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Introduction

This guidebook describes the Student Learning Objective process and provides resources for Performance Evaluation Reform Act (PERA) Joint Committees who are working to incorporate the SLO process into a comprehensive performance evaluation plan.

Student Learning Objectives

A Student Learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time. The SLO process is neither an assessment nor a measurement model. The SLO process is solely an organizational and planning tool. The SLO process helps educators organize evidence of student growth using chosen assessments and selected measurement models.

The SLO template (see Appendix A) includes questions and statements that guide educators through the process of measuring student growth for the purpose of performance evaluation. This template helps teachers and evaluators identify appropriate learning goals and assessments that may be used to accurately measure student growth.

The SLO process is appropriate for use in all grade levels and content areas, and for use by both teachers and administrators. When implemented with fidelity, the SLO process benefits students, teachers, and evaluators:

- The SLO process supports the alignment of curriculum, instruction, and assessment practices to measure student learning specific to individual content areas, grade levels, and teachers.
- The SLO process encourages reflective teaching practices by supporting the use of timely assessment data to inform and differentiate instruction, and supports meaningful professional development opportunities.
- The SLO process promotes collaboration between teachers and administrators. Teachers may collaborate to develop SLOs with the support of their administration.
- The SLO process supports the use of authentic and performance-based assessments.
- The SLO process considers individual student needs.
Measuring Student Growth in Illinois

The Illinois Administrative Code Part 50 established the minimum requirements of valid and reliable performance evaluation systems for employees who hold a professional educator license endorsed in a teaching or administrative field and are serving as a teacher, principal or assistant principal. The administrative code includes rules that are outlined in this section of the guidebook that are relevant to the SLO process.

All educators are encouraged to read Illinois Administrative Code Part 50.

Section 50.110 Student Growth Components

Section 50.110 contains the minimum requirements for incorporating required student growth components into a district’s performance evaluation plan.

- The PERA joint committee will identify at least two types of assessments for evaluating each category of teacher (Illinois Administrative Code Part 50, Sub. B, Sec. 50.110).

- Type I: A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois.

- Type II: Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area.

- Type III: Any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measure student learning in that course.
  - A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area (Illinois Administrative Code Part 50, Sub. B, Sec. 50.30).

- The performance evaluation plan shall identify one or more measurement models to be used to determine student growth that are specific to each assessment chosen.
  - “Measurement model” means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student’s knowledge or skills over time (Illinois Administrative Code Part 50, Sub. B, Sec. 50.30).

- The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment.

- Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.

- The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.
• 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.

• A district using two Type III assessments for any category of teacher may delay the use of the second Type III assessment until the second year of implementation (Illinois Administrative Code Part 50, Sub. B, Sec. 50.110).

Section 50.210 Components of the State Performance Evaluation Model

A school district shall conform to the requirements of Section 50.210 for any portion of the performance evaluation plan outlined in Section 50.110 for which its joint committee could not reach agreement.

• Any joint committee that cannot agree to the percentage of student growth that shall comprise the performance evaluation rating assigned shall adopt a performance evaluation plan in which student growth is 50 percent of the performance evaluation rating assigned.

• Any joint committee that cannot agree upon one or both of the assessments required shall employ a student learning objective (SLO) process to identify how student growth will be measured for the applicable category of teacher (e.g., career and technical education, grade 2) for which no agreement is reached. The SLO process shall include at least the information listed in Section 50.220.

  o Teachers in the category for which agreement was not reached, or their representatives, shall recommend at least two but no more than four SLOs in response to each assessment (i.e., the assessment type (Type I, Type II or Type III) and specific instrument to be used) for which no agreement was reached.

  o The qualified evaluator shall choose the SLO to be used in the performance evaluation from among the options presented by the teachers. The learning goal, assessment and growth expectation that comprise the SLO shall conform to the following:

    ▪ Each learning goal of the SLO shall be aligned to the needs of the teacher's students or the classroom and shall be based on:

      • school wide or districtwide initiatives that address the content of the learning goal; and/or

      • the school improvement plan, as the plan may relate to the content of the learning goal.

    ▪ The assessment of the SLO shall support and measure the applicable learning goal identified. An adaptive conditional measurement model shall be employed to determine student growth specific to the learning goal being measured.
"Adaptive conditional measurement model" means a measurement model used to analyze assessment data to determine student growth that consists of at least a collection of baseline data that is used to determine student growth expectations for all students or for individual and/or groups of students and the recording of student outcomes in comparison to the growth expectations identified (Illinois Administrative Code Part 50, Sub. B, Sec. 50.30).

Any assessment identified shall not be the same assessment upon which the joint committee could not reach agreement.

If two assessments are to be identified then at least one shall be used by more than one teacher in the building or across the district, or by students in one grade level or course, if there is no more than one teacher in a particular category (e.g., career and technical education, grade 2).

- The growth expectations for the applicable learning goal shall be aligned to the needs of the teacher's classroom and students. Growth expectations also shall be reviewed at the midpoint of the interval of instruction and modified as may be necessary, provided that the teacher and the qualified evaluator mutually agree to any modifications to be made.

- In the event that the qualified evaluator determines that one or more of the SLOs do not meet the requirements, the qualified evaluator shall request that the teacher or teacher representatives propose an alternative to each SLO that the qualified evaluator finds inadequate. The qualified evaluator shall choose the SLO to be used in the performance evaluation either from among those SLOs developed or those proposed.
  
  - Results from each assessment shall constitute 50 percent of the final student growth rating to be assigned.
  
  - The teacher and the qualified educator shall agree in writing to the determinations made.

Any joint committee that agrees on the assessment to be used but cannot agree on the measurement model shall employ an adaptive conditional measurement model to determine student growth specific to the student growth expectations identified.

Any joint committee that cannot agree to a process to consider certain student characteristics (e.g., special education placement, English language learners, low-income populations) in each measurement model shall employ an SLO process to make that determination.

Any joint committee that cannot agree to the rating scale to be used to determine the student growth rating to be assigned shall determine the student growth rating to be assigned by totaling the percentage of students meeting the growth expectation from each assessment...
used to determine student growth and averaging that result, rounding to the nearest whole number.

- In the initial three years after a school district's implementation date for a performance evaluation system the rating scale shall meet the following requirements:
  - In instances in which less than 25 percent of students met the growth expectation identified the teacher shall be assigned a student growth rating of "unsatisfactory".
  - In instances in which at least 25 percent but no more than 50 percent of students met the growth expectation identified the teacher shall be assigned a student growth rating of "needs improvement".
  - In instances in which at least 51 percent but no more than 75 percent of the students met the growth expectation identified the teacher shall be assigned a student growth rating of "proficient".
  - In instances in which 76 percent or more of the students met the growth expectation identified the teacher shall be assigned a student growth rating of "excellent".

- Starting in the fourth year of a school district's implementation of a performance evaluation system the rating scale shall meet the following requirements:
  - In instances in which less than 40 percent of students met the growth expectation identified the teacher shall be assigned a student growth rating of "unsatisfactory".
  - In instances in which at least 40 percent but no more than 59 percent of students met the growth expectation identified the teacher shall be assigned a student growth rating of "needs improvement".
  - In instances in which at least 60 percent but no more than 79 percent of the students met the growth expectation identified the teacher shall be assigned a student growth rating of "proficient".
  - In instances in which 80 percent or more of the students met the growth expectation identified the teacher shall be assigned a student growth rating of "excellent" (Illinois Administrative Code Part 50, Sub. B, Sec. 50.210).

**Section 50.220 Student Learning Objective Process**

The information assembled as part of the SLO process shall address at least the following elements for each of the learning goal identified. The State Board of Education will make available an SLO template on its website that districts may choose to use or adapt for this purpose (see Appendix A).

- A list of the student population whose achievement will be measured for the purpose of
determining student growth;

- A description of the learning goal established.

- Standards associated with the learning goal.

- A description of the assessments and scoring procedures established that measure students’ understanding of the learning goal.

- Identification of growth expectations established at the beginning of the SLO process.

- Identification of adjustments made to the identified growth expectations at the midpoint of the SLO process, as applicable.

- Documentation of the number or percentage of students who achieved the identified growth expectations.

- An explanation of how the qualified evaluator translates the number or percentage of students who achieved the identified growth expectations into a final student growth rating; and


**Section 50.230 Performance Evaluation Rating**

Any joint committee that cannot agree on the way in which the professional practice rating and student growth rating will be used to determine the performance evaluation rating shall meet the applicable following requirements:

- For a performance evaluation plan in which student growth comprises 50 percent of the performance evaluation rating:
  
  o "Unsatisfactory" Performance Evaluation Rating

    A teacher shall be assigned a performance evaluation rating of "unsatisfactory" when both his or her professional practice rating and student growth rating are "unsatisfactory".

  o "Needs Improvement" Performance Evaluation Rating

    A teacher shall be assigned a performance evaluation rating of "needs improvement" when his or her:

    - professional practice rating is "proficient" or "needs improvement" and student growth rating is "unsatisfactory";
• professional practice rating and student growth ratings are "needs improvement";

• professional practice rating is "unsatisfactory" and student growth rating is "needs improvement"; or

• professional practice rating is "unsatisfactory" and student growth rating is "proficient".

o "Proficient" Performance Evaluation Rating

A teacher shall be assigned a performance evaluation rating of "proficient" when his or her:

• professional practice rating is "excellent" and the student growth rating is "unsatisfactory";

• professional practice rating is "excellent" and student growth rating is "needs improvement";

• professional practice rating is "proficient" and student growth rating is "needs improvement";

• professional practice and student growth ratings are "proficient";

• professional practice rating is "needs improvement" and student growth rating is "proficient";

• professional practice rating is "needs improvement" and student growth rating is "excellent"; or

• professional practice rating is "unsatisfactory" and student growth rating is "excellent".

o "Excellent" Performance Evaluation Rating

A teacher shall be assigned a performance evaluation rating of "excellent" when his or her:

• professional practice rating is "excellent" and student growth rating is "proficient";

• professional practice rating and student growth ratings are "excellent"; or

• professional practice rating is "proficient" and student growth rating is "excellent".
For performance evaluation plans in which student growth comprises a portion of the performance evaluation rating other than 50 percent, the performance evaluation rating assigned shall be calculated as set forth as follows:

- Each performance evaluation rating set forth under Sections 24A-5(e) of the School Code shall be assigned a numeric value of 1 for "unsatisfactory", 2 for "needs improvement", 3 for "proficient" and 4 for "excellent".

- The numeric value assigned to the student growth rating shall be multiplied by the percentage of the performance evaluation rating that comprises student growth, and the numeric value assigned to the professional practice rating shall be multiplied by the percentage of the performance evaluation rating that comprises professional practice.

- The products determined shall be added together, and the sum rounded to the nearest whole number (i.e., performance evaluation ratings lower than 2.5 would be rounded to 2 and performance evaluation ratings of 2.5 or higher would be rounded to 3).

- The result from subsection shall correspond to the performance evaluation rating with that numeric value (Illinois Administrative Code Part 50, Sub. B, Sec. 50.230).
Implementation Overview

The SLO process should be integrated into the district’s performance evaluation plan as a tool to organize the measurement of student growth and improve instruction using timely student assessment data. The development of SLOs requires an initial time commitment. However, once SLOs are developed they may be revised and used again for the next evaluation cycle. The following steps provide PERA joint committees with a framework for successful SLO implementation.

Step 1: Plan

- Create a shared calendar to manage timelines, targets, and meetings. An example calendar may be found in the PEAC Guidebook Implementing the Student Growth Component in Teacher and Principal Evaluation Systems.
- Design a communication plan to ensure that all stakeholders are well-informed about the decisions made by the PERA joint committee.
- Utilize the Student Growth Training Modules to facilitate professional development for the PERA Joint Committee, as well as all teachers, administrators, and evaluators.
- Determine what categories of teachers are required to use the SLO process, and how many SLOs are required. This decision may be based on the type and/or number of assessments required, and/or other factors including but not limited to existing assessment tools and opportunities for teacher collaboration.

Step 2: Develop

- Develop a strategic implementation timeline that includes SLO development, review, and approval.
- Adopt or develop a SLO template (see Appendix A).
- Develop a process for combining student growth measures, and assigning a teacher rating.

Step 3: Implement

- Convene collaborative groups/teams to develop SLOs.
- Pilot the SLOs (see Piloting).
- Utilize the SLO process as part of the performance evaluation plan district-wide.

Step 4: Sustain

- Develop a plan to monitor, evaluate, and improve the SLO process.
Piloting

Different components of the SLO process may be phased in over time as part of the piloting process. The piloting process should occur before the official implementation of the evaluation plan. This allows teachers, administrators, and evaluators time to develop familiarity and expertise in the process before any human resource decisions are made utilizing student growth data.

A pilot may begin the implementation of the SLO process within specific content areas, grade levels, or schools. This structure allows the SLO process to be piloted before implementing district-wide. Often specific content areas, grade levels, or schools are asked to pilot because they are determined “most likely to succeed,” will provide meaningful feedback during the development process, and model best practices during the district-wide implementation.
The SLO Process

The SLO process uses a template (see Appendix A) that contains guiding questions and statements. The example included in this guidance document organizes the guiding questions and statements within five elements that are outlined in this section of the guidebook. Completed SLO examples may be found in Appendix B and on the Balanced Assessment webpage.

The SLO process outlined in this guidebook has been adapted from the Center for Assessment SLO Toolkit.

Element 1: Learning Goal

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment. The guiding questions and statements included within this element help teachers and evaluators reflect on the process of developing a meaningful learning goal.

The learning goal may include one big idea. A big idea integrates multiple content standards, and links units of instruction together. The big idea chosen should be representative of the most important learning and typical student growth in a specific content area, grade level, or classroom. A teacher covers many big ideas over the course of a school year or course, but chooses one big idea per SLO.

In addition, educators assigned to teach multiple courses, subjects, or grade levels may choose a specific course, subject, or grade level for each SLO in collaboration with the evaluator.

Element 2: Assessments and Scoring

Assessment, evaluation, and scoring procedures should be used to support and measure the learning goal. The guiding questions and statements included within this element help teachers and evaluators determine how assessments will be used to monitor student growth, over multiple points in time, in order to inform and differentiate instruction for all students.

Assessments may include, but are not limited to, standardized assessments, unit or chapter assessments, authentic assessments, and performance-based assessment.

Element 3: Growth Targets

The guiding questions and statements included within this element help teachers and evaluators identify appropriate growth targets. Growth targets should be differentiated for individual students or groups of students. Growth targets should be ambitious, yet realistic for students to achieve in the specified period of time.

In addition, the choice of measurement model will also inform how assessments will be used, and how growth targets will be identified.
Element 4: Actual Outcomes

The actual outcomes identify how students performed at the end of the instructional period. The guiding questions and statements included within this element prompt teachers to record the actual number or percentage of students who achieved the identified growth targets.

Element 5: Teacher Rating

The method for determining a teacher rating for each SLO must be determined by the PERA joint committee. A teacher rating process is outlined in the State Performance Evaluation Model (Illinois Administrative Code Part 50).

SLO Cycle

The example SLO Cycle included in this guidebook contains six steps. The goal is to create an efficient and effective evaluation cycle that supports collaboration between teachers and evaluators.

Step 1 of the cycle begins the SLO process. During this step, teachers will complete the first three elements of the SLO template. During Step 2 of the cycle, the teacher meets with the evaluator for the initial review and approval of the SLO. The evaluator may provide feedback to the teacher to ensure the SLO is rigorous and attainable.

Step 3 of the cycle highlights the importance of using timely student assessment data to inform and differentiate instruction during the first half of the cycle. During Step 4 of the cycle, the teacher and evaluator meet to discuss students’ progress towards meeting the identified growth targets. The evaluator may provide suggestions for adjusting instruction to ensure student success. In addition, adjustments may be made to the SLO under circumstances that the PERA Joint Committee has deemed allowable. Such circumstances may include but are not limited to the following situations:

- The teacher’s assignment has changed.
- There have been significant changes in the student population.
- Student nonattendance issues.

Step 5 of the cycle highlights the importance of using timely student assessment data to inform and differentiate instruction during the second half of the cycle. During Step 6 of the cycle, the teacher completes Element 4, documenting the actual outcomes and participates in a final review with the evaluator. During this step, the evaluator assigns a final teacher rating.
Adaptive Conditional Measurement Model

This section of the guidebook provides an example measurement model and discusses the implications of this measurement model on the SLO process. This example measurement model requires three basic steps, and has been adapted from Marion, DePascale, Domaleski, Gong, and Diaz-Bilello (2012).

Step 1: Collect Baseline Data

Within this model, teachers collect baseline data at the beginning of the school year or interval of instruction. Baseline data provides measures of student understanding and ability to apply content knowledge. Many teachers already collect baseline data at the start of the school year in order to appropriately differentiate instruction. These data may also be gathered by reviewing a student’s cumulative/temporary file. Baseline data may include, but is not limited to, the following data:

- Early Course Work
- Pre-Assessment(s)
- Student Surveys
- IEP Information
- English Language Proficiency
- Attendance
- Historical Assessment Data

Step 2: Determine Growth Targets

Student growth targets are then identified for individual students. Growth targets are also identified within Element 3 of the SLO template.

Ideally, teachers would examine trend data that they have collected over multiple years to determine growth targets. If trend data is not available, educators may choose to look at data from students past performance in a prior grade or course along with the baseline data collected at the start of the school year or course.

Teachers would then discuss with their evaluator why the specific growth targets were set, citing baseline and/or trend data and goals for the upcoming school year or course. This discussion takes place during Step 2, the initial review, of the SLO Cycle.

During Step 4, the midcourse check-in, of the SLO Cycle, the teacher and evaluator examine the data collected during the first half of the cycle to determine if students are on track to meet their growth targets, and whether the growth targets need to be adjusted due to over- or underestimation, and/or justifiable circumstances for certain students.

Step 4: Document Actual Outcomes

Finally, the teacher documents how many students met their identified growth targets. In addition, the teacher should document how many students exceeded or did not meet their growth targets and why that may have been. This step is completed as part of Element 4 of the SLO template, and discussed during Step 6, final review, of the SLO Cycle.
Conclusion

This guidebook describes the SLO process and provides resources for PERA Joint Committees who are working to incorporate the SLO process into a comprehensive performance evaluation plan. It is important to remember that a SLO is a detailed process used to organize evidence of student growth over a specified period of time, and that the SLO process is neither an assessment nor a measurement model. The SLO process is an organizational and planning tool.

Please explore the resources provided in this document, and on the Balanced Assessment webpage and contact the Assessment and Accountability Division with questions.

Assessment and Accountability
Illinois State Board of Education
110 North First Street
Springfield, IL 62777

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

Performance Evaluation Reform Act

[www.isbe.net/PERA/default.htm](http://www.isbe.net/PERA/default.htm)

The Performance Evaluation Reform Act (PERA) (Senate Bill 315; Public Act 96-0861) was passed by the Illinois General Assembly and signed by the Governor in January 2010. In relation to measuring student growth PERA requires that:

- Upon the implementation date applicable to a school district or other covered entity, performance evaluations of the principals/assistant principals and teachers of that school district or other covered entity must include data and indicators of student growth as a “significant factor”.

This webpage provides information concerning the Performance Evaluation Reform Act (PERA).

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)

The Illinois Administrative Code Part 50 established the minimum requirements of valid and reliable performance evaluation systems for employees who hold a professional educator license endorsed in a teaching or administrative field and are serving as a teacher, principal or assistant principal. Performance evaluation systems shall assess both professional competence or practice, and student growth.

Balanced Assessment Webpage

[www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm](http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm)

This webpage contains all resources developed by the division concerning local assessment and student growth. These resources include the following:

- **Student Growth Training Modules Series**
  
  The training modules are designed for both teachers and administrators to collaboratively engage in high quality professional development opportunities.

- **Student Growth Training Modules Series Facilitation Guide and Supplementary Materials**
  
  The facilitation guide is a companion to the Student Growth Training Modules Series. 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.
• Guidebook on the Student Learning Objective Process

This guidebook describes the Student Learning Objective (SLO) process and provides resources for Performance Evaluation Reform Act (PERA) Joint Committees who are working to incorporate the SLO process into a comprehensive performance evaluation plan.

• SLO Template

This is a word document that contains the SLO template. Joint Committees are encouraged to adapt this template to meet their local contexts.

• SLO Examples

Each example SLO provides a different grade level, content area, or course example that aligns with the Guidebook on the SLO Process.

• Student Assessment Inventory for School Districts

The Student Assessment Inventory for School Districts is a tool districts may use to take stock of their assessments and assessment strategy from a student perspective. Districts are encouraged to adapt the student assessment inventory for their local context and use.

• Assessment Inventory Facilitation Process

This document is a companion to the Student Assessment Inventory for School Districts. This document provides a step-by-step facilitation process for districts to follow when using the assessment inventory.

• Guiding Principles for Classroom Assessment

This document has been developed to guide educators as they select and develop quality classroom assessments.

Performance Evaluation Advisory Council

www.isbe.net/PEAC/default.htm

This webpage contains a variety of resources for educators working to implement the Performance Evaluation Reform Act (PERA).

Center for Assessment SLO Toolkit

www.nicia.org/slo-toolkit/

The SLO Toolkit is a collection of resources developed by the Center for Assessment.
Appendices
Appendix A  
Student Learning Objective Template

This is an example Student Learning Objective (SLO) template that may be adapted to suit the needs of individual school districts. The example SLO template was designed to include guiding questions and statements that are important for both teachers and evaluators to reflect upon throughout the SLO process.

A Student Learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time. The SLO process is appropriate for use in all grade levels and content areas and establishes meaningful goals aligning curriculum, instruction, and assessment. This template guides teachers and evaluators through a collaborative SLO process. Portions of this template were adapted from the Center for Assessment SLO Toolkit. In addition, domains and components that may align with each element of the template are included from the Danielson Group Framework for Effective Teaching to support discussion between teachers and evaluators.

Check boxes are included throughout the template to document the initial discussion and approval of each element. Evaluators may include written feedback concerning each element directly into the template using a different font color.

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<td>Midcourse Check-In Sign-Off</td>
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<td>Description of changes made during the Midcourse Check-In:</td>
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<td>Due Date of Final SLO</td>
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Element #1: Learning Goal

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

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<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 3: Instruction</th>
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<tr>
<td>1a Demonstrating Knowledge of Content and Pedagogy</td>
<td>3c Engaging Students in Learning</td>
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<td>1c Setting Instructional Outcomes</td>
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</tr>
<tr>
<td>1e Designing Coherent Instruction</td>
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</table>

☐ Describe the learning goal.

☐ What big idea is supported by the learning goal?

☐ Which content standards are associated with this big idea?  
*List all standards that apply, including the text of the standards (not just the code).*

☐ Describe the student population.

☐ Describe the instruction and strategies you will use to teach this learning goal.  
*Be specific to the different aspects of the learning goal.*

☐ Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).

☐ Explain how this time span is appropriate and sufficient for teaching the learning goal.

Questions to Guide Discussion

- Why is this learning goal important and meaningful for students to learn?
• In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured (e.g., cognitive complexity)?

Element #2: Assessments and Scoring

Assessment and evaluation procedures should be used to support and measure the learning goal. Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

Questions to Guide Discussion

• How often will you collect data to monitor student progress toward this learning goal?
• How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?

Element #3: Expected Growth Targets

In order to identify expected growth targets, educators must first identify students’ actual performance through a review of available data reflecting students’ starting points (i.e., baseline) concerning the learning goal. After the expected growth targets are identified, both the teacher and evaluator should reflect on whether the growth targets are ambitious, yet realistic for students to achieve in the specified period of time.
## Domain 1: Planning and Preparation

### 1b Demonstrating Knowledge of Students

1c Setting Instructional Outcomes

- Identify the actual performance (e.g., test scores, performance tasks, etc.) to establish starting points (i.e., baseline) for students.

- Using students’ starting points (i.e., baseline) identify the number or percentage of students expected at each growth target based on their assessment performance(s) (i.e., expected growth). Be sure to include any appropriate subgroups.

### Questions to Guide Discussion

- Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students’ understanding of the learning goal (i.e., baseline data).
- Explain how these expected growth targets demonstrate ambitious, yet realistic goals, for measuring students’ understanding of the learning goal.

## Element #4: Actual Outcomes

### Domain 3: Instruction

3e Demonstrating Flexibility and Responsiveness

### Domain 4: Professional Responsibilities

4a Reflecting on Teaching
4b Maintaining Accurate Records

- Record the actual number or percentage of students who achieved the student growth targets. Be sure to include any appropriate subgroups.

Please provide any comments you wish to include about the actual outcomes:
Required for Evaluator
☐ Explain how the actual number or percentage of students who achieved student growth targets translates into an appropriate teacher rating.

Element #5: Teacher Rating

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<th>Proficient</th>
<th>Excellent</th>
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</thead>
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<td>25% - 50% of Students Met the Indicated Growth Target(s).</td>
<td>51% - 75% of Students Met the Indicated Growth Target(s).</td>
<td>76% - 100% of Students Met the Indicated Growth Target(s).</td>
</tr>
</tbody>
</table>

Date: 
Evaluator Signature:

Date: 
Teacher Signature:
Appendix B
Ninth Grade English Example

A Student Learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time. The SLO process is appropriate for use in all grade levels and content areas and establishes meaningful goals aligning curriculum, instruction, and assessment. This template guides teachers and evaluators through a collaborative SLO process. Portions of this template were adapted from the Center for Assessment SLO Toolkit. In addition, domains and components that may align with each element of the template are included from the Danielson Group Framework for Effective Teaching to support discussion between teachers and evaluators.

Check boxes are included throughout the template to document the initial discussion and approval of each element. Evaluators may include written feedback concerning each element directly into the template using a different font color.

Educator Information

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<tr>
<th>Academic Year</th>
<th>2014 - 2015</th>
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<tbody>
<tr>
<td>Educator Name</td>
<td>Example Teacher</td>
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<tr>
<td>School Name</td>
<td>Example School</td>
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<tr>
<td>District Name</td>
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Planning Information

<table>
<thead>
<tr>
<th>Course/Subject Name</th>
<th>English I</th>
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<tr>
<td>Brief Course Description</td>
<td>Ninth Grade English I focuses on comprehension and composition of narrative, descriptive, expository, and persuasive texts and essays. This course exposes students to a variety of texts from American and world cultures. Students read novels, short stories, plays, essays, poems, and nonfiction.</td>
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<td>Interval of Instruction</td>
<td>9/15/15 - 1/31/15</td>
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Timeline and Sign-Off

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<thead>
<tr>
<th>Evaluator Name and Title</th>
<th>Example Evaluator</th>
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<tr>
<td>Initial SLO Evaluator Sign-Off</td>
<td>9/15/15</td>
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<tr>
<td>Midcourse Check-In Sign-Off</td>
<td>11/17/15</td>
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</table>

Description of changes made during the Midcourse Check-In:

The growth target for Tony was adjusted from capable to experienced due to collected evidence (e.g., work samples, assessment data) indicating that he was on track to exceed his initial target. In addition, David and Talia were removed from the SLO due to absences exceeding 50% of the first half of the SLO cycle.

Due Date of Final SLO | 1/31/15
Element #1: Learning Goal

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 3: Instruction</th>
</tr>
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<tbody>
<tr>
<td>1a Demonstrating Knowledge of Content and Pedagogy</td>
<td>3c Engaging Students in Learning</td>
</tr>
<tr>
<td>1c Setting Instructional Outcomes</td>
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</tr>
<tr>
<td>1e Designing Coherent Instruction</td>
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</table>

☒ Describe the learning goal.

Students will apply the 6+1 Trait © writing model (e.g., ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) when writing expository essays.

☒ What big idea is supported by the learning goal?

The big idea supported by the learning goal is the common traits of good writing represented by the 6+1 Trait © writing model.

☒ Which content standards are associated with this big idea? List all standards that apply, including the text of the standards (not just the code).

New Illinois Learning Standards

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

CCSS.ELA-Literacy.W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
| **CCSS.ELA-Literacy.W.9-10.2d** Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| **CCSS.ELA-Literacy.W.9-10.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| **CCSS.ELA-Literacy.W.9-10.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

| **Describe the student population.** |
| The student population includes 16 ninth grade students enrolled in English I. In addition, Juliet, Richard, and Manuel have IEPs for specific learning disabilities, and Richard is also categorized as an English Learner. |

| **Describe the instruction and strategies you will use to teach this learning goal. Be specific to the different aspects of the learning goal.** |
| Students will analyze a variety of samples of trait-based writing in course texts. In addition, students will build writing portfolios that include drafts, revisions, and final copies of essays that they have worked on throughout the school year. Students will also engage in self- and peer-assessment of their writing that will be included in the writing portfolio. |

| **Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).** |
| The English I course meets for one hour a day, five days a week for the entire school year. |

| **Explain how this time span is appropriate and sufficient for teaching the learning goal.** |
| Students will have daily opportunities to engage in trait-based writing activities that will increase in complexity throughout the school year. |

**Questions to Guide Discussion**

- Why is this learning goal important and meaningful for students to learn?
  - The application of the 6+1 Trait © writing model allows students to establish foundational writing skills that will be applicable within any content area or grade level.

- In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured (e.g., cognitive complexity)?
  - Students are learning to think critically about their writing and the writing of others as they write, analyze, edit, and revise text.
**Element #2: Assessments and Scoring**

Assessment and evaluation procedures should be used to support and measure the learning goal. Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 3: Instruction</th>
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<tbody>
<tr>
<td>1d Demonstrating Knowledge of Resources</td>
<td>3d Using Assessment in Instruction</td>
</tr>
</tbody>
</table>

- **Describe the assessments and evaluation procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students' understanding of the learning goal.**

  A variety of expository writing prompts have been created by the district English department aligned to the district curriculum and state standards. The 6+1 Trait © writing rubric will be used to evaluate these writing prompts throughout the school year. In addition, formative assessment such as self- and peer-assessment will be used to regularly check for student understanding.

- **Describe how the assessments and evaluation procedures may be differentiated to meet the needs of all students described in the student population.**

  Assessments will be differentiated for Juliet, Richard, and Manuel according to the accommodations included in student’s individual IEPs.

  Juliet will be allowed to use a word processor to complete all written coursework and assessments. Richard and Manuel will both receive extended time to complete assessments, and Manuel will also receive all directions and writing prompts verbally.

  In addition, Richard will also be provided with a task specific glossary, picture prompts for all directions, and a paragraph template that includes appropriate guiding questions for writing an expository essay.

- **Explain how student performance is defined and evaluated using the assessments. Include the specific rubric and/or evaluation criteria to be used.**

  The writing prompts and formative assessments are scored using the 6+1 Trait © writing rubric: [http://educationnorthwest.org/webfm_send/1435](http://educationnorthwest.org/webfm_send/1435)

**Questions to Guide Discussion**

- How often will you collect data to monitor student progress toward this learning goal?
  - Data will be collected prior to instruction and at the completion of each unit of instruction using the writing prompts and rubric. In addition, data will be collected throughout each unit of instruction using formative assessment.
• How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?
  o Data collected from these assessments will be used to differentiate instruction as necessary dependent on the individual needs of the students.

Element #3: Expected Growth Targets

In order to identify expected growth targets, educators must first identify students’ actual performance through a review of available data reflecting students’ starting points (i.e., baseline) concerning the learning goal. After the expected growth targets are identified, both the teacher and evaluator should reflect on whether the growth targets are ambitious, yet realistic for students to achieve in the specified period of time.

Domain 1: Planning and Preparation
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes

<table>
<thead>
<tr>
<th>Identify the actual performance (e.g., test scores, performance tasks, etc.) to establish starting points (i.e., baseline) for students.</th>
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Using students’ starting points (i.e., baseline) identify the number or percentage of students expected at each growth target based on their assessment performance(s) (i.e., expected growth). Be sure to include any appropriate subgroups.

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Note. X* Adjusted growth target.

Questions to Guide Discussion

- Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students’ understanding of the learning goal (i.e., baseline data).
  - Students were given an expository writing prompt prior to instruction at the beginning of the school year. This writing prompt provided a baseline measure that identified students’ initial placement into five performance levels. In addition, trend data from two prior school years were used to identify growth targets for students. Formative assessment was used to confirm students’ initial placement within the first two weeks of instruction.

- Explain how these expected growth targets demonstrate ambitious, yet realistic goals, for measuring students’ understanding of the learning goal.
  - These targets are ambitious and realistic for a ninth grade yearlong English I class. Many ninth grade students struggle with their writing. Learning the 6+1 Trait writing model will provide valuable tools that students will apply throughout the school year as they increase their understanding through the process of writing, analyzing, editing, and revising text.
Element #4: Actual Outcomes

Domain 3: Instruction
3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4a Reflecting on Teaching
4b Maintaining Accurate Records

Record the actual number or percentage of students who achieved the student growth targets. Be sure to include any appropriate subgroups.

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Please provide any comments you wish to include about the actual outcomes:

All students met their growth targets with the exception of Esther who exceeded her growth target moving from developing to experienced, and Manuel who did not meet his growth target. Additional work samples were examined that confirm Manuel’s performance level.

Required for Evaluator

Explain how the actual number or percentage of students who achieved student growth targets translates into an appropriate teacher rating.

Approximately 93% of students met their identified growth targets. Therefore, the appropriate teacher rating is excellent. A plan has been established by the teacher to further differentiate instruction to support Manuel achieve his growth target by the end of the school year.
## Element #5: Teacher Rating

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<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>Less than 25% of Students Met the Indicated Growth Target(s).</td>
<td>25% - 50% of Students Met the Indicated Growth Target(s).</td>
<td>51% - 75% of Students Met the Indicated Growth Target(s).</td>
<td>76% - 100% of Students Met the Indicated Growth Target(s).</td>
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</tbody>
</table>

Date: 1/31/15  
Evaluator Signature: Evaluator

Date: 1/31/15  
Teacher Signature: Teacher
Appendix C
Measurement Model Example

The adaptive conditional measurement model helps educators organize and analyze assessment data for the purpose of measuring student growth. The goal of this model is to provide educators with timely data so they may inform and differentiate instruction to ensure student success. This model may be used as part of the SLO process, corresponding with Elements 3 and 4, and includes three steps.

SLO Context

Grade Level/Course: Ninth Grade English I

Learning Goal: Students will apply the 6+1 Trait writing model (e.g., ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) when writing expository essays.

Assessments and Scoring Procedures: The teacher has developed multiple expository writing prompts that will be used at the conclusion of each unit of instruction throughout the SLO cycle. Student essays will then be formally evaluated using the 6+1 Trait writing rubric (see link below). The expository writing prompts and rubric will be used as the required Typed III assessment for the purpose of this teacher’s performance evaluation. In addition, students’ progress may be evaluated using formative assessment practices such as self- and peer-assessment as well as other coursework focused on learning and applying the 6+1 Trait writing concepts.

Link to 6+1 Trait writing rubric: http://educationnorthwest.org/webfm_send/1435

Step 1: Collect Baseline Data

The students complete an expository writing prompt prior to instruction at the beginning of the school year, and use the 6+1 Trait writing rubric to evaluate their understanding and application of the 6+1 Trait writing concepts. The rubric contains the following performance levels that will be used to measure student growth throughout the SLO process:

- Beginning
- Emerging
- Developing
- Capable
- Experienced
- Exceptional

The teacher will also collect data concerning students IEP and EL status from their cumulative files to consider as part of the baseline data collected.

Step 2: Determine Growth Targets

Student growth targets are then identified for individual students. In this example, the teacher has collected trend data concerning students’ expository writing for the past two years. Using this data, the teacher is able to identify patterns of typical student growth in her classroom. The teacher uses the
trend data and baseline data to determine realistic growth targets for her current students.

In this example, please note that Juliet, Richard, and Manuel have very specific needs that will impact their growth targets. For example, Juliet, Richard, and Manuel all have IEPs for specific learning disabilities, and Richard is also categorized as an English Learner. These students may require differentiated instruction and assessments.

Figure 1. Expected Growth Targets

<table>
<thead>
<tr>
<th>Student</th>
<th>English Learner</th>
<th>Identified Disability</th>
<th>Writing Prompt 1</th>
<th>Growth Target</th>
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<td>Developing</td>
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<td>Melissa</td>
<td></td>
<td></td>
<td>Developing</td>
<td>Capable</td>
</tr>
<tr>
<td>Richard</td>
<td>2.0</td>
<td>LD (Reading)</td>
<td>Beginning</td>
<td>Developing</td>
</tr>
<tr>
<td>Tony</td>
<td></td>
<td></td>
<td>Developing</td>
<td>Capable</td>
</tr>
</tbody>
</table>

Midcourse Check-In

At the midcourse check-in, the collected data was examined to determine if students were on track to meet their growth targets. The teacher and evaluator determined that Tony was on track to exceed his initial growth target. Therefore, Tony’s growth target was adjusted from capable to experienced. This information is documented at the beginning of the SLO Template under the heading “Timeline and Sign-Off.”

Step 3: Document Actual Outcomes

Finally, the teacher documents how many students met their identified growth targets.

Figure 2. Actual Outcomes

<table>
<thead>
<tr>
<th>Student</th>
<th>WP1</th>
<th>WP2</th>
<th>WP3</th>
<th>WP4</th>
<th>Growth Target</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juliet</td>
<td>Emerging</td>
<td>Developing</td>
<td>Developing</td>
<td>Capable</td>
<td>Capable</td>
<td>✓</td>
</tr>
<tr>
<td>Manuel</td>
<td>Emerging</td>
<td>Emerging</td>
<td>Developing</td>
<td>Emerging</td>
<td>Developing</td>
<td>-</td>
</tr>
<tr>
<td>Melissa</td>
<td>Developing</td>
<td>Developing</td>
<td>Capable</td>
<td>Capable</td>
<td>Capable</td>
<td>✓</td>
</tr>
<tr>
<td>Richard</td>
<td>Beginning</td>
<td>Beginning</td>
<td>Emerging</td>
<td>Developing</td>
<td>Developing</td>
<td>✓</td>
</tr>
<tr>
<td>Tony</td>
<td>Developing</td>
<td>Developing</td>
<td>Capable</td>
<td>Experienced</td>
<td>Experienced</td>
<td>✓</td>
</tr>
</tbody>
</table>

Note. Exceeds Growth Target (+), Meets Growth Target (✓), Does Not Meet Growth Target (-).

In this example, four of the students met their identified growth targets. However, Manuel did not meet his growth target. The assessment data collected for Manuel also displays a non-linear pattern, moving from Emerging to Developing, and back to Emerging. The teacher was not sure why this patterned
occurred, and decided to collect more data to confirm her assessment of Manual’s abilities. First, she asked a fellow teacher to evaluate samples of Manuel’s writing using the same rubric to ensure that she was using the rubric appropriately. The second teacher gave Manuel’s writing samples the score of Emerging.

Next, the teacher decided to look at other work samples and compare them to the writing prompts Manuel completed. These writing samples also indicated that the score of Emerging is appropriate, and Manuel did not meet his growth target of Developing.

The teacher then reflected with her evaluator about what changes to her instructional practice and what other supports may be needed to help Manuel work toward achieving his identified growth target.

**Teacher Rating**

In order to document a final teacher rating the evaluator must compare the actual outcomes with the identified growth targets. The evaluator must provide an explanation of how the actual number or percentage of students who achieved the identified student growth targets translates into an appropriate teacher rating.