	Is Baseline a Pre-test? (Yes or No)	Final Assessment Score	Growth Target	Actual Growth	Met Objective? (Yes or No)
one row per student							
% meeting or exceeding target:							xx%
Descriptive Rating							...
Numerical Rating							x

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### Sample Scoring Example

Teacher Name: Ms. Montenegro				School: Sunny Elementary			
SLO Title or Number: 2 <sup>nd</sup> grade writing				Assessment: Student writing portfolio			
Student Name	Student ID	Baseline Score (out of 42)	Is Baseline a Pretest? (Yes or No)	Final Assessment Score	Growth Target	Actual Growth	Met Objective? (Yes or No)
Anna Warren	123456A	20	No	32	30	N/A	Yes
Bob Quindlen	652241B	31	No	35	37	N/A	No
Chris Rodriguez	133248V	19	No	29	29	N/A	Yes
Dylan Xavier	432590C	24	No	31	32	N/A	No
Emma Smith	463856V	30	No	41	36	N/A	Yes
% meeting or exceeding target:							60%
Descriptive Rating							Approaching Average
Numerical Rating							2

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**Meeting with the Evaluator**

- Determine overall attainment of SLOs
- Discuss factors that may have impacted SLO attainment
- Plan to use the results of the SLOs to inform professional development and goals for next year

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**Freeze Frame Activity**

- Ms. Apple is meeting with her principal to discuss attainment of her SLOs.
- Review the information Ms. Apple is bringing into to her meeting. This information contains just the most essential information. Think about what you might discuss with the teacher if you were the evaluator.

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**Student Growth Measure Scoring**

- The local education agency (LEA) will submit the district plan in the Ohio Teacher and Principal Evaluation System (eTPES).
  - The plan will provide default percentages attributed to types of student growth measures based on three categories of teachers.
- Designated administrators from LEAs will enter teacher scores into eTPES.
- Provides a consistent process
- Minimizes burden on LEA

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### District Plan Example

Teacher Category	Value-Added 10%-50%	Vendor Assessment 10%-50%	LEA Measure 0%-50%		Total
			SLO/Other	Shared Attribution	
A (Value-Added)	40%		10%	0%	50%
B (Vendor Assessment)		30%	10%	10%	50%
C (LEA Measure)			40%	10%	50%

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### Variation in Student Growth Measure Percentages Across Teachers

- Percentages attributed to student growth measures may vary across teachers if the district believes there is reason.
  - Consistency across similar circumstances
  - Comparability across grades and subjects
  - Individual teachers do not choose percentage attributed to measures.

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### Entering Student Growth Measure Scores Per Teacher

- A worksheet similar to the following will be completed for each teacher. See Handout 4.4.

Value Added %	Score	Vendor Assessment %	Score	LEA Measure		
				SLO/Other %	Score	Shared Attribution %
SMA Composite	Vendor 1		SLO 1		Shared Attribution	
	Vendor 2		SLO 2			
	Vendor 3		SLO 3			
	Vendor 4		SLO 4			
	Vendor 5		SLO 5			
Value Added %		Vendor Assessment %		SLO/Other %		Shared Attribution %
Value Added Score		Vendor Assessment Score		SLO/Other Score		Shared Attribution Score
Percentage		Percentage		Percentage		Percentage
STUDENT GROWTH MEASURES -						

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**Final Student Growth Measure Score**

- Once the individual SLO scores are input into eTPES, the system will generate a final score that incorporates scores from all student growth measures.
- Teacher index score converted to an effectiveness rating
  - Above
  - Expected
  - Below

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**Reflection**

- What stumbling blocks or concerns do you anticipate that LEAs and teachers will have around SLO scoring and combined student growth measure scoring?
- How can this training better address these stumbling blocks or concerns?

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**End of Module 4**

This concludes Module 4:  
Scoring an Individual SLO.

*Please complete the feedback form.*

**Module 4 Feedback Form: Scoring an Individual SLO**

Your completion of the following questionnaire is important. To improve future trainings of this kind, we are interested in your honest opinions, whether they are positive or negative. Your responses to this questionnaire are anonymous and will be reported to groups anonymously. Thank you for your feedback!

Location of Training: \_\_\_\_\_ Date and Time of Training: \_\_\_\_\_



Presenter: \_\_\_\_\_

Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

1. How would you rate the amount of information presented?  
 Did not work  Almost right  Too little

2. The information presented was...  
 Very useful  Useful  Somewhat useful  Not very useful

3. How would you rate the following?

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# Handout 4.1: SLO Scoring Template and Scoring Matrix

## Individual SLO Scoring Template

Teacher Name:				School:			
SLO Title or Number:				Assessment:			
Student Name	Student ID	Baseline Score	Is Baseline a Pretest? (Yes or No)	Final Assessment Score	Growth Target	Actual Growth	Met Objective? (Yes or No)
<i>One row per student</i>							
...							
				% meeting or exceeding target:		xx%	
				Descriptive Rating		...	
				Numerical Rating		x	

## SLO Scoring Matrix

Percentage of Students That Met or Exceeded Growth Target	Descriptive Rating	Numerical Rating
90–100	Most Effective	5
80–89	Above Average	4
70–79	Average	3
60–69	Approaching Average	2
59 or less	Least Effective	1



## Handout 4.2 Instructions to Complete the Individual SLO Scoring Template

1. Enter each student's name and ID, using one row per student.
2. Enter each student's baseline score that was used as the basis to set the growth target.
3. Enter "yes" in column 4 if the baseline score is a pretest (i.e., posttest minus pretest score will equal expected growth). If not, enter "no."
4. Enter the growth target. In this context, the growth target will be defined as the lowest expected final assessment score at which each student will meet their set growth target. For example, if the student is expected to achieve at least 80 points on the final assessment in order to meet their growth target, "80" would be entered in the "growth target" cell.
5. Enter the final assessment score. If you selected "yes" to the "baseline is a pretest" column, the "actual growth" column should represent the difference between the "final assessment score" column and the "baseline score" column. If not, leave "actual growth" blank.
6. Enter "yes" or "no" in the "met objective" column based on a comparison of the "final assessment score" and the "growth target."
7. Calculate the "% meeting or exceeding target" cell. Ensure the percentage displayed is equal to the number of "yes" cells divided by the total number of students. Enter the corresponding descriptive and numerical rating from the SLO Scoring Matrix.
8. Sort the rows by the "growth target" column (to present performance by tiers) and then sort by the "met objective" column.

## Handout 4.3 SLO Scoring Conversation Activity

### Summary of Ms. Apple's SLO:

Ms. Apple created an SLO for her 52 students in her two sections of French II. Analysis of baseline data (last year's end-of-course exam for French I) demonstrate that student strengths included knowledge of basic vocabulary (particularly nouns) and reading comprehension. Students struggled most with conjugating verbs, speaking, and listening comprehension.

Students in the class have all successfully completed French I. No students speak French in their homes. Five students have disabilities (two students have dyslexia, one student has a hearing impairment, and two students have ADHD) that may impact their ability to access content and skills in the course.

Ms. Apple is focusing on the World Language standards that apply to her Spanish II course. The standards cover four areas: speaking, writing, listening, and reading. Each of these areas is covered in four subtests within the end-of-course exam. She set her growth targets based upon the results of a pre-assessment and used an analysis of trend data to justify that the targets are appropriate.

### Growth Targets:

<b>Baseline Data</b> (Results of French I End-of-Course Exam administered in April 2013)	<b>Growth Target</b> (Results of French I End-of-Course Exam administered in April 2013)
70-75	78
76-80	82
81-85	86
86-90	91
90-95	95
95-97	97

### Results of the SLO:

43 of Ms. Apple's 50 students met their growth targets. (Note that one student transferred to another school mid-year and another student did not meet attendance requirements, which is why the number is 50 students.) Exactly 86 percent of her students met or exceeded their growth targets. Of the seven students who did not meet their growth targets, four had baseline scores of 90 or higher. The two students with dyslexia did not meet their growth targets. One student who scored 76 as a baseline score did not meet his growth target.

**Average Scores on the End-of-Course Exam by Subtest:**

	<b>Average Baseline Subtest Score (out of 25)</b>	<b>Average Subtest Score (out of 25)</b>
Speaking	17.9	14.3
Writing	21.7	21.2
Listening	18.2	22.3
Reading Comprehension	22.1	23.4

***Assume that the Ms. Apple also has a copy of her completed SLO, a copy of the end-of-course assessment, and the individual scoring template.***

## Handout 4.4 SLO Scoring Worksheet

The cells highlighted in yellow will be completed by the teacher/LEA. The other cells will calculate and populate based on:

1. Data already entered into the system
  - Value-Added
  - Percentages from District Plan
2. The individual scores entered in the yellow cells.

Value-Added	Score	Vendor Assessment	Score	LEA Measure			
				SLO/Other	Score	Shared Attribution	Score
MRM Composite		Vendor 1	_____	SLO 1	_____	Shared Attribution	
URM Composite		Vendor 2	_____	SLO 2	_____		
		Vendor 3	_____	SLO 3	_____		
		Vendor 4	_____	SLO 4	_____		
		Vendor 5	_____	SLO 5	_____		
Value-Added Score		Vendor Assessment Score		SLO/Other Score		Shared Attribution Score	
Value-Added Percentage		Vendor Assessment Percentage		SLO/Other Percentage		Shared Attribution Percentage	
STUDENT GROWTH MEASURES =							



# **Student Growth Measures in Teacher Evaluation**

## **Facilitator's Guide for Training Module 4: Scoring an Individual SLO**

# Overview

## Training Purpose and Goals

The student learning objectives (SLO) training is intended to assist teachers and administrators in implementing SLOs in their schools. At the conclusion of the four training modules, teachers should be able to

- Explain what makes a high-quality SLO.
- Select or develop appropriate assessments.
- Develop growth targets.
- Score an individual SLO.

Facilitators should be able to

- Review the components of the Ohio Teacher Evaluation System Framework and Model.
- Deconstruct Ohio's model for developing SLOs.
- Understand the tools and processes used in developing, organizing, and reviewing SLOs.
- Use strategies to facilitate work on SLOs in your school district or school.

## Audience

This facilitator's guide is designed as a blueprint for the training that will be delivered to teachers within their schools to prepare them to develop and implement SLOs this year (2012–13), whether SLOs are being implemented on a pilot basis or a fully operational basis within the evaluation system. Facilitator notes, as well as suggestions of the direct language to use in conveying the material to teachers, are provided.

## Timing

The training that you will deliver is split into four modules. Each module is designed to be delivered in 60 minutes, during time designated for professional development or common planning.

## Resources

The following resources are provided for use in delivering the four training modules to staff within each school:

- Facilitator's guide (this document)
- Slide presentation
- Participant handouts
- Tips and tools for presenting the module, which includes an annotated agenda and anticipated questions.

## Why Student Learning Objectives?

Recent federal and state policy has led to new systems of educator evaluation. These new systems include multiple measures, one of which is often student learning or student growth. Student Learning Objectives (SLOs) have recently come to the forefront of this work and have been highlighted as one promising approach to measuring student growth based on the evidence to date, particularly for the majority of teachers in subjects or grades not covered by a standardized assessment and who must have SLOs as comparable growth measures.

### The Ohio Context







We know that a well-designed evaluation system can support professional growth and improve educator practice, which in turn leads to better outcomes for our students. In Ohio as it is elsewhere, a major challenge of creating new evaluation systems is to figure out how to measure student growth for the majority of teachers and students for whom state-administered standardized tests or relevant and validated vendor assessments are not available. An additional challenge is incorporating measures of student growth within the evaluation system in such a way that directly ties this information to the instructional planning and goals of teachers that are also directly in line with the unique needs and goals of their district. No measure is perfect. But better measures should allow for better decisions. The challenge school systems across the nation are facing is to assemble a “union of insufficient” measures that provide more information than they do individually and that are better than existing indicators (MET Project: Policy and Practice Brief January 2012).

Ohio's new evaluation system will provide educators with a richer and more detailed view of their impact on student learning. Using a systematic approach that is fair and comparable across all educators, the evaluation system will focus attention on more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement. Advised by the Ohio Department of Education, many districts will implement SLOs as comparable growth measures as a part of the “Locally-Determined Measure” portion of the Student Growth Component, which is 50 percent of the overall evaluation per legislation. If value-added or approved vendor assessments are available, those options must be used, and locally-determined measures like SLOs will account for up to 40 percent of the overall evaluation. In grades or subjects where value-added or approved vendor assessments are not available, locally-determined measures (SLOs) may account for up to 50 percent of the evaluation, which is the entire student growth component.

Some districts will pilot SLOs in the 2012-2013 school year while other districts will fully implement SLOs within their teacher evaluation system.



## Module 4 (45 minutes)

<p><b>Slide 1</b></p> <p><i>Slide 1 is the title slide for Module 4.</i></p>	 <p><b>Student Growth Measures in Teacher Evaluation</b></p> <p><b>Module 4: Scoring an Individual SLO</b></p>   <p>1</p>
<p><b>Slide 2</b></p> <p><i>Review the training norms with the group.</i></p>	 <p><b>Training Norms</b></p> <ul style="list-style-type: none"><li>• Be present.</li><li>• Respect time boundaries.</li><li>• Recognize the need for quiet while working.</li><li>• Use electronics respectfully and appropriately when prompted.</li><li>• Return to large group attention when signaled.</li></ul>   <p>2</p>

### Slide 3

*Plan to spend 15-20 minutes on slides 1–11.*

*Say:*

“Now we are proceeding to the fourth and final module of the training on student growth measures and student learning objectives.”

### Agenda

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

### Slide 4

*Say:*

“Before we proceed with our discussion of scoring, let’s recap the steps between SLO approval to scoring. After the evaluator has approved the SLO, teachers should monitor student progress towards the growth targets using interim or formative assessments. Based upon these assessments, teachers should adjust their instruction as needed to ensure that students will be able to make progress.”

“ODE also recommends that teachers meet with their evaluator to discuss progress towards growth targets mid-course. Usually this will be in December or January, but this year the mid-course review would most likely occur in February given the condensed timeline. For courses that are not a full-year course, the mid-course attention should occur approximately midpoint in the interval of instruction.”

“At the mid-year check-in, teachers should bring interim or formative assessment data, student work products, or other evidence that demonstrate student growth is occurring. This meeting is an opportunity for teachers and evaluators to celebrate the progress made to date and to brainstorm how teachers can better support those students who are currently not making sufficient progress. The teacher and evaluator might discuss professional development needs, resources within the school, or additional instructional strategies needed.”

### From SLO Approval to Midcourse Review

- After approval, monitor student progress toward the growth targets
  - Interim or formative assessments
- ODE recommends a midcourse check-in
  - Suggested timeline: **February** for full-year course; otherwise, approximately midpoint in the interval of instruction
- Bring evidence of student progress to discuss
  - Interim/formative assessment data, student work products, and other evidence that demonstrate growth is occurring
  - Identify students off-target and come prepared to discuss strategies to make up ground

## Slide 5

*Say:*

“Let’s review the SLO development process again and focus on the final step. At this point, the SLO has been set, reviewed, and approved, and now you are gathering and analyzing evidence of progress toward the goal, and organizing and presenting evidence of final attainment of the goal.”

## The SLO Development Process

STEP 1: Gather and review available data

STEP 2: Determine the interval of instruction and identify content

STEP 3: Choose assessments and set the growth target

STEP 4: Submit your SLO and prepare for approval and review

STEP 5: Final Scoring of the SLO

## Slide 6

*Say:*

“First, let’s review the timeline in which SLO scoring will take place. For 2012–13, the writing, approval, and revision time is shortened, so that SLO submission is occurring within two weeks of when teachers receive training from the district. Then reviews and revisions, if necessary, should occur within three weeks. Clearly, not all SLOs will be approved by January, but they should be completed and reviewed as soon as possible this year so that the teacher can pilot a process that is as close as possible to what is recommended in future years. In future years, the SLO should be set and final somewhat sooner, in November. Both this year and moving forward, the SLO calculation of attainment and scoring must be completed prior to the May 1 deadline. So, as we are discussing the processes of monitoring progress, gathering and presenting evidence, and scoring SLOs, this is the date to keep in mind from which we are working backwards. Also, note that ample time for committee or evaluator review, per your district’s requirements, must be built in prior to this date to ensure that the entire teacher evaluation process is complete by May 1.”

## Timeline for SLO Scoring

Adjusted Timeline for SLO Implementation: 2012–2013	Timeline for SLO Implementation: 2013–2014 and Beyond
<b>Within 2 weeks of district training—</b> Write and submit SLOs for approval	<b>October—</b> Write and submit SLOs for approval
<b>Within 3 weeks of district training—</b> Receive feedback on the SLO and, if necessary, revise	<b>November—</b> Receive feedback on the SLO and, if necessary, revise
<b>January—End of April—</b> Gather evidence of student progress	
<b>By May 1—</b> Complete final submission form and meet with the evaluator to discuss attainment of the SLO	

## Slide 7

Say:

“In a moment, we will go through the steps leading up to SLO scoring, but so that we can all visualize what we’re heading toward, let’s define what we mean by an *SLO score*.”

“Simply put, the SLO score is based on the percentage of students that met their growth target. The percentage then falls into one of five categories: Most Effective (5), Above Average (4), Average (3), Approaching Average (2), and Least Effective (1).”

“These numerical ratings will then be combined with other student growth measures in the system to arrive at a final rating. We will review this process at the end of this hour, but first, let’s go through a few simple examples.”

## What Comprises an SLO Score?

- An SLO final score represents the percentage of students that met their growth targets.
- The percentage of students that met the growth target then falls within a range that corresponds to one of five descriptive and numerical ratings.

SLO Scoring Matrix		
Percentage of Students That Met or Exceeded Growth Target	Descriptive Rating	Numerical Rating
90–100	Most Effective	5
80–89	Above Average	4
70–79	Average	3
60–69	Approaching Average	2
59 or less	Least Effective	1



7

## Slide 8

Say:

“Consider, for example, a teacher who has 100 students in his or her SLO. If 90 of those students meet the growth target and 10 don’t quite reach it, this means 90 percent met the target, which is the threshold for the rating of Most Effective, or 5.”

## SLO Scoring Example

- A teacher has 100 students included in an SLO.
- 90 students, or 90 percent of students, met their growth targets.
- This percentage corresponds to a rating of “Most Effective.”

SLO Scoring Matrix		
Percentage of Students That Met or Exceeded Growth Target	Descriptive Rating	Numerical Rating
90–100	Most Effective	5
80–89	Above Average	4
70–79	Average	3
60–69	Approaching Average	2
59 or less	Least Effective	1



8

## Slide 9

*Say:*

“Now we’ll move into discussing how to prepare for the final scoring process. Again, this will occur at the end of the interval of instruction. In general, something to remember is that much of the onus of preparing the evidence of whether students met their targets or not does fall on the teacher. To make this review process possible, it is helpful to follow these steps exactly so that every time an evaluator or local committee is looking at this evidence from one teacher to another, they know exactly what they are looking at because it is organized in the same way. The more streamlined the process, the more likely it is both efficient and fair.”

## SLO Scoring

- A streamlined process improves efficiency and fairness.
- It is the responsibility of the teacher to organize and present evidence to the evaluator or local committee.

## Slide 10

*Say:*

“There are several documents that the teacher should have ready in order to present the evidence for review. The evidence should include:

- A copy of the original, approved SLO template and checklist for reference.
- The completed Individual SLO Scoring Template, which we’ll review in a moment.
- Copies of the student assessments on which attainment of the growth targets was measured (not completed student versions, just the assessments themselves),
- An explanation of how the assessment was scored. For example, if multiple assessments were used, detail how the scores of the assessments were combined to arrive at the final score. If any rubrics were used, provide copies. If team scoring was used, describe that process.”

## Preparing for SLO Scoring

- Steps in organizing and presenting the evidence:
  1. Include a copy of the original, approved SLO Template and Checklist.
  2. Complete the Individual SLO Scoring Template.
  3. Include example copies of the final assessments.
    - Include any relevant rubrics or an explanation of how the assessment was scored (e.g., for a portfolio of work or performance assessment).

## Slide 11

Say:

“After the final assessment has been administered and results are available, the teacher will complete the Individual SLO Scoring Template to present the evidence on growth target attainment for each student. The Ohio Department of Education (ODE) is in the process of making a final version of this spreadsheet, but the one we are showing you here gives you a sense of where they are headed in their thinking. The scoring template is formatted in an easy-to-use spreadsheet. **A screenshot of the scoring template is provided on Handout 4.1, along with the SLO Scoring Matrix.** This template will help you do the simple calculations involved in arriving at the final score, but its main purpose, really, is to present this information in a standardized way from one teacher to the next. Handout 4.2 contains detailed instructions for entering the growth target information.”

“Once you have completed the Individual SLO Scoring Template, it is useful for presentation of the data to sort the scoring template by growth target tiers, then by students who have met or not met the target. This information will be useful during the conversation about how the SLO results can be used to think about changes in practice and instructional strategies that might be used in the future to reach any identified groups of students who did not meet the growth targets.”

## Individual SLO Scoring Template

- (Handout 4.1) This template is used to present the data to demonstrate whether or not targets have been met for individual students and includes the aggregate percentage of students meeting the target.

Teacher Name:				School:				
SLO Title or Number:				Assessment:				
Student Name	Student ID	Baseline Score	Is Baseline a Pretest? (Yes or No)	Final Assessment Score	Growth Target	Actual Growth	Met Objective? (Yes or No)	
Andrew	per student							
...								
							% meeting or exceeding target:	60%
							Descriptive Rating	Approaching Average
							Numerical Rating	2

## Slide 12

Plan to spend 15-20 minutes on slides 12–14.

Say:

“Here is an example scoring example. Ms. Montenegro is a second grade teacher at Sunny Elementary. Her SLO is focusing on writing and her assessment is a student portfolio of work.”

“We see here that Ms. Montenegro has listed the student name and student IDs listed for five students in the first two columns. In the third column, she has listed the baseline score, which in this case are results from a writing portfolio from the previous year. The baseline is not a pretest, which is why the fourth column says no. Most

## Sample Scoring Example

Teacher Name: Ms. Montenegro				School: Sunny Elementary				
SLO Title or Number: 2 <sup>nd</sup> grade writing				Assessment: Student writing portfolio				
Student Name	Student ID	Baseline Score (out of 42)	Is Baseline a Pretest? (Yes or No)	Final Assessment Score	Growth Target	Actual Growth	Met Objective? (Yes or No)	
Anna Warren	123456A	20	No	32	30	N/A	Yes	
Bob Quindlen	652241B	31	No	35	37	N/A	No	
Chris Rodriguez	133248V	19	No	29	29	N/A	Yes	
Dylan Xavier	432590C	24	No	31	32	N/A	No	
Emma Smith	463856V	30	No	41	36	N/A	Yes	
							% meeting or exceeding target:	60%
							Descriptive Rating	Approaching Average
							Numerical Rating	2

likely Ms. Montenegro filled out the first four columns of the chart when she created her SLO.”

“In the other columns, Ms. Montenegro has listed information about the final assessment scores and growth targets. The fifth column lists the final assessment score that the student attained. The sixth column contains a growth target, which in this case is the expected performance on the end-of-course writing portfolio. Because the baseline data is not based upon a pretest, per the guidance in Handout 4.4 the “actual growth” column should be listed as “not applicable.” In the final column, she noted whether the objective was met or not met, which can be determined by comparing the actual growth to the growth target. In this case, all but one student met their growth targets.”

“Realistically, a teacher would most likely have more than 5 students. However, based upon this example, what percentage of students met or exceeded their growth target and what would her ratings be?”

*Pause for a moment to let people think about it. Click the mouse so that the bottom of the chart appears.*

“In this case, 60 percent of students met their growth target. The descriptive rating would be approaching average and the numerical rating would be 2.”

*Ask the group if there are questions on the process, including what data should be entered into each cell.*

### Slide 13

*Say:*

“Once the teacher has gathered the necessary information for scoring, the teacher should meet with the evaluator to discuss SLO attainment. During this meeting, the teacher and evaluator should score the SLO. In addition, the teacher and evaluator should discuss how factors may have impacted SLO attainment and discuss how the teacher can improve his or her practice next year. This meeting can be part of a larger discussion about student growth.”

### Meeting with the Evaluator

- Determine overall attainment of SLOs
- Discuss factors that may have impacted SLO attainment
- Plan how the results of the SLOs can be used to inform professional development and goals for next year

## Slide 14

Say:

“The discussion between the evaluator and the teacher at the end of the year is very important because it concludes the SLO process and what is discussed during this meeting can be used to inform the SLO process next year.”

“In this activity, we will model a conversation between a teacher and evaluator. Please turn to Handout 4.3. Here we have a snapshot of some of the information the teacher, Ms. Apple, would bring to the scoring discussion with her evaluator. Please take a few minutes to review the information, thinking about if you were the evaluator some of the things you would like to discuss.”

*Provide five minutes for participants to review Handout 4.3. Then introduce the freeze frame activity. If you have two trainers, one person should be Ms. Apple and one person should be the evaluator. After the first minute or so, the evaluator will shift the role to someone else and be responsible for “freezing” the conversation when needed. If you are the only trainer, ask for a volunteer to be Ms. Apple.*

“Now that you have had an opportunity to review the material, we are going to model a conversation between Ms. Apple and the evaluator. At specific points, we are going “freeze the frame” or pause to shift to a new evaluator.”

*Begin the conversation with something like:*

Evaluator: “How are you today, Ms. Apple? I see that you have your SLO, completed scoring template, and assessment with you. How do you feel you did with this SLO?”

Ms. Apple: “I worked hard this year and I think my students really grew this year. Overall I am happy with my students’ progress.”

Evaluator: “Okay, let’s look at the results of your scoring template. Based upon these data, I can see that 86 percent of your students met or exceeded their growth targets.”

*Pause here, or “freeze the frame.” If needed, ask the participants what the evaluator would discuss next. Choose a participant to continue steering the*

## Freeze Frame Activity

- Ms. Apple is meeting with her principal to discuss attainment of her SLOs.
- Review the information Ms. Apple is bringing into to her meeting. This information contains just the most essential information. Think about what you might discuss with the teacher if you were the evaluator.







*conversation. As needed, “freeze the frame” again and either assume the role of evaluator again or select another evaluator to take control of the conversation.*

*During this modeling, the evaluator should ask the following questions and provide the following information:*

1. The descriptive rating for this SLO is above average and the numeric rating is 4.
2. I notice that many of your students who did not meet their targets had high baseline scores. Why do you think these students did not meet their targets? [Ms. Apple: I really focused on my lowest-performing students]
3. Did you differentiate instruction? [Ms. Apple: Not enough]
4. Why do you think your other students did not meet their growth targets? [Ms. Apple: Very unfamiliar with dyslexia, wasn't sure how to support these students. The other student has parents who are going through a divorce. The other student has had a fairly challenging home situation and was absent frequently. I worked with other teachers to provide support to this student throughout the year, but it was not enough.]
5. Looking at the breakdown of the end-of-course exam, I see that overall the average subtest scores are higher or fairly close to the previous year's subtest. However, the average score in the speaking section seemed particularly low. Can you talk a little bit about this? [Speaking tends to be most difficult for students. My analysis of baseline data at the beginning of the year indicated that listening and speaking were student weaknesses. Over the course of the year, I really focused on these areas. However, speaking tends to be most difficult for students. I provide plenty of opportunities for them to practice speaking, both in activities and during instruction. However, few students actually speak French in class. They seem too afraid of looking silly—but I guess that's high school, right?"]
6. Based upon this information, I think we see that overall you have been very successful with your students. What do you think you

<p>could improve on next year?</p> <p>7. Identify potential next steps:</p> <ul style="list-style-type: none"> <li>a. Plan with a mentor colleague differentiated activities to ensure that students with high baseline scores demonstrate growth. Perhaps create an SLO targeted towards higher-performing students next year.</li> <li>b. Collaborate in the future with a special educator to ensure that Ms. Apple is meeting the needs of students with dyslexia. Perhaps learn more about dyslexia in self-directed study.</li> <li>c. Visit a colleague’s class to see how they establish a classroom environment that makes students feel comfortable practicing speaking</li> </ul> <p><i>At the end of the activity, summarize the key points related to the end-of-course discussion:</i></p> <ul style="list-style-type: none"> <li>1. The teacher should come prepared to the meeting with information about student performance, the SLO, the assessment.</li> <li>2. This meeting is an opportunity for the teacher to reflect on his or her practice.</li> <li>3. The evaluator should play an active role in helping the teacher identify actionable next steps for next year.</li> </ul>	
<p><b>Slide 15</b></p> <p><i>Plan to spend 15 minutes on slides 15–19.</i></p> <p><i>Say:</i></p> <p>“Now we’ll move on to the final section, which describes the process through which SLO scores will be combined with other student growth measures, if applicable, and entered into the online system.”</p> <p>“In order to provide a consistent process for student growth measure scoring and minimize the burden on local education agencies (LEAs), each LEA will enter teacher scores within the Ohio Teacher and Principal Evaluation System (eTPES), which will then automatically record and calculate overall scores. The district plan will already be</p>	<div style="background-color: #800000; height: 10px; margin-bottom: 10px;"></div> <p><b>Student Growth Measure Scoring</b></p> <ul style="list-style-type: none"> <li>• The local education agency (LEA) will submit the district plan in the Ohio Teacher and Principal Evaluation System (eTPES) <ul style="list-style-type: none"> <li>– The plan will provide default percentages attributed to types of student growth measures based on three categories of teachers.</li> </ul> </li> <li>• The LEA will enter teacher scores into eTPES.</li> <li>• Provides a consistent process</li> <li>• Minimizes burden on LEA</li> </ul> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;">   </div>

submitted in eTPES, which will have provided the default percentages for how much of the final score will be attributed to different types of student growth measures based on the three categories of teachers: A, B, and C.”

**Slide 16**

*Say:*

“Just as a refresher, each district will create a plan that articulates the measures and weightings for each category of teachers. This is the same example we saw in Module 1.”

**District Plan Example**

Teacher Category	Value-Added 10%–50%	Vendor Assessment 10%–50%	LEA Measure		Total
			SLO/Other	Shared Attribution	
A (Value-Added)	40%		10%	0%	50%
B (Vendor Assessment)		30%	10%	10%	50%
C (LEA Measure)			40%	10%	50%

**Slide 17**

*Say:*

“In some cases, districts may need to adjust the percentage attributed to each student growth measure for groups of teachers within a category due to unusual circumstances. Ideally, any variations would be made at the beginning of the year when the district plan is submitted in the system.

For example, it may be the case that a teacher only has one year of value-added data, and the evaluator or committee feels it would be appropriate to shift more of a percentage of the evaluation onto LEA measures. In this scenario, consistency in variations should be maintained based on circumstance.”

“For example, if teachers with one vendor assessment are allocated 20 percent to the measure, but teachers with two or more vendor assessments are allocated 30 percent to the measures, this allocation should be maintained for all teachers in that circumstance.”

“Also, a percentage shouldn’t be changed for one teacher without considering if it creates incomparability between the measures used in other grades and subjects.”

**Variation in Student Growth Measure Percentages Across Teachers**

- Percentages attributed to student growth measures may vary across teachers if the district believes there is reason.
  - Consistency across similar circumstances
  - Comparability across grades and subjects
  - Individual teachers do not choose percentage attributed to measures.

## Slide 18

*Say:*

“This worksheet represents the scores that will be entered for each teacher. Similar to the district plan we just saw, it includes four columns. Let’s look at Handout 4.4 for an easier-to-read version of this worksheet.

Value-added data and percentages allocated to each measure from the district plan will already be populated in the system.

The greyed-out boxes - the “value added” score and percentage, the “vendor assessment” score and percentage, the “SLO/Other score and percentage” and the “shared attribution” score and percentage - will be calculated and populated by the system, so only the individual scores, 1-5 in each yellow-highlighted section, will be entered by the teacher or LEA representative.

Note that each teacher can incorporate up to five vendor assessments and six LEA measures (five SLOs and a shared attribution measure) if those measures are available. So, a teacher who did not have value-added or vendor assessments available could submit up to five SLOs in the system.

However, all measures within each of these three categories would be weighted equally in the system. For example, all five SLOs would receive the same weight.”

## Entering Student Growth Measure Scores Per Teacher

- A worksheet similar to the following will be completed for each teacher. See Handout 4.4.

Value Added	Score	Vendor Assessment	Score	LEA Measure			
				SLO/Other	Score	Shared Attribution	Score
MM Composite		Vendor 1		SLO 1		Shared Attribution	
UM Composite		Vendor 2		SLO 2			
		Vendor 3		SLO 3			
		Vendor 4		SLO 4			
		Vendor 5		SLO 5			
Value-Added Score		Vendor Assessment Score		SLO/Other Score		Shared Attribution Score	
Value-Added Percentage		Vendor Assessment Percentage		SLO/Other Percentage		Shared Attribution Percentage	
STUDENT GROWTH MEASURES =							

## Slide 19

*Say:*

“The final student growth measure score will be calculated by the eTPES system. The calculation used to arrive at this score is still being finalized and will be approved by the student growth measures advisory committee soon. The final SGM score will be converted into a rating of Above, Expected, or Below. We know that this still leaves some ambiguity about how the final SGM score will be calculated, but there will be additional materials available online that detail this process once it is approved.”

## Final Student Growth Measure Score

- Once the individual SLO scores are input into eTPES, the system will generate a final score that incorporates scores from all student growth measures.
- Teacher index score converted to an effectiveness rating
  - Above
  - Expected
  - Below

## Slide 20

Plan to spend 5 minutes on slides 20–21.

This slide is a reflection, asking participants to anticipate the stumbling blocks or concerns that LEAs and teachers will have around the SLO scoring process and combined student growth measure scoring. Be sure to ask for ideas about how this training can better address those foreseen issues or concerns.

## Reflection

- What stumbling blocks or concerns do you anticipate that LEAs and teachers will have around SLO scoring and combined student growth measure scoring?
- How can this training better address these stumbling blocks or concerns?



## Slide 21

- Say:
- “This concludes Module 4. Thank you for participating. Please complete the feedback form and place it in the center of your table before leaving.”

## End of Module 4

This concludes  
Module 4:  
Scoring an  
Individual SLO.

*Please  
complete the  
feedback form.*

**Module 4 Feedback Form: Scoring an Individual SLO**

Your completion of the following questionnaire is important. To improve future trainings of this kind, we are interested in your honest opinions, whether they are positive or negative. Your responses to this questionnaire are anonymous and will be reported in group form only. Thank you for your feedback!

Location of Training \_\_\_\_\_ Date and Time of Training \_\_\_\_\_

Presenter: \_\_\_\_\_

Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

1. How would you rate the amount of information presented?  
 Too much     About right     Too little

2. The information presented was...  
 Very useful     Useful     Somewhat useful     Not very useful

3. How would you rate the following?

## Tips and Tools for Facilitating Module 4

### Materials

You will need the following materials for Module 4:

- Copies of the Module 4 slide presentation
- Copies of the participant handouts (Handouts 4.1, 4.2, 4.3, 4.4)
- Chart paper
- Markers

### Tips for Facilitating Module 4

- Before conducting this module, check with the local education agency (LEA) in which you are presenting. It may have articulated its process for scoring SLOs. If so, discuss this local process when presenting this module.
- Be aware of your audience. Some of the activities will need to be slightly different based on whether the audience consists of trainers or teachers.
- Teachers may be anxious in this module because scoring results in their effectiveness rating. Trainers may be anxious for similar reasons. Remind all participants that SLOs are only one measure of the new multiple measures system. Classroom performance is also a valued feature in the evaluation system.
- At the time of this module's creation, ODE was still in the process of making some decisions around scoring. Emphasize to audience members that ODE is preparing documents to help LEAs understand how scores will be inputted and combined and that new information will be available in the near future.

### Key Points for Module 4

- Although not required, ODE recommends having a mid-year check-in and ongoing monitoring of attainment of the SLO. During the mid-year check-in, a teacher might bring in student work progress or outcomes to discuss with the evaluator that demonstrate progress towards attainment of student growth targets. If additional support is needed, the teacher and evaluator should brainstorm how to help the teacher and students.
- The SLO calculation of attainment and scoring must be completed prior to May 1.
- The individual SLO score is the percentage of students that met their growth target.

- The SLO score correlates with a descriptive and numerical rating:

Percentage of Students Who met or Exceeded the Growth Target	Descriptive Rating	Numerical Rating
90-100	Most Effective	5
80-89	Above Average	4
70-79	Average	3
60-69	Approaching Average	2
59 or less	Least Effective	1

- In preparation for final scoring, teachers should compile evidence, including approved SLO template and checklist, the completed individual SLO scoring template, copies of the student assessment, and any documents used to score the assessment (i.e. rubric).
- Important questions to address during the scoring conversation between the teacher and the evaluator or local committee include:
  - What did the teacher do well?
  - What aspects of the SLO process need to be strengthened to ensure that the teacher sets rigorous yet realistic student growth targets?
  - How can the teacher better support his or her students next year?
  - How might the outcomes inform selections of future professional learning for the teacher?
- Each LEA will enter teacher scores within the Ohio Teacher and Principal Evaluation System (eTPES).
- All measures within each category of measures (VAM, vendor assessments, SLOs, share attribution) are weighted equally. So, for example, if a teacher has five SLOs, all five SLOs would receive the same weight.
- The final student growth measure score will be calculated by the eTPES system. The calculation used to arrive at this score is still being finalized and will be approved by the student growth measures advisory committee soon.
- The final SGM score will be converted into a rating of Above, Expected, or Below

## Annotated Agenda for Module 4

### Introduction

- 2–3 minutes; slides 1–4
- *Key point:* This is Module 4, which focuses on scoring the individual SLO.

### Overview: Scoring the SLO

- 15–20 minutes; slides 4–11

- *Materials needed:*
  - Copies of Handout 4.1: *SLO Scoring Template and Scoring Matrix*
  - Copies of Handout 4.2: *Instructions to Complete the Individual SLO Scoring Template*
- *Key points:*
  - The calculation of attainment and scoring must be completed prior to the May 1 deadline
  - The SLO score is the percentage of students that met their growth target. The percentage then falls into one of five categories: Most Effective (5), Above Average (4), Average (3), Approaching Average (2), and Least Effective (1).
  - Although not required, ODE recommends having a mid-year check-in and ongoing monitoring of attainment of the SLO. During the mid-year check-in, a teacher might bring in student work progress or outcomes to discuss with the evaluator that demonstrate progress towards attainment of student growth targets. If additional support is needed, the teacher and evaluator should brainstorm how to help the teacher and students.
  - In preparation for final scoring, teachers should compile evidence, including approved SLO template and checklist, the completed individual SLO scoring template, copies of the student assessment, and any documents used to score the assessment (i.e. rubric).
  - The SLO Scoring Template can be used to present the data to demonstrate whether or not targets have been met for individual students and show the aggregate percentage of students meeting the target.

### **Activity: SLO Scoring Activity**

- 15-20 minutes; slides 12-14
- *Materials needed:*
  - Copies of Handout 4.3: *SLO Scoring Conversation Activity*
  - Chart paper
  - Markers
- *Key points:*
  - Important questions to address during the scoring conversation between the teacher and the evaluator or local committee include:
    - What did the teacher do well?
    - What aspects of the SLO process need to be strengthened to ensure that the teacher sets rigorous yet realistic student growth targets?
    - How can the teacher better support his or her students next year?



- How might the outcomes inform selections of future professional learning for the teacher?

### **Overview: Student Growth Measure Scoring**

- 15 minutes; slides 17-19
- *Materials needed:*
  - Copies of Handout 4.4 *SLO Scoring Worksheet*
- *Key points:*
  - Each LEA will enter teacher scores within the Ohio Teacher and Principal Evaluation System (eTPES).
  - All measures within each category of measures (VAM, vendor assessments, SLOs, share attribution) are weighted equally. So, for example, if a teacher has five SLOs, all five SLOs would receive the same weight.
  - The final student growth measure score will be calculated by the eTPES system. The calculation used to arrive at this score is still being finalized and will be approved by the student growth measures advisory committee soon.
  - The final SGM score will be converted into a rating of Above, Expected, or Below

### **Conclusion and Reflection**

- 5 minutes, slides 20-21

### **Questions to Anticipate for Module 4**

#### **1. When will we know how final scores are calculated?**

ODE is currently finalizing the calculation used to arrive at the final growth score and will be approved by the student growth measures advisory committee soon. Keep checking the ODE website and keep an eye out for updated materials and resources on scoring.

#### **2. What information should LEAs retain in case of an audit?**

Random audits may consist of educator performance on the standards (the observations) and student growth measures. For SLOs, the retained records should include the SLO template, the SLO checklist, any feedback provided by the approver of the SLO, student data supporting the SLO (including but not limited to, assessment data), the individual scoring of the SLO template.

#### **3. Regarding value-added data, what is the difference between the MRM and the URM composite scores?**

Ohio produces value-added reports using the Multivariate Response Model (MRM) or the Univariate Response Model (URM) for SOAR districts. The MRM composite scores are based on data from state assessments in reading and mathematics. Reports are produced for grades 4-8. The URM composite score uses data from multiple tests (e.g., TerraNova, state

assessments, end-of-course assessments). Reports are produced for grades 3-12 in reading, mathematics, science, social studies, and writing (with appropriate data).



## Module 4 Feedback Form: Scoring an Individual SLO

*Your completion of the following questionnaire is important. To improve future trainings of this kind, we are interested in your honest opinions—either positive or negative. Your responses to this questionnaire are anonymous and will be reported in group-form only. Thank you for your feedback!*

Location of Training: \_\_\_\_\_ Date and Time of Training: \_\_\_\_\_

Presenter: \_\_\_\_\_

Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

**1. How would you rate the amount of information presented?**

- Too much       About right       Too little

**2. The information presented was...**

- Very useful       Useful       Somewhat useful       Not very useful

**3. How would you rate the following?**

	Excellent	Good	Fair	Poor
a. Time and location of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communication about the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. The trainer’s knowledge of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The trainer’s answers to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The clarity of the information presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The format and/or structure of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The overall quality of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. How much did you learn about the following topics as a result of participating in this training?**

	A Lot	Quite a Bit	A Little	Not Much
a. The SLO scoring process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How SLOs are used in the determination of the summative evaluation rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. How confident are you in your ability to do the following as a result of participating in this training?**

	Very Confident	Confident	Somewhat Confident	Not Confident
a. Score SLOs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Prepare and participate in end-of-year discussion of SLOs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Over →*

**6. What part of the training was most helpful to you?**

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**7. What part of the training was least helpful to you?**

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**8. What questions do you still have about SLOs after attending this training?**

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**9. Would you recommend this training to others?**

- Yes                       No

**10. What best describes your current role?**

- Teacher/educator
- Principal/vice-principal
- Other school-level administrator
- School district central office staff
- Other \_\_\_\_\_

**11. How many years have you served in your current role?**

- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

Please return this form to Dr. Lisa Lachlan, American Institutes for Research, 1000 Thomas Jefferson Street NW, Washington DC 20007-3835.

# Module 4 Sign-In Sheet: SLO Scoring

Location of Training: \_\_\_\_\_

Date and Time of Training: \_\_\_\_\_

Presenter: \_\_\_\_\_

	<b>Name</b>	<b>School</b>	<b>E-mail</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____
16.	_____	_____	_____
17.	_____	_____	_____
18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____
21.	_____	_____	_____
22.	_____	_____	_____



## SLO Training Action Plan

1

How will you introduce SLOs to your district before the training gets underway?

2

How and when will teachers be trained?

3

How and when will principals be trained?

4

Beyond principals, who will approve SLOs?

5

What supports will you offer before and after the training?





## Student Learning Objective (SLO) Template

*This template should be completed while referring to the SLO Template Checklist.*

Teacher Name: \_\_\_\_\_ Content Area and Course(s): \_\_\_\_\_ Grade Level(s): \_\_\_\_\_ Academic Year: \_\_\_\_\_

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

### **Baseline and Trend Data**

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

### **Student Population**

*Which students will be included in this SLO? Include course, grade level, and number of students.*

### **Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

### **Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

**Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

**Rationale for Growth Target(s)**

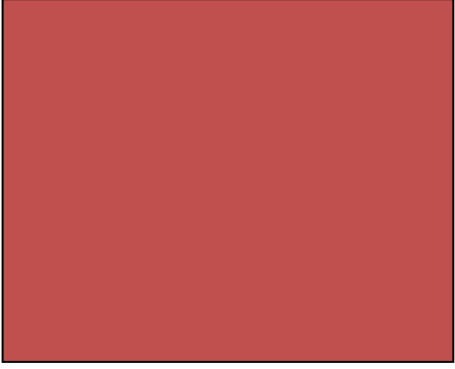
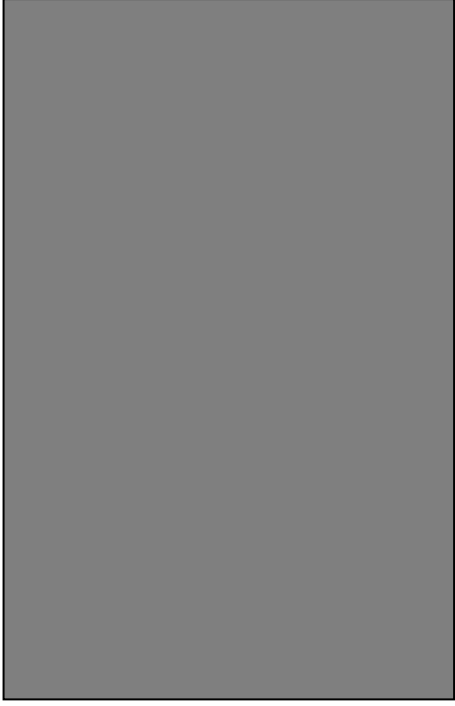
*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

## Student Learning Objective (SLO) Template Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<p>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, preassessments)</li> <li><input type="checkbox"/> Draws upon trend data, if available</li> <li><input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses</li> </ul>	<p>Which students will be included in this SLO? Include course, grade level, and number of students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO</li> <li><input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth</li> <li><input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO</li> </ul>	<p>What is the duration of the course that the SLO will cover? Include beginning and end dates.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year)</li> </ul>	<p>What content will the SLO target? To what related standards is the SLO aligned?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations</li> <li><input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction</li> <li><input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)</li> </ul>	<p>What assessment(s) will be used to measure student growth for this SLO?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended</li> <li><input type="checkbox"/> Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course</li> <li><input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used</li> <li><input type="checkbox"/> Follows the guidelines for appropriate assessments</li> </ul>	<p>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students in the class have a growth target in at least one SLO</li> <li><input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth</li> <li><input type="checkbox"/> Sets developmentally appropriate targets</li> <li><input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth</li> <li><input type="checkbox"/> Sets ambitious yet attainable targets</li> </ul>	<p>What is your rationale for setting the target(s) for student growth within the interval of instruction?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates teacher knowledge of students and content</li> <li><input type="checkbox"/> Explains why target is appropriate for the population</li> <li><input type="checkbox"/> Addresses observed student needs</li> <li><input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets</li> <li><input type="checkbox"/> Explains how targets align with broader school and district goals</li> <li><input type="checkbox"/> Sets rigorous expectations for students and teacher(s)</li> </ul>





# Introduction to Student Learning Objectives (SLOs)

# 2012



## SLO Introduction

### What Is a SLO?

A SLO is a measure of a teacher's impact on student learning within a given interval of instruction. An SLO is a measurable, long-term academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students or for subgroups of students. The teacher(s) and students work toward the SLO growth targets throughout the year and use interim, benchmark, summative, and formative assessments to assess progress toward the goal. At the end of the year, the teacher(s) meet with a principal or building team to discuss attainment of the SLO and determine the teacher's impact on student learning.

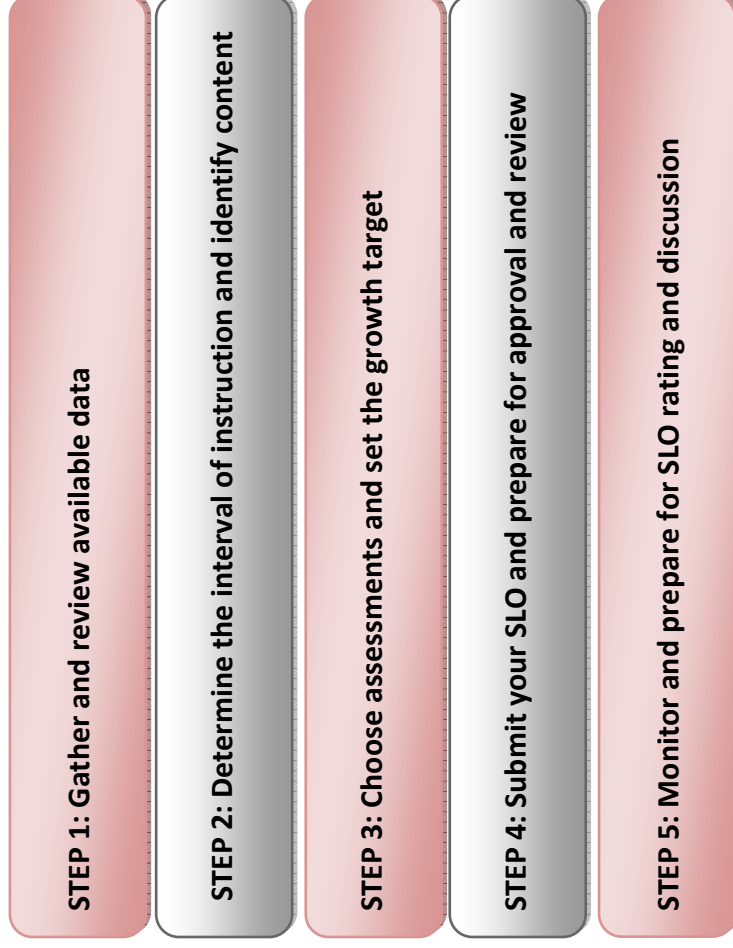


### High-quality SLOs include the following:

- ✓ **Baseline and Trend Data.** The SLO data should summarize student information (test score from previous years, results of preassessments), identify student strengths and weaknesses, and review trend data to inform the objective and establish the amount of growth that should take place.
- ✓ **Student Population.** The students, course, grade level, and number of students should be included in the objective.
- ✓ **Interval of Instruction.** The duration of the course that the SLO will cover should include the start and end dates.
- ✓ **Standards and Content.** This section should explain the content, skills, and specific standards to which the SLO is aligned. All SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to be measured.
- ✓ **Assessment(s).** The assessment(s) that will be used to measure student growth for the objective. The assessment selection should be reviewed by content or grade-level experts or, in cases where an appropriate assessment does not exist, created at the district level. The assessment(s) should effectively measure course content and have sufficient "stretch" so that all students may demonstrate learning. If supplemental assessments are needed to cover all ability levels in the course, this section should provide a plan for combining multiple assessments.
- ✓ **Growth Target(s).** The target for student growth should reflect high expectations for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the classroom to allow all students to demonstrate growth, or the target can be equally applicable to all students in a class, grade, or subject.
- ✓ **Rationale for Growth Target(s).** High quality SLOs include strong justifications for why the goal is important and achievable for this group of students. Rationales should draw upon assessment, baseline and trend data, student outcomes, and curriculum standards and should be aligned to broader school and district goals.

## What are the Steps for Setting SLOs?

ODE has identified five steps in the SLO development cycle. Further detail regarding each step can be found in *Setting Student Learning Objectives (SLOs): Steps for Teachers and Evaluators*. The following pages will guide readers through the rationale, challenges and solutions, and local education agencies (LEA) decisions required.





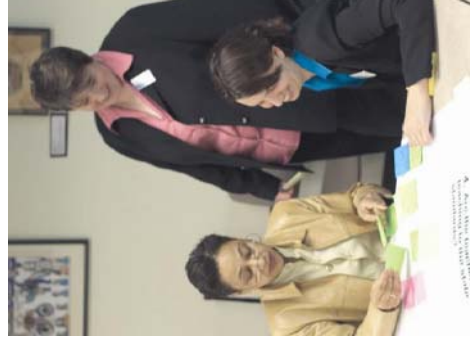
## Why Use SLOs?

There are many benefits to using SLOs as a measure of student growth:

- **Reinforce best teaching practice.** Setting goals for students, using data to assess student progress, and adjusting instruction based upon that progress are all part of good teaching practice. SLOs help formalize good teaching by requiring each of these steps and using the growth targets to inform evaluation results.
- **SLOs are adaptable.** All educators can demonstrate their impact on student learning and receive recognition for their efforts because SLOs are not dependent upon the availability of standardized assessment scores. Instead, SLOs can draw upon different data sources such as end of course exams, performance-based assessment scored by a rubric, or district-created or team-created assessments. SLOs can be highly adaptable, quickly reflecting changes in curriculum and available assessments.

### Do all teachers need to follow the SLO process and create an SLO?

LEAs can determine which measures teachers will use for the student growth measure; however, districts have a pilot opportunity during the 2012–13 school year. During this time, ODE recommends that all teachers create at least one SLO to gain experience with the SLO process. In subsequent years, teachers should create two to four SLOs representative of the teacher's schedule per year.



- **SLOs acknowledge the value of teacher knowledge and skill.** The SLO process allows teachers to have input on how student learning will be measured and how teachers will be evaluated. Also, the process allows educators to focus on the objectives that are most relevant for their student population and content areas and provide a clear, measurable connection to instruction.
- **Potential for collaboration.** SLOs can be used to promote collaboration and reflection on practice among teachers.

## LEA Decision Points: Setting SLO Policy

LEAs have some flexibility to shape the SLO process to fit local contexts, but the Ohio Department of Education (ODE) recommends that LEAs begin by establishing a building-level committee. The following recommendations may streamline the process, but LEAs have the autonomy to establish their own SLO process that best fits their context.

**Use existing committees.** ODE recognizes that most LEAs and schools already have district-level teams (DLTs) and building-level teams (BLTs) that are in charge of leading various efforts within their communities. Using a team that already exists and repurposing that team reduces the burden on both individuals and resources. While the use of existing committees is recommended, it is important to note that specific LEA agreements and processes be taken into consideration before assigning approval, monitoring, and scoring of SLOs to an existing committee.

**Determine the timeline for the SLO evaluation cycle.** ODE requires districts and SLO evaluators to use the following steps in the evaluation process:

1. Provide teachers with data that will support data and assessment review
2. Support SLO development with common planning time
3. Review and approve SLOs by committee (required)
4. Schedule mid-year check in meetings with teachers and teacher teams
5. Rate and score SLOs
6. Conduct a final meeting to discuss SLO scores and lessons learned
7. Input SLO scores into eTPES (required)



### Guiding Questions for LEA Building Level Committees

1. What categories of teachers will be creating SLOs?
2. Are teacher-team SLOs required or acceptable?
3. How many SLOs are required? (ODE recommends at least one per teacher.)
4. Who will review and approve SLOs? (ODE recommends the building team.)
5. What guidance and training will the LEA provide?

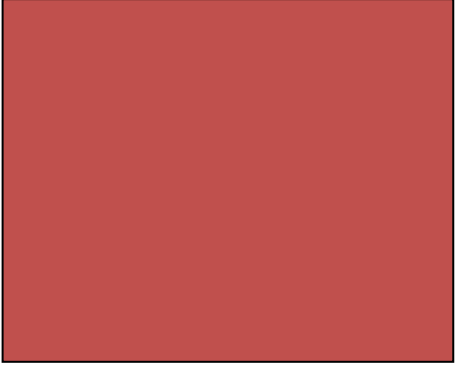
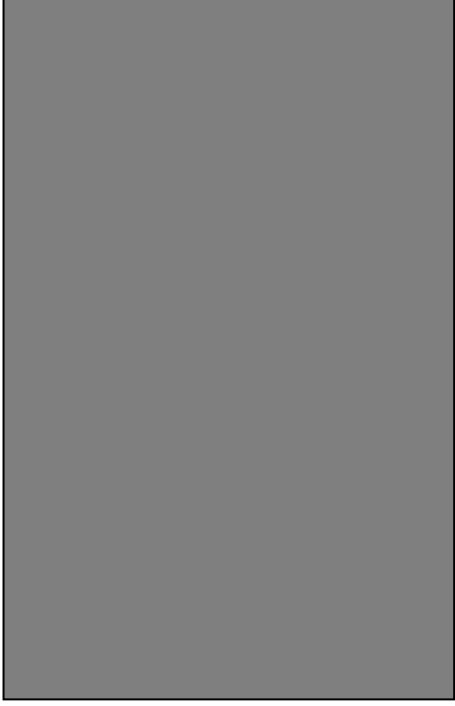
## Challenges and Solutions for Implementing SLOs

While there are obvious benefits for using SLOs as a measure of student growth, the process is not without challenges. ODE recognizes that LEAs will face difficulties when implementing, monitoring, and scoring SLOs, particularly in the first few years of implementation. In an effort to proactively address these challenges and support LEAs, ODE offers the following support and guidance.

LEA Challenge	Potential Solutions
<p>Identifying high-quality assessments for all grades and subjects</p>	<p>ODE has developed a document that will support teachers and evaluators in identifying the most rigorous assessments for the teacher's class. The <i>Guidance on Selecting Assessments for Student Learning Objectives (SLOs)</i> includes information on the criteria that every high-quality assessment should meet, frequently asked questions on assessments, and an assessment checklist to select appropriate assessments. The assessment should be, at a minimum, reviewed at the district level by grade-level and/or content-level experts.</p>
<p>Creating appropriate growth targets classrooms that contain students who are at different achievement levels</p>	<p>Because SLOs are flexible, they allow teachers to create growth targets that are appropriate to the teacher's individual class, grade, or subject. Using tiered targets for students allows teachers to identify where each student begins the course and to determine the appropriate amount of growth for the student based on their baseline data. Tiered targets help more accurately capture a teacher's contribution to learning because SLOs are not focused on the attainment of proficiency but are focused on academic growth. The document entitled <i>Sample Student Learning Objectives (SLOs)</i> provided by ODE highlights what a tiered target might look like in practice.</p>
<p>Setting rigorous but realistic targets</p>	<p>In the beginning years of SLO implementation, knowing how to set rigorous yet realistic targets may be a challenge for teachers. The SLO process allows teachers to review available data on past and current students, work with colleagues to create team objectives, and formatively assess student knowledge throughout the year in order to set appropriate targets for students.</p> <p>ODE also recommends that building-level committees review and approve all of the SLOs so that they develop an understanding of the type and rigor of the SLOs across a school. Please note, however, that LEAs are not required to use the committees and can choose their own evaluator(s) for the SLO process. By centralizing the approval process, the committee will be able to support those teachers who set targets that are too high or too low, ensuring consistency within the building. Also, the committee will ensure that all SLOs are aligned to the academic standards as well as school and</p>

<p><b>LEA Challenge (continued)</b></p> <p>Addressing the culture change that will take place in the school or district</p>	<p>district priorities.</p> <p><b>Potential Solutions (continued)</b></p> <p>ODE understands that the SLO process will require a significant shift in how teachers participate in their evaluation system. A lot of the work will be conducted at the teacher and teacher-team level and this shift requires support. ODE recommends several processes that can help with the culture change:</p> <ul style="list-style-type: none"> <li>• Create building teams that will work together and become experts in the SLO setting and approval process.</li> <li>• Encourage teams of teachers in the same grades and subjects to collaboratively develop integrated growth targets for their students.</li> <li>• Phase in the implementation of SLOs by requesting that all teachers create and implement one SLO during the 2012–13 school year.</li> <li>• Provide consistent communication on SLOs and provide support as the LEA implements the SLOs. This includes guidance on the components of an SLO, examples of quality SLOs, and training on how to approve and score SLOs.</li> <li>• Offer professional development to teachers on crucial topics that can facilitate the SLO process. These topics include assessment literacy, reviewing grade-level standards, and setting appropriate growth targets.</li> </ul>
<p>Preventing unintended consequences that could arise from using SLOs</p>	<p>SLOs will not be useful tools in advancing teacher practice if they become less rigorous over time due to the pressure to meet expected targets. To safeguard against this, ODE will conduct random audits of the SLOs developed by teachers and teacher-teams to ensure that they maintain rigor over time, accurately represent the content covered in a class, and include a representative and proportional population of the teacher’s schedule. Technical support from ODE may be necessary in some circumstances.</p> <p>Another potential common mistake is using assessments for evaluation that are designed to be used for diagnostic purposes. ODE developed the <i>Guidance on Selecting Assessments for Student Learning Objectives</i> to address this concern.</p>





# Guidance on Selecting Assessments for Student Learning Objectives (SLOs)

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## Guidance on Selecting Assessments for SLOs

Selecting and approving assessments can be one of the most challenging and important steps of the SLO process. These measures enable teachers and teacher teams to determine growth toward and attainment of the SLO. *Before selecting assessments, local education agencies (LEAs) should note that the Ohio Department of Education (ODE) strongly recommends that districts do not allow assessments created by one teacher for use in his or her classroom, ODE strongly recommends that the teacher create an assessment that is unique to his or her classroom, ODE strongly recommends that the teacher develop the assessment in consultation with a school or district administrator with expertise in assessments, a special educator, an English language learner (ELL) specialist, and/or a content team member.*

### Criteria for Selecting Assessments

When selecting assessments, teachers or teacher teams need to consider two major questions. This section provides guidance around each of these questions.

#### 1. Is the assessment aligned to both my students' learning objectives and to the appropriate grade- or content-specific standards?

The assessment should cover the key subject and grade-level content standards and curriculum that will be taught during the interval of instruction. When examining assessments for alignment, teachers and teacher teams should look for the following:

- Items on the test should cover all key subject/grade-level content standards.
- No items on the test should cover standards that the course does not address.
- Where possible, the number of test items should mirror the distribution of teaching time devoted to concepts or the curriculum focus. For example, if a foreign language teacher devotes almost equal amounts of time to developing students' reading comprehension, listening comprehension, oral communication, and written communication skills, he or she should not use a test that devotes 90 percent of the test to reading comprehension. Instead, the distribution of the test should mirror instruction, meaning that about a quarter of the test should focus on each of the four skills listed above.

### Resources for Creating and Evaluating Assessments

*The Standards for Educational and Psychological Testing* developed jointly by the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education

*Educative Assessment: Designing Assessments to Inform and Improve Student Performance* by Grant P. Wiggins

[Guidance for Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems](#) by

Joan L. Herman, Margaret Heritage, and Pete Goldschmidt

*Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning* by Christopher R. Gareis and Leslie W. Grant

*Creating Effective Classroom Assessments*, a [webinar](#) presented by Stuart R. Kahl, Deborah Farrington, and Ellen Vorenkamp

- The items or tasks should match the full range of cognitive thinking required during the course. For example, if the main foci of the mathematics content standards are solving word problems and explaining reasoning, some questions or items on an assessment should require students to solve word problems and explain how they arrived at their answers.

The assessment should require students to engage in higher-order thinking where appropriate. These items or tasks may require students to use reasoning, provide evidence, make connections between subjects or topics, critique, or analyze.

**Examples of assessment alignment with SLOs and the appropriate grade- or content-specific standards:**

- A. An AP Biology teacher is evaluating available assessments to use for his SLO, which must align with the content of the AP course. He locates a district-created assessment geared toward first-year college students that covers both the major topics and the important skills associated with the course. The assessment includes 30 questions on organisms and populations, 14 questions on molecules and cells, and 16 questions on heredity and evolution.

The assessment sufficiently aligns with the content of the course. Because the AP course is designed to be the equivalent of a college introductory biology course, a test written to assess first-year college students would be appropriate. In addition, the distribution of questions nearly follows the AP Biology Development Committee's recommendations that teachers spend 50 percent of the time teaching organisms and populations, 25 percent teaching molecules and cells, and 25 percent studying heredity and evolution. Finally, the types of items mirror the AP Biology test, not just the content.



**Examples of assessment alignment with student learning objectives and the appropriate grade- or content-specific standards:**

- B. A second-grade mathematics teacher team is evaluating a commercially available end-of-course assessment. Looking at the items on the test, the team compares the foci of the test with the Common Core State Standards for Grade 2.

<b>Foci of the Test</b>	<b>Common Core State Standards for Grade 2</b>
Operations and Algebraic Thinking	Operations and Algebraic Thinking
Number and Operations in Base Ten	Number and Operations in Base Ten
Fractions	Measurement and Data
Geometry	Geometry
Statistics	
Probability	

The chart above indicates a discrepancy between the content of the test and the content of state standards. The test covers more topics than are taught with the Common Core and does not include measurement and data. An item analysis would be necessary to make a final determination, but given that the Common Core focuses on fewer topics in greater detail than may be on the test, a different assessment would be more appropriate.

- C. The fifth grade science curriculum contains three curricular units: cycles and patterns in the solar system; light, sound, and motion; and interactions within ecosystems. However, through these curricular units, students are expected to develop scientific inquiry skills in accordance with state standards. When the teacher team evaluates various available assessments to use with their SLOs, it finds that most of the assessments are multiple-choice questions that require basic recall, like “Which of the following is not a characteristic of Venus?”

The teacher team instead creates its own assessment that integrates the content of the course with scientific processes and inquiry. In addition to having a few multiple-choice questions, the assessment requires students to provide written explanations for scientific phenomena, analyze and interpret data relevant to the course content, and describe how they would construct a basic scientific investigation. The resultant assessment is rigorous and is better aligned to the expectations of the state content standards.

**Examples of assessment alignment with student learning objectives and the appropriate grade- or content-specific standards:**

D. A seventh-grade social studies curriculum covers relevant world developments from 750 B.C. to 1600 A.D. A teacher examines an available district-created assessment for potential use with SLOs. The assessment features 40 questions, 20 of which are focused on Ancient Greece and 20 of which are focused on Ancient Rome.

The assessment mentioned above might be a district-created unit test that focuses on development in Ancient Greece and Ancient Rome. It does not adequately cover the breadth of the course, which covers world history up through global exploration. In order for the assessment to be aligned to the course, the assessment would have to measure student growth in understanding of key developments in a variety of cultures—not just Ancient Rome and Greece—over a larger period of time.

**2. Does the assessment allow high- and low-achieving students to adequately demonstrate their knowledge? In other words, does the assessment have enough stretch?**

All students should be able to demonstrate developmentally appropriate progress on the assessment(s) used with an SLO. In order for the assessment to work for most or all students, the assessment must have sufficient “stretch,” meaning that it contains questions that are of varying difficulty and cover some prerequisite and advanced knowledge or skills. Teachers may not be able to make an informed judgment about the needed stretch of the assessment until they have analyzed the baseline or preassessment performance of students. When evaluating the assessment for sufficient stretch, teachers and teacher teams should keep their lowest performing and highest performing students in mind. Based upon students’ recent performance, will they be able to demonstrate growth on this assessment?

- All students should be able to demonstrate growth on the assessment.
- The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.

**Examples of assessment that allow high- and low-achieving students to adequately demonstrate their knowledge:**

A. A teacher examines a district-created assessment of fourth grade reading. The assessment covers all reading standards for informational text and literature for fourth grade and often includes questions that are slightly less or more challenging than grade expectations. In addition, questions throughout the assessment cover the third grade and fifth grade expectations of the same standard. For example, three assessment tasks are aligned with fourth grade standards and require students to compare and contrast a firsthand and secondhand account of the same event and describe the differences in the two accounts in terms of focus and information. In addition, one question asks students to distinguish their own point of view from that of an author (a third grade expectation), and one task asks students to analyze multiple accounts of the same event or topic and note differences in points of view (a fifth grade expectation).

Given that the teacher has one student who began the year reading below grade level and three students who were reading above grade level, this assessment has sufficient stretch.

B. A high school band teacher distributed a district-created high school I music preassessment at the beginning of the year to his high school I class. Looking at the results, the teacher was surprised to see that a third of his students scored 85 percent or higher on the preassessment. The teacher is scheduled to distribute a postassessment to students at the end of the year that contains questions of the same difficulty level.

Because so many students demonstrated mastery of course content at the beginning of the year, the high school I music posttest currently planned does not have enough stretch. In order to ensure that all students will be able to demonstrate developmentally appropriate growth, the teacher might need to supplement the high school I postassessment with more challenging questions or tasks.

**3. Is the assessment valid and reliable?**

The assessment should be both valid and reliable. In other words, the assessment should measure accurately what it says it measures and should produce consistent results (that is, it should be administered in such a way that students with the same skills should obtain similar scores). When evaluating assessments for validity and reliability, teachers and teacher teams should consider the following:

- Unless the assessment aims to test reading skills, a test should not include overly complex vocabulary. For example, a mathematics test that includes word problems with complex names and language may be assessing reading skills rather than mathematical reasoning.
- Items or tasks should be written clearly and concisely. Performance-based assessments should contain clear directions that are easily understood.

- Clear scoring rubrics or guidance should be included for performance-based items.
- The teacher or teacher team should determine how the assessment will be administered consistently across classes. Testing conditions, instructions, and test items (if using different forms of a test across classes) should be similar across classes.

**Examples of ensuring assessments are valid and reliable:**

- A. The teacher evaluates a ninth grade preassessment and postassessment in social studies. The tests are aligned with the content standards, contain sufficient stretch, and are sufficiently rigorous. However, the teacher notices that most of the questions are written at a 12th-grade reading level.
- This test raises validity issues. If students do better on the postassessment, would it be because their knowledge of social studies and reasoning skills has improved, or because their reading comprehension has improved? To create a more valid assessment, the teacher might convene a teacher team to create a new test that uses appropriate vocabulary and will be readable to all students.
- B. A team of band teachers in the district create a performance assessment for students. In addition to developing the tasks together, the teachers specify a set of directions and testing conditions that each teacher will follow. For example, each student will be asked to perform a short piece of music during their small-group lessons. All teachers will assess the students using the same band rubric. Prior to grading, teachers will practice using the rubric and make sure that they are all grading performances consistently.

By creating standard assessment procedures, the teacher team is increasing the reliability of the assessment. These procedures will help ensure that one student's results are not more valid than another student's. In other words, if Susie takes the test during a teacher's period 1 class and then again during the teacher's period 6 class, her results should be similar. Again, testing conditions, instructions, and test items (if using different forms of a test across classes) should be similar across classes.

## Types of Assessments

The list below ranks assessment types based upon the likelihood that the assessments will be aligned to standards, rigorous, valid, and reliable.

1. **State assessment items in proportion to the content specified in the SLO**—These assessment item banks are provided by the state and include items from past Ohio Achievement Assessments and Ohio Graduation Tests. A teacher may use these assessment items to create an SLO as long as selected questions are aligned with the content selected for the SLO. Note: A teacher who has a value-added score that is derived from results on a state assessment cannot use that same assessment for his or her SLO.
2. **Commercially available assessments**—Some commercially available assessments have been carefully created and reviewed by assessment and education experts. However, these assessments do not always align with state content standards. Teachers may use these measures for their SLOs, ODE recommends that teachers review these assessments for alignment first.
3. **District or team-created assessments**—District-created or team-created assessments are appropriate for use with SLOs, provided they meet the criteria for selecting assessments. Wherever possible, the same assessments should be administered across classrooms and across the district to increase comparability across classrooms. ODE also recommends that teams harness expertise of district or school administrators with expertise in assessments, content area specialists, special educators and ELL specialists when developing assessments.
4. **Teacher-created assessments**—ODE strongly recommends that districts not allow assessments created by one teacher for use in his or her classroom for an SLO. In the rare case where a teacher must create an assessment that is unique to his or her classroom, ODE strongly recommends that the teacher develop the assessment in consultation with a school or district administrator with expertise in assessments, a special educator, an ELL specialist and/or a content team member. Individual teachers should not create assessments *for this purpose*.

## Frequently Asked Questions Related to Assessments

### 1. *Is a teacher-created assessment appropriate for an SLO?*

If no other assessments are available, ODE recommends that assessments be created in teacher or district teams following this guidance and the valuable guidance in other assessment literacy resources. Whenever possible, individual teachers should not create assessments.

### 2. *Why is baseline data important?*

Baseline data is an integral part of the SLO process. In order to demonstrate growth, teachers have to have information about their students' starting points. Teachers should consider using the following sources of information as baseline data:

- Results from a preassessment that is similar to the end-of-year assessment.
- Results from last year's end-of-course exams in the same subject.
- Data from a portfolio of student work from the prior year in the same subject.
- Results of the first unit test and other student work samples from the beginning of the year.
- Data on performance in a similar subject, if the subject is completely new to students (i.e., the class is a first-year foreign language class or an introduction to physics).

### 3. *I am using SLOs as a local measure, but I also have a value-added score. Can I use the same assessment used for my value-added score for my SLO?*

If your course has an assessment that is included in a value-added model score, you cannot use that same assessment for your SLO.

### 4. *I am using an assessment that is included in value-added but I have another assessment in the same subject on the ODE list of approved vendor assessments. Can I use the approved vendor assessment for my SLO?*

Yes, the vendor assessment can be used in conjunction with your SLO.

### 5. *I have students with Individualized Education Plans (IEPs) and 504 plans. Am I allowed to provide them with the testing modifications articulated in their plans?*

Yes, by law students are entitled to receive the testing accommodations in their IEPs and 504 plans. All teachers should provide students with testing modifications when appropriate.

### Checklist for Selecting Appropriate Assessments

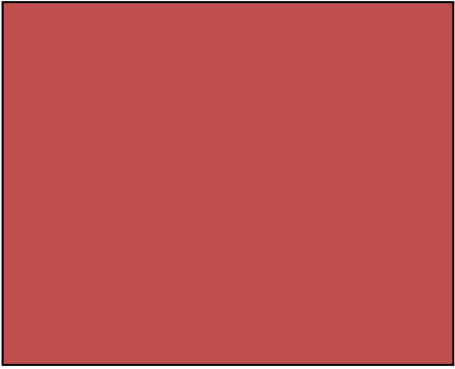
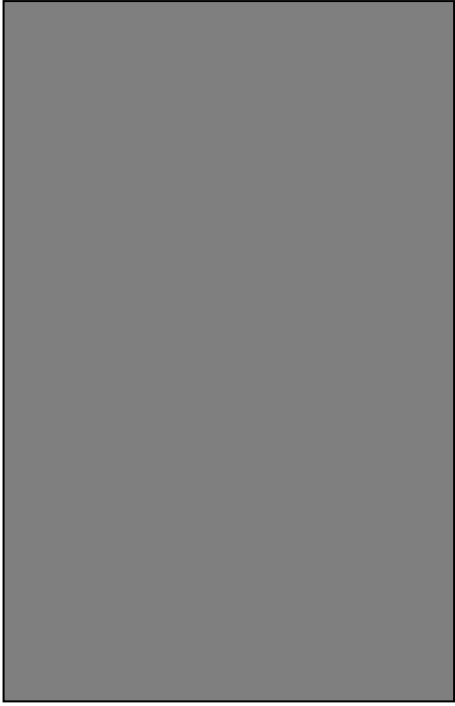
This checklist should be completed prior to SLO approval to ensure that the assessment chosen meets the basic requirements.

<b>Alignment to Standards:</b>	
<i>Is the Learning Objective clearly reflected in the assessment measure?</i>	
Yes	No
	All items in the assessment align to the standard(s) addressed in the SLO.
	The assessment measure addresses the full range of topics and skills included in the SLO.
	The focus of the assessment mirrors the focus of the curriculum and standards.
	The items or task match the full range of cognitive thinking required during the course.
	The assessment requires students to engage in higher order thinking where appropriate.
Comments:	
<b>Stretch:</b>	
<i>Will all students be able to demonstrate growth on this assessment?</i>	
Yes	No
	The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.
	Test items cover knowledge and skills that will be of value beyond the school year.
Comments:	
<b>Validity and Reliability:</b>	
<i>Is the assessment measure a valid and reliable tool for the intended purpose?</i>	
Yes	No
	The assessment does not include overly complex vocabulary.
	Items or tasks are written clearly and concisely.
	Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments.
	The teacher has a plan for administering assessments consistently across classes.
Comments:	









# Sample Student Learning Objectives (SLOs)

<h1>2012</h1>		 <p>Ohio   Department of Education</p>
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## Sample 1—American Government, Grade 11

*This template should be completed while referring to the **SLO Template Checklist Document**.*

Teacher Name: Mr. Smith Content Area and Course(s): American Government, Social Studies Grade Level(s): 11 Academic Year: 2012–13  
Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

### **Baseline and Trend Data**

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

Results of a district-created preassessment comprised of 50 multiple-choice questions and an essay to show that students' background knowledge of American Government varies. Pretest scores ranged from 20 to 95. Most students demonstrated a basic understanding of the structure and functions of government and public policy. Few students demonstrated understanding of the basic principles of the U.S. Constitution and how the government and economy are interrelated. Given a document-based essay question, most students were able to cite evidence to support their discussions but tended to rely on one or two sources; this finding is consistent with a review of essays contained in student portfolios from last year's history course. Last year and in the preassessment essay, students struggled to evaluate evidence for point of view and content.

### **Student Population**

*Which students will be included in this SLO? Include course, grade level, and number of students.*

This SLO covers all 64 of my 11th grade students enrolled in my American Government courses, which I teach periods 2, 4, and 7.

Two of my students have disabilities. I will provide these students with all instructional and assessment accommodations and modifications contained in their Individualized Education Plans (IEPs).

Six of my students are first- and second-year English language learner (ELL) students. I will work with the ELL teacher to develop strategies for supporting this group and to create an assessment that is developmentally appropriate for them.

### **Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

Students take this course in the fall semester. The interval of instruction is from September 2012 until December 2012.

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

The course focuses not only on knowledge of American Government but also reasoning and writing skills related to social studies. My SLO will target key topics in American Government as articulated in the Ohio Department of Education's 2010 Academic Content Standards. These topics include civic involvement, civic participation and skills, basic principles of the U.S. Constitution, structure and functions of the federal government, role of the people, Ohio's state and local governments, public policy, and government and the economy. All 16 content statements within these topics are demonstrated by this learning objective. In addition, the SLO aligns with the Common Core State English Language Arts standards for History/Social Studies (RH.11-12.1–RH.11-12.10).

**Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

I will assess students using a district-created portfolio assessment out of 100 points. The portfolio will consist of a district-created end-of-course multiple-choice exam covering the content of the Ohio Academic Content Standards for American Government (50 percent) and three biweekly writing prompts administered in November and graded by the social studies team using a district-created rubric (50 percent). As an end-of-semester project, all students must complete a course capstone project. I will use the results of this project as an assessment with my high-achieving students.

Per their IEPs, the two students with disabilities will receive extended time for the assessments. One student will receive a scribe for the essays, and the other student will have fewer test items listed per page.

In consultation with the school's ELL specialist, I will modify the language of the assessment for my ELL students by shortening sentences, removing unnecessary material, using familiar or frequently used words, and using easily understood grammar (i.e., keeping to present tense, using active voice, avoiding conditionals, etc.). Based upon the learning needs and English literacy of each individual ELL student, I will work with the ELL specialist to modify the requirements of the writing prompts. Possible strategies include allowing students to draw diagrams, having students present their claims and evidence orally, or allowing students to write their essays in their native language.

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

Students will increase their knowledge of American Government and improve their skills in articulating reasoned and substantiated arguments related to American Government. Growth will be measured by comparing the end-of-year portfolio results to the preassessment results. I have set tiered growth targets for my students. All students will be expected to achieve at least a target score of 70, which is the passing score for my district. Students' score on the preassessment determine their growth target for the end-of-year portfolio assessment.

Baseline Score Range (based on preassessment)	Target Score (on end-of-year portfolio)
20–30	70
31–50	80
51–70	90
71–85	95 + score of 85 or higher on capstone project
86–95	100 + score of 90 or higher on the capstone project

**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

I set tiered targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. Students who scored lower on the preassessment will be expected to demonstrate more growth in order to meet grade-level expectations. In addition, since the portfolio assessment did not have enough stretch for my highest performing students, I will include the results of a capstone report and presentation to ensure that all students are increasing their knowledge of American Government and their ability to articulate reasoned and substantiated arguments related to American Government.

I am using a portfolio assessment so that students can demonstrate growth in both their understanding of the content and their writing and reasoning skills around social studies. By combining measures, I am targeting deficits in both writing and content knowledge.

Finally, the school is focusing on writing across content areas. Since this SLO focuses not only just on content but also on writing and reasoning, it aligns with broader school and district goals.

## Sample 2—Advanced Placement Environmental Science, Grade 12

*This template should be completed while referring to the SLO Template Checklist Document..*

Teacher Name: Ms. Reed Content Area and Course: Advanced Placement Environmental Science Grade Level(s): 12 Academic Year: 2012–13  
 Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

### Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

Looking at the AP Instructional Planning reports from 2010–11 and 2011–12 school years shows that AP Environmental Science students have difficulty interpreting, synthesizing, and articulating the written response concepts related to land and water use, energy resources and consumption, pollution, and global change. When using prior course tests, my students have trouble conveying this knowledge and skills in the free response questions, particularly if the questions ask them to interpret, synthesize, and respond to data sets. The following tables show the rating distributions of my AP Environmental Science classes over the past two years:

Overall Score on AP Exam	2010–11 Academic Year	2011–12 Academic Year
1	12%	9%
2	44%	35%
3	38%	50%
4	6%	6%
5	0%	0%

	Distribution of Student Scores for the Multiple-Choice Section (compared to national sample)		Distribution of Student Scores for the Free-Response Section (compared to national sample)	
	2010–11 Academic Year	2011–12 Academic Year	2010–11 Academic Year	2011–12 Academic Year
Lowest Fourth	0%	4%	25%	24%
Second Fourth	54%	43%	48%	50%
Third Fourth	40%	46%	27%	24%
Highest Fourth	6%	7%	0%	2%

Preassessment Results (2012–13)			
Multiple Choice Point Distribution (out of 50)	Number of Students	Free Response Point Distribution (out of 12)	Number of Students
25–26 points	12	3 points	30
27–29 points	14	4 points	3
30–31 points	8	5 points	1

At the end of spring 2012, all of my students in my current 2012–13 Advanced Placement Environmental Science class received an 89 or higher on the prerequisite biology end-of-course exam. In addition to last year’s data, I distributed a district-created pretest that is similar to past AP exams in early September 2012. The assessment included 25 multiple-choice questions and 2 free-response questions (similar to the AP free-response questions). The multiple-choice questions were worth 2 points each and the free response questions were worth 12 points each. The district AP science team graded the assessment. The results of this preassessment will be used to help me develop growth targets for the end of the year. Because the distribution of student scores was very narrow, with all students earning between 25 and 31 points on the multiple-choice section and all students receiving an average score of between 3 and 5 points out of 12 on the free-response section, I was able to set growth targets that I feel are appropriate for the entire class.

**Student Population**

*Which students will be included in this SLO? Include course, grade level, and number of students.*

This SLO covers 34 twelfth-grade students in AP Environmental Science. The 34 students are divided into two sections of 18 and 16 students each.

**Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

The SLO will cover the 2012–13 school year—from August 2012 through June 2013.

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

The SLO will cover the key concepts in the AP course curriculum: the scientific process, energy conversations underlying ecological processes, the earth as an interconnected system, human alteration of natural systems, environmental problems having a cultural and social context, and human survival dependent on achieving sustainable systems. The SLO focuses in more depth on the content and skills covered in the second half of the course (post-December) which builds on earlier course concepts. The content focuses on land and water use, energy resources and consumption, pollution, and global change and the skills require students to synthesize what they have learned which is important for the free-response writing.

The content is also aligned to the College and Career Ready (Ohio Revised) Standards in Science, under the Earth's Resources and Global Environmental Problems and Issues content area. The SLO also meets the state standards for scientific inquiry for Grades 9–12, which states students must be able to: (1) identify questions and concepts that guide scientific investigations; (2) design and conduct scientific investigations; (3) use technology and mathematics to improve investigations and communications; (4) formulate and revise explanations and models using logic and evidence (critical thinking); (5) recognize and analyze explanations and models; (6) communicate and support a scientific argument.

#### **Assessment(s)**

*What assessment(s) will be used to measure student growth for this objective?*

The assessment used to measure student growth is the district-developed, end-of-course exam that matches the rigor and the format of the AP exam. It has 50 multiple-choice questions and 4 free-response questions. A district science team will score the assessment using the scoring guidelines created by the AP science team and science district coordinator. The guidelines are similar to the AP Environmental Science guidelines. Each free response will be judged by three readers using a scoring guide. Scores will be averaged for a final score. If readers disagree on the score, the district coordinator will determine the final score.

#### **Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

All students will be expected to demonstrate improved understanding of the key concepts covered in the AP Environmental Studies curriculum and to improve the skills needed to accurately and completely answer free response questions.

All students will be expected to achieve the following growth targets:

- Increase the number of correct multiple-choice questions by 15 points between the pre and post in-class assessments.
- Increase the average score (out of 12) on free response questions by 6 points between the pre and post in-class assessments.

#### **Rationale for Targeted Student Growth within the Interval of Instruction**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*



I created separate growth targets for the multiple-choice questions and the free-response questions to show the increased focus on free-response questions. Free-response questions require students to demonstrate a deeper understanding of course content and require students to synthesize and apply scientific content and inquiry to the questions.

The growth targets will allow all students to demonstrate developmentally appropriate growth. Student performances in biology last year and performance on the course pretest were similar enough that one growth target is appropriate for all students. On the pretest, students demonstrated some content knowledge and scientific inquiry skills that they learned in previous courses.

Since the end-of-course exam is structured similarly to the AP exam and covers the same material, it will help students prepare for the exam. The assessment and SLO are aligned with the AP Environmental Science curriculum and Ohio Content Standards for Grades 9–12.

## Approved List of Assessments

### Preface

Fifty percent of Ohio's Teacher and Principal Evaluation System is based on student growth. This component includes multiple measures. Value-added in grades 4-8 for reading and math at the teacher level must be one of the measures. The assessments on the approved vendor listing for ELA and mathematics Grades 4-8 cannot be used to replace the EVASS value added data provided by the OAA in the Teacher Evaluation system.

The Ohio Department of Education was required to create a list of assessments that can measure student growth to complement the Ohio Achievement Assessment (OAA) that provides value-added data for ELA and mathematics in grades 4-8.

If Districts consider an assessment on this list, they must contact the assessment vendor for details and not ODE.

Through a request for proposal process, all vendors on the list provided evidence and/or guidance on how the vendor's assessment could be used as a growth measure. Vendors also provided evidence that the assessment had been used to measure growth in other states or LEAs or demonstrated how it could be used to measure student growth. LEAs should consider this guidance when reviewing the assessments on the approved list, and making local decisions about assessment implementation. All vendors on the list provided information on the alignment of their assessments to the Common Core and revised Ohio Standards. Inclusion on the approved list indicates that the vendor assessment does at least meet minimum alignment.

It is understood some schools may be using assessments that are not on the list. It doesn't necessarily mean those assessments were submitted and not approved. There will be future opportunities, as stated on the assessment list, for vendors to demonstrate they meet the qualifications to be on the list.

### Student Growth Measures

The vendors provided evidence that the assessments meet these fundamental requirements for measuring student growth:

- 1) Be highly correlated with curricular objectives
- 2) Have enough "stretch" to measure the growth of both low-and high-achieving students
- 3) Meet appropriate standards of test reliability.

For specific details required in the Request for Quote:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1578&ContentID=13956>

The RFQ review process for 2013 will begin with the release of the RFQ on November 1, 2012 with a submission deadline of December 7, 2012 with the updated list posted in early January 2013.

**Approved List of Assessments**

<b>Assessment Name / Vendor Name</b>	<b>Grade(s) / Subject(s)</b>	<b>Vendor provided evidence and guidance on using assessment results for student growth measures</b>	<b>Services Summary</b>
<b>STAR Early Literacy</b> Renaissance	PK-3 ELA	X	<a href="#">Renaissance Learning STAR.pdf</a>
<b>STAR Math</b> Renaissance	G1-3, 9-12 Math	X	<a href="#">Renaissance Learning Math.pdf</a>
<b>STAR Reading</b> Renaissance	G1-3, 9-12 Reading	X	<a href="#">Renaissance Learning Reading.pdf</a>
<b>Stanford 10</b> Pearson	K-12 Math, English Language Arts, Social Studies and Science	X	<a href="#">Pearson Stanford 10.pdf</a>
<b>Stanford Aprenda 3</b> Pearson	K-12 Math Science, Social Studies, Solution 2	X	<a href="#">Pearson Aprenda 3.pdf</a>
<b>Terra Nova 3</b> CTB	K-12, 1-12 ELA, Math, Science, Social Studies	X	<a href="#">CTB McGraw-Hill.pdf</a>
<b>Iowa Assessments</b> Riverside	K-12 ELA, Math, Science, Social Studies	X	<a href="#">Riverside Iowa Assessments.pdf</a>
<b>Riverside Interim Assessments</b> Riverside	G 2-11 ELA, Math	X	<a href="#">Riverside Interim Assessments.pdf</a>
<b>Performance</b> Global Scholar	K-12 ELA, Math, Science	X	<a href="#">Global Scholar.pdf</a>

<b>iReady Diagnostic</b> Curriculum Associates	K-8 ELA, Math	X	<a href="#">Curriculum Associates LLC.pdf</a>
<b>MAP</b> NWEA	G 3-10 Science	X	<a href="#">NWEA Science.pdf</a>
<b>MAP</b> NWEA	G 2-12 Math Reading, Language Usage	X	<a href="#">NWEA Math Reading Language Usage.pdf</a>
<b>Explore</b> ACT	G 8-9 ELA, Math, Science		<a href="#">ACT Explore.pdf</a>
<b>Quality Core</b> ACT	G 9-12 End of Course Exams: Algebra I, II, Geometry, Pre-Calculus, Biology, Chemistry, Physics, U S History		<a href="#">ACT Quality Core.pdf</a>
<b>the ACT</b> ACT	G 11-12 ELA, Math, Science		<a href="#">ACT - The ACT.pdf</a>
<b>PLAN</b> ACT	G 10 English, Reading, Math, Science		<a href="#">ACT Plan.pdf</a>
<b>Compass</b> ACT	G 10-12 Writing, Reading, Math		<a href="#">ACT Compass.pdf</a>

### Additional Vendor Endorsement Information

If measuring growth, the vendor provided evidence of one or more endorsement category (noted as follows) that is applicable to the assessment:

- 1) EVAAS® Value-Added
  - a) Evidence that the assessments have been previously used by SAS® for value-added modeling (VAM) and results are provided to SEA's and LEAS's through the SAS® Education Value-Added Assessment System (EVAAS®) or the assessment results meet the criteria to be used in the SAS® value-added analysis, or
  - b) Evidence regarding the potential use of the assessment in the SAS VA analysis must be provided by SAS EVAAS® the assessment can be administered at the end of each academic year or at the conclusion of a course where end-of-course assessments are provided, and
  - c) Information about how the data verification information being collected through ODE's teacher linkage system will be used to assure accurate teacher attribution
  
- 2) Other Student Growth (previous experience)
  - a) Evidence that the assessment has been used previously to produce measures of student growth by other SEA's or LEAS's to yield a measure of teacher effectiveness, and
  - b) Evidence that the assessment can be administered at the end of each academic year or at the conclusion of a course where end-of-course assessments are provided, and
  - c) Evidence of statistical reliability and how the provider attends to measurement bias including students with incomplete records, measurement errors in test scores, and testing administration protocols, and
  - d) Evidence that the student growth model attributes instructional influence on student academic progress accurately to the teacher, and
  - e) Demonstration that the results can be equated to the levels of teacher effectiveness structure, modeling the state's EVAAS® classifications.
  
- 3) Other Student Growth (Use may be developed)
  - a) Evidence that the assessment can be used to produce measures of student growth to determine levels of teacher effectiveness, and
  - b) Test data meet the criteria expressed in on assessment security, and
  - c) Evidence of statistical reliability and how the provider attends to measurement bias including students with incomplete records, measurement errors in test scores, and testing administration protocols, and
  - d) Evidence that attributes the instructional influence on student academic progress accurately to the teacher, and
  - e) The results can be equated to the levels of teacher effectiveness structure, modeling the state's EVAAS® classification

***NOTE: The Ohio Department of Education does not approve the monetary aspect and cost structure of the provision of services. Monetary aspects and cost structure of the provision of services are determined between the District and the vendor. ODE will not provide any funds for district use of the assessments on this list or any other assessments the district may consider for their Evaluation Program.***

View the RFQ at:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1578&ContentID=13956>

## Frequently Asked Questions about SLOs

### Questions about Baseline Trend Data

**1. The baseline trend data section is sometime written vaguely using "most" "several" and "struggled". Is this acceptable?**

Although not preferred, including words like “most,” “several,” and “struggled” may be acceptable. Beyond these words, this section of the SLO should include specific details, often in a chart format, highlighting the number of students who fall into specific categories of achievement. This section should also include a few statements summarizing the most important elements of the chart.

**2. What if our data are unrelated to our subject or do not exist?**

All teachers can find data that will be relevant to their class. These data may be from related subjects if the subject is new to students. For example, results of English grammar tests may be useful for a Spanish I teacher; biology teachers may glean useful information from reviewing last year’s environmental science examination. In addition, although students may not have received formal instruction in a subject, students may still have background knowledge acquired from outside school. A brief pre-assessment or survey may also provide information about student’s background knowledge and interest in the class content.

**3. Should SLOs be based on data from standardized tests or teacher-created assessments?**

Whenever possible, SLOs should be based on data from multiple sources of baseline data: standardized tests, portfolios of student work, and LEA-created assessments. Teachers should avoid using teacher-created assessments, and, when teacher-created assessments are the only option, these assessments should be created in collaboration with other teachers and reviewed by content-area experts.

**4. Can we use data that is two or three years old if it shows a trend with similar data from one or two years ago?**

Yes! Using performance data from multiple years can provide valuable information. For example, trend data may show that students in your class for the past three years struggled with converting fractions. Based upon this finding, you might target this skill in your SLO and then seek new instructional strategies for teaching fractions. Trend data can also provide justification for your SLO. If trend data show that students are not doing well in an essential skill, you can use this information to support why this SLO is appropriate and will help you focus your instruction on ensuring students demonstrate progress.

**5. What if data trends are viewed differently by teachers of the same grade or department?**

Discussions around trend can be very important, especially when teachers see different things in the data. Some teachers do not have the same assessment and data literacy skills as other teachers and may benefit from having a collegial discussion about the different trends. Or, depending on the grain size of the data (class data versus grade-level data), different trends may be apparent. For example, a teacher reviewing grade-level data may note that, overall, students have not done well on questions about mitosis and meiosis in the biology end-of-course exam. However, a teacher reviewing class-level data may find that students did very well in this area. Discussing reasons for the discrepancy can help teachers understand who might serve as models when teaching specific units or can help teachers understand how student background has impacted student achievement.

**6. How can state end-of-course examinations (EOCs) be used if no pre-assessment is available?**

State EOCs can be used with other forms of data that give you baseline information about students (e.g. grades in similar courses, grades on early unit tests in the course) or teams of teachers or the district can develop a pre-assessment comprised of items similar to those on EOC tests to gauge student knowledge early in the year.

**7. Do we create SLOs after the school year has started and we have given diagnostic assessments to get a baseline?**

Yes. SLOs are typically developed after the school year has started so that teachers can use their diagnostics or pre-assessments to develop the SLOs.

**8. Should baseline data be based on prior content or current content?**

The content captured in your baseline data will vary based upon the subject and the availability of data. Some teachers may use a pre-assessment as a source of baseline data. The pre-assessment will contain the content and skills that will be taught in the upcoming year. Other sources of data are end-of-course assessments from the prior year, which will not be based on the current content but may be good proxies for the current course.

**Questions about Student Population**

**1. If you must cover all students within the course, can you tier your growth targets for high, average, and low students, or do you need to create three separate SLOs?**

You can have one SLO for all your students provided that all students will receive instruction in the same standards. Within that SLO, you can have tiered targets—different performance expectations for groups or individual students set based upon their baseline data. Thus, even though students have different targets, the student population would still be the whole class, and

would fit into one SLO.

**2. How is the student population determined? What portion of my student population or roster should be included?**

The student population should be either all the students enrolled in a course or a subset of students within the course who need targeted assistance. The Ohio Department of Education recommends that at least one of your SLOs should cover a whole class or grade.

**3. Can you exclude students with disabilities from your SLO?**

No, a teacher cannot exclude students with disabilities. No subgroup should be excluded because the students might have difficulty achieving the targets. However, if a teacher has a reason for targeting one SLO to a particular group of students who do not have disabilities (such as English language learners or gifted and talented students) that is acceptable so long as the justification is clear and the district has included targeted or focused SLOs within their student growth measures plan

**4. What happens if students included in our SLO leave a school before the second data point? Will they also be excluded if they were not present for the baseline data?**

The Ohio Department of Education is working on developing a linkage process for students that will apply to local measures. In the meantime, if students leave before the end of the course, you will not be penalized since they are unable to take the post-assessment. However, if students are added to your roster mid-course or mid-year, you have the opportunity to discuss adding these students to your roster during the mid-course check-in with your evaluator. You may have baseline data or be able to quickly gather it (through a pre-assessment) and then could create a growth target for the new students.

**5. What if students in my student population are absent frequently? Will they be excluded from calculation of my SLO score?**

Per Ohio state statutes, students who are absent 60 days or more will be excluded from final calculations of a teacher's score.

**Questions about Interval of Instruction**

**1. Can the interval of instruction be one curriculum unit or should it cover the entire school year?**

The interval of instruction should be the length of the course. During the 2012-13 school year, however, the interval of instruction may be shorter to accommodate the condensed timeline. For 2012-2013 only, the interval of instruction may begin in December or January and then extend to the rest of the year/course.



## Questions about Standards and Content

### 1. How do teachers decide what standards to target?

Teachers should review the applicable standards for their course. The SLO may target all of the standards that apply to the course, or a subset of the most important standards. Teachers who need additional guidance should discuss standards with peers, preferably in a professional learning community or grade-level/subject team meeting.

### 2. Should SLOs be aligned primarily to course curriculum or Common Core State Standards?

SLOs should be aligned to the highest ranking of the following:

1. Common Core State Standards
2. Ohio Academic Standards
3. Standards created by national organizations (i.e. the American Alliance for Health, Physical Education, Recreation, and Dance)
4. LEA curricula

### 3. Can the teacher list the standards in the Standards and Content section or do they need to write a narrative?

Teachers can list the standards in this section but they also need to articulate the content of the standards. For example, simply listing “CCSS.ELA-Literacy.W.4.4” is not enough information. Teachers will need to explain the focus of the standards. In this case, teachers would need to state the following as well as naming the standard, “The SLO will target building writing skills so that students can produce clear and coherent writing.”

### 4. Shouldn't the SLO process start with standards and content?

This is a great question. Standards and content should be the driving force of instruction. However, knowing the strengths and weaknesses of your students and the factors that may affect your approach to teaching can help inform which standards and content you will need to focus on in the upcoming year. So while you may find that standards and content is where you would like to start, baseline and trend data, student population, and the interval of instruction are included earlier in the template as a reminder that data and information about your students' needs should also drive instructional planning.

### 5. Should SLOs cover multiple standards or just one?

It is recommended that SLOs cover the multiple standards that represent the breadth of the course as the overall SLO. The SLO may target specific standards in which improvement is needed.

## 6. What is the difference between content versus skill growth?

SLOs can target either content or skills. For example, a SLO targeting understanding the three branches of the U.S. government would be targeting content whereas a SLO targeting writing a well-organized argument would be targeting a skill. Regardless of whether an SLO focuses on content, skills, or a combination of the two, the SLO must focus on student academic growth.

### Questions about Assessment

#### 1. What is stretch?

When we state that assessments must have sufficient stretch, we mean that the assessment must contain questions that are of varying difficulty. The assessment should cover some prerequisite and advanced knowledge or skills so that both low-performing and high-performing students can demonstrate growth on the assessment. Although most standardized tests have stretch, the level of stretch may be insufficient given the performance of your students.

#### 2. Is it the intent of the SLO process to use the *same* instrument for pre-, mid-year- and post-assessment to accurately measure student growth?

The Ohio Department of Education recommends using multiple types of baseline data. It is acceptable to use the same assessment to get some baseline data along with other data, but using the same instrument as a pre- and post-assessment is not necessary or even ideal. In fact using the same assessment may not really give you the baseline data that you need. A teacher cannot tell if a student who scores a 0 on both the pre-assessment and post-assessment, or a student who scores a 100 on both the pre-assessment and post-assessment have grown. In addition, using the same assessment multiple times within the same year may decrease the validity of results since students will have seen the question twice. Please question the quality of the data you will get from using the same test multiple times.

#### 3. Should the pre-assessment in baseline data be closely aligned in structure and format as compared to the actual assessment?

A well-written pre-assessment (used in conjunction with other forms of baseline data) can be a valuable source of data because it can closely align with the post-assessment to measure growth. Whenever possible, pre-assessments should assess the same general content as the post-assessment and should be reviewed by content experts for validity and reliability.

#### 4. Does the assessment have to be created specifically and solely for measuring the SLO?

No, in fact the Ohio Department of Education recommends that teachers use valid and aligned assessments already in use whenever possible. These assessments might include standardized tests, state-created end-of-course assessments, or LEA-created assessments.

## **5. Are project-based assessments allowed?**

Performance-based assessments are permitted provided they are accompanied by rigorous scoring procedures (e.g. a rubric). Project-based assessments may be too narrow in scope to capture the content of the SLO, but the appropriateness of such assessments would need to be evaluated on a case-by-case basis.

## **6. Which assessments should teachers use if they teach courses where standardized measures are not available?**

In cases where rigorous, valid, and reliable vendor-, state-, or LEA-created assessments are not available, teachers should work in teacher teams to create an assessment that is aligned to the content of their SLO. For example, a team of band teachers from the LEA may create a rubric to assess student music performance. All team-created assessments must be reviewed by content experts at the LEA. In the example above, the Music Coordinator and an Assessment Expert should review the rubric.

## **7. How do you choose assessments for noncore classes?**

First, determine whether you already use a vendor assessment on the approved assessment list provided by the Ohio Department of Education. If not, see if your LEA recommends using a particular common assessment. If your class does not have a common assessment, you can develop an assessment (with colleagues and LEA or ESC support) that is aligned to the content of the class and is rigorous and reliable. All assessments should be used to determine student growth.

## **8. Should all modifications be included in this section?**

The SLO template checklist does not specify that modifications must be listed in the assessment section. However, articulating the modifications that will be provided to students can be important for two reasons. First, it shows that you know your students. Second, it can provide clarity to how the assessment is appropriate for students. For example, if you had a student with a visual impairment in your class and did not include text about how you will enlarge the font of an assessment or use an alternate version, the approver might have questions about whether the assessment is appropriate for students.

## **9. If teachers distribute modified assessments for students because of academic challenges without having an IEP, doesn't that dilute the benefit of having a common assessment?**

Assessments should be modified only for those students with IEPs or 504 plans whose plans include testing accommodations or modifications. In addition, the assessments should be modified on an individual basis. For example, if one of five students with IEPs states that the test must include fewer answer choices, only that one test should be modified in that way.

## 10. Are the assessments teacher graded?

Yes, the assessments will be teacher graded. It might be useful to consider grading tests in teams so teachers are not grading their own students, but instead grading the students of a colleague. Collaborative grading is used in many schools where SLOs are well established.

## 11. How can teachers grade performance tasks, such as writing prompts, objectively?

Ensuring that teachers grade performance tasks consistently can be a challenge. Strategies to address this challenge include the following:

- **Use a rubric.** It is difficult to score consistently without a scoring rubric. As a professional learning community or subject or grade-level team, develop a rubric that can assess student writing and content knowledge.
- **Calibrate scorers.** Meet as a PLC and individually grade some examples. Then, come back as a group and compare answers. Discuss where you differed and develop some rules around how you will score student prompts. For example, if a student scores in between performance levels, will you round up or down? Practice scoring until all members are grading tasks similarly.
- **Use multiple scorers.** Having multiple teachers score performance tasks can reduce subjectivity. For example, a team of three high school teachers might review a student's art portfolio independently and then use the average of the three ratings as the student's individual score.
- **Have other teachers score the prompts.** To ensure that the SLO scoring process is transparent, teachers may want to "swap" prompts. For example, after receiving training on how to score document-based questions, a team of 9<sup>th</sup> grade social studies teachers may trade prompts with the 10<sup>th</sup> grade social studies teachers for scoring purposes. This reduces the likelihood that teachers may be tempted to score a prompt higher knowing that student scores will impact the overall SLO score.

## 12. How do we know teacher-designed assessments are valid and reliable?

Certainly it is more challenging to determine if a teacher-designed assessment is valid and reliable. However, districts can put procedures in place to help increase assessment validity and reliability. Using the checklist provided by ODE in the *Guidance for Selecting Assessments* is a good first step. In addition, having content and assessment experts review the assessments can help ensure that tests are designed to capture the information needed about student performance and be fair to all students. Standardized scoring procedures can also increase the test's validity and reliability.

## 13. If I create my own assessment how should I vet it?

An individual teacher should not create an assessment. In a case where a team of teachers cannot create an assessment, the teacher should meet with an instructional coach, administrator, or faculty member with assessment expertise to develop the assessment. The assessment should be sent to the LEA and vetted by the appropriate supervisor, such as an instructional or assessment specialist with expertise in the content of the course.

## Questions about Growth Targets

### **1. Is the growth target different for each student based upon their pre-test?**

Teachers can set targets for groups of students or for individual students so long as they are informed by baseline data. When teachers set growth targets for groups of targets, the teacher should clearly describe how groups were determined.

### **2. Will all growth targets be tiered?**

Instances may exist where one growth target may be acceptable for all students, but this instance is rare. For example, you may have a small course, such as an honors seminar, where students start the year with similar background knowledge and skill sets. In this case one growth target for all students may be appropriate. Conversely, a teacher may elect to set individual growth targets for each student. For example, a special educator may set a growth target that is unique to each student in their caseload.

### **3. If a student is well below proficiency level (below basic) is it appropriate to set a growth target of proficiency?**

Targets should be ambitious yet attainable. Expecting a student to grow from below basic to proficient in one year may be very difficult. However, the SLO process asks teachers to set high expectations for students. Teachers should consult with instructional coaches or specialists if they are unsure of whether a growth target will set an appropriate bar for students.

### **4. How can we determine whether the growth target will be appropriate?**

Setting growth targets can be difficult if you do not know how much you can reasonably expect your students to grow. Some standardized assessments provide expected growth estimates or provide average scores in their technical manuals or in studies. Or, if you have used the same assessment with students in prior years, you may be able to get a sense of how students typically perform in your school's context. These estimations can help inform your selection of growth targets. Keep in mind that your targets must be rigorous yet attainable; if in the past your class' average score was 70, setting the targets a little higher might be appropriate. In addition, all classes are different. You will have to take into account whether your current students are similar enough to prior students to suggest that past data is relevant.

### **5. At what point can a teacher revise his or her growth targets?**

In most cases, growth targets will not be allowed to be revised once the SLO has been approved. In some extenuating circumstances, such as after a natural disaster, outbreak of serious illness, or an unplanned extended absence, the teacher may be able to revise his or her SLO.

**6. Should growth targets change based on student progress?**

In most cases, no. If students are showing greater-than-expected progress, the teacher may decide to use an extension assessment to more fully capture the extent of student growth. However, the growth targets themselves will not change. Similarly, if a student is not making sufficient progress towards his or her growth target, the teacher should consider altering or supplementing the instructional strategies used to help the student reach the target but, again, the growth target should not change.

### Questions about Rationales

**1. Can we incorporate theoretical or subjective justifications into the rationale?**

**Example: Attainment of SLO growth targets will ensure students will be "civically engaged, world oriented citizens".**

Rationales need to be rooted in data on students and the content of the SLO. Rationales should also explain *why* this learning is important by connecting to school and LEA goals and to information about students' learning trajectories. The above rationale would be insufficient justification for why the growth targets are appropriate.



# Student Growth Measures in Teacher Evaluation

## Module 1: Introduction to Student Growth Measures and SLOs

Training Location, XX/XX/XX, 0:00

**Comment [lkb1]:** Please update based upon your training information.

### Agenda

1:00 pm Welcome and Walk-Around Activity

**Comment [lkb2]:** Insert the start time here. The examples on the left are included to show pacing for a 75-90 min training. You may need to adjust the time stamps depending on how you pace the module.

1:05 pm Overview: How SLOs Fit Within the Evaluation System

**Comment [lkb3]:** Insert start time + 5 minutes

1:25 pm Overview: What are SLOs?

**Comment [lkb4]:** Insert start time + 25 minutes

1:35 pm Activity: SLO Template and Example

**Comment [lkb5]:** Insert start time + 35 minutes

1:45 pm Overview: SLO Components

**Comment [lkb6]:** Insert start time + 45 minutes

2:15 pm Activity: Reflection on SLO Components

**Comment [lkb7]:** Insert start time + 1 hour and 15 minutes

2:25 pm Conclusion

**Comment [lkb8]:** Insert start time + 1 hour and 25 minutes



# Student Growth Measures in Teacher Evaluation

## Module 2: Selecting Appropriate Assessments

Training Location, XX/XX/XX, 0:00

Comment [lkb9]: Please update based upon your training information.

### Agenda

1:00 pm Introduction

Comment [lkb10]: Insert the start time here. The examples on the left are included to show pacing for a 60-minutes training. You may need to adjust the time stamps depending on how you pace the module.

1:05 pm Overview: Considerations for Selecting Appropriate Assessments

Comment [lkb11]: Insert start time + 5 minutes

1:25 pm Activity: Evaluating Assessments

Comment [lkb12]: Insert start time + 25 minutes

1:35 pm Discussion: Questions to Consider When Evaluating the Appropriateness of Assessments

Comment [lkb13]: Insert start time + 35 minutes

1:45 pm Conclusion and Reflection

Comment [lkb14]: Insert start time + 45 minutes

## Student Growth Measures in Teacher Evaluation

### Module 3: Using Data to Inform Growth Targets and Submitting Your SLO

Training Location, XX/XX/XX, 0:00

Comment [lkb15]: Please update based upon your training information.

#### Agenda

1:00 pm **Introductory Activity**

Comment [lkb16]: Insert the start time here. The examples on the left are included to show pacing for a 75-90 minute training. You may need to adjust the time stamps depending on how you pace the module.

1:10 pm **Introduction**

Comment [lkb17]: Insert start time + 10 minutes

1:13 pm **Discussion: Growth Targets**

Comment [lkb18]: Insert start time + 13 minutes

1:28 pm **Activity: Developing Growth Targets**

Comment [lkb19]: Insert start time + 28 minutes. If you elect to include the second Developing Growth Targets activity, add it here.

1:58 pm **Conclusion and Reflection**

Comment [lkb20]: Insert start time + 58 minutes

# Student Growth Measures in Teacher Evaluation

## Module 4: Scoring an Individual SLO

Training Location, XX/XX/XX, 0:00

Comment [lkb21]: Please update based upon your training information.

### Agenda

1:00 pm Introduction

Comment [lkb22]: Insert the start time here. The examples on the left are included to show pacing for a 60-minute training. You may need to adjust the time stamps depending on how you pace the module.

1:03 pm Overview: Scoring the SLO

Comment [lkb23]: Insert start time + 3 minutes

1:23 pm Activity: SLO Scoring Activity

Comment [lkb24]: Insert start time + 23 minutes

1:43 pm Overview: Student Growth Measure Scoring

Comment [lkb25]: Insert start time + 43 minutes

1:58 pm Conclusion and Reflection

Comment [lkb26]: Insert start time + 58 minutes