Assessment and Accountability
Illinois State Board of Education
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Springfield, IL 62777

www.isbe.net/assessment/htmls/balanced-asmt.htm

This document is intended to provide non-regulatory guidance and is subject to revision.
Table of Contents

Introduction ........................................ 4
Facilitator Overview .................................. 4
Organization .......................................... 5

Modules
Opening and Introductions .......................... 7
Module 1: Introduction to Balanced Assessment .... 9
Module 2: Performance Evaluation Reform Act ........ 11
Module 3: Conversations for Joint Committees ....... 14
Module 4: Introduction to the SLO Process .......... 17
Module 5: Defining a Learning Goal ................. 19
Module 6: Selecting Assessments and Scoring Procedures 22
Module 7: Example Measurement Model ............ 26
Module 8: Identifying Expected Growth Targets ...... 28
Module 9: Documenting Actual Outcomes .......... 30
Module 10: Assigning A Teacher Rating .............. 33
Module 11: Statistical Measurement Models ........ 34
Module 12: Guidance for Special Populations ...... 35
Module 13: State Performance Evaluation Model .... 37
Closing and Reflection ............................... 38
Introduction

The facilitation guide is a companion to the Student Growth Training Modules Series. The training modules are designed for both teachers and administrators to collaboratively engage in high quality professional development opportunities. Included in this guide are practical activities that extend participants’ understanding of the training modules content.

Each module includes activities for use with small groups, teams, or large groups to encourage dialogue, promote engagement, and foster collaboration. Each module is designed to be used in accordance with the activities provided in this guide.

Facilitator Overview

The facilitator will guide their colleagues through each training module and pace each activity to ensure completion of the modules and activities in the time allotted. Before facilitating a module the facilitator should become familiar with the module, activities, and resources. It may be helpful for facilitators to follow this preparation process:

- Read through the entire Facilitation Guide.
- Watch each module in its entirety.
- Complete the activities and reflect on your answers.
- Explore the embedded links and resources.
- Prepare the training space, print handouts, and gather other necessary materials.

Facilitation Process

Facilitators are not required to be experts. The only requirement is the willingness to lead your colleagues. Therefore, it is important to establish clear expectations for yourself and for your colleagues at the beginning of the training.

It is the role of the facilitator to...

- Help the group function effectively and efficiently, not to play the role of the expert.

It is the role of the participant to...

- Respect others and remain open-minded.
- Maintain a positive attitude.
- Actively engage in activities.

It is also the role of the facilitator to model the expectations. When facilitators model the expectations the participants tend to respond in a similar manner, establishing a positive and engaging atmosphere. The facilitator should not be afraid to admit that he or she does not know the answer to a question. You may always look it up or ask an expert, and share the information at a later date either in person or through email.
Establishing Purpose and Outcomes

It is important for the facilitator to establish the purpose and expected outcomes at the onset of each module and activity. Below are some suggestions to help facilitators accomplish this task:

- Introduce the module or activity by relating it to participants’ prior knowledge, and/or areas of interest.
- Clearly explain the purpose and expected outcomes for each module and activity, and answer participants’ questions, propose solutions, or raise new questions.
- Check to make sure that all participants understand the purpose and expected outcomes. It may be helpful to repeat key points, and/or write key points on a PowerPoint slide or piece of chart paper.

At the conclusion of a module or activity the facilitator should do the following:

- Solicit results and/or questions from individuals or small groups for review by the larger group.
- Stimulate discussion and productive debate.
- Provide a summary of general conclusions.
- Point out other ideas worthy of future attention.

Organization

The facilitation guide is organized into modules. Each module includes general information about preparation, materials, times, and process. Times throughout the modules are estimated and may be shortened or lengthened depending on participants’ needs.

The following table outlines approximately how much time it takes to complete each module with the associated activities. Handouts are included at the end of each module and should be copied for participants before the training session. The *Opening and Introductions* activities and the *Closing and Reflection* activities may be completed before and after group training sessions.

The facilitation guide is written for small or large groups. However, all of the activities are appropriate for individual use as well. In addition, the modules may be completed one at a time or may be grouped together within multiple training sessions.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Approximate Time</th>
</tr>
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<tbody>
<tr>
<td>Opening and Introductions</td>
<td>30 Minutes</td>
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<tr>
<td>Introduction to Balanced Assessment</td>
<td>60 Minutes</td>
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<tr>
<td>Requirements for the Measurement of Student Growth</td>
<td>60 Minutes</td>
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<tr>
<td>Conversations for Joint Committees</td>
<td>60 Minutes</td>
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<tr>
<td>Defining a Learning Goal</td>
<td>90 Minutes</td>
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<tr>
<td>Selecting Assessments and Scoring Procedures</td>
<td>90 Minutes</td>
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<td>Example Measurement Model</td>
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<td>8</td>
<td>Identifying Expected Growth Targets</td>
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<td>9</td>
<td>Documenting Actual Outcomes</td>
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<td>10</td>
<td>Assigning a Teacher Rating</td>
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<td>11</td>
<td>Statistical Measurement Models</td>
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<tr>
<td>12</td>
<td>Guidance for Special Populations</td>
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<tr>
<td>13</td>
<td>State Performance Evaluation Model</td>
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<tr>
<td></td>
<td>Closing and Reflection</td>
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</tbody>
</table>
Modules

Opening and Introductions

Introduction
The purpose of the opening and introductions activities is to establish a positive tone for the training and establish expectations.

Preparation and Materials
- Chart paper
- Sticky notes
- Markers

Approximate Time
30 Minutes

Handouts
- 0.1 Identify a Question

Suggested Facilitation Process

1. Welcome participants and introduce yourself.
2. Explain housekeeping items, such as break times, restroom locations, etc.
3. Set expectations for the facilitator and participants.
4. Refer participants to Handout 0.1.
5. Ask individuals to use Handout 0.1 to identify three questions that they would like answered by the end of the module or training.
6. Once individuals have identified three questions, ask them to share their questions with their group and identify three group questions.
7. Ask each group to write down their three questions on a piece of chart paper that is displayed for other groups to see.
8. Engage the large group in summarizing the identified questions. Note that you will revisit these questions at the conclusion of the module or training.
9. Tell participants that they should use Handout 0.1 to write down additional questions as they progress through the module or training. These questions should be used to create a learning plan that individuals can pursue with their colleagues at the conclusion of the module or training.
Handout 0.1 Identify a Question

Identify 3 questions you have that you would like answered by the end of the training.

1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Use the remainder of this handout to write down additional questions you have as you work through each module. Use these additional questions to create a learning plan that you will pursue with your colleagues at the conclusion of the training.
Module 1
Introduction to Balanced Assessment

Introduction
The purpose of this module is to introduce educators to the concept of a balanced assessment system.

Materials
- Computer
- Computer speakers
- Projector
- Chart paper
- Sticky notes
- Markers

Approximate Time
60 Minutes

Resources
- Guiding Principles for Classroom Assessment
- Student Assessment Inventory for School Districts
- Assessment Inventory Facilitation Process
  - [www.isbe.net/assessment/htmls/balanced-asmt.htm](http://www.isbe.net/assessment/htmls/balanced-asmt.htm)

Suggested Facilitation Process

1. Watch training Module 1 Introduction to Balanced Assessment.

2. Ask participants if they have any questions or comments at the conclusion of watching the module, and introduce participants to the Classroom Assessment Standards document.

5. The Guiding Principles for Classroom Assessment document is organized into three broad domains:

- **Foundations**
  The standards begin with the Foundations domain. The six foundation standards encompass the basis for developing and implementing sound and fair classroom assessment practices that are focused on the students to be assessed. Within any particular classroom assessment context, the teacher needs to begin the assessment process with a clear understanding of the purpose and objectives to be targeted. Based on this, the teacher selects the appropriate types and methods of classroom assessment to meet that purpose. In addition, the teacher should determine who will use the assessment results and how they will use them.

- **Use**
  The four Use standards align with the assessment process and follow a logical progression from the selection and development of classroom assessments to the communication of the assessment results. It is important to understand what learning expectations will be assessed and how achievement will be assessed given the purpose of the assessment; how the students’ responses will be analyzed; and how the results will be communicated and used. Additionally, it is important to have student involvement through all phases since students are also important decision makers in the classroom.
• **Quality**

  Teachers can use classroom assessment results with increased confidence when their classroom assessment practices meet the Quality standards. Quality assessments yield results that are accurate and reliable, are free of bias, and include all students. Additionally, it is important that teachers review their assessment practices and revise them so that they reflect current and best assessment practice.

  6. Ask participants to take 5 minutes to look through the document, and familiarize themselves with its organization.

  7. Ask participants to read all or a portion (e.g., Quality) of the *Classroom Assessment Standards* document and use the following three symbols to annotate the text:

    - ![✓](attachment:image) Affirms my prior understanding
    - ![❗](attachment:image) Surprises me
    - ![❓](attachment:image) Raises a question

    **Another Option:** Small groups may assign a different standard or standards within each portion of the document to each person in the group to read, report out, and discuss.

    8. When individuals are finished reading and annotating, ask small groups to discuss what in the reading affirmed participants prior understanding, surprised them, and raised questions. Encourage groups to use the chart paper and other materials to organize their ideas.

    9. Ask each group to share what affirmed their prior understanding, surprised them, and raised questions with the large group.

    10. Help connect group experiences by pointing out trends or common questions using chart paper or a blank PowerPoint slide.

    11. Point out other supporting materials that may help to answer questions. If there are questions that you are unsure of please contact ISBE to ensure that correct information is shared.

    12. **Extension:** Refer participants to the *Student Assessment Inventory for School Districts* and the *Assessment Inventory Facilitation Process*.

    13. Ask teachers and their administrators to use these materials to begin the process of identifying the current assessments used in their classrooms, schools, and districts. This process may take an extended period of time and/or multiple meetings to complete.

    14. Once educators have completed the assessment inventory, ask them to reflect on how their assessments may be integrated and streamlined to create a balanced assessment system using the process outlined in the *Assessment Inventory Facilitation Process*. 

10
Module 2
Performance Evaluation Reform Act

Introduction
The purpose of this module is to introduce educators to the student growth components of the Performance Evaluation Reform Act (PERA).

Materials
- Computer
- Computer speakers
- Projector
- Chart paper
- Sticky notes
- Markers

Approximate Time
60 Minutes

Handouts
- 2.1 FAQ Scavenger Hunt

Resources
- Illinois Administrative Code Part 50
  - www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf

Suggested Facilitation Process

1. Watch online training Module 2 Performance Evaluation Reform Act.

2. Refer participants to Handout 2.1 and the Illinois Administrative Code Part 50.

3. Ask participants to complete the scavenger hunt either individually or in small groups to help them become familiar with the Illinois Administrative Code Part 50 Sections 50.30 and 50.110 and answer some frequently asked questions. Below are the answers to the questions included on Handout 2.1.

   - What staff is exempt from the student growth requirement?
     Exempt staff includes any individual who holds a school service personnel certificate issued under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code. This includes but is not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, or school social worker.

   - Are the use of Type I and II assessments mandatory for each category of teacher?
     No, the Administrative Code Part 50 states that if the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.
You may also want to point out that if a district requires the use of two Type III assessments for any category of teachers they may delay the use of the second Type III assessment until the second year of implementation.

- **Who is required to use a Type III assessment, and who decides what the Type III assessment is going to be?**

  Every category of teacher is required to use a Type III assessment. It is the task of the joint committee to describe the general nature of Type III assessments, and the process and criteria that the qualified evaluator and teacher will use to identify or develop the specific Type III assessment to be used.

  You may want to point participants to the *Classroom Assessment Standards* (see Module 1) document that provides guidance around the selection and development of quality classroom assessments.

- **For what justifiable reason may a student be excluded from the measurement of student growth?**

  It is up to the joint committee to determine guidance for justifiable reasons such as extended school absence.

- **What should assessments used at each data point in a measurement model have in common?**

  Assessments used for each data point in a measurement model should address the same instructional content.

  The *Illinois Administrative Code Part 50* states that “assessments used for each data point in a measurement model may be different provided that they address the same instructional content.” This means that different assessments (e.g., writing prompts, projects, etc.) may be used throughout the school year as long as they address the same instructional content. For example, different assessments may be linked together using a common rubric and organized in a portfolio.

4. **Review the answers to each question on Handout 2.1 with the large group.**

5. **Ask participants if they have any questions or comments at the conclusion of the module. If there are questions that you are unsure of please contact ISBE to ensure that correct information is shared.**
Handout 2.1 FAQ Scavenger Hunt

Please find the answers to the following questions within the Illinois Administrative Code Part 50.

1. What staff is exempt from the student growth requirement?

2. Are the use of Type I and II assessments mandatory for each category of teacher?

3. Who is required to use a Type III assessment, and who decides what the Type III assessment is going to be?

4. For what justifiable reasons may a student be excluded from the measurement of student growth?

5. What should assessments used at each data point in a measurement model have in common?
Module 3
Conversations for Joint Committees

Introduction
The purpose of this module is to provide joint committees with an extended list of questions that should be considered when discussing the measurement of student growth.

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<th>Materials</th>
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<td>• Computer</td>
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<td>• Sticky notes</td>
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<td>• Markers</td>
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Materials

Handouts

• 3.1 Supports and Barriers

Resources

• Illinois Administrative Code Part 50
  - [www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf](http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf)

• Performance Evaluation Advisory Council Guidance Documents
  - [www.isbe.net/PEAC/](http://www.isbe.net/PEAC/)

• Balanced Assessment Website
  - [www.isbe.net/assessment/htmls/balanced-asmt.htm](http://www.isbe.net/assessment/htmls/balanced-asmt.htm)

Suggested Facilitation Process

1. Watch online training Module 3 Conversations for Joint Committees.


3. Ask small groups to think through the questions listed on Handout 3.1 in regard to the conversations posed for the joint committee in the module. Encourage groups to use the chart paper and other materials to organize their ideas.

4. Once small groups have completed the handout, ask them to share their answers with the large group.

   Another Option: Ask small groups to list their answers to Handout 3.1 on a piece of chart paper. Post each groups chart paper around the room and ask participants to engage in a “gallery walk” where each group walks around and reflects on the posted material.
When all participants have had a chance to engage in the gallery walk, ask them to return to their group to reflect on the answers presented by the other groups.

5. Help groups connect identified barriers to possible supports that are available through these online training modules, and other available resources.

6. If needed supports are identified but not available, contact ISBE to let us know that a specific support is still needed.
Handout 3.1 Supports and Barriers

List the available supports for the joint committee and district.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

List the possible current and future barriers to the implementation of a quality evaluation plan.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How might you use the available supports to overcome current and future barriers?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What supports are still needed and where could you find them?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Module 4
Introduction to the SLO Process

Introduction
The purpose of this module is to introduce the SLO process including the template, elements, and cycle.

Materials
- Computer
- Computer speakers
- Projector
- Chart paper
- Sticky notes
- Markers

Approximate Time
60 Minutes

Handouts and Resources
- Guidebook on the SLO Process
  - www.isbe.net/assessment/htmls/balanced-asmt.htm
- Considerations for Analyzing Educators’ Contributions to Student Learning in Non-tested Subjects and Grades with a Focus on Student Learning Objectives.

Suggested Facilitation Process

1. Watch online training Module 4 Introduction to the SLO Process.

2. Refer participants to the Guidebook on the SLO Process.

3. Ask participants to briefly review the guidebook in small groups in order to familiarize themselves with the document.

4. Extension: Refer participants to the article Considerations for Analyzing Educators’ Contributions to Student Learning in Non-Tested Subjects and Grades with a Focus on Student Learning Objectives.

5. Ask participants to read the article and use the following three symbols to annotate the text:
   - Affirms my prior understanding
   - Surprises me
   - Raises a question

6. When individuals are finished reading and annotating, ask small groups to discuss what in the reading affirmed participants prior understanding, surprised them, and raised questions. Encourage groups to use the chart paper and other materials to organize their ideas.
7. Ask each group to share what affirmed their prior understanding, surprised them, and raised questions with the large group.

8. Help connect group experiences by pointing out trends or common questions using chart paper or a blank PowerPoint slide.

9. Point out other supporting materials that may help to answer questions. If there are questions that you are unsure of please contact ISBE to ensure that correct information is shared.
Module 5
Defining a Learning Goal

Introduction
The purpose of this module is to describe the practice of writing a learning goal as part of the SLO process.

Materials
- Computer
- Computer speakers
- Projector
- Chart paper
- Sticky notes
- Markers

Approximate Time
90 Minutes

Handouts
- 5.1 Big Ideas

Resources
- Guidebook on the SLO Process
  - www.isbe.net/assessment/htmls/balanced-asmt.htm

Suggested Facilitation Process

1. Watch online training Module 5 Defining a Learning Goal.

2. Refer participants to the example SLO in Appendix B of the Guidebook on the SLO Process and the completed SLOs available on the Balanced Assessment website:
   - www.isbe.net/assessment/htmls/balanced-asmt.htm

3. Ask participants to review the example SLO individually or in small groups.

4. Refer participants to Handout 5.1.

5. Ask participants to reflect on the questions included in the handout, and share their big ideas in small groups. Encourage groups to use the chart paper and other materials to organize their ideas.

6. Once groups have completed the handout, ask each group to share their big ideas with the large group.

7. Help participants connect similar ideas and ensure that they are truly “big ideas” that could be measured throughout the course of a school year or the defined interval of instruction.
8. **Extension:** Ask participants to use the big ideas identified in *Handout 5.1* to practice completing the guiding questions and statements included in Element 1 of the SLO template. This activity may be completed either individually or in small groups.

9. Ask participants if they have any questions or comments at the conclusion of the module. If there are questions that you are unsure of please contact ISBE to ensure that correct information is shared.
Handout 5.1 Big Ideas

What big ideas are fundamental to your content area and/or grade level?
________________________________________
________________________________________
________________________________________

How does each big idea link units of instruction together?
________________________________________
________________________________________
________________________________________

What content standards are associated with each big idea?
________________________________________
________________________________________
________________________________________

Why are these big ideas important and meaningful for students to learn?
________________________________________
________________________________________
________________________________________
Module 6
Selecting Assessments and Scoring Procedures

Introduction
The purpose of this module is to describe the practice of selecting assessments and scoring procedures that support and measure the learning goal as part of the SLO process.

Materials
- Computer
- Computer speakers
- Projector
- Chart paper
- Sticky notes
- Markers

Approximate Time
90 Minutes

Handouts
- 6.1 Assessments and Scoring
- 6.2 Rubrics

Resources
- Guidebook on the SLO Process
  - www.isbe.net/assessment/htmls/balanced-asmt.htm
- Classroom Assessment Standards
  - www.jcsee.org/standards-development
- 6+1 Trait® Rubrics
  - http://educationnorthwest.org/traits/traits-rubrics

Suggested Facilitation Process

1. Watch online training Module 6 Selecting Assessments and Scoring Procedures.

2. Refer participants to Handout 6.1.

3. Ask participants to reflect on the questions included in Handout 6.1 in small groups. Remind participants that the Guiding Principles for Classroom Assessment is a helpful resource when thinking about assessment use. Encourage groups to use the chart paper and other materials to organize their ideas.

4. Once groups have completed Handout 6.1, ask each group to share their ideas with the large group.

5. Help connect group experiences by pointing out trends or common questions.

6. Refer participants to Handout 6.2 and the 6+1 Trait® Rubrics.
7. Ask participants to review the example rubrics and consider the information included on *Handout 6.2* to determine whether the rubrics are quality examples that could be used to measure student growth.

   **Another Option:** This activity may be completed using locally selected or developed rubrics.

8. Ask participants to consider how these rubrics could be used to measure student growth using multiple assessments over multiple points in time. What assessments could be connected over time using a rubric that measures students understanding and application of a big idea? Encourage groups to use the chart paper and other materials to organize their ideas.

9. Ask each group to share their ideas with the large group.

10. Help connect group experiences by pointing out trends or common questions.

11. **Extension:** Ask participants to use the assessments and scoring procedures identified in *Handout 6.1* to practice completing the guiding questions and statements included in Element 2 of the SLO template. This activity may be completed either individually or in small groups.

12. Ask participants if they have any questions or comments at the conclusion of the module. If there are questions that you are unsure of please contact ISBE to ensure that correct information is shared.
Handout 6.1 Assessments and Scoring

For each big idea identified in Handout 5.1, reflect on the following questions:

What assessments do we have that measure this big idea? If there are none, what kind of assessment may be most appropriate to measure this big idea?

If assessments need to be selected and/or developed, what steps will you take to begin this process? What supports are available, and how will you utilize them?
Handout 6.2 Rubrics

For the purpose of measuring student growth, a rubric is an excellent example of an evaluation tool that may accompany multiple authentic assessments throughout the school year. A quality rubric exemplifies the following ideas:

- Rubrics focus on instruction and learning.
  - Rubrics are not used to identify a specific score or grade on an assignment. A document used for such a purpose would be a scoring guide rather than a rubric. A quality rubric connects multiple authentic assessments over time to demonstrate a student’s growth in learning.

- Rubrics provide clear instruction about expectations for an assignment or task.

- Rubrics improve the clarity of feedback.
  - A quality rubric provides students with a clear description of their strengths and weaknesses, and what they can do to improve.

- Rubrics enable multiple graders to evaluate student work consistently and reliably.

- Rubrics engage students in the learning process.
  - Students may use rubrics to assess their own work (e.g., self and peer assessment), and track their progress over time. Rubrics are not used for competition. The focus is on the individual and is not used to compare an individual to a larger group.

How do the 6+1 Trait® Rubrics exemplify a quality rubric that may be used to measure student growth over time?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What assessments could be connected over time using a rubric that measures students understanding and application of a big idea?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Module 7**  
**Example Measurement Model**

**Introduction**  
The purpose of this module is to describe the adaptive conditional measurement model as an example measurement model to be used in conjunction with the SLO process.

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<thead>
<tr>
<th>Materials</th>
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<tr>
<td>Computer</td>
<td>60 Minutes</td>
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<td>Sticky notes</td>
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<tr>
<td>Markers</td>
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</table>

**Resources**  
- *Guidebook on the SLO Process*  
  - [www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm](http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm)

**Suggested Facilitation Process**

1. Watch online training *Module 7 Example Measurement Model*.

2. Refer participants to the article *Considerations for Analyzing Educators’ Contributions to Student Learning in Non-tested Subjects and Grades with a Focus on Student Learning Objectives*. Note that the ideas discussed in this article are appropriate for all content areas and grade levels.

3. Ask participants to read the article individually and use the following three symbols to annotate the text:
   - ![Checkmark](#)  
     Affirms my prior understanding
   - ![Exclamation Mark](#)  
     Surprises me
   - ![Question Mark](#)  
     Raises a question

4. When individuals are finished reading the article ask small groups to discuss what in the reading affirmed participants prior understanding, surprised them, and raised questions. Encourage groups to use the chart paper and other materials to organize their ideas.
5. Ask each group to share what affirmed their prior understanding, surprised them, and raised questions with the large group.

6. Help connect group experiences by pointing out trends or common questions.

7. Ask participants if they have any questions or comments at the conclusion of the module. If there are questions that you are unsure of please contact ISBE to ensure that correct information is shared.
Module 8
Identifying Expected Growth Targets

Introduction
The purpose of this module is to describe the practice of identifying expected student growth targets as part of the SLO process.

Materials
- Computer
- Computer speakers
- Projector
- Chart paper
- Sticky notes
- Markers

Approximate Time
90 Minutes

Handouts
- 8.1 Baseline Data

Resources
- Guidebook on the SLO Process
  - www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm

Suggested Facilitation Process

1. Watch online training Module 8 Identifying Expected Growth Targets.

2. Refer participants to Handout 8.1.

3. Ask participants to read the information included on the handout and reflect as small groups on current data collection practices. Encourage groups to use the chart paper and other materials to organize their ideas.

4. Extension: The facilitator may bring examples of baseline data included in Handout 8.1 for participants to use and/or ask participants to bring examples of baseline data. Using the example baseline data, ask participants to practice setting growth targets for individual students. This activity may be completed either individually or in small groups.

5. Ask each small group to share their ideas with the large group, and solicit ideas about how districts, schools, and teachers may improve their data collection and analysis process. How could this process become more collaborative?

6. Help connect group experiences by pointing out trends or common questions.

7. Ask participants if they have any questions or comments at the conclusion of the module. If there are questions that you are unsure of please contact ISBE to ensure that correct information is shared.
Handout 8.1 Baseline Data

Data collected and organized by teachers may be used to identify patterns of student performance. This data may be used to inform and differentiate instruction. Data may be quantitative (e.g., numbers) and qualitative (e.g., descriptive) and may include, but is not limited to, the following sources:

<table>
<thead>
<tr>
<th>Summative</th>
<th>Interim</th>
<th>Formative</th>
<th>Demographic</th>
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<tbody>
<tr>
<td>• End of Course/Year Assessments</td>
<td>• Mid-Year Assessments</td>
<td>• Performance Based Assessments</td>
<td>• IEP Status</td>
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<td>• Performance Based Assessments</td>
<td>• Unit/Chapter Assessments</td>
<td>• Self/Peer Assessments</td>
<td>• EL Proficiency</td>
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<td>• Portfolios</td>
<td>• Performance Based Assessments</td>
<td>• Discussion</td>
<td>• Attendance</td>
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<td>• Observation</td>
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<td>• Checklists</td>
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Note that many of these assessments may be collaboratively developed and used.

Many of these data sources may also be used as baseline data. Baseline data informs teachers about the content knowledge and abilities students have at the start of the school year or interval of instruction. Baseline data are used to establish expected growth targets or the expected outcomes at the end of the school year or interval of instruction. Many teachers already collect baseline data at the start of the school year in order to appropriately differentiate instruction.

Reflect on your current data collection practices, and how you might use current classroom assessment practices to collect baseline data as part of the SLO process.
Module 9
Documenting Actual Outcomes

Introduction
The purpose of this module is to describe the practice of documenting actual outcomes as part of the SLO process.

Materials
- Computer
- Computer speakers
- Projector
- Chart paper
- Sticky notes
- Markers

Approximate Time
60 Minutes

Handouts
- 9.1 Interpreting Data
- Special Instructions: Ask teachers and administrators to bring multiple sources of classroom assessment data with them prior to the training.

Resources
- Guidebook on the SLO Process
  - www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm

Suggested Facilitation Process

1. Watch online training Module 9 Documenting Actual Outcomes.

2. Refer participants to Handout 9.1.

3. Ask participants to divide into small groups of two or three to practice having conversations about classroom assessment data. If possible, there should be a mix of teachers and administrators in each group.

4. After participants are divided into their groups, ask them to use their data to discuss the following questions:
   - What conclusions might you draw from the data about your students?
   - What conclusions might you draw from the data about your instructional practice?
   - What changes might you make to your instructional practice to improve student learning?
   - How could you further engage students in the assessment and data analysis process?
   - What other data might you collect to help provide a more holistic picture of student learning, and your instructional practice?
5. Ask each group to share their experiences with the large group. Ask participants to reflect on how such collaborative conversations could be improved as part of the SLO process.

6. Help connect group experiences by pointing out trends or common questions.

7. Ask participants if they have any questions or comments at the conclusion of the module. If there are questions that you are unsure of please contact ISBE to ensure that correct information is shared.
Handout 9.1 Interpreting Data

Reflect on the classroom assessment data available to you. Use the following questions to guide a collaborative conversation between teachers and evaluators concerning the interpretation of the classroom assessment data:

- What conclusions might you draw from the data about your students?
- What conclusions might you draw from the data about your instructional practice?
- What changes might you make to your instructional practice to improve student learning?
- How could you further engage students in the assessment and data analysis process?
- What other data might you collect to help provide a more holistic picture of student learning and your instructional practice?

Next, reflect on your conversation. How could these types of collaborative conversations be improved as part of the SLO process?
Module 10
Assigning a Teacher Rating

Introduction
The purpose of this module is to describe an example process for assigning a teacher rating as part of the SLO process.

Materials
- Computer
- Computer speakers
- Projector

Approximate Time
30 Minutes

Resources
- Guidebook on the SLO Process
  - www.isbe.net/assessment/htmls/balanced-asmt.htm

Suggested Facilitation Process

1. Watch online training Module 9 Documenting Actual Outcomes.

2. Ask participants if they have any questions or comments at the conclusion of the module. If there are questions that you are unsure of please contact ISBE to ensure that correct information is shared.
Module 11
Statistical Measurement Models

Introduction
The purpose of this module is to identify and describe different statistical measurement models.

Materials
- Computer
- Computer speakers
- Projector
- Chart paper
- Sticky notes
- Markers

Approximate Time
60 Minutes

Suggested Facilitation Process

1. Watch online training Module 11 Statistical Measurement Models.

   This module provides a general introduction to statistical measurement models. Some educators may be interested in learning more about statistical measurement models and should reference the following resources:

   A Practitioner’s Guide to Growth Models


   Reliability and Validity of Inferences about Teachers Based on Student Test Scores

   How Should Educators Interpret Value-Added Scores

2. Ask participants if they have any questions or comments at the conclusion of the module. If there are questions that you are unsure of please contact ISBE to ensure that correct information is shared.
Module 12
Guidance for Special Populations

**Introduction**
The purpose of this module is to provide guidance for joint committees when considering the evaluation of teachers of students with disabilities, English learners, and early childhood students.

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<thead>
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<th>Materials</th>
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<tr>
<td>• Computer</td>
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<td>• Computer speakers</td>
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<td>• Projector</td>
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<td>• Chart paper</td>
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<td>• Sticky notes</td>
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**Resources**
- *Guidance on Building Teacher Evaluation Systems for Teachers of Students with Disabilities, English Learners, and Early Childhood Students*
  - [www.isbe.net/PEAC/pdf/guidance/14-3-teacher-eval-sped-ell-preschool.pdf](http://www.isbe.net/PEAC/pdf/guidance/14-3-teacher-eval-sped-ell-preschool.pdf)

**Suggested Facilitation Process**

1. Watch online training *Module 12 Guidance for Special Populations*.

2. Ask participants if they have any questions or comments at the conclusion of watching the module, and introduce participants to the guidance document.

3. The guidance document is organized into three sections: Special Education providers, Teachers of English Learners, and Early Childhood Educators.

4. Ask participants to take 5 minutes to look through the document, and familiarize themselves with its organization.

5. Ask participants to read the introduction and section that is most relevant to the student population they work with. Use the following three symbols to annotate the text:
   - ![Checkmark] Affirms my prior understanding
   - ![Exclamation Point] Surprises me
   - ![Question Mark] Raises a question

6. When participants are finished reading and annotating, ask small groups to discuss what in the guidance document affirmed participants prior understanding, surprised them, and raised questions. Encourage groups to use the chart paper and other materials to organize their ideas.
7. Ask each group to share what affirmed their prior understanding, surprised them, and raised questions with the large group.

8. Help connect group experiences by pointing out trends or common questions using chart paper or a blank PowerPoint slide.
Module 13
State Performance Evaluation Model

Introduction
The purpose of this module is to introduce educators to the required student growth components of the Performance Evaluation Reform Act (PERA) for joint committees that cannot come to agreement.

Materials
- Computer
- Computer speakers
- Projector
- Chart paper
- Sticky notes
- Markers

Approximate Time
60 Minutes

Resources
- Illinois Administrative Code Part 50
  - [www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf](http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf)

Suggested Facilitation Process

1. Watch online training Module 13 State Performance Evaluation Model.

2. Ask participants to read Subpart C of the Illinois Administrative Code Part 50. Use the following three symbols to annotate the text:

   ![Symbol] Affirms my prior understanding
   ![Symbol] Surprises me
   ![Symbol] Raises a question

3. When participants are finished reading and annotating, ask small groups to discuss what in the administrative code affirmed participants prior understanding, surprised them, and raised questions. Encourage groups to use the chart paper and other materials to organize their ideas.

4. Ask each group to share what affirmed their prior understanding, surprised them, and raised questions with the large group.

5. Help connect group experiences by pointing out trends or common questions using chart paper or a blank PowerPoint slide.
Closing and Reflection

Introduction
The purpose of the closing and reflection activities is to revisit the established expectations, reflect on accomplishments, and determine next steps.

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<thead>
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<th>Preparation and Materials</th>
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<td>Chart paper</td>
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<td>Sticky notes</td>
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<td>Markers</td>
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Handouts
0.2 Learning Plan

Suggested Facilitation Process

1. Ask participants to revisit the three questions that were identified at the start of the module or training and reflect on their learning before responding to each of the questions.

2. Solicit responses from participants and identify whether each question has been satisfactorily answered.

3. If a question has not been satisfactorily answered offer possible resources, and if needed, make a plan to contact ISBE and ask to talk to someone who can answer the question.

4. Refer participants to Handout 0.2.

5. Ask individuals to share any other questions they have with their group, and use Handout 0.2 to create a learning plan.

6. Conclude the module or training by summarizing main points and identify appropriate next steps.
Handout 0.2 Learning Plan

Identify any questions you still have.

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Identify the next steps and resources needed to answer your questions.

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