



# Illinois State Board of Education

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## Guidebook on Student Learning Objectives for Type III Assessments

*This document is intended to provide non-regulatory guidance on the subject matter listed above. For specific questions, please contact the person(s) identified in the document.*

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Dr. Christopher Koch, State Superintendent

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# **Guidebook on Student Learning Objectives for Type III Assessments**

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*Guidance for PERA Joint Committees*

**February 2013**

This guidebook was developed by the  
**Illinois Performance Evaluation Advisory Council**

# Contents

Chapter 1. About This Guidebook .....	1
Why Use Student Learning Objectives? .....	2
SLOs and the Teacher Evaluation Context in Illinois .....	4
District Plan Requirements .....	5
Chapter 2. Practical Planning Steps for Joint Committees .....	7
Step 1. Assess Readiness and Identify Supports .....	8
Step 2. Plan for SLO Implementation .....	9
Step 3. Decide the Details: Building the SLO Process .....	12
Chapter 3. SLOs: The Basics .....	16
Types of SLOs .....	22
What Does the SLO Cycle Look Like? .....	22
How Many SLOs Are Needed for Each Teacher? .....	24
Who Sets SLOs? .....	25
Chapter 4. Developing SLOs: Five Key Steps .....	27
Step 1: Review Standards and Content and Identify the Key Learning Concepts .....	27
Step 2: Gather and Analyze Student Data .....	28
Step 3: Identify the Student Population and the Interval of Instruction .....	28
Step 4: Select or Develop a Type III Assessment .....	29
Step 5: Develop a Growth Target and a Rationale .....	30
Chapter 5. Creating a Review and Documentation Process .....	32
Evaluator Review .....	32
Building-Level Review Process .....	33
District-Level Review Process .....	33
Sample Timelines .....	34
Chapter 6. Creating a Scoring Structure .....	37
Option A. Holistic .....	37
Option B. Analytical .....	38
Option C. Tiered Rating Scale .....	38
Option D. Matrixes .....	38

Chapter 7. Combining Multiple SLOs .....	40
Option A. Combining SLOs Using Ratings.....	40
Option B. Analytical Scoring With Weights .....	41
Chapter 8. Combining SLO Scores With Other Student Growth Measures.....	42
Option A. Profile Approach for Combining Student Growth Measures .....	42
Option B. Numerical Approach .....	42
Chapter 9. Evaluating, Monitoring, and Reporting.....	44
References.....	45
Appendix A. What the Regulations Say .....	46
Appendix B. Identifying District and School Readiness for Implementation .....	47
Appendix C. SLO Examples.....	49
Appendix D. Guidance on Selecting Assessments for SLOs .....	59
Appendix E. Sample Template for the Analysis of Student Data.....	64
Appendix F. The SLO Template.....	65
Appendix G. Sample Midpoint Check-In Meeting Protocol .....	67
Appendix H. The SLO Template Checklist and Review Documentation .....	68
Appendix I. State Performance Evaluation Model: SLO Requirements .....	71
Appendix J. SLO Process Examples.....	74

## Chapter 1. About This Guidebook

Illinois educators deserve the strongest possible support in achieving their central goal—helping all students learn, grow, and achieve the knowledge and the skills needed for college and careers in the 21st century workforce. To accomplish this goal, Illinois educators need (1) clear and meaningful feedback on their instructional practices; (2) accurate and informative data on student learning and growth to guide improved instructional strategies; and (3) access to high-quality, targeted professional development to improve their instructional practices.

Teacher leaders in Illinois have led the call for aligned systems of support, particularly in the design of the new teacher evaluation systems currently being developed in Illinois school districts. In August 2012, a broad cross-section of 75 teacher leaders and administrators from across Illinois convened at the Educator Leadership Institute (ELI), which was held jointly by the Illinois Federation of Teachers, the Illinois Education Agency, and Advance Illinois, with support from the Illinois State Board of Education (ISBE). Based on the discussions and the ideas generated at the institute, ELI teachers presented a series of recommendations at the ISBE meeting on October 29, 2012. Specifically, ELI participants recommended that ISBE do the following:

- Connect initiatives to support teacher growth through learning.
- Build models of distributed leadership for qualified teachers to act as peer evaluators, mentors, and leaders of professional development.
- Offer models for how to use professional development time in schools (e.g., professional learning communities, peer assistance and review, and release time).
- Ensure that evaluation information is integrated into both school-based and individual teacher professional development plans.
- Develop guidance on conversations, observations, and the use of data, including how to integrate such guidance with professional development.<sup>1</sup>

The Performance Evaluation Advisory Council (PEAC) shares this vision of creating an aligned evaluation system that promotes and encourages professional growth and continuous learning. In recommending student learning objectives (SLOs) as a measurement model for Type III assessments, PEAC feels that this approach offers the strongest option for encouraging a teacher-driven, collaborative process that fairly measures student growth through valid, reliable, meaningful, and aligned Type III assessments. When implemented with fidelity, including job-embedded professional development and training, the SLO process can provide a structured process that supports educators' professional growth in both assessment and instruction.

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<sup>1</sup> A full copy of ELI's presentation to ISBE is available at <http://www.isbe.net/board/meetings/2012/oct/eli-pres1012.pdf>.

This guidebook provides Performance Evaluation Reform Act (PERA) Joint Committees with guidance and resources on using SLOs as one part of a comprehensive teacher evaluation system built on multiple measures of teacher performance. PEAC recommends using SLOs as a measure of student growth specifically for Type III assessments; however, the recommendations and resources presented here also can be applied to developing an SLO process for Type I and Type II assessments. This lengthy guidebook describes all of the available options related to SLOs. It will help PERA Joint Committees work through the decision-making steps for an SLO process for their school districts.

The guidance, examples, tools, and resources provided in this guidebook are offered as resources and supports to Joint Committees in designing and implementing an SLO process. PERA does not require any of the SLO examples, samples, or process recommendations provided here. Joint committees should feel free to reject, modify, adapt, or use any of the examples, tools, or resources provided in this guidebook. All examples are intended as resources to stimulate discussion. The examples are the result of lengthy conversations between school districts and unions and have been developed based on the needs, culture, climate, and context of school districts. These examples can serve as ideas and starting places for discussions as school districts and unions collaborate to develop their own SLO processes.

Joint committees that are unable to reach an agreement on data and indicators for student growth within 180 calendar days after their first meeting will be required to “adopt those aspects of the State model...about which the Joint Committee is unable to agree” (Illinois Administrative Code, Part 50, Sub. C, Sec. 50.200 [a]). For those school districts defaulting to the state model for student growth for Type III assessments, SLOs are the required measurement model for student growth. For details on the state model SLO requirements, see *Appendix I: State Performance Evaluation Model: SLO Requirements*.

For individual teachers interested in locating information on how to develop strong SLOs, integrate SLOs into their existing instructional practices, and navigate the SLO process in their own school districts, the PEAC website (<http://www.isbe.state.il.us/peac/>) has numerous supporting materials and resources; teachers also can use the materials and resources developed and by their school districts.

## **Why Use Student Learning Objectives?**

SLOs are increasingly used in states and school districts across the United States as a measure of student growth. Early experiences suggest that SLOs, when implemented with fidelity, offer a measurement model for student growth that aligns more directly with actual classroom instruction and teacher practices than those of other growth models. By providing teachers and principals with a structured process for selecting assessments and setting goals for student learning, the SLO process builds collaboration and communication while giving teachers greater control over how the growth of their students is assessed and measured.

When coupled with strong professional development for educators on developing rigorous, valid, and high-quality assessments, the SLO process can support improved alignment between state standards, curricula, and classroom assessment while promoting the professional growth of teachers. Because the SLO process provides a clear structure for setting growth goals on a multitude of assessment types (including, for example, teacher- or school-created assessments, performance tasks with a rubric, and student work samples), using SLOs encourages better comparability and accurate demonstration of student learning across multiple teacher types.

In addition, PEAC recommends SLOs as a measurement model for Type III assessments for the following reasons:

- SLOs promote the intent of Type III assessments to ensure that teachers are assessed using student growth measures aligned with the content, the curriculum, and student needs specific to teacher and school contexts.
- SLOs meet the requirements of PERA and Administrative Code Part 50 for including student growth in teacher evaluations.
- SLOs support reflective teaching practice. The SLO process asks teachers to identify standards and curricula, analyze student needs, set goals, use data to assess student progress, and adjust instruction based on formative assessment data.
- SLOs can promote collaboration and a shared vision. If appropriate conditions are established, a team of teachers can develop SLOs; otherwise, individual teachers can develop SLOs. A culture of shared reflection on practice and mutual support is reinforced by identifying district and school goals and collaboratively developing SLOs.
- SLOs are adaptable. In addition to being available for all teachers to use, SLOs also can adapt to changes in curricula and assessments.

Although SLOs have many benefits and much promise, they also present serious, practical challenges and trade-offs. Implementing the SLO process fairly and with fidelity will require a significant time commitment from teachers and administrators. As a result, the decision to implement SLOs requires that a school district's Joint Committee commit to providing the necessary time, resources, and support. Designing the SLO process carefully is critical to reducing the time commitment as much as possible. SLOs can quickly become unduly burdensome if school districts "overdesign" the process and create overly complicated or inefficient systems for completing SLOs. As a result, the SLO process can unnecessarily end up as an additional layer of expectations and tasks for teachers, not a supportive process integrated into effective instructional practices.

Compared to standardized measures, SLOs present a challenge for assessing the comparability of student growth results on Type III assessments across schools and school districts. Although true comparability is an important goal, it is not always attainable; Joint Committees will need to



focus carefully on establishing processes and procedures that allow for fairness in the teacher evaluation plan within a school district.

Finally, SLOs can have unintended consequences when they are used for high-stakes decisions, such as inappropriate decisions about rigor in growth targets over time when pressure is placed on educators to meet expected targets.

Although fully acknowledging these challenges, PEAC is committed to working with ISBE to ensure that SLOs are implemented to maximize their potential benefits and ameliorate their challenges. In addition, PEAC recognizes that SLO processes and supports will need to be continuously revised and improved as ISBE learns from school districts and educators implementing SLOs during the next three years.

## **SLOs and the Teacher Evaluation Context in Illinois**

In 2010, Illinois started down an education reform path to develop a stronger system of evaluation and support for educators. With the passage of PERA and Senate Bill 7, the Illinois Legislature established a legal framework that requires Illinois school districts to establish Joint Committees charged with creating new performance evaluation systems for teachers that include measures of student growth as a significant factor in teachers' summative performance evaluations.

To support school districts in this task, Sec. 24A-7 of PERA required that ISBE, informed by PEAC recommendations, adopt rules defining student growth and methods for measuring student growth. In December 2011, ISBE adopted the proposed Administrative Code, which included rules governing the development of a state model for teacher performance evaluation and measuring student growth<sup>2</sup> (see definitions at right).

**Student growth** is a demonstrable change in the knowledge and skills of a student or a group of students, as evidenced by gain and/or attainment on two or more assessments between two or more points in time.

A **measurement model** is the process in which two or more assessment scores are analyzed to identify a change in a student's knowledge or skills over time.

Specifically, the Administrative Code requires that Joint Committees identify two assessment types to measure student growth for each category of teachers, as well as one or more measurement models that use multiple data points to determine student growth using the selected assessments (Illinois Administrative Code Part 50, Sub. B, Sec. 50.110 [b]). In selecting

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<sup>2</sup> The statutory definitions in the box include the term *attainment*; however, the word *attainment* in the statutory language here should not be misconstrued as allowing SLOs to be set that do not reference a student's starting point and ending point. For example, setting an SLO target that calls for 80 percent of the students passing the final course exam is not appropriate. This SLO does not account for student skill levels at the beginning of the course and does not reference two assessments (a pretest and posttest) at two points in time.

assessments to measure student growth, school districts must select from three types of assessments (see Table 1).

**Table 1. Types of Assessments**

Assessment Type	Description from Illinois Administrative Code Part 50, Sub. A, Sec. 50.30
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 nondistrict 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 districtwide 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 measures student learning in that course”

*Note.* Type I and II assessments may be also be considered Type III if they align to the curriculum and are capable of measuring student learning in the subject (Illinois Administrative Code Part 50, Sub. A, Sec. 50.30).

## District Plan Requirements

Under PERA and Illinois Administrative Code Part 50, school districts and teachers unions must develop comprehensive teacher evaluation plans that include data and measures of student growth. The following summarizes the legal and administrative rule requirements that all district plans must include for measuring student growth:

- Select a measurement model for each assessment that includes multiple data points.
- Identify at least one Type III assessment that must be used to measure student growth for each category of teachers.
- State the general nature of any Type III assessment chosen (e.g., teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by subject or grade-level experts that are administered commonly across a given grade or subject area in a school) and describe the process and the criteria that the qualified evaluator and teacher will use to identify or develop the specific Type III assessment to be used.
- Determine the categories of teachers who do not have Type I or Type II assessments available. For teachers without Type I or II assessments, the evaluation plan must include a minimum of two Type III assessments.
- Set student growth expectations that are consistent with the assessment and the model selected.

- Develop a uniform process for collecting formative student learning data at the midpoint of the evaluation cycle that will assess progress and inform instructional adjustments but will not be included in student growth scores.
- Discuss how student characteristics (e.g., special education placement and English language learners [ELLs]) are used in the measurement model.

In November 2012, PEAC recommended SLOs as one approach for measuring growth using Type III assessments. This guidebook provides detailed recommendations, guidance, information, and examples to assist school districts in incorporating an SLO process into their teacher evaluation plans. None of these resources should be construed as a PERA requirement. The following sections provide an overview of SLOs and suggested recommendations for Joint Committees on developing and implementing an SLO process for Type III assessments.

**Do all school districts need to use SLOs to measure student growth for Type III assessments?**

Although PEAC recommends SLOs, they are not required unless the school district defaults to the state model. School districts have autonomy to implement a measurement model for Type III assessments, including SLOs, in a way that best fits their specific contexts.

For school districts that default to the State Performance Evaluation Model for student growth, SLOs are the required measurement model for Type III assessments. *Appendix I: State Performance Evaluation Model: SLO Requirements* describes the minimum requirements for the SLO process in the state model.

## Chapter 2. Practical Planning Steps for Joint Committees

Implementing an SLO process across a school district requires careful planning and thoughtful execution by district staff. Joint committees play a critical role in ensuring that a rigorous SLO process is aligned with other district initiatives, is integrated into teachers' instructional practices, and lessens the paperwork and the time burden on teachers and evaluators as much as possible. This section provides a road map with step-by-step suggestions for Joint Committees to use when considering and planning for an SLO process. It begins with a high-level overview of the steps in developing an SLO process (Figure 1). Next, each step is discussed in more detail, including explanations, guiding questions, and links to resources to support Joint Committees as they work through each step.

**Figure 1. Overview of Steps for Developing an SLO Process**



### *Step 1. Assess Readiness and Identify Supports*

- Determine the level of knowledge and supports needed for the Joint Committee.
- Assess the levels of knowledge and preparedness of district staff, administrators, and teachers.
- Assess critical challenges in the school district's data infrastructure.
- Identify opportunities to collaborate with other school districts, regional offices of education (ROEs), and institutions of higher education in your area to support the SLO development process.

### *Step 2. Plan for SLO Implementation*

- Integrate SLOs with the broader evaluation system and district initiatives.
- Develop communication, training, and professional development plans.
- Develop strategic implementation timelines.

### *Step 3. Decide the Details: Building the SLO Process*

- Decision 1: Determine the categories of teachers that require one SLO or two SLOs (based on the number of Type III assessments required).

- Decision 2: Determine the types of SLOs that can be used.
- Decision 3: Determine the steps in the SLO development process.
- Decision 4: Select or develop a list of Type III assessments.
- Decision 5: Select or develop an SLO review and documentation process.
- Decision 6: Decide on SLO scoring, weighting, and a process for combining growth measures.
- Decision 7: Develop a plan for monitoring and evaluating the SLO process.

## **Step 1. Assess Readiness and Identify Supports**

An SLO process works best when Joint Committees and the district staff members who are responsible for implementing SLOs are knowledgeable about SLOs and are supported in the implementation process. As a first step, Joint Committees should assess their own readiness to implement SLOs, as well as the readiness of district staff, administrators, and teachers within the school district who will carry the bulk of the burden in implementing SLOs. After assessing readiness and identifying the key challenges that need to be addressed, Joint Committees should consider what supports may be available to support the design and implementation process in their school districts.

To help Joint Committees complete Step 1, there are eight guiding questions.

### **Guiding Questions**

1. Do we, as a Joint Committee, have a deep enough understanding of the SLO process to begin this work? If not, what training, resources, and supports do we need?
2. How aware are district educators of the evaluation system as a whole and SLOs in particular?
3. What level of access do teachers and administrators have to student data in our school district?
4. How skilled are teachers and evaluators in the analysis of student data?
5. Do teachers in our school district have access to high-quality assessments that include pretests, posttests, and formative assessments?
6. Are teachers and evaluators prepared to develop and evaluate high-quality assessments to ensure that those assessments are aligned to a standards-based curriculum?
7. What is the general infrastructure and mechanisms for implementing, monitoring, and improving procedures over time?

8. What opportunities exist or could be created to collaborate with other school districts, ROEs, and institutions of higher education in your area to support the SLO development process?

In working through these guiding questions, Joint Committees can draw on several resources and suggested follow-up steps.

- **Appendix B.** The table in *Appendix B: Identifying District and School Readiness for Implementation* describes district and school readiness for SLOs across a continuum from “not ready for SLOs” to “ready for SLOs,” which is aligned with the previous guiding questions. Joint committees can review this table to determine their school district’s level of preparedness and identify the most critical challenges that need to be addressed during the planning process.
- **Take the pulse.** Because teachers and evaluators (most often principals and other building administrators) are the main actors in the SLO process, their understanding of SLOs ensures that they will be able to set accurate objectives to measure student learning. Prior to implementation, knowledge building may be required. These activities may include the following:
  - Collecting data on SLO understanding by teachers, principals, and evaluators
  - Assessing the data analysis skills and assessment literacy of teachers and evaluators
  - Gathering feedback from teachers and evaluators on SLO implementation and addressing their questions
  - Using the aforementioned information to inform development of the SLO process and the needed supports

By regularly taking the pulse of those charged with implementation, Joint Committees may be better positioned to know what supports and resources are needed in the field, anticipate and address challenges, and communicate effectively with all stakeholders. These efforts take planning and require time prior to implementation. Done well, they can help inform long-term planning and sustainable implementation.

## Step 2. Plan for SLO Implementation

Before Joint Committees wade into the details of designing an SLO process, it is important that they first consider how SLOs will be rolled out and implemented in their school districts. Teachers, evaluators, and SLO leaders need a coherent vision that shows how SLOs fit into and support the overall educational vision for a school district. To create a sustainable culture of SLO use, Joint Committees can prepare guidance and resources that assess educator understanding of SLOs and accurately communicate the SLO process. In addition, the school district can stagger

implementation to avoid overwhelming those charged with implementation and organize supports to reduce the time commitment burden on teachers and evaluators.

## **Integrate SLOs**

An SLO process works best when it is thoughtfully and intentionally integrated into a school district's broader goals and the evaluation system as a whole. Joint committees should avoid adding SLOs as a separate process that creates unnecessary time burdens on teachers and administrators. Moreover, Joint Committees must be proactive and intentional in presenting the SLO process as an integrated part of both the evaluation system and a teacher's instructional practices. The following guiding questions can serve as a starting point for Joint Committee discussions on this topic:

- How does SLO implementation align with the goals and the purposes of the teacher and school leader evaluation system?
- How does this work support other elements of the evaluation system and its implementation?
- How can the SLO process be integrated into standing events that foster teacher collaboration and teacher/evaluator communication? (For example, see the timelines in *Section 3: SLOs: The Basics*.)
- How can SLOs be integrated into instructional practices and activities that teachers and administrators already engage in?

## **Develop Communication, Training, and Professional Development Plans**

Develop communication, training, and professional development plans for teachers and evaluators to carry forward the implementation process. Ensure that the communication plan includes clear and multiple opportunities for teachers and evaluators to have input and provide feedback about both the design and the implementation of the SLO process. The following guiding questions will enable this process:

- What is the level of stakeholder engagement in educator evaluation reforms?
- What is the degree of commitment to the school district's shared vision from all stakeholders?
- How will SLOs be clearly communicated and explained to stakeholders, such as teachers, school leaders, students, and parents?
- How can the school district engage stakeholders in developing, implementing, and revising the SLO process?
- What venues of communication are already available for SLO implementation? What venues need to be created?

- What training opportunities are available through the state, ROEs, or external organizations?
- What additional professional development opportunities may be important for teachers in your school district (e.g., assessment literacy and student data analysis)?

In working through these guiding questions, Joint Committees can draw on several resources and suggested follow-up steps.

- Communication materials play a critical role in supporting teachers and principals in the inevitable culture change that accompanies SLOs. Unfortunately, this step is often overlooked. As a starting point, create documents that identify the key messages of SLO implementation. Sharing how SLOs fit into the larger evaluation system provides context for the work and helps ensure that all stakeholders receive the same information around expectations and content. If possible, in-person communication on the SLO basics and the details of the timeline and the process are a solid next step. Regularly updated frequently asked questions and easily accessible libraries of resources are useful mechanisms for communication.
- Transition plans can be helpful at two critical junctions of implementation:
  - Transition plans can provide a road map for how a school district will shift from the old evaluation system to a new evaluation system that includes SLOs.
  - Transitioning expertise from administrative staff or consultants to those charged with implementation requires planning from the very beginning. During the early implementation stages, consultants may play a large role in developing materials and providing training, but such support is often unsustainable. Joint committees will need to determine how school districts will ultimately take ownership of SLOs. Articulating how a school district will build sufficient expertise and allocate resources to support implementation (such as time and materials for SLO trainers and staff needed to support implementation) should not be an afterthought.

### **Develop Strategic Implementation Timelines**

Joint committees will make many decisions during the SLO implementation process. Fortunately, several states and school districts have already begun SLO implementation and have developed innovative ways to ensure successful implementation. Most of these efforts revolve around strategic implementation timelines that phase in different components over time. There are a variety of ways to stagger implementation. Depending on your school district's overall evaluation system implementation timeline, one or more of these approaches may be beneficial to consider.

**Gradual Implementation.** When possible, create implementation timelines that strategically roll out different aspects of SLOs over time. For teachers required to have two Type III assessments,



an option available to all school districts, regardless of the full system implementation date, is to require only a single Type III assessment for the first year of implementation (Administrative Code, Sec. 50.110[b][3][B]). In addition, Joint Committees may ask teachers to create an individual SLO the first year and add additional subgroup or districtwide SLOs in Year 2 or Year 3 of the implementation timeline. This gradual approach allows teachers and evaluators to develop familiarity and expertise in SLOs and provide feedback on the process before tackling multiple or more complex SLOs.

**Piloting Without Stakes.** Some states, such as Rhode Island and Ohio, are piloting SLOs and did not attach human capital decisions to results in their first year of implementation. This format enabled teachers and evaluators to gain experience with the process in a low-stakes environment.

**Sample Piloting.** Another approach is to stagger the implementation of SLOs in subsets of grades or schools based on the needs of the school staff and the students. Many states and school districts are implementing SLOs, whereas others in their state or school district are not. This structure allows trainers to target their supports to the new adopters before implementing SLOs districtwide or statewide. Another option is to select a set of schools that are most likely to be able to successfully implement SLOs. By first implementing in a best-case scenario, states and school districts can determine which challenges need to be addressed prior to full-scale implementation and, possibly, which best practices should be replicated across a school district.

**Responsive Implementation.** Still another approach is to refine the SLO process over time based on district information and needs. For example, in Austin, Texas, educators in nine schools began implementing SLOs by creating individual SLOs. Over the course of three years, implementation expanded to 15 schools. After recognizing that teachers already were collaborating and acting as teams informally and in response to principal requests for more shared accountability, the Austin school district shifted to requiring one individual SLO that can be targeted and one team SLO that must cover all students in a course. A responsive approach to implementation can reassure stakeholders that the school district values their input and can, ultimately, improve the implementation of the SLO process.

### **Step 3. Decide the Details: Building the SLO Process**

Designing an SLO process requires Joint Committees to make decisions about the basic structure, steps, and tools that teachers and administrators will employ to complete the SLO process. This subsection overviews the decisions that Joint Committees will need to make as part of designing an SLO process. For concrete examples, see *Appendix J: SLO Process Examples*.

The remaining sections in this guidebook provide Joint Committees with detailed information, guidance, and tools to support careful and thoughtful decisions on each topic area. For ease of use by committee members, the specific sections and appendixes relevant for each decision are summarized here.

## **Decision 1**

Determine which categories of teachers will be required to have one Type III assessment and which will require two Type III assessments.

- How many SLOs are required for each category of teacher in your school district?
- How should your school district's operational guidelines for student growth inform considerations for special categories of teachers?

Within each category, note any additional considerations that may be relevant in developing the SLO guidelines for each category:

- The distribution of the time teachers spend with specific populations of students
- Multiple building assignments
- Teachers on special assignment
- Teachers with student teachers in the classroom

Review *Section 3: SLOs: The Basics* and PEAC's *Guidance on Creating Operating Guidelines for a Student Growth Model in Teacher Evaluation Systems* or your own school district's operational guidelines.

## **Decision 2**

Determine what types of SLOs will be allowed and under what conditions they can be used.

- Are teacher-team SLOs required or acceptable?
- What needs to be done to create the conditions necessary to use team SLOs?
- Are targeted or tiered SLOs acceptable or required?

Review *Section 3: SLOs: The Basics*. Additional examples are available in *Appendix C: SLO Examples*

## **Decision 3**

Select and articulate each step that teachers and administrators should follow to develop an SLO.

- What elements do teachers need to include in an SLO (e.g., standards and content, the population of students, the interval of instruction, and rationale)?
- How many students need to be included in an SLO?
- What do teachers need to include in their growth targets and rationales?

- What tools and templates will the school district provide to support teachers in developing SLOs?

Review *Section 3: SLOs: The Basics* and *Section 4: Developing SLOs: Five Key Steps*. Sample tools are available in *Appendix E: Sample Template for the Analysis of Student Data*, *Appendix F: The SLO Template*, and *Appendix H: The SLO Template Checklist and Review Documentation*.

#### **Decision 4**

Select the appropriate Type III assessments for each category of teachers. Identify the assessments that need to be developed and the supports needed to do so.

- What assessments already exist in the school district that can be used as Type III assessments? What assessments may need to be created?
- Are individual teacher-developed or teacher -identified assessments allowed?
- How can team-developed assessments be encouraged and supported?
- What district-developed or district-purchased assessments are appropriate?

Review *Appendix D: Guidance on Selecting Assessments for SLOs* and use it as a starting point for vetting the available assessments in your school district and as a resource for creating assessments as needed. Create a list of available assessments or other data that teachers can use as a resource in selecting or developing assessments for various grades and content areas within your school district. For categories of teachers where there are few available assessments, consider what types of additional support and resources your school district may need to make available to teachers to create rigorous and valid assessments.

For example, if there are few music assessments available, you may wish to create formal opportunities for music teachers from across the school district to collaborate in creating assessments, with support from district assessment experts. In smaller school districts, it may be important to reach out to other school districts, ROEs, or professional associations to create opportunities for teachers to collaborate across the school districts in your region.

#### **Decision 5**

Select or develop an SLO review and documentation process.

- How are SLOs reviewed or approved?
- What tools support the SLO review and documentation process?
- What information systems in the school district can be used to create an efficient process that minimizes the paperwork burden for teachers and administrators?

- What review and approval timeline is most appropriate for your school district?

Review *Section 5. Creating a Review and Documentation Process*. Sample tools are available in *Appendix G: Sample Midpoint Check-In Meeting Protocol* and *Appendix H: The SLO Template Checklist and Review Documentation*.

### **Decision 6**

Decide how SLOs will be scored and combined with other measures of student growth. Determine what percentage or weight your school district will attribute to SLOs within the broader evaluation system.

- How are SLOs scored?
- What scale is used to score SLOs? How does this compare with the scale used to score other measures of student growth?
- How are two or more SLOs combined to create a single SLO score?
- What scoring processes have already been selected as part of the larger evaluation system?
- What weight are student growth measures given within the larger evaluation system? What portion of that weight is attributed to SLOs?

Review *Section 6. Creating a Scoring Structure*, *Section 7: Combining Multiple SLOs* and *Section 8: Combining SLO Scores With Other Student Growth Measures*. Review *Appendix A: What the Regulations Say* for information on PERA requirements around weighting student growth measures.

### **Decision 7**

Develop a plan for monitoring and evaluating the SLO process.

- How will SLOs be monitored in the school district?
- What other teacher effectiveness measures will be useful for triangulation?
- What research questions will best support improving and revising the SLO process?
- What avenues of collaboration will support SLO implementation and improvement?

Review *Section 9: Evaluating, Monitoring, and Reporting*.

## Chapter 3. SLOs: The Basics

SLOs<sup>3</sup> are “a set of goals that measure educators’ progress in achieving student growth targets” (Lachlan-Haché, Cushing, & Bivona, 2012a, p. 1). By setting rigorous, comparable, and attainable student growth goals, SLOs provide teachers with an opportunity to demonstrate the extent of the academic growth of their students through assessments that are aligned to both state standards and classroom instruction.

Teachers set SLOs at the beginning of their courses and identify the amount of growth that their students will make over an established time period. These growth targets are set by reviewing baseline data, identifying trends in student performance, selecting the key content and standards that students should know by the end of instruction, and choosing appropriate assessments that measure that content and student growth.

Diverse assessments can be used to demonstrate student growth using an SLO process. As noted previously, Illinois teachers must identify at least one Type III assessment that can be used to demonstrate student growth. The definition of a Type III assessment (“Any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course”) is deliberately open ended to enable teachers to select or develop assessments that closely match their specific course content and instruction. A Type III assessment can include, for example, common assessments, end-of-course exams, or performance tasks and portfolios of student work that are scored with a rubric. Additional guidance on selecting or creating Type III assessments is in *Appendix D: Guidance on Selecting Assessments for SLOs*.

SLOs generally contain the same type of information, although different states and school districts add information based on their particular contexts. In Illinois, Joint Committees can consider including the following suggested elements:

- **Baseline data and trend data.** SLO data should summarize student information (test scores from previous years and the results of pretests), identify student strengths and weaknesses, and review trend data to inform the objective and establish the amount of growth that should take place.
- **Student population.** The students, content area, the grade level, and the number of students included in the objective.

### Key Distinction

An SLO process is not a Type III assessment. SLOs create a measurement model that enables an evaluator to analyze scores from two or more Type III assessments and identify whether a preestablished goal(s) has been met through a demonstrated change in a student’s knowledge and skills over time.

<sup>3</sup> The guidance provided in this document is taken from Lachlan-Haché, Cushing, and Bivona (2012a, 2012b, 2012c).

- **Targeted student population.** The specific group(s) of students to whom an SLO applies.
- **Interval of instruction.** The duration of the course that an SLO will cover, including the beginning and end dates.
- **Standards and content.** The content, skills, and specific standards to which an SLO is aligned. All SLOs should be broad enough to represent the most important learning or overarching skills but narrow enough to be measured.
- **Assessment(s).** The assessment(s) that will be used to measure student growth for the objective. Content or grade-level experts from within the school or the school district should review the assessment selection.<sup>4</sup> In cases where an appropriate assessment does not exist, ISBE encourages that school districts bring together teams of teachers to create shared assessments across the school district to increase rigor and comparability. The assessment(s) should (1) be based on a standards-aligned curriculum, (2) effectively measure course content, and (3) have sufficient stretch so that all students may demonstrate learning. If supplemental assessments are needed to cover all ability levels in the course, this section should provide a plan for combining multiple assessments. For more detailed information, see *Appendix D: Guidance on Selecting Assessments for SLOs*.
- **Growth target.** The target for student growth should reflect high expectations for student learning and be developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the classroom to allow all students to demonstrate growth, or the target can be equally applicable to all students in a class, a grade, or a subject.
  - **Tiered Target Example:** Following is an example of a tiered target that indicates student growth based on scores from the pretest and the posttest.

#### **Important Note**

Because each SLO relies on a Type III assessment, the quality of an SLO as a measure of student growth is only as good as the quality of the Type III assessment being used.

Ensuring that school districts, evaluators, and teachers have access to high-quality assessments developed and based on a standards-aligned curriculum—and have the knowledge and skills to identify or develop high-quality assessments—is critical to ensuring that SLOs in Illinois are a fair and valid component of teacher evaluation.

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<sup>4</sup> Content or grade-level experts from outside the school district also are helpful resources but are not required as part of the SLO process.

Students scoring at ____ on the pretest...	Will achieve a score at ____ on the posttest.
41–60	65–74
61–80	75–90
81–90	91–100
91–100	95 plus 85 or higher on the capstone project

- **Whole-course SLO example:** “During the fall semester, all students in my course will progress at least one zone on the FitnessGram assessment.”
- **Rationale for growth target.** High-quality SLOs include strong justifications for why the goal is important and achievable for this group of students. Rationales should draw on assessment, baseline, and trend data and student outcomes as well as curriculum standards; they should be aligned to broader school and district goals.
- **Instructional strategies.** Instructional strategies that are intended to support student growth as specified in an SLO should be appropriate for all students or a targeted group of students. SLOs will be useful only if they are actively connected to instructional planning and strategies. By including instructional strategies as part of an SLO, the purpose is to support teachers and administrators in collaborating and thinking through connecting SLOs to the instructional process. Joint Committees can opt against including this as part of the written SLO and instead encourage the discussion of instructional strategies connected with SLOs as part of the professional learning community and lesson-planning process. Conversation and thought around how an SLO is enacted through changes in instructional practice are critical to encourage and embed in the SLO process.

Figure 2 is a concrete example of a completed SLO and further elaborates each SLO component. As a reminder, the examples provided in this guidebook are provided as a resource for discussion and should serve as an idea or a starting point for district and teacher union collaborations in developing their own SLO processes. For additional examples of SLOs in a variety of grades and subjects, as well as sources for accessing SLO examples from states and school districts across the United States, see *Appendix C. SLO Examples*.

## Figure 2. Example SLO

**Teacher Name:** Mrs. Reno

**Content Area and Course:** Science/General Education; General Science

**Grade Level(s):** Grade 7

**Academic Year:** 2012–13

*Please use the guidance provided in addition to this template to develop the components of an SLO and populate each component in the spaces provided.*

### Student Population

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

All of my third-period class of seventh-grade science students. There are 18 students in the class.

### Baseline and Trend Data (attach baseline data roster report from the district data system for your identified student population)

*Please add any additional comments, information, or special circumstances to give any necessary context to the attached roster.*

I have several students in the class who did not meet the growth goal in their class last year, and I am going to have to watch them very closely to see how things are going.

### Interval of Instruction (if not a year, rationale for semester, quarter, or other interval)

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

This is a unit SLO for chemistry. This area of the curriculum generally runs from the beginning of December through the end of February.

### Standards and Content

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

**11.A.3c** Collect and record data accurately using consistent measuring and recording techniques and media.

**12.C.3a** Explain interactions of energy with matter, including changes of state and the conservation of mass and energy.

**12.C.3b** Model and describe the chemical and physical characteristics of matter (e.g., atoms, molecules, elements, compounds, and mixtures).

**13.A.3a** Identify and reduce potential hazards in science activities (e.g., ventilation and handling chemicals).

**13.B.3f** Apply classroom-developed criteria to determine the effects of policies on local science and



technology issues (e.g., energy consumption, landfills, and water quality).

**CC.7.W.3.d** Text types and purposes: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### Assessment(s)

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

A teacher-created chemistry unit exam that includes a hands-on component, a multiple-choice section, and a written essay response.

### Student Characteristics

*What accommodations will you make to allow for the consideration of student characteristics or special student populations (e.g., special education, ELL, and at risk)?*

- For special education students, the individualized education program (IEP) requirements will be followed. For example, some students will take an alternate form of the test with questions adapted with simpler language or read aloud. The growth goals will be adapted for each student on an individual basis based on prior growth evidence.
- ELL students will be tested using a modified form of the exam. The growth goals will be adapted for each student on an individual basis based on prior growth evidence.
- At-risk students and poverty students have absenteeism issues, so the growth goal will be less ambitious due to lack of exposure to material during the unit. If a student misses more than 95 percent of the school year, removal from the SLO requirements may result.
- All students scoring more than 91 percent on the pretest will be given an alternate assessment for the posttest. I will use an essay style of test: It will test the same standards in a different and higher level manner, and it will require students to show a deeper level of synthesis. I will use the district-approved scoring rubric for writing in the content area. All students will be expected to score 3.5 or better to meet the growth goal.
- All students not identified in the previous four categories will have rigorous but reasonable growth goals based on prior baseline data indicators. (Most will be expected to grow a minimum of 15 percent.)

### Growth Goal(s)

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

Taking into account student's entry level of skill, all students will meet their target score on the final assessment:

Pre-assessment Baseline Score Range	Target Score Range on Post Assessment
41-60	<b>70 or increase score by 15 points, whichever is greater</b>

61-80	<b>85 or increase score by 15 points, whichever is greater</b>
81-90	<b>95 or increase score by 7 points, whichever is greater</b>
91-100	<b>3.5 or better on the alternative assessment</b>

### **Rationale for Growth Goals**

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

This goal is reasonable because I will have ample time to instruct my students. There will be three chapter tests along the way, so I can monitor and adjust instruction as necessary. I have built in three days for full class reteaching if necessary. Students on track will have alternate work those days.

*The following two sections are to be completed at the midpoint check-in meeting.*

### **Midpoint Learning Data Review**

*What kind of midpoint data did you examine to review student progress toward goals? What did your review reveal? What adjustments to instruction will be made (if any)?*

I have reviewed Chapter 4 and 5 tests. I implemented two reteaching days so far. I retaught the Bohr model to the whole class on Day 18 after informal assessments revealed great misunderstandings.

### **SLO Adjustments**

*Based on the midpoint data review, will there be any adjustments to any aspects of this SLO? Describe (if any).*

None necessary.

## Types of SLOs

Teachers can set SLOs that best match their particular teaching responsibilities, subject areas, grade levels, or student populations. Some of the most common types of SLOs are as follows:

- Course-level SLOs are focused on the entire student population for a given course, often across multiple classes.
- Class-level SLOs are focused on the student population in a specific class.
- Targeted student SLOs are separate SLOs for subgroups of students who need specific support.
- Targeted content SLOs are separate SLOs for specific skills or content that students must master.
- Tiered SLOs are course- or class-level SLOs that include differentiated targets for a range of student abilities.

Examples of each SLO type are provided in *Appendix C: SLO Examples*. These examples are intended to be resources for Joint Committee discussion and do not constitute the requirements for any individual teacher or school district. Joint Committees should approach these examples as exemplars that can guide their own understanding of the variety of SLOs that can be developed.

## What Does the SLO Cycle Look Like?

The typical SLO cycle (Figure 3) includes teachers and evaluators collaborating to develop and review SLOs early in the year and a midpoint meeting where the teacher and the evaluator meet to discuss formative assessment data or information and check on student progress toward meeting the SLO growth targets. During this meeting, the teacher and the evaluator should discuss any specific adjustments to instructional practices that are needed to ensure that the students are on target to meet the SLO growth targets. At the end of the cycle, the teacher and the evaluator review SLO attainment against the summative assessment data, discuss the final SLO summative rating and scoring for the teacher, and engage in a dialogue about future professional growth plans or goals based on the SLO results.

**Figure 3. A Typical SLO Cycle**



Evaluators participate in this process by lending support to teachers who are developing SLOs by reviewing and approving SLOs. The evaluator reviews SLOs created by a teacher using a checklist developed by the Joint Committee (for an example, see *Appendix H: Sample SLO Template Checklist and Review Documentation*) and provides constructive feedback and suggested changes to ensure that the teacher’s SLO is both rigorous and attainable. Throughout the evaluation cycle, the evaluator should collaborate with the teacher to ensure that students are on track to meet the growth target. At the conclusion of the evaluation cycle, the evaluator uses a standardized process to score the teacher’s outcomes in meeting the SLO growth targets and combines the SLO outcomes with other evaluation measures to create a summative score. Most importantly, the evaluator provides the teacher with feedback to inform improvements in practice, identify relevant professional development, and set SLOs for the next evaluation cycle.

To create an efficient and less burdensome evaluation process, Joint Committees need to plan carefully to build the SLO cycle into the broader evaluation cycle. In many of the new teacher evaluation systems that have resulted from PERA, teachers will engage in goal setting early in the year, meet with the evaluator for pre- and postobservation conferences several times throughout the cycle, and meet for a summative evaluation conference at the end of the cycle. SLOs follow a similar pattern that can easily be incorporated into already established meetings between the evaluator and a teacher.

Tables 2 and 3 provide sample timelines for the SLO cycle.

**Table 2. Combined Annual Evaluation and SLO Cycle (Full Academic Year)**

Month	Annual Evaluation Cycle	SLO Cycle
September–October	1. Goal-setting meeting	1. Develop SLOs
		2. Review SLOs
November–March	2. Pre- or postobservation meeting	3. Midpoint check-in
April–May	3. Summative evaluation meeting	4. Final SLO review and scoring
		5. Discuss summative rating and impact on practices

In some Illinois school districts, however, a full-year cycle from September to May might not be appropriate. School districts may choose to require that all teacher evaluations be completed in March if human capital decisions need to be made early in the year. Table 3 is an example of a shorter evaluation timeline.

**Table 3. Combined Annual Evaluation and SLO Cycle (Partial Academic Year)**

Month	Annual Evaluation Cycle	SLO Cycle
September	1. Goal-setting meeting	1. Develop SLOs
		2. Review SLOs
December	2. Pre- or postobservation meeting	3. Midcourse check-in
February	3. Summative evaluation meeting	4. Final SLO review and scoring
		5. Discuss summative rating and impact on practices

A more detailed SLO process timeline for each of these scenarios is provided at the end of *Section 5: Creating a Review and Documentation Process*.

### **How Many SLOs Are Needed for Each Teacher?**

Joint Committees have the flexibility to determine the number of SLOs required for each teacher within the minimums required by the Administrative Code. It is important to note that a decision to increase the number of SLOs beyond the minimums increases the complexity of the SLO process. As noted previously, all teachers will be required to use one Type III assessment; however, for teachers who teach in subject areas or grades with no Type I or II assessment available, two Type III assessments are required (Table 4). In each case, for school districts adopting an SLO process, the teacher will need to set at least one SLO per Type III assessment.

**Table 4. Number of SLOs for Each Teacher Type**

Category of Teacher	Minimum Number of Type III Assessments	Minimum Number of SLOs
Has a Type I or Type II assessment available	1	1
No Type I or Type II assessment available	2	2

## Who Sets SLOs?

SLOs should be set collaboratively; however, in Illinois, this collaborative process can take several forms, depending on district or building context. The following can set an SLO:

- Individual teachers in collaboration with their evaluator or administrator
- Teams of teachers by subject or grade level and in collaboration with administrators and curriculum, content-area, and assessment experts within the school (or school district)

One option for setting an SLO is to establish a team SLO, which is strongly encouraged when multiple teachers teach the same content and have students with similar needs. By establishing team SLOs, teachers can encourage a collective sense of responsibility for student learning and reinforce communication and collaboration among teachers in similar content or grade areas. Moreover, team SLOs can reduce the amount of paperwork and the time burden on teachers by ensuring that SLO development is included in the common planning time, thus reducing the need for individual teachers to reinvent the wheel for similar assessments, targets, and rationales. For an example of a team SLO process, see *Appendix J: SLO Process Examples*.

Joint Committees need to ensure that the proper conditions are in place for teacher teams to adopt shared SLOs, which include but are not limited to the following:

- Trust and mutual support from teachers
- Availability of common curriculum and assessments
- Support from the building administrator
- Collaborative time set aside for teachers to meet
- Opportunity for each teacher to set individual growth targets using a team SLO

In cases where teachers are required to identify two Type III assessments and, therefore, must set two SLOs, Joint Committees may wish to encourage such teachers to have one team SLO and one individual SLO.

Joint Committees can support teacher teams in considering whether to set a team SLO by providing them with guiding questions to discuss as a team. Some sample questions that the Joint Committee might consider offering include the following:

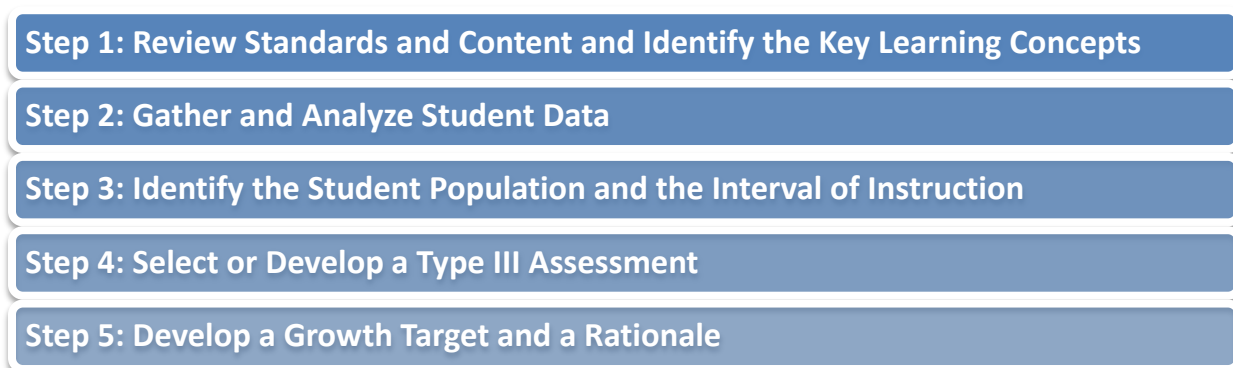
- Are there any preexisting opportunities (e.g., common work time and planning meetings) that will enable the team to work together and accomplish the team SLO?
- Does a common assessment exist? If not, what support or expertise will the team need to plan and work together in developing an appropriate Type III assessment?
- What differences exist across the classrooms included in an SLO? If students have very different starting points or special learning needs, the team should use tiered or differentiated growth targets that enable all students to successfully demonstrate growth.

Successfully planning and executing a team SLO requires more than simply establishing a shared growth target. Teachers must plan periodic meetings to analyze and discuss student learning data, share ideas and strategies, ensure the development of similar formative assessment tools, and create consistencies within lesson plans and units. When setting a team SLO, it is strongly encouraged that the same assessments be used to measure student growth across classrooms, and the administration of the assessment should be standardized as much as possible to ensure comparable testing conditions.

## Chapter 4. Developing SLOs: Five Key Steps

Using SLOs as a measure of student growth requires that school districts develop a process for training, setting, reviewing, and evaluating SLOs. There are many ways that Joint Committees can create this process to best fit their particular contexts; however, there are five key steps in developing SLOs that all teachers and evaluators should follow (see Figure 4). This section outlines the five key steps that are important for all Joint Committees to consider as they design their SLO processes. These are also the steps that teachers and evaluators must understand when implementing SLOs with fidelity.

**Figure 4. The Five Key Steps**



### Step 1: Review Standards and Content and Identify the Key Learning Concepts

Teachers should have a firm understanding of the key concepts and skills they would like their students to learn by the end of a school year. Embedded within these key concepts and skills are a series of standards that provide a road map for how teachers will get their students to these outcomes. In documenting an SLO, the Joint Committee should provide space for teachers to highlight the main content covered during the interval of instruction, identify these key concepts and skills, and show how these concepts align with state standards and the assessment(s) chosen to measure student learning.

In considering the standards, content, and key learning concepts that will be covered under an SLO, Joint Committees should keep in mind that SLOs need to be focused on long-term and measurable academic targets. Ideally, SLOs should address more than one content standard to capture the necessary breadth and depth of learning expected during the interval of instruction; however, an SLO should be focused and specific enough to be measurable. Joint Committees should provide teachers with clear SLO exemplars that demonstrate the appropriate depth and breadth expected by the school district, which is appropriate for the district's evaluation cycle. Joint Committees that select an evaluation cycle ending in early spring (e.g., March or April) will need to modify the SLO examples accordingly. An example of Standards, Content, and Key



Concepts in an SLO can be found in Figure 2. The example can serve as a useful starting point for Joint Committees to discuss and consider modifying to demonstrate the appropriate standards, content, and key learning concepts relevant for their school district’s evaluation cycle.

## **Step 2: Gather and Analyze Student Data**

Crucial to the SLO process is a teacher’s understanding of his or her current students. By analyzing available data on student performance, teachers can establish growth targets that will match where the students begin the interval of instruction. This is usually done with a pretest; however, baseline student data may also be analyzed by reviewing student performance data from the previous year, if such data are available. In addition to understanding current student performance, identifying trends in student learning over time can help teachers identify appropriate growth targets for their students. Baseline data on previous performance can inform how much growth is possible over an interval of instruction, thereby helping a teacher establish rigorous yet realistic targets. *Appendix E: Sample Template for the Analysis of Student Data* is a sample template that teachers can use to organize their baseline and trend data analysis as part of the SLO writing process. As part of creating an SLO process, school districts are obligated to facilitate administrator and teacher access to and the management of student assessment data, such as baseline data. Joint Committees need to consider their school district’s current capacity to provide evaluators and teachers with data systems that support data collection, access, and analysis.

## **Step 3: Identify the Student Population and the Interval of Instruction**

As teachers review student baseline data and identify trends, it is important for them to see if those trends are consistent across all students or if there are specific learning trends for groups of students. This analysis will help a teacher identify the student population that will be covered by an SLO (see Figure 2 for an example).

In addition to using the data to identify the student population, the baseline analysis should also determine the length of time that students will need to reach their expected growth target. In some cases, the interval of instruction will be the whole school year; however, if a teacher teaches a class for a single semester or a trimester, the interval instruction would last for that period of time. In school districts with an evaluation cycle that concludes midyear (e.g., February or March), teachers will need to set their SLO scope, interval of instruction, assessments, and goals in accordance with this shortened timeline.

### **Excluding Students From an SLO**

As a general recommendation, PEAC encourages teachers and evaluators to create SLOs that cover the largest portion of students taught by a teacher; however, in specific contexts or depending on the goals of the teacher and/or the school district, there may be cases where

teachers and evaluators have valid reasons for limiting the students included in an SLO to specific subgroups of students. To provide flexibility for these situations, PEAC has not established a minimum threshold for the percentage of students who must be covered under an SLO; however, any exclusion of a student or a group of students from an SLO must be accompanied by a clear rationale aligned with PEAC's *Operational Guidelines for Student Growth* and the school district's operational guidelines as determined by the Joint Committee.

#### **Step 4: Select or Develop a Type III Assessment**

SLOs are a process for measuring student growth; however, the assessment is the mechanism that determines if student growth has occurred. Using high-quality and rigorous assessments aligned to each teacher's standards-based curriculum is critical to the SLO process, and Joint Committees need to establish procedures that encourage all teachers to use Type III assessments that promote comparability of rigor across teachers. Comparability is challenging to achieve and remains a goal that is typically striven for, even if not fully achieved. Type III assessments are inclusive of a wide variety of assessment types. In addition to conventional tests, a Type III assessment might also include the following:

- Performance-based assessments, such as presentations, projects, and tasks, graded with a rubric.
- Portfolios of student work—with samples throughout the year—to illustrate knowledge and skills before or after a learning experience, also graded with a rubric.

When selecting an appropriate assessment, content-vetted assessments should be used whenever possible. PEAC encourages school districts to provide opportunities to teams of teachers, either at the district level or the school level to work collaboratively in developing and selecting assessments. However, if a teacher must develop his or her own assessment, PEAC strongly advises that teachers collaborate with colleagues, administrators, and content and assessment experts in the school or the school district to improve the quality of the assessment.

Joint Committees should be mindful of these issues when designing and implementing SLOs. They should provide processes and supports to teachers and evaluators to ensure that appropriate assessments are developed or identified as part of the teacher evaluation. Teachers and evaluators should use the guidance, information, and resources in *Appendix D: Guidance on Selecting Assessments for SLOs* to evaluate the quality of the assessments.

## Step 5: Develop a Growth Target and a Rationale

Another critical component of an SLO is the growth target that outlines the amount of growth that a group of students will demonstrate in a course. This growth target should be informed by an analysis of current student data and any available trend data and should focus on the main content or skills that students will need to know by the end of the interval of instruction. The growth target should include specific indicators of growth, such as percentages or the number of questions answered correctly to demonstrate an increase in learning between two points in time. The target can be tiered for specific students to allow all students to demonstrate growth, or the target can be equally applicable to all students in a class, a grade, or a subject. This target should be rigorous yet attainable, as determined by the baseline or pretest data.

### **A Note for Special Education Teachers**

SLO growth targets should never be based on IEP goals. An SLO is intended as a long-term academic goal for groups of students. An IEP is goal set for individuals that is highly specific to that individual student. Using IEPs in an SLO process undermines the integrity of both processes (Council for Exception Children, 2012, p. 10).

As teachers are developing the target, they should be able to articulate why this target is appropriate for the student population identified. During this step, the teacher should include all of the information—baseline data, standards and content, the interval of instruction, and assessment(s)—that informed his or her decision. This step should provide the SLO evaluator with enough context to determine if the growth targets in an SLO are rigorous and realistic for the teacher.

Joint Committees should consider developing a set of exemplar growth targets and rationales developed in collaboration with administrators and teachers. These exemplars can be used to train teachers and evaluators in the school district about how to develop high-quality SLOs. Table 5 shows some examples of strong and weak growth targets that Joint Committees can use for discussion and as a starting point in developing exemplars for their own school districts.

**Table 5. Examples of Strong Versus Weak Growth Targets**

Weak		Strong												
1. “Eighty-five percent of the students will pass the end-of-course exam.”	versus	1. “All of my students will progress at least one fitness level on the Fitness Gram during the fall semester.”												
The growth target on the left is weak because it does not require the students to show growth; instead it focuses on end-of-year attainment.														
2. “Students scoring 80 or lower on the pretest will increase their scores by at least 10 points. Any students scoring 81 or higher on the pretest will maintain their scores.	versus	<p>2. “Using the social studies pretest, all students will meet their target score on the end-of-year portfolio.”</p> <table border="1" data-bbox="883 653 1429 1121"> <thead> <tr> <th data-bbox="883 653 1105 730">Pretest Baseline Score</th> <th data-bbox="1105 653 1429 730">Target Score on End-of-Year Portfolio</th> </tr> </thead> <tbody> <tr> <td data-bbox="883 730 1105 772">20–30</td> <td data-bbox="1105 730 1429 772">70</td> </tr> <tr> <td data-bbox="883 772 1105 814">31–50</td> <td data-bbox="1105 772 1429 814">80</td> </tr> <tr> <td data-bbox="883 814 1105 856">51–70</td> <td data-bbox="1105 814 1429 856">90</td> </tr> <tr> <td data-bbox="883 856 1105 999">71–85</td> <td data-bbox="1105 856 1429 999">portfolio score of 90 and a score of 85 or higher on the capstone project</td> </tr> <tr> <td data-bbox="883 999 1105 1121">86–95</td> <td data-bbox="1105 999 1429 1121">portfolio score 95 and a score of 90 or higher on the capstone project</td> </tr> </tbody> </table>	Pretest Baseline Score	Target Score on End-of-Year Portfolio	20–30	70	31–50	80	51–70	90	71–85	portfolio score of 90 and a score of 85 or higher on the capstone project	86–95	portfolio score 95 and a score of 90 or higher on the capstone project
Pretest Baseline Score	Target Score on End-of-Year Portfolio													
20–30	70													
31–50	80													
51–70	90													
71–85	portfolio score of 90 and a score of 85 or higher on the capstone project													
86–95	portfolio score 95 and a score of 90 or higher on the capstone project													
The growth target on the left is weak for two reasons: (1) Teachers must aim to bring students up to proficiency, so those students scoring at least 50 need to make greater gains than the 10 points in the growth target to reach proficiency; and (2) teachers must aim to help all students grow. Those students scoring high on the pretest need to be challenged with a higher goal, and an additional assessment to illustrate their growth may be needed.														

## Chapter 5. Creating a Review and Documentation Process

PEAC recommends that Joint Committees create a standardized review and documentation process for SLOs. At a minimum, teachers should document and submit their SLOs to their evaluator for review to ensure that the assessments selected are of appropriate quality, and the growth targets identified are rigorous yet attainable. Joint Committees also should provide teachers with a standardized template for documenting an SLO, including the rationale for each growth target (see *Appendix F: SLO Template*). Several different review processes, which should be determined by the school district and the teachers' union, are possible, and sample descriptions for each are provided in the following subsections. These approaches can be combined into several different hybrid approaches based on a Joint Committee's unique situation.

### Evaluator Review

#### Review Meeting

Teachers and evaluators meet to discuss and review an SLO and any documentation submitted (e.g., student needs assessments, baseline and trend data, assessments used, and documentation forms). This meeting occurs early in the evaluation cycle (it can be combined with other evaluation conferences) to ensure that the teacher has time to move students forward in meeting the growth target. For teachers with an SLO covering only one semester, PEAC recommends that SLOs be set and reviewed no less than one month after the course has started. For teachers with an SLO covering a full-year course, SLOs should be set and reviewed no less than two months after the course has started. The teacher may be expected to submit any documentation in advance of the meeting.

The evaluator should review the materials, ask clarifying questions to ensure an SLO is appropriate, and provide suggestions for improving it. Joint Committees should provide both teachers and evaluators with a rubric or a checklist for assessing the quality of each SLO. (For a sample, see *Appendix H: Sample SLO Template Checklist and Review Documentation*.)

#### Midpoint Check-In Meeting

Often held in conjunction with a pre- or postobservation meeting, the teacher and the evaluator discuss the formative assessment results and the progress toward meeting the growth target. For a sample protocol with questions to guide this discussion, see *Appendix G. Sample Midpoint Check-In Protocol*.

In rare cases, the meeting may include making midyear adjustments to an SLO. Adjustments are allowable in the following situations:

- A change in teaching assignment
- A significant influx of new students
- A significant exodus of students
- Student attendance issues (students that fail to meet a minimum attendance threshold)

Adjustments to team-based SLOs may require a more complicated process. Joint Committees should consider in advance what additional guidance evaluators and teacher teams may require in such instances.

### **Summative SLO Scoring Meeting**

Typically held as part of the summative evaluation conference, the teacher and the evaluator should meet to discuss and review the final SLO score. The teacher should submit the relevant assessment data compiled in an appropriately summarized format. In addition, the evaluator should consider asking the teacher to reflect on the results as well as his or her experience with the SLO process. Based on this final review, the teacher and the evaluator should discuss which instructional practices produced the most evidence of student growth and which instructional practices need refinement during the next evaluation cycle to further improve student learning.

### **Building-Level Review Process**

In addition to the evaluator review, school districts and teachers' unions may establish a building-level review process. Each building creates an SLO committee that could include, for example, department chairs, teacher leaders, curriculum and assessment experts, and union representatives. After the initial evaluator review, the building-level SLO committee reviews the SLO growth targets and assessments using the SLO checklist and looks across SLOs to ensure the growth targets and assessments being used are of comparable rigor. If needed, the committee can provide suggested revisions and feedback to teachers on improving an SLO. The review process can also inform requests for additional training and professional development if the committee finds that many teachers and/or evaluators are struggling with specific aspects of the SLO process.

### **District-Level Review Process**

Similar to the building-level review, a district-level review process can be combined with the previous two approaches. In the Austin Independent School District in Texas, the school district and the teachers' union established an SLO team that provides overall leadership and direction for the SLO process in the school district. Teachers submit their SLOs to their evaluator for review and then to a building-level team for approval. In the initial implementation years, the district-level SLO team also reviewed and approved each teacher SLO; however, as educators

have become more familiar and skilled in the SLO process, the district-level SLO team moved to an audit process in which they randomly select teacher SLOs to review for quality. The team uses the information gathered in the audit process to improve the system and decide what additional trainings need to be provided each year.

## Sample Timelines

Each Joint Committee will need to develop a timeline for teachers and evaluators to follow in developing, reviewing, and scoring SLOs. To assist Joint Committees in developing these timelines, two detailed timelines are provided in Tables 6 and 7 as examples. Table 6 is designed for a school district with an evaluation cycle that lasts approximately nine months. Table 7 is designed for a school district with a shorter evaluation cycle that ends in either February or March. As Joint Committees develop timelines, they should be mindful of minimizing and balancing the paperwork and workload burden on teachers and evaluators.

**Table 6. Sample SLO Process Detailed Timeline (Nine Months)**

Month	Teacher Responsibilities	Evaluator Responsibilities
September	<ul style="list-style-type: none"> <li>Analyze baseline or trend data for students.</li> <li>Based on data, determine if an individual or a team SLO is most appropriate for the students.</li> <li>Identify student populations, appropriate standards, and Type III assessments.</li> </ul>	
September–October	<ul style="list-style-type: none"> <li>Administer baseline assessment (e.g., pretest or beginning-of-year performance task) and set SLO growth targets.</li> <li>Submit completed SLO template and selected assessments to evaluator for review.</li> <li>Meet with evaluator for SLO review meeting and revise SLO as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Review teacher’s SLO submission using the SLO checklist and prepare feedback for the review meeting.</li> <li>Meet with teacher for SLO review meeting and set a time for the submission of any revisions</li> </ul>
End of October	<ul style="list-style-type: none"> <li>Deadline for final review of SLO by administrator</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all SLOs are reviewed before the school district cutoff date.</li> </ul>
November–April	<ul style="list-style-type: none"> <li>Monitor student progress using formative assessments.</li> </ul>	
December–January	<ul style="list-style-type: none"> <li>Meet with evaluator for midpoint check-in meeting to review SLO progress and identify any changes needed in instructional strategies or supports.</li> </ul>	<ul style="list-style-type: none"> <li>Complete midpoint check-in meeting with teacher.</li> <li>Assist teacher in locating any instructional supports needed to meet</li> </ul>

Month	Teacher Responsibilities	Evaluator Responsibilities
		SLO targets.
April–May	<ul style="list-style-type: none"> <li>Administer summative Type III assessment (e.g., posttest, portfolio, or end-of-year performance task).</li> <li>Submit SLO documentation to evaluator and prepare for summative meeting.</li> <li>Meet with evaluator to discuss assessment outcomes, SLO growth target success, and SLO scoring.</li> </ul>	<ul style="list-style-type: none"> <li>Review submitted SLO documentation and scoring; prepare feedback for meeting.</li> <li>Meet with teacher to discuss assessment outcomes, SLO growth target success, and SLO scoring.</li> </ul>
End of May	<ul style="list-style-type: none"> <li>Complete and sign off on scoring form.</li> <li>Use SLO results and feedback as part of next year’s professional growth planning if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Complete and sign off on scoring form.</li> <li>Assist teacher in accessing any supports or professional development identified as a need based on SLO outcomes.</li> </ul>

**Table 7. Sample SLO Process Detailed Timeline (Seven Months)**

Month	Teacher Responsibilities	Evaluator Responsibilities
September	<ul style="list-style-type: none"> <li>Analyze baseline or trend data for students.</li> <li>Based on data, determine if an individual or a team SLO is most appropriate for the students.</li> <li>Identify student populations, appropriate standards, and Type III assessments.</li> <li>Administer baseline assessment (e.g., pretest or beginning-of-year performance task) and set SLO growth targets.</li> <li>Submit completed SLO template and selected assessments to evaluator for review.</li> <li>Meet with evaluator for SLO review meeting and revise SLO if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Review teacher’s SLO submission using the SLO checklist and prepare feedback for the review meeting.</li> <li>Meet with teacher for SLO review meeting and set a time for the submission of any revisions.</li> </ul>
Beginning of October	<ul style="list-style-type: none"> <li>Deadline for final review of SLO by administrator</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all SLOs are reviewed before the school district cutoff date.</li> </ul>
October–December	<ul style="list-style-type: none"> <li>Monitor student progress using formative assessments.</li> </ul>	



Month	Teacher Responsibilities	Evaluator Responsibilities
December	<ul style="list-style-type: none"> <li>Meet with evaluator for midpoint check-in meeting to review SLO progress and identify any changes needed in instructional strategies or supports.</li> </ul>	<ul style="list-style-type: none"> <li>Complete midpoint check-in meeting with teacher.</li> <li>Assist teacher in locating any instructional supports needed to meet SLO targets.</li> </ul>
January–February	<ul style="list-style-type: none"> <li>Administer summative Type III assessment (e.g., posttest, portfolio, or end-of-year performance task).</li> <li>Submit SLO documentation to evaluator and prepare for summative meeting.</li> <li>Meet with evaluator to discuss assessment outcomes, SLO growth target success, and SLO scoring.</li> </ul>	<ul style="list-style-type: none"> <li>Review submitted SLO documentation and scoring; prepare feedback for meeting.</li> <li>Meet with teacher to discuss assessment outcomes, SLO growth target success, and SLO scoring.</li> </ul>
February–March	<ul style="list-style-type: none"> <li>Complete and sign off on scoring form.</li> <li>Use SLO results and feedback as part of next year’s professional growth planning if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Complete and sign off on scoring form.</li> <li>Assist teacher in accessing any supports or professional development identified as a need based on SLO outcomes.</li> </ul>

## Chapter 6. Creating a Scoring Structure

Joint Committees should establish a common scoring methodology to determine the extent to which students achieve their growth targets. This will help create consistency in how teachers receive a final SLO score from evaluators across the school district. It will also ensure that SLO scores can be easily combined with other measures to create a final teacher evaluation summative rating.

Several options are available for Joint Committees to consider when selecting a scoring structure. The options provided in this section vary in their degree of complexity, and Joint Committees need to carefully weigh which options may be the best fit for their school districts. For example, a school district with access to an integrated, easily accessible data system for managing student achievement and SLO data may select the more complex options; for a school district with a more limited data infrastructure, the costs in terms of overall burden on the evaluator and the teacher are higher with the more complex approaches.

### Option A. Holistic

Evaluators use their professional judgment and performance-level descriptions to determine a score using a scale established by the Joint Committee. This approach (see Table 8) allows evaluators to take contextual or mitigating factors into account that impacted student achievement; however, this approach can create inconsistencies in the scoring process across teachers and can make it difficult to address fairness issues. If this approach is adopted, training evaluators on how to use their professional judgment to determine fair scores is critical.

**Table 8. Example: Holistic Approach**

<b>Exceeds Goal</b>	All or most students met the growth target(s), and many students exceeded the growth target(s). This category does not apply if students exceeded the growth targets by a small margin (e.g., a few percentage points). A large number of students must have surpassed the overall level of growth established by the target.
<b>Meets Goal</b>	All or most students met the growth target(s). Student results land close to the margins on either side of the growth target(s). The bar for this category is high and applies only when there is clear evidence that students met the overall level of growth established by the target.
<b>Minimal Growth</b>	Many but not all students met the growth target(s); some students missed the growth target by more than a few percentage points. This category should apply when it is clear that students fell just short of the level of growth established by the target.
<b>No Growth or Negative Growth</b>	The results do not fit the description of the Minimal Growth category. A substantial portion of the students did not meet the growth target(s), so the SLO has not been met.

*Note.* Based on the Rhode Island Board of Regents Elementary and Secondary Education (2012, p. 46).

## Option B. Analytical

The teacher and the evaluator use percentages to determine the final score or rating. Together, the teacher and the evaluator complete a rating scale that lists the expectations for how many students will need to meet their growth targets for each performance level. This approach (see Table 9) gives teachers more control over how they will be evaluated and allows teachers to customize their growth targets based on their students' starting points; however, this approach can also make comparability difficult across teachers for SLO scores.

**Table 9. Example: Analytical Approach**

Rating	Exceeds Goal	Meets Goal	Minimal Growth	No Growth/ Negative Growth
Percentage of students that met SLO target	≥ 80%	55–79%	30–54%	0–20%

## Option C. Tiered Rating Scale

The Joint Committee establishes a rating scale (see Table 10) that includes tiered targets by setting a rating scale for the percentage of students who meet a growth target. The evaluator and the teacher set targets for groups of students and specify specific percentages for each numeric score. At the final review, the evaluator uses both to identify a final score.

**Table 10. Example: Tiered Rating Scale**

Rating	Students Scoring ≤ 30% on Baseline	Students Scoring > 30% on Baseline
Exceeds goal	≥ 90%	≥ 90%
Meets goal	65–80%	75–89%
Minimal growth	50–64%	60–74%
No growth	< 50%	< 60%

*Note.* Based on the New York State Education Department (2012, 30).

## Option D. Matrixes

The Joint Committee builds a four-level performance level matrix (see Table 11) to set end-of-year performance expectations (meets/does not meet) based on students' starting levels. The teacher classifies students using baseline assessment information, and the evaluator approves the teacher's classification. The summative assessment places students in one of four levels at the end of the course. The evaluator uses the rating matrix to assign the teacher an SLO score based on the percentage of students who meet expectations relative to their starting point. Because the Joint Committee establishes a common rating scale, this approach provides some greater standardization and better comparability across teachers; however, it limits how evaluators can take into account contextual information in determining the final score.

**Table 11. Example: Matrix Scoring**

<b>Performance Level</b>	<b>End: Level 1</b>	<b>End: Level 2</b>	<b>End: Level 3</b>	<b>End: Level 4</b>
Start: Level 1	Does not meet	Meets	Meets	Meets
Start: Level 2	Does not meet	Meets	Meets	Meets
Start: Level 3	Does not meet	Does not meet	Meets	Meets
Start: Level 4	Does not meet	Does not meet	Meets	Meets
<b>Rating</b>	<b>Exceeds Goal</b>	<b>Meets Goal</b>	<b>Minimal Growth</b>	<b>No Growth/ Negative Growth</b>
Percentage met performance expectations	≥ 80%	55–79%	30–54%	0–20%

*Note.* Based on the New York State Education Department (2012, 31).

Regardless of the scoring process determined by the Joint Committee, the teacher and the evaluator should meet to discuss and review the final SLO score. For cases where the teacher and the evaluator cannot agree on the final SLO score, Joint Committees should establish an appeals process to ensure that teachers have confidence in the credibility of the process.

## Chapter 7. Combining Multiple SLOs

Multiple SLOs are an option for Joint Committees to consider, although there is no requirement to have multiple SLOs. The Joint Committee should recognize the additional workload requirements of multiple SLOs on evaluators and teachers when determining if multiple SLOs are required. For teachers with multiple SLOs, the Joint Committee should establish a standardized process for combining SLOs into a single SLO score. PEAC recognizes that there are multiple ways for accomplishing this purpose, and they may vary depending on the overall weight attributed to student growth in the school district’s evaluation plan. As with the previous section, the same caveat applies: Joint committees should carefully weigh the trade-offs associated with selecting a more complex option. This section presents several two options for Joint Committees to consider.

### Option A. Combining SLOs Using Ratings<sup>5</sup>

In Table 12, the evaluator is combining three SLOs to determine a final SLO rating. This example illustrates how two or more SLOs may be combined using decision rules that depend on the rating the teacher received for each SLO on a four-level scale (e.g., exceeds, meets, minimal growth, no growth). The table lists each permutation that could result when combining three SLO scores. It is possible to create a simpler matrix version of this table that would combine two SLOs (see *Option A. Profile Approach for Combining Student Growth Measures* in Chapter 8).

**Table 12. Combining SLOs Into a Single Score**

	SLO 1	SLO 2	SLO 3	Final Rating
1	Exceeds	Exceeds	Exceeds	Exceeds
2	Exceeds	Exceeds	Meets	Exceeds
3	Exceeds	Exceeds	Minimal growth	Meets
4	Exceeds	Exceeds	No growth	Minimal growth
5	Exceeds	Meets	Meets	Meets
6	Exceeds	Meets	Minimal growth	Meets
7	Exceeds	Meets	No growth	Minimal growth
8	Exceeds	Minimal growth	Minimal growth	Minimal growth
9	Exceeds	Minimal growth	No growth	Minimal growth
10	Exceeds	Minimal growth	No growth	No growth
11	Meets	Meets	Meets	Meets
12	Meets	Meets	Minimal growth	Minimal growth

<sup>5</sup> Based on the Rhode Island Board of Regents Elementary and Secondary Education (2012, 72).

	SLO 1	SLO 2	SLO 3	Final Rating
13	Meets	Meets	No growth	Minimal growth
14	Meets	Minimal growth	Minimal growth	Minimal growth
15	Meets	Minimal growth	No growth	Minimal growth
16	Meets	No growth	No growth	No growth
17	Minimal growth	Minimal growth	Minimal growth	Minimal growth
18	Minimal growth	Minimal growth	No growth	Minimal growth
19	Minimal growth	No growth	No growth	No growth
20	No growth	No growth	No growth	No growth

### Option B. Analytical Scoring With Weights

The Joint Committee assigns points to performance levels using an established scale (see Table 13). Each SLO is scored separately and assigned points based on the scale. The points are multiplied by their assigned weight and then added together to determine a final combined SLO score.

**Table 13. Example of Weighting Approach**

Performance Levels	Highly Effective			Effective									Developing						Ineffective		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
				<b>SLO 1</b>									<b>SLO 2</b>								
Step 1: Assess the results of each SLO separately.				13 points: Effective									19 points: Highly effective								
Step 2: Weight each SLO proportionately.				80/100 students = 80% of total									20/100 students = 20% of total								
Step 3: Calculate proportional points for each SLO.				13 points × 80% = 10.4 points									19 points × 20% = 3.8 points								
Overall growth component score													14.2 points: Effective								

*Note.* Based on the New York State Education Department (2012, 30).

## Chapter 8. Combining SLO Scores With Other Student Growth Measures

For teachers in categories with Type I or II assessments, Joint Committees will need to select a standardized process for combining SLO scores with a teacher’s results on other student growth measures. Several considerations are important here for Joint Committees. First, combining two different measures of student growth is a much easier, less complex process if the two measures have the same scale. As demonstrated in Tables 13 and 14, an SLO can be scored on a simple scale (1–4) or a core sensitive scale (0–20). Regardless of the scale used, ensuring that the growth scores on Type I, II, and III assessments are converted to a common scale will make the process of combining the two scores much more straightforward for evaluators and teachers. Two options for combining student growth scores from an SLO and a Type I or II assessment are provided in this section; however, they both use a common scale. Second, in instances where the two student growth scores are significantly different (e.g., one very high and one very low), Joint Committees will need to consider what additional processes and procedures need to be put in place to ensure that the measures are accurate and resolve any discrepancies in a fair manner.

### Option A. Profile Approach for Combining Student Growth Measures

A profile approach (Table 14) relies on each student growth measure being considered and scored separately. The scores are then combined in a matrix that identifies multiple performance levels on the vertical and horizontal axes. The cells of the matrix identify the final combined student growth rating score and produce a “multifaceted *profile* that defines areas of refinement or reinforcement for each teacher.”

**Table 14. Profile Approach**

		Student Learning Score			
		4	3	2	1
Type I or II Assessment Score	4	Exceeds	Meets	Minimal growth	Minimal growth
	3	Exceeds	Meets	Minimal growth	Minimal growth
	2	Meets	Meets	Minimal growth	No growth
	1	Minimal growth	Minimal growth	No growth	No growth

Note. Gray-shaded cells may require additional review by the evaluator to try to address why such a large discrepancy exists between the two student growth measures.

### Option B. Numerical Approach

A numerical approach quantifies each student growth measure and then adds or averages the scores to create a final summative score. The average can be a straightforward average  $((4 + 3) \div 2 = 3.5)$  or a weighted average (Table 15) that allows some measures to contribute more to the

combined score than others. This approach requires creating a scale or a range of scores that is then aligned with the four performance-level ratings.

**Table 15. Example of a Weighted Approach**

	<b>Teacher’s Score (1–20)</b>	<b>Weight</b>	<b>Final Rating</b>
SLO final score (1–20)	14	40%	5.6
Type II score (1–20)	17	60%	10.2
Final student growth score			15.8 (Proficient)
<b>Excellent</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
16–20	11–15	6–10	0–5



## **Chapter 9. Evaluating, Monitoring, and Reporting**

Joint committees should develop a plan for adjusting and improving the implementation process over time to ensure that the process is as efficient as possible while also reflecting best practice. Joint committees need to assess how well educators are implementing the SLO process with fidelity, what additional training and support educators and evaluators may need, and whether the process is producing valid and reliable measures of student growth.

In addition to monitoring SLO rigor and comparability through random audits of teacher SLOs, Joint Committees should also consider monitoring SLOs by comparing SLOs against other measures of teaching effectiveness, including observation results and other measures of student growth at both the classroom level and the school level. If SLO scores are dramatically different from Type I or II test scores, the validity of both measures will need review.

Identifying trends in wide differences between SLO scores and other measures of teacher performance can help the Joint Committee identify where teachers and evaluators need additional support and training, such as creating appropriate growth targets, identifying or selecting high-quality assessments, or in scoring SLOs fairly.

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## **Appendix A. What the Regulations Say**

The text of the Performance Evaluation Reform Act (PERA) of 2010 is available online (<http://www.ilga.gov/legislation/publicacts/96/pdf/096-0861.pdf>).

The section of the Illinois Administrative Code that discusses PERA is available online (<http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf>).

## Appendix B. Identifying District and School Readiness for Implementation

This table (from Lachlan-Haché, Cushing, & Bivona, 2012a) outlines the district readiness continuum for SLO implementation.

<b>Not Ready for SLOs</b>		<b>Ready for SLOs</b>	
<b>Stakeholder Engagement</b>	Educators exhibit limited awareness of and interest in evaluation measures, specifically SLOs.	Educators discuss evaluation measures in their own circles but not in a larger discussion.	Educators are highly aware of teacher evaluation measures and have an understanding of the process, benefits, and challenges of SLOs.
	The school district offers few if any opportunities for educators to participate in setting district policies. The business rules around SLOs have been crafted without the consultation of teachers and administrators.	The school district provides a few teachers and leaders opportunities to serve on committees. The business rules around SLOs have been crafted with consultation with only these few teachers and leaders.	The school district engages nearly all educators in opportunities to discuss and shape evaluation measures. The business rules around SLOs have been crafted with the consultation of teachers and administrators through focus groups or other feedback mechanisms.
	The district community demonstrates little awareness or understanding of evaluation measures and issues.	The district community shows a moderate awareness or understanding of evaluation measures and issues.	The district community understands the importance of strong evaluation measures and supports revised systems through funding and advocacy.
<b>Shared Vision</b>	The school district articulates broad goals for improving educator effectiveness and student achievement.	Educators, parents, and the community are aware of goals for improving educator effectiveness and student achievement, but district initiatives and programs are not aligned with the goals.	Educators, parents, and the community exhibit a shared commitment to increasing educator effectiveness and student achievement, along with district initiatives and programs aligned with the goals.
	A limited number of district staff members understand the benefits and the challenges of implementing SLOs.	District staff members make limited efforts to communicate the benefits and the challenges of implementing SLOs to the community.	District staff and educators share a common understanding of SLOs and demonstrate a shared commitment to implementing the SLO process with fidelity.

<b>Not Ready for SLOs</b>		<b>Ready for SLOs</b>	
<b>Culture of Data-Driven Planning</b>	Teachers and administrators have limited access to student data.	The school district is working to develop systems to provide teachers and administrators with greater access to data.	The school district has fully developed data systems that provide teachers and administrators opportunities to access and analyze current data and data trends for the development of growth targets.
	The school district has a limited number of high-quality assessments available.	The school district is working to develop more high-quality pretests, posttests, and formative assessments.	The school district has high-quality common pretests, posttests, and formative assessments available for all grades and subjects.
<b>Infrastructure</b>	The school district has limited feedback mechanisms and procedures for overseeing the SLO process at the district level.	The school district monitors the SLO process through audits and gathers occasional feedback.	The school district monitors and revises the SLO process on an ongoing basis through regular communication channels in which individual schools provide feedback and suggested revisions.
	The school district has limited plans to improve SLO implementation over time.	The school district has the capacity to evaluate SLO implementation on a yearly basis and adjusts the process as necessary.	The school district evaluates SLO implementation on an ongoing basis and adjusts implementation on an as-needed basis.

## Appendix C. SLO Examples

The Illinois Federation of Teachers developed the SLO examples included here.

### Example 1

This course-level SLO for high school focuses on the entire student population for a given course across multiple classes.

**Teacher Name:** Ms. Garcia

**Content Area and Course:** English language arts (ELA); Senior Composition

**Grade Level(s):** Grade 12

**Academic Year:** 2013–14

*Please use the guidance provided in addition to this template to develop the components of an SLO and populate each component in the spaces provided.*

#### Student Population

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

All students in first and sixth hours

#### Baseline and Trend Data (attach baseline data roster report from the district data system for your identified student population)

*Please add any additional comments, information, or special circumstances to give any necessary context to the attached roster.*

Baseline data are from the pretest. No past trend data are available or accessible.

#### Interval of Instruction (if not a year, rationale for semester, quarter, or other interval)

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

Duration of fall 2013 semester. Pretest in early September; posttest in early December.

#### Standards and Content

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

##### Reading for Informational Text

- **RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- **RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words to address a question or solve a problem.

### **Writing**

- **W.11-12.1a-e** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, the purpose, and the audience.
- **W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, the purpose, and the audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### **Language Skills**

- **L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Assessment(s)**

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

A department created pretest will determine students' baseline knowledge and skills on the process of creating an argument or research paper. For the posttest, the department created a performance task (argument research paper). A department-created rubric (including differentiated expectations for students scoring 90 percent or greater on the pretest) will be used to score both assessments.

### **Student Characteristics**

*What accommodations will you make to allow for the consideration of student characteristics or special student populations (e.g., special education, ELL, and at risk)?*

All special populations noted on attached class rosters.

- Students with IEPs: Will follow IEP requirements and accommodations.
- At-risk students (those who have previously failed the course): Will talk with their previous teachers to determine why they struggled with this project; will adapt instruction and possibly project timelines to meet their individual needs.
- Students scoring 90 percent or greater on the pretest: Will differentiate argument/research paper expectations (i.e., develop a more sophisticated argument based on deeper level of synthesis of more than five sources); will assess project based on differentiated expectations.

**Growth Goal(s)**

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

All students will demonstrate at least 70 percent growth on the posttest.

**Rationale for Growth Goals**

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

In my 12 years of teaching Senior Composition, I have found that all students have developed some level of knowledge and skills in many of the processes required to develop and complete an argument or research paper. They have past experience, although different levels of success, in practicing each skill. However, many students need to develop and strengthen each skill, and they do not begin the semester knowing how to synthesize these skills to create a college- or career-ready argument or research paper. I have also seen students, with instruction and supports, successfully demonstrate the development of both knowledge and skills. Therefore, I believe it is appropriate to expect this level of growth from all students in both of my courses, although I am concerned about my at-risk and IEP students because this semester-long project can be daunting to them.

**Example 2**

This class-level SLO for high school focuses on the whole student population in a specific class.

**Teacher Name:** Mrs. Smith

**Content Area and Course:** Mathematics; Accelerated Geometry (honors mathematics track)

**Grade Level(s):** Grades 9–10

**Academic Year:** 2016–17

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

**Student Population**

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

All of my freshman and sophomore Accelerated Geometry students in Period 1. They are a group of students in the honors mathematics track.



**Baseline and Trend Data (attach baseline data roster report from the district data system for your identified student population)**

*Please add any additional comments, information, or special circumstances to give any necessary context to the attached roster.*

On the roster, I have indicated my two students with IEPs with an asterisk (\*) next to their names. I have also indicated a few students (exceptionally high achievers) with a check mark (✓) for whom I feel I may have to make adjustments (as described in the student characteristics section). I will continue to watch for the potential for adjustments for these and others as the year progresses and have further commentary to provide at our midpoint check-in meeting.

**Interval of Instruction (if not a year, rationale for semester, quarter, or other interval)**

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

This SLO will span late September through late May because it deals with concepts central to the class as a whole, specifically the core skills involved in writing proofs as well as the ability to incorporate the knowledge of theorems and postulates studied throughout the year.

**Standards and Content**

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

The SLO will target core skills involved in writing proofs as well as the ability to incorporate the knowledge of theorems and postulates studied throughout the year. The following are the Common Core State Standards (Geometry) to which my SLO is aligned.

• **G-CO 1, 7, 8, 9, 10, 11**

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
9. Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
10. Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to  $180^\circ$ ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
11. Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and, conversely, rectangles are parallelograms with congruent diagonals.

- **G-SRT 4, 5**
  4. Prove theorems about triangles. Theorems include a line parallel to one side of a triangle divides the other two proportionally, and, conversely, the Pythagorean Theorem proved using triangle similarity.
  5. Use congruence and similarity criteria for triangles to solve problems and prove relationships in geometric figures.
- **G-C 1, 2**
  1. Prove that all circles are similar.
  2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
- **G-GPE 4, 5**
  4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point  $(1, \sqrt{3})$  lies on the circle centered at the origin and containing the point  $(0, 2)$ .
  5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

### Assessment(s)

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

A mathematics department course team (for Accelerated Geometry) created a pretest for rudimentary skills in writing proofs, which will determine students' baseline knowledge and skills on the process of writing proofs after approximately 1 month in the class, based on the Common Core State Standards. Another course team created the assessment that will serve as the posttest. A mathematics department course team-created rubric, aligned to the Common Core State Standards, will be used to score both the pretest and the posttest. This rubric will allow partial points to be awarded for demonstrating knowledge of the components of the process on the questions that require students to complete two-column and paragraph proofs. The difference in the two scores will be calculated.

I will use a simple growth model. The students in first period will complete the pretest in late September after basic proof-writing skills, theorems, and postulates have been introduced. The students will then take a posttest toward the end of May that will measure their growth in skills related to writing proofs and incorporate the knowledge of theorems and postulates studied throughout the year.

### Student Characteristics

*What accommodations will you make to allow for the consideration of student characteristics or special student populations (e.g., special education, ELL, and at risk)?*

- I will follow the IEP requirements for the two special education students in my class, and growth goals will be adapted for those students on an individual basis based on prior growth evidence.

- Because this class is filled with gifted students, it is already rigorous in nature. However, with 10 years of experience teaching such students, I often find it necessary, especially as the year progresses, to find extra challenges for some of my exceptionally high-achieving students. This is one area in which I must have the ability to remain fluid, and I may need to adapt my SLO for some of these students as I am more acutely able to identify their individual needs.

### **Growth Goal(s)**

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

With the exception of the students identified previously, all students in the class will have rigorous, reasonable growth goals (a minimum of 70 percent growth) based on their pretest performance.

### **Rationale for Growth Goals**

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

Although 70 percent growth may seem unreasonably high in other courses (e.g., an algebra course), the rationale for such a high growth target is that this is a foundations class in which students come in with little to no knowledge of writing proofs and will exit with a firm foundation of the skill and knowledge necessary to transfer these concepts to other content areas as well as more advanced mathematical study.

### **Example 3**

This class level SLO for the intermediate elementary grades is targeted to a specific student population (non-IEP and non-ELL students who are not expected to be reading at the fourth-grade level by the end of the school year).

**Teacher Name:** Mrs. Lieberman

**Content Area and Course:** Social Studies; 4<sup>th</sup> grade Social Studies

**Grade Level(s):** Grade 4

**Academic Year:** 2012–13

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

## Student Population

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

All students in my fourth-grade class who are not identified as special education or ELL students and who are reading at least two grade levels behind the fourth-grade level as determined by baseline Northwest Evaluation Association (NWEA) data. There are eight students in my SLO.

## Baseline and Trend Data (attach baseline data roster report from the district data system for your identified student population)

*Please add any additional comments, information, or special circumstances to give any necessary context to the attached roster.*

I have used NWEA scores. On the attached roster, you will see that students 6 and 7 have no available baseline data in the district data system because they are new to the school district, so I administered a pretest to them to obtain the baseline. Student 8 suffered a family tragedy prior to the start of the school year (mother killed in drug-related violence), so I will be monitoring the student closely and may need to adjust goals; we'll see how it goes.

## Interval of Instruction (if not a year, rationale for semester, quarter, or other interval)

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

This yearlong SLO begins October 1 and ends April 15 per our school definition of a yearlong interval.

## Standards and Content

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

The Common Core State Standards for ELA that will be addressed follow. Depending on the growth goal for each student, the goals will be for reading at Grades 2/3 or 4/5 as follows:

[CCSS.ELA-Literacy.RI.4.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

or

[CCSS.ELA-Literacy.RI.3.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2–3 text complexity band independently and proficiently.

## Assessment(s)

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

I developed a targeted reading assessment based on information my team learned in professional development last year. Our literacy coach gave us a variety of strategies to use to test student reading proficiency. My assessment is called the “Fourth-Grade Social Studies Reading in the Content Area” assessment. It combines an oral performance reading section with a multiple choice comprehension section.

## Student Characteristics

*What accommodations will you make to allow for the consideration of student characteristics or special student populations (e.g., special education, ELL, and at risk)?*

- Each student is behind compared with what we expect incoming fourth graders to have as their level of reading. I will determine the level based on NWEA baseline data. I will also do comprehensive baseline research on social emotional factors, home stability status, and student motivation by interviewing parents, prior teachers, and specialists who have worked with these students. I will then set individualized growth goals for each student based on these factors.
- For students new to the school, I will attempt to do the same research and base their growth goals on the student characteristics I can uncover. However, I will revisit the growth goals in December based on my own experience with the student and school-based expert input where necessary.

## Growth Goal(s)

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

See attached for student roster of growth goals.

## Rationale for Growth Goals

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

I believe that these goals are rigorous and reasonable. Having been a general education teacher for the past 10 years, I understand the appropriate strategies and approaches to motivate and move readers who are behind in reading level.

*The following two sections are to be completed at the midpoint check-in meeting.*

## Midpoint Learning Data Review

*What kind of midpoint data did you examine to review student progress toward goals? What did your review reveal? What adjustments to instruction will be made (if any)?*

We looked at the Standardized Testing and Reporting reading assessments for comprehension checks, class work, and the curriculum quizzes I give to assess reading comprehension, and I have done two oral reading assessments using oral reading fluency norms.

## SLO Adjustments

*Based on the midpoint data review, will there be any adjustments to any aspects of this SLO? Describe (if any).*

I will remove student number 8 from the SLO. This student has exceeded 15 percent unexcused absences as of December 15. I will adjust the growth goal for student number 6 who is on track to achieve a Grade 4/5 reading level by the end of the year instead of a Grade 2/3 reading level. (This student had no district baseline data at the beginning of the school year.)

## Attachment: SLO Baseline Student Data

Mrs. Lieberman, Grade 4 Social Studies, 2012–13

Student	Student Characteristics	Baseline NWEA Scores End of Grade 3 Reading	Growth Goal	Type III Scores End of Grade 4 Reading (converted to NWEA norms)	Met Goal
1		157 (low second grade)	Grade 4/5	175 (high third grade)	N
2		158 (low second grade)	Grade 4/5	195 (high fourth grade)	Y
3		153 (low second grade)	Grade 4/5	192 (high fourth grade)	Y
4		143 (low first grade)	Grade 2/3	170 (high third grade)	Y
5		145 (low first grade)	Grade 2/3	173 (high third grade)	Y
6	Entered school district August 2012; baseline pretest administered	About 141 (low first grade)	<del>Grade 2/3</del> Grade 4/5	204 (high fifth grade)	Y
7	Entered school district August 2012; baseline pretest administered	About 141 (low first grade)	Grade 2/3	167 (high second grade)	Y <sup>a</sup>
8	Family issues put student at risk	About 126 (low kindergarten)	Dropped from SLO caused by truancy	Actual end of year 135 (does not count in rating)	N/A

<sup>a</sup>Teacher and evaluator agreed in postconference that the goal was met.

## SLO Examples From Other States and School Districts

### District Examples and Archives

- Austin, Texas: [http://archive.austinisd.org/inside/initiatives/compensation/docs/SCI\\_SLO\\_Examples\\_2011-12.pdf](http://archive.austinisd.org/inside/initiatives/compensation/docs/SCI_SLO_Examples_2011-12.pdf)
- Denver, Colorado: <http://sgoinfo.dpsk12.org/>

### State-Level Examples

- Rhode Island: <http://www.ride.ri.gov/educatorquality/educatorevaluation/SLO.aspx>

- Indiana:  
[http://www.riseindiana.org/sites/default/files/files/Student%20Learning/Example%20SLOs%201\\_0.pdf](http://www.riseindiana.org/sites/default/files/files/Student%20Learning/Example%20SLOs%201_0.pdf)
- Georgia:  
[http://schoolwires.henry.k12.ga.us/cms/lib/GA01000549/Centricity/Domain/45/SLO\\_Henry\\_County\\_2011\\_2012\\_Final.pdf](http://schoolwires.henry.k12.ga.us/cms/lib/GA01000549/Centricity/Domain/45/SLO_Henry_County_2011_2012_Final.pdf)

### **Examples of SLOs for Teachers of Students With Disabilities**

- Rhode Island:
  - [http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/SLO\\_Exemplars/SpecEd\\_MultipleClassrooms.pdf](http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/SLO_Exemplars/SpecEd_MultipleClassrooms.pdf)
  - [http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/SLO\\_Exemplars/SpecEd\\_SocialEmotional-MS.pdf](http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/SLO_Exemplars/SpecEd_SocialEmotional-MS.pdf)
  - [http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/SLO\\_Exemplars/SpecEd\\_CoTeacher.pdf](http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/SLO_Exemplars/SpecEd_CoTeacher.pdf)

## Appendix D. Guidance on Selecting Assessments for SLOs

The process of selecting Type III assessments is one of the most challenging and important steps within the SLO process. The Type III assessment enables teachers and teacher teams to determine growth toward and attainment of an SLO. PEAC and ISBE strongly recommend that Joint Committees plan to create district-level or building-level opportunities for teachers to collaborate in the selection and the creation of Type III assessments. In rare cases where an individual teacher must create an assessment that is used in only his or her classroom, PEAC recommends that the assessment be created in consultation with a school or district administrator with expertise in assessments, a special educator, an ELL specialist, and/or a content team member.

When selecting or creating a Type III assessment, Joint Committees should design a process and protocols for teams of educators to use, by considering the following criteria:

### **1. Is the assessment aligned to my students' learning objectives, the curriculum, and the appropriate grade- or content-specific standards?**

The assessment should cover the key subject and grade-level content standards and curriculum that will be taught during the interval of instruction. When examining assessments for alignment, teachers and teacher teams should look for the following:

- Items or tasks on the test should cover all of the key subject and grade-level content standards.
- No items or tasks on the test should cover standards that the course does not address.
- Where possible, the number of test items or tasks should mirror the distribution of teaching time devoted to concepts or the curriculum focus. For example, if a team of foreign language teachers devotes almost equal amounts of time to developing students' reading comprehension, listening comprehension, oral communication, and written communication skills, he or she should not use a test that devotes 90 percent of the test to reading comprehension. Instead, the distribution of the test should mirror instruction, meaning that all four skills should be equally represented on the test.
- The items or tasks should match the full range of cognitive thinking required during the course. For example, if the main foci of the mathematics content standards are solving word problems and explaining reasoning, some questions or items on an assessment should require students to solve word problems and explain how they arrived at their answers.
- The test may include an appropriate performance task, such as a student speech graded by a rubric or final art project in a high school painting class graded by a rubric.



The assessment should require students to engage in higher-order thinking where appropriate. These items or tasks may require students to use reasoning, provide evidence, make connections between subjects or topics, critique, or analyze.

The following are examples of an assessments aligned with SLOs and appropriate grade- or content-specific standards:

- A high school chemistry teacher is evaluating available assessments for her SLO, which must align with the content of the course that includes high school juniors and seniors. She located a district-created performance task geared toward high school juniors and seniors that covers the major topics and the important skills associated with the course. The performance task requires students to complete a chemistry lab on the Law of Conservation of Matter, demonstrating their ability to perform a simple experiment, collect and analyze the data, and draw conclusions based on the data.

Student performance on the lab is assessed by using a state standards–aligned rubric and sufficiently aligns with the content of the course. Because the performance task is designed for high school juniors and seniors, the assessment is appropriate for the students and the course. In addition, the mixture of knowledge and skills that students are required to demonstrate in completing the performance task include the recommended distribution/proportion of time spent in the course teaching students to use experimental design, create and test hypotheses, and evaluate and analyze data to test a central law, theory, or tenant of science (Chicago Public Schools, 2012).

- A second-grade mathematics teacher team is evaluating a commercially available end-of-course assessment. Looking at the items on the test, the team compared the foci of the test with the Common Core State Standards for Grade 2, as follows:

<b>Foci of the Test</b>	<b>Common Core State Standards for Grade 2</b>
Operations and algebraic thinking	Operations and algebraic thinking
Number and operations in base 10	Number and operations in base 10
Fractions	Measurement and data
Geometry	
Statistics	
Probability	

This chart illustrates a discrepancy between the content of the test and the content of the Common Core State Standards for Grade 2. The test covers more topics than are taught with the Common Core State Standards and does not include measurement and data. An item analysis would be necessary to make a final determination, but given that the Common Core State Standards focus on fewer topics in greater detail than what may be on the test, a different assessment would be more appropriate, and teachers may want to

develop a new assessment or adapt the assessment(s) they use currently in their classrooms.

- The seventh-grade social studies curriculum contains several curricular units focused on a variety of civics topics. Through these curricular units, students are expected to develop analytical skills and knowledge in accordance with the state standards. When the teacher team evaluated various available assessments to use with their SLOs, the team found that most of the assessments were multiple-choice questions that required basic recall, such as “Which of the following is included in the Bill of Rights?”

The teacher team then decided to create its own assessment that integrates the content of the course with social science processes and inquiry. In addition to having a few multiple-choice questions, the assessment requires students to provide written explanations using primary and secondary sources, analyze and interpret historical events relevant to the course content, and construct a brief essay demonstrating critical thinking and argumentation. The resulting assessment is rigorous and is better aligned to the expectations of the state standards.

- A seventh-grade social studies curriculum covers relevant world developments from 750 B.C. to A.D. 1600. A teacher was examining an available district-created assessment for potential use with SLOs. The assessment features 40 questions, 20 of which are focused on ancient Greece and 20 of which are focused on ancient Rome.

This assessment does not adequately cover the breadth of the course, which covers world history up through global exploration. For the assessment to be aligned to the course, the assessment would have to measure student growth in understanding key developments in a variety of cultures—not just ancient Rome and Greece—over a longer period of time.

## **2. Does the assessment allow high- and low-achieving students to adequately demonstrate their knowledge? In other words, does the assessment have enough stretch?**

All students should be able to demonstrate developmentally appropriate progress on the assessment(s) used with an SLO. For the assessment to work for most or all students, the assessment must have sufficient stretch, meaning that it contains questions that are of varying difficulty and cover some prerequisite and advanced knowledge or skills. Teachers may not be able to make an informed judgment about the needed stretch of an assessment until they have analyzed the baseline or pretest performance of students. When evaluating the assessment for sufficient stretch, teachers and teacher teams should keep their lowest performing and highest performing students in mind. Based on students’ recent performance, will they be able to demonstrate growth on this assessment?

- All students should be able to demonstrate growth on the assessment.

- The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.

The following are examples of assessments that allow high- and low-achieving students to adequately demonstrate their knowledge:

- While examining a district-created assessment of fifth-grade literacy. The assessment covers all of the literacy standards for informational text and literature for fifth grade and often includes questions that are slightly less or more challenging than grade expectations. In addition, questions throughout the assessment cover the fourth-grade and sixth-grade expectations of the same standard. For example, three assessment tasks are aligned with the fifth-grade standards and require students to compare and contrast a firsthand and secondhand account of the same event and describe the differences in the two accounts in terms of focus and information. In addition, one question asks students to distinguish their own point of view from that of an author (a fourth-grade expectation), and one task asks students to analyze multiple accounts of the same event or topic and note differences in points of view (a sixth-grade expectation).

This teacher has one student who began the year reading below grade level and three students who were reading above grade level, so this assessment has sufficient stretch.

- A high school industrial arts teacher used a district-created high school pretest at the beginning of the year to evaluate his high school class. Looking at the results, the teacher was surprised to see that one third of his students scored 80 percent or higher on the pretest. The teacher is scheduled to distribute a posttest to students at the end of the year that contains questions at the same difficulty level.

Because so many students demonstrated mastery of course content at the beginning of the year, the high school posttest currently planned does not have enough stretch. To ensure that all students will be able to demonstrate developmentally appropriate growth, the teacher might need to supplement the high school posttest with more challenging questions or tasks.

### **3. Is the assessment valid and reliable?**

The assessment should be both valid and reliable. In other words, it should accurately measure what it says it measures and produce consistent results (i.e., it should be administered in such a way that students with the same skills should obtain similar scores). When evaluating assessments for validity and reliability, teachers and teacher teams should consider the following:

- Unless the assessment aims to test reading skills, it should not include overly complex vocabulary. For example, a mathematics test that includes word problems with complex names and language may be assessing reading skills, not mathematical reasoning.

- Items or tasks should be written clearly and concisely. Performance-based assessments should contain clear directions that are easily understood.
- Clear scoring rubrics or guidance should be included for performance-based items.
- The teacher or the teacher team should determine how the assessment will be administered consistently across classes. Testing conditions, instructions, and test items (if using different forms of a test across classes) should be similar across classes.

The following are examples of ensuring valid and reliable assessments:

- A teacher is evaluating a ninth-grade pretest and posttest in geography. The tests are aligned with the content standards, contain sufficient stretch, and are sufficiently rigorous. However, the teacher noticed that most of the questions are written at a 12th-grade reading level.

This test raises validity issues. If students do better on the posttest, would it be because their knowledge of geography and reasoning skills has improved or because their reading comprehension has improved? To create a more valid assessment, the school district might support convening a teacher team to create a new test that uses appropriate vocabulary and will be readable for all students.

- A team of music teachers in the school district created a performance assessment for students. In addition to developing the tasks together, the teachers specified a set of directions and testing conditions that each teacher would follow. For example, the students will be asked to perform a short piece of music during their small-group lessons. All teachers will assess the students using the same rubric. Prior to grading, teachers will practice using the rubric and make sure that they are grading performances consistently.

By creating standard assessment procedures, the teacher team is increasing the reliability of the assessment. These procedures will help ensure that one student's results are not more valid than another student's. In other words, if Susie takes the test during a teacher's first-period class and then again during another teacher's sixth-period class, her results should be similar. Again, testing conditions, instructions, and test items (if using different forms of a test across classes) should be similar across classes.

Joint committees should consider these questions and create an assessment approval process. The assessment approval process should begin with a checklist that includes all of the characteristics required for an assessment to be approved for inclusion in an SLO. Herman, Heritage, and Goldschmidt (2011) may be helpful in creating this assessment checklist. See *Section 5: Creating a Review and Documentation Process* for further options on reviewing and approving assessments, including evaluator review, the building-level review process, and the district-level review process.

## Appendix E. Sample Template for the Analysis of Student Data

In Step 2 of the SLO development process, teachers analyze available baseline and trend data to inform the writing of their SLOs. This template can be useful in organizing the development process. Teachers should identify the content standards of the course and then match any relevant assessment or baseline data available that demonstrate students’ background knowledge and skills related to each standard. Based on the evidence from baseline data, teachers can use this tool to identify student strengths and weaknesses and use the data to improve the creation of growth targets. It is important to note that Joint Committees can help teachers undertake this work by planning for a data management system that can support the implementation of SLOs.

<b>Teacher:</b>		<b>Grade/Subject:</b>	
<b>School/District Priorities:</b>		<b>Standards Used:</b>	

<b>Content Standards</b> <i>(The actual number of the standard and/or the expectation/topic of that standard)</i>	<b>Assessment or Baseline Data</b> <i>(Includes the name of the assessment, if it is a state or commercial assessment, and a description of the assessment)</i>	<b>Evidence</b> <i>(Summary of the assessment results, including the range of scores, the percentage of students that answered questions, correctly, and so forth)</i>	<b>Subgroups to Note</b> <i>(Note performance of groups of students—either groups of students that performed lower than others on a particular skill or a subgroup that scored exceptionally well)</i>

## Appendix F. The SLO Template

**Teacher Name:** \_\_\_\_\_

**Content Area and Course:** \_\_\_\_\_

**Grade Level(s):** \_\_\_\_\_

**Academic Year:** \_\_\_\_\_

*Please use the guidance provided in addition to this template to develop the components of an SLO and populate each component in the spaces provided.*

### **Student Population**

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

### **Baseline and Trend Data (attach baseline data roster report from the district data system for your identified student population)**

*Please add any additional comments, information, or special circumstances to give any necessary context to the attached roster.*

### **Interval of Instruction (if not a year, rationale for semester, quarter, or other interval)**

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

### **Standards and Content**

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

### **Assessment(s)**

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

### **Student Characteristics**

*What accommodations will you make to allow for the consideration of student characteristics or special student populations (e.g., special education, ELL, and at risk)?*

**Growth Goal(s)**

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

**Rationale for Growth Goals**

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

*The following two sections are to be completed at the midpoint check-in meeting.*

**Midpoint Learning Data Review**

*What kind of midpoint data did you examine to review student progress toward goals? What did your review reveal? What adjustments to instruction will be made (if any)?*

**SLO Adjustments**

*Based on the midpoint data review, will there be any adjustments to any aspects of this SLO? Describe (if any).*

## Appendix G. Sample Midpoint Check-In Meeting Protocol

**Teacher Name:** \_\_\_\_\_

**Content Area and Course:** \_\_\_\_\_

**Grade Level(s):** \_\_\_\_\_

**Academic Year:** \_\_\_\_\_

**Instructions:** The evaluator should provide the teacher with the protocol questions in advance of the check-in meeting so that the teacher has an opportunity to prepare for a discussion of each topic at the meeting. The teacher should be prepared to share and discuss formative assessment results and student progress toward meeting the SLO growth target.

### **Student Progress**

1. How are students progressing toward their growth targets? Are some students demonstrating more progress than others?
2. Are the growth targets that you set at the beginning of the year attainable?

### **Instructional Strategies**

3. Which instructional strategies are you using?
4. Are any instructional strategies not working for your students? Are there alternatives you should consider?

### **Support and Collaboration**

5. Have you collaborated with peers to work toward goals?
6. What additional supports do you need to ensure that you are successful with your students?



## Appendix H. The SLO Template Checklist and Review Documentation

This sample checklist is an example of a tool that should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators. Joint committees can modify this checklist as appropriate for their district context.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i>	<i>Which students will be included in this SLO? Include course, grade level, and the number of students.</i>	<i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i>	<i>What content will the SLO target? To what related standards is it aligned?</i>	<i>What assessment(s) will be used to measure student growth for this SLO?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to achieve?</i>	<i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i>
<ul style="list-style-type: none"> <li>• Identifies sources of information about students (e.g., test scores from prior years and the results of pretests).</li> <li>• Draws on trend data, if available.</li> <li>• Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes all students in the class covered by the SLO.</li> <li>• Describes the student population and considers any contextual factors that may impact student growth.</li> <li>• Does not exclude subgroups of students that may have difficulty meeting the growth targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Matches the length of the course (e.g., quarter, semester, year).</li> </ul>	<ul style="list-style-type: none"> <li>• Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) academic content standards, or (3) national standards put forth by education organizations.</li> <li>• Represents the big ideas or domains of the content taught during the interval of instruction.</li> <li>• Identifies core knowledge and skills that students are expected to attain as required by the applicable standards (if the SLO is targeted).</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.</li> <li>• Selects measures with sufficient stretch so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course.</li> <li>• Provides a plan for combining assessments if multiple summative assessments are used.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that all students in the course have a growth target.</li> <li>• Uses baseline or pretest data to determine appropriate growth.</li> <li>• Sets developmentally appropriate targets.</li> <li>• Creates tiered targets when appropriate so that all students may demonstrate growth.</li> <li>• Sets ambitious yet attainable targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates teacher knowledge of students and content.</li> <li>• Explains why target is appropriate for the population.</li> <li>• Addresses observed student needs.</li> <li>• Uses data to identify student needs and determine appropriate growth targets.</li> <li>• Explains how targets align with broader school and district goals.</li> <li>• Sets rigorous expectations for students and teacher(s).</li> </ul>

## SLO Review Documentation

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

Content Area and Course: \_\_\_\_\_

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

Academic Year: \_\_\_\_\_

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

**Review Complete**

The SLO has met the criteria and expectations outlined in the SLO checklist:

- The teacher or teacher team has focused on the appropriate growth targets and demonstrated alignment to curriculum and state content standards.
- It covers the course content and identifies the students that truly need to improve.
- The assessments identified to measure growth toward the SLO are valid, reliable, and have sufficient stretch.
- The SLO growth targets have strong rationales that demonstrate a clear understanding of student needs.

**Further Revision Needed**

The SLO does not meet the criteria and expectations outlined in the SLO checklist. It requires further development in the following areas. After the outstanding areas are sufficiently addressed, the SLO review will be complete.

Areas requiring further development:

\_\_\_\_ Baseline and trend data

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

\_\_\_\_ Student population

\_\_\_\_ Growth target(s)

\_\_\_\_ Interval of instruction

\_\_\_\_ Rationale for growth target(s)

\_\_\_\_ Standards and content

*Reviewers may use the space provided to show specific guidance or recommendations for improving the SLO:*

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

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

For alternative examples of a review and documentation process, see *Appendix J: SLO Process Examples*.

## **Appendix I. State Performance Evaluation Model: SLO Requirements**

For Joint Committees unable to reach agreement on Type III assessment measurement models within 180 days of the committee’s first meeting, the final requirements apply.

### **Definitions**

**Student growth:** A demonstrable change in a student’s or a group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments between two or more points in time.

**Measurement model:** The process in which two or more assessment scores are analyzed to identify a change in a student’s knowledge or skills over time.

**Student learning objectives:** The SLO process creates a measurement model that enables an evaluator to analyze scores from a Type III assessment (e.g., a pretest and a posttest) and identify whether a preestablished goal(s) has been met through a demonstrated change in a student’s knowledge and skills over time.

**Number of SLOs:** A minimum of one SLO is required for each Type III assessment. Table I1 summarizes the number of SLOs required for different categories of teachers.

**Table I1: Number of SLOs Needed**

Category of Teacher	Minimum Number of Type III Assessments	Minimum Number of SLOs
Has a Type I or Type II assessment available	1	1
No Type I or Type II assessment available	2	2

For teachers who are required to have two Type III assessments and, therefore, a minimum of two SLOs, the following rules apply:

- One SLO must be set by the evaluator and be aligned with the school improvement plan and district initiatives. When possible, this should include shared SLOs developed with groups of teachers.
- One SLO must be set by the teacher but can include shared SLOs developed with groups of teachers and should be aligned with classroom or student population needs.

School districts and unions should work together to establish the conditions necessary for teams of teachers to set group or shared SLOs (e.g., trust, mutual support, common curriculum and assessments, collaborative time for setting group and individual growth targets).

## **Inclusion of Students**

The state model does not require that a minimum threshold percentage of students be included in each SLO. Rather, PEAC encourages teachers and evaluators to collaboratively make this decision based on the subject area or grade and an analysis of student data and school goals; the decision must be supported with a clear, defensible rationale. If the teacher and the evaluator are unable to reach agreement, the following rules must be used:

- For a teacher with two Type III assessments, the school district must determine the percentage of students that should be covered under the first SLO, and the teacher must determine the percentage of students covered under the second SLO. Each SLO will require a written rationale with supporting baseline student data.
- For a teacher with one Type III assessment, the teacher must determine the percentage of students that should be covered under any SLO and provide a written rationale with supporting baseline student data.

## **Rationale for an SLO**

The state model requires that teachers provide a documented rationale for each SLO growth target set for each Type III assessment.

## **SLO Approval Process**

The state model requires that school districts develop a review process for SLOs to ensure that they are rigorous and comparable across teachers.

## **SLO Scoring**

The state model does not require a specific scoring methodology or rubric; however, school districts should consider the information provided in Sections 6 and 7 of the *SLO Guidebook* to develop these materials.

## **Weighting of SLOs**

The state model does not require a specific method for combining multiple SLOs; however, because the state model requires that student growth be 50 percent of a teacher's performance evaluation score, the following rules should be adopted. The Joint Committee should decide on the distribution of the weight applied to each student growth measure, including SLOs. However, in cases where the Joint Committee cannot reach agreement, the measures must be weighted equally. For example,

- For a teacher with one Type I or II assessment and one Type III assessment (one SLO), each assessment score must constitute 25 percent, for a total of 50 percent.

- For a teacher with two Type III assessments (two SLOs), each SLO must constitute 25 percent, for a total of 50 percent.

## **SLO Training and Support**

All educators and evaluators using SLOs must be provided ongoing support and training to understand the SLO process and ensure that they can implement a fair process with fidelity. School districts using the state model should clearly and explicitly link the SLO process with other district goals and initiatives, especially school improvement planning, to ensure that a single, coherent vision is communicated to all educators in the school district. In addition, creating an SLO process that is rooted in teachers' and principals' work will require deeply engaging educators in planning, developing, implementing, and refining the process.

## Appendix J. SLO Process Examples

### Example 1: Individual Teacher SLO (Middle School Science)

#### Overview of Process

- The teacher will identify the class, course, or group of students that he or she would like to focus on for the Type III assessment.
- The teacher accesses the district data system for available baseline data for the students that will be the subject of the growth score for the Type III assessment. This may entail looking at assessment data from prior years to evaluate each student's prior knowledge and see what kind of growth gains each student has made in prior years. If no data are available or do not exist, the teacher will plan to obtain baseline data by administering a pretest.
- The teacher identifies potential Type III assessments to use with this group of students. The evaluator may ask the teacher to select a set number of potential assessments.
- The teacher and the evaluator meet and examine baseline data if available, review potential Type III assessments against the Joint Committee criteria (attached), and select the Type III assessment (pretest and posttest) that will be used to evaluate student growth. This must occur no later than September 10.
- The teacher will administer the selected Type III assessment to students as a pretest to gain the before score, per the Joint Committee's assessment administration protocols. This must occur no later than September 15.
- The teacher completes the SLO form, indicating the standards that will be addressed, the assessment that will be used, instructional considerations for special student populations, growth goal(s) for each student or group of students, and a rationale for the growth goal(s). The SLO must be submitted to the evaluator no later than September 30.
- The teacher teaches, and students learn.
- Midpoint assessment data are collected, and the results are reviewed with the evaluator. The evaluator and the teacher meet to review midpoint data, discuss instruction and progress, and adjust the SLO if necessary (e.g., adjustments could include removing students no longer enrolled in class, removing students who have had too many absences, and identifying students who now have IEPs and their adjusted growth goals). The evaluator and the teacher discuss adjustments to instruction or other interventions necessary to meet the goals, as well as supports that the school district or school will provide to facilitate the teacher's work in improving student learning.
- The teacher continues to teach, and students continue to learn.

- The posttest is given per the Joint Committee’s assessment administration protocols. Scores are recorded in the same manner as they were recorded in the pretest (e.g., percentages or points).
- The simple growth measurement model is applied to the before and after scores.
- Growth scores are compared with the growth goals to determine if a student did or did not meet the growth goals.
- The class average and the final aggregate class growth score results are calculated.
- The growth rating is assigned per the scale determined by the Joint Committee.

**SLO Example: Individual Teacher**

**Teacher Name:** Mrs. Reno

**Content Area and Course:** Science/General Education; General Science

**Grade Level(s):** Grade 7

**Academic Year:** 2012–13

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

**Student Population**

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

All of my third-period class of seventh-grade science students. There are 18 students in the class.

**Baseline and Trend Data (attach baseline data roster report from the district data system for your identified student population)**

*Please add any additional comments, information, or special circumstances to give any necessary context to the attached roster.*

I have several students in the class who did not meet the growth goal last year, and I am going to have to watch them very closely to see how things are going.

**Interval of Instruction (if not a year, rationale for semester, quarter, or other interval)**

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

This is a unit SLO for chemistry. This area of the curriculum generally runs from the beginning of December through the end of February.



## Standards and Content

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

**11.A.3c** Collect and record data accurately using consistent measuring and recording techniques and media.

**12.C.3a** Explain interactions of energy with matter, including changes of state and the conservation of mass and energy.

**12.C.3b** Model and describe the chemical and physical characteristics of matter (e.g., atoms, molecules, elements, compounds, and mixtures).

**13.A.3a** Identify and reduce potential hazards in science activities (e.g., ventilation and handling chemicals).

**13.B.3f** Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, and water quality).

**CC.7.W.3.d** Text types and purposes: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

## Assessment(s)

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

Teacher-created chemistry unit exam that includes a hands-on component, a multiple-choice section, and a written essay response.

## Student Characteristics

*What accommodations will you make to allow for the consideration of student characteristics or special student populations (e.g., special education, ELL, and at risk)?*

- For special education students, the IEP requirements will be followed. For example, some students will take an alternate form of the test with questions adapted with simpler language or read aloud. The growth goals will be adapted for each student on an individual basis based on prior growth evidence.
- ELL students will be tested using a modified form of the exam. The growth goals will be adapted for each student on an individual basis based on prior growth evidence.
- At-risk students and poverty students have absenteeism issues, so the growth goal will be less ambitious due to lack of exposure to material during the unit. If a student misses more than 95 percent of the school year, removal from the SLO requirements may result.
- All students scoring more than 95 percent on the pretest will be given an alternate assessment for the posttest. I will use an essay style of test: It will test the same standards in a different and higher level manner, and it will require students to show a deeper level of synthesis. I will use the district-approved scoring rubric for writing in the content area. All students will be expected to score 3.5 or better to meet the growth goal.
- All students not identified in the previous four categories will have rigorous but reasonable growth goals based on prior baseline data indicators. (Most will be expected to grow a minimum of 15 percent.)

### **Growth Goal(s)**

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

See attached for student roster of growth goals.

### **Rationale for Growth Goals**

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

This goal is reasonable because I will have ample time to instruct my students. There will be three chapter tests along the way, so I can monitor and adjust instruction as necessary. I have built in three days for full class reteaching if necessary. Students on track will have alternate work those days.

*The following two sections are to be completed at the midpoint check-in meeting.*

### **Midpoint Learning Data Review**

*What kind of midpoint data did you examine to review student progress toward goals? What did your review reveal? What adjustments to instruction will be made (if any)?*

Reviewed Chapter 4 and 5 tests. Implemented two reteaching days so far. Retaught the Bohr model to the whole class on Day 18 after informal assessments revealed great misunderstandings.

### **SLO Adjustments**

*Based on the midpoint data review, will there be any adjustments to any aspects of this SLO? Describe (if any).*

None necessary.

### **SLO Attachments**

#### **Attachment 1: SLO Baseline Data**

Mrs. Reno, Grade 7 Science, 2012–13

<b>Student</b>	<b>6th-Grade End-of-Year Test Score</b>	<b>6th-Grade Goal Met (1) or Not Met (0)?</b>
Johnny	70%	1
Natasha	80%	1
Bryanne	55%	0
Alfredo	88%	1
Simon	95%	1
Abigayle	70%	0

Student	6th-Grade End-of-Year Test Score	6th-Grade Goal Met (1) or Not Met (0)?
Fernando	78%	1
Jose	65%	0
Erica	84%	1
Banul	70%	0
Sweedlana	80%	Dropped from SLO, absences
Freddrick	99%	1
Amanda	80%	1
Richard	70%	0
Phil	40%	0
Felicity	60%	0
Shawn	98%	1

## Attachment 2: SLO Growth Targets and Outcome Data

Mrs. Reno, Grade 7 Science, 2012–13

Student Name	Student Characteristics	Pretest Score	Growth Goal	Posttest Score	Goal Met (1) or Not Met (0)
Johnny	Special education	55%	70%	72%	1
Natasha		64%	84%	78%	0
Bryanne	ELL	23%	38%	43%	1
Alfredo		55%	80%	82%	1
Simon		98%	Alternate assessment	3.5	1
Abigayle	At risk—poverty	64%	76%	69%	0
Fernando		75%	85%	87%	1
Jose	Special education	45%	50%	62%	1
Erica		84%	94%	78%	0
Banul	ELL	59%	75%	75%	1
Sweedlana		71%	80%	82%	1
Freddrick		96%	Alternate assessment	3.75	1
Amanda	Special education	55%	70%	78%	1
Richard		66%	80%	78%	0
Phil	ELL	13%	40%	43%	1

Student Name	Student Characteristics	Pretest Score	Growth Goal	Posttest Score	Goal Met (1) or Not Met (0)
Felicity		15%	59%	62%	1
Shawn		98%	Alternate assessment	4.1	1
Germaine	Special education	61%	80%	82%	1
Total class points					14
Total possible points					18
Percentage met goal					77.7%
Growth rating					3 (Proficient)

**Scoring Process.** Use the following Joint Committee Type III key to determine the growth rating based on the percentage of students who met the growth goal set for them.

Percentage	Rating Description	Numerical Rating
0%–55% of students meet growth goal	Unsatisfactory	1
56%–69% of students meet growth goal	Needs Improvement	2
70%–80% of students meets growth goal	Proficient	3
81%–100% of students meets growth goal	Excellent	4

**Joint Committee Criteria for Type III Assessment Approval.** The teacher and the evaluator should meet and determine the Type III assessment that will be used for that teacher’s evaluation growth score. The teacher should bring no fewer than three potential assessments that could potentially be used as the Type III assessment. The evaluator and the teacher will first review baseline data for the class, course, or group of students the teacher proposes to assess. Using the following criteria and the available baseline data information (if it exists), they will select the best of the three possible assessments that both the evaluator and the teacher believe would be able to reliably show student growth. Both the teacher and the evaluator must be able to answer yes to each of the following questions to use the identified assessment as a Type III assessment for student growth:

- Will the assessment cover at least three learning standards?
- Is it probable that the teacher will be able to fully instruct students on the amount of material that will be assessed in the time given for the period between the pretest and the posttest?
- Does the assessment have a variety of response types (assessing the complete hierarchy of Bloom’s taxonomy) such that a wide range of students could show learning in the areas being assessed (referred to as stretch)?

- Is the assessment scored in such a way that the selected growth model can be used to analyze growth results?
- Does the teacher have confidence in the assessment as an accurate way to measure student growth?

Name of Assessment	Teacher Yes to All Criteria	Evaluator Yes to All Criteria

**Assessment Selected:** \_\_\_\_\_

**Teacher’s Signature:** \_\_\_\_\_

**Evaluator’s Signature:** \_\_\_\_\_

## Example 2: Teacher Team SLO, Middle School Science

### Overview of Process

- The teachers who will work on the group SLO are identified, and each teacher will identify the class, course, or group of students he or she would like to focus on for the Type III assessment.
- Each teacher accesses the district data system for available baseline data for the students that will be the subject of the growth score for the Type III assessment. If no data are available or do not exist, each teacher will plan to obtain baseline data by administering a pretest.
- The team of teachers developing the group SLO will meet during their scheduled common planning time to analyze any available baseline student data and discuss potential Type III assessments to use with their groups of students. They will identify common student needs across their classes and ways they can collaborate with each other to support student learning.
- The evaluator meets with the team of teachers during the common planning time to discuss the group’s findings on baseline student data, review potential Type III assessments against the Joint Committee criteria (attached), and select the Type III assessment (pretest and posttest) that will be used by all teachers in the group to evaluate student growth. This must occur no later than September 10.
- The teachers will administer the selected Type III assessment to the students in their classes as a pretest to gain the before score, per the Joint Committee’s assessment administration protocols. This must occur by September 15.

- The teachers will meet during their common planning time to complete the SLO form, indicating the standards that will be addressed, the assessment that will be used, instructional considerations for special student populations, the growth goal(s) for each student or group of students, and a rationale for the growth goal(s). Each teacher will set growth goals based on their own students' baseline data. As necessary, veteran teachers may provide assistance to novice teachers in the setting of growth goals. The group SLO must be submitted to the evaluator no later than September 30.
- The teachers teach, and students learn. The teachers engage in ongoing discussions during their common planning time around effective instructional strategies, student behaviors and outcomes they are seeing, and ideas to support student engagement and learning.
- Midpoint assessment data are collected, and the teachers review the results as a group and with the evaluator. They discuss instruction and progress and adjust each teacher's SLO growth goals, if necessary (e.g., adjustments could include removing students no longer enrolled in class, removing students who have had too many absences, and identifying students who now have IEPs and their adjusted growth goals). The evaluator and the teachers discuss adjustments to instruction or other interventions necessary to meet goals, as well as supports that the school district or school will provide to the group of teachers to facilitate improved student learning.
- The teachers continue to teach, collaborating during their common planning time, and students continue to learn.
- The posttest is given per the Joint Committee's assessment administration protocols. Each teacher records his or her scores in the same manner that they were recorded in the pretest (e.g., percentages or points).
- The simple growth measurement model is applied to the before and after scores for each teacher participating in the SLO.
- Each teacher's growth scores are compared with the growth goals to determine if students did or did not meet the growth goals.
- The class average and the final aggregate class growth score results are calculated for each teacher participating in the SLO.
- The growth rating is assigned for each teacher per the scale determined by the Joint Committee.

### **SLO Example: Individual Teacher SLO Included in a Group SLO**

**Teacher Name:** Mrs. Reno

**Content Area and Course:** Science/General Education; General Science

**Grade Level(s):** Grade 7

**Academic Year:** 2012–13

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

### **Student Population**

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

All of my third-period class of seventh-grade science students. There are 18 students in the class.

### **Baseline and Trend Data (attach baseline data roster report from the district data system for your identified student population)**

*Please add any additional comments, information, or special circumstances to give any necessary context to the attached roster.*

I have several students in the class who did not meet the growth goal last year, and I am going to have to watch them very closely to see how things are going. During our planning time, my colleagues and I identified that we all have some students in these similar circumstances.

### **Interval of Instruction (if not a year, rationale for semester, quarter, or other interval)**

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

This is a unit SLO for chemistry. This area of the curriculum generally runs from the beginning of December through the end of February.

### **Standards and Content**

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

**11.A.3c** Collect and record data accurately using consistent measuring and recording techniques and media.

**12.C.3a** Explain interactions of energy with matter, including changes of state and the conservation of mass and energy.

**12.C.3b** Model and describe the chemical and physical characteristics of matter (e.g., atoms, molecules, elements, compounds, and mixtures).

**13.A.3a** Identify and reduce potential hazards in science activities (e.g., ventilation and handling chemicals).

**13.B.3f** Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, and water quality).

**CC.7.W.3.d** Text types and purposes: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

## Assessment(s)

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

My colleagues and I created a chemistry unit exam that includes a hands-on component, a multiple-choice section, and a written essay response.

## Student Characteristics

*What accommodations will you make to allow for the consideration of student characteristics or special student populations (e.g., special education, ELL, and at risk)?*

- For special education students, the IEP requirements will be followed. For example, some students will take an alternate form of the test with questions adapted to simpler language or read aloud. The growth goals will be adapted for each student on an individual basis based on prior growth evidence.
- ELL students will be tested using a modified form of the exam. The growth goals will be adapted for each student on an individual basis based on prior growth evidence.
- At-risk students and poverty students have absenteeism issues, so the growth goal will be less ambitious due to lack of exposure to material during the unit. If a student misses more than 95 percent of the school year, removal from SLO requirements may result.
- All students scoring more than 95 percent on the pretest will be given an alternate assessment for the posttest. I will use an essay style of test: It will test the same standards in a different and higher level manner, and it will require students to show a deeper level of synthesis. I will use the district-approved scoring rubric for writing in the content area. All students will be expected to score 3.5 or better to meet the growth goal.
- All students not identified in the previous four categories will have rigorous but reasonable growth goals based on prior baseline data indicators. (Most will be expected to grow a minimum of 15 percent.)
- My colleagues and I will collaborate during our common plan time to find ways we can differentiate instruction for our students.

## Growth Goal(s)

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

See attached for student roster of growth goals.

## Rationale for Growth Goals

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

This goal is reasonable because I will have ample time to instruct my students. There will be three chapter tests along the way, so I can monitor and adjust instruction as needed. My colleagues and I have planned and built in three days when we will consider alternate groupings of students to reteach as necessary and provide enrichment for kids on track, based on students' needs.



The following two sections are to be completed at the midpoint check-in meeting.

**Midpoint Learning Data Review**

What kind of midpoint data did you examine to review student progress toward goals? What did your review reveal? What adjustments to instruction will be made (if any)?

I have reviewed the chapter 4 and 5 tests and implemented two reteaching days so far with my colleagues. I retaught the Bohr model to identified students across our classes after informal assessments revealed misunderstandings by some students.

**SLO Adjustments**

Based on the midpoint data review, will there be any adjustments to any aspects of this SLO? Describe (if any).

None necessary.

**SLO Attachments**

**Attachment 1: SLO Baseline Data**

Mrs. Reno, Grade 7 Science, 2012–13

Student	6th-Grade End-of-Year Test Score	6th-Grade Goal Met (1) or Not Met (0)?
Johnny	70%	1
Natasha	80%	1
Bryanne	55%	0
Alfredo	88%	1
Simon	95%	1
Abigayle	70%	0
Fernando	78%	1
Jose	65%	0
Erica	84%	1
Banul	70%	0
Sweedlana	80%	Dropped from SLO, absences
Freddrick	99%	1
Amanda	80%	1
Richard	70%	0
Phil	40%	0

Student	6th-Grade End-of-Year Test Score	6th-Grade Goal Met (1) or Not Met (0)?
Felicity	60%	0
Shawn	98%	1

## Attachment 2: SLO Growth Targets and Outcome Data

Mrs. Reno, Grade 7 Science, 2012–13

Student Name	Student Characteristics	Pretest Score	Growth Goal	Posttest Score	Goal Met (1) or Not Met (0)
Johnny	Special education	55%	70%	72%	1
Natasha		64%	84%	78%	0
Bryanne	ELL	23%	38%	43%	1
Alfredo		55%	80%	82%	1
Simon		98%	Alternate assessment	3.5	1
Abigayle	At risk—poverty	64%	76%	69%	0
Fernando		75%	85%	87%	1
Jose	Special education	45%	50%	62%	1
Erica		84%	94%	78%	0
Banul	ELL	59%	75%	75%	1
Sweedlana		71%	80%	82%	1
Freddrick		96%	Alternate assessment	3.75	1
Amanda	Special education	55%	70%	78%	1
Richard		66%	80%	78%	0
Phil	ELL	13%	40%	43%	1
Felicity		15%	59%	62%	1
Shawn		98%	Alternate assessment	4.1	1
Germaine	Special education	61%	80%	82%	1
Total class points					14
Total possible points					18
Percentage met goal					77.7%
Growth rating					3 (Proficient)

**Scoring Process.** Use the following Joint Committee Type III key to determine the growth rating based on the percentage of students who met the growth goal set for them.

Percentage	Rating Description	Numerical Rating
0%–55% of students meet growth goal	Unsatisfactory	1
56%–69% of students meet growth goal	Needs Improvement	2
70%–80% of students meets growth goal	Proficient	3
81%–100% of students meets growth goal	Excellent	4

**Joint Committee Criteria for Type III Assessment Approval.** The identified group of teachers and their evaluator should meet and determine the Type III assessment that will be used for that group’s evaluation growth score. The evaluator and the group of teachers will first review baseline data for the class, course, or group of students the teachers propose to assess. Using the following criteria and the available baseline data information (if it exists), they will select the assessment that both the evaluator and the teachers believe would be able to reliably show student growth. Both the group of teachers and the evaluator must be able to answer yes to each of the following questions to use the identified assessment as a Type III assessment for student growth.

- Will the assessment cover at least three learning standards?
- Is it probable that the teacher will be able to fully instruct students on the amount of material that will be assessed in the time given for the period between the pretest and the posttest?
- Does the assessment have a variety of response types (assessing the complete hierarchy of Bloom’s taxonomy) such that a wide range of students could show learning in the areas being assessed (referred to as stretch)?
- Is the assessment scored in such a way that the selected growth model can be used to analyze growth results?
- Does the teacher have confidence in the assessment as an accurate way to measure student growth?

Name of Assessment	Teacher Yes to All Criteria	Evaluator Yes to All Criteria

**Assessment Selected:** \_\_\_\_\_

**Teacher’s Signature:** \_\_\_\_\_

**Evaluator’s Signature:** \_\_\_\_\_