

## TABLE OF CONTENTS

### Chapter 1 - PERA Joint Committee

|  |   |
|--|---|
| Joint Committee Statement of Core Beliefs .....                          | 3 |
| Plan Approval and Acknowledgement of Members of the Joint Committee..... | 3 |
| Key Terms .....  | 4 |

### Chapter 2 - Guidelines for Teacher Participation

|   |   |
|---|---|
| Who is required to include Student Growth in their evaluation plan? .....   | 6 |
| Guidelines for Teacher with a Co-Teaching Assignment .....                  | 6 |
| Guidelines for Teachers with Multiple Teaching Assignments.....             | 6 |
| Guidelines for Teachers in Resource Assignments.....                        | 6 |
| Guidelines for Teachers with a Leave of Absence .....                       | 6 |
| Guidelines for Teachers Hired Late or Transferred to a New Assignment ..... | 6 |
| Teachers with a Non-Teaching Assignment .....                               | 6 |

### Chapter 3 - Assessments

|  |   |
|--|---|
| Types of Assessments for Measuring Student Growth .....  | 7 |
| Type I.....  | 7 |
| Type II.....   | 7 |
| Type III.....  | 7 |
| What Assessments are required?.....  | 7 |
| What is the Interval of Instruction? .....   | 7 |
| List of Teacher Categories, Assessments and Measurement Models Approved by the Joint Committee ..... | 7 |

### Chapter 4 - Student Sample

|  |    |
|--|----|
| Student Sample Roster – Appendix B.....                              | 8  |
| Which Students will be included in the student sample? .....         | 9  |
| Guidance for Teachers of Students with Special Characteristics ..... | 9  |
| Students with Disabilities .....                                     | 9  |
| English Language Learners .....                                      | 10 |
| Early Childhood .....  | 10 |

### Chapter 5. What is a Student Growth Plan?

|   |    |
|---|----|
| Why Use Student Growth Plans/SLO's? .....                   | 12 |
| What is the Student Growth Plan/SLO Evaluation Cycle? ..... | 12 |
| Student Growth Plan Timelines.....                          | 13 |
| Phase In Cycle.....   | 13 |

### Chapter 6. How to Develop a Student Growth Plan

|   |    |
|---|----|
| Step 1. Guidance for Establishing a Learning Goal .....                 | 14 |
| Step 2. Guidance for Documenting Assessments and Scoring .....          | 16 |
| Step 3: Guidance for Establishing Expected Growth Targets .....         | 17 |
| Collecting Baseline Data .....  | 18 |
| Methods for Grouping Students Using Baseline Data .....                 | 18 |
| What is a Growth Expectation or Growth Target? .....                    | 19 |
| Setting Growth Targets .....  | 19 |
| Step 4. Guidance for Measuring Student Growth .....                     | 21 |
| Measurement Models.....   | 21 |
| Step 5: Guidance on Rating the Quality of the Student Growth Plan ..... | 24 |

### Chapter 7. Student Growth Conferences with teacher and qualified evaluator

|  |    |
|--|----|
| 1. Pre-Approval Meeting with Qualified Evaluator ..... | 26 |
| 2. Submit Student Growth Plans for Approval .....      | 26 |
| Student Growth Plan Review Documentation .....         | 27 |
| 3. Mid-point Data Check-in/ Conference .....           | 28 |
| 4. Summative Student Growth Plan Scoring Meeting.....  | 30 |

**Chapter 8. Performance Evaluation Ratings**

Rating Scales for Each Student Growth Performance Measure ..... 31  
Calculating the percentage of students who met or exceeded their student growth target ..... 31  
For Type I or Type II Assessments ..... 31  
For Type III Assessments or Type II District Common Formative Assessments..... 31  
Summative Student Growth Rating..... 32  
Summative Performance Evaluation Plan Rating: Professional Practice and Student Growth ..... 32

**Appendices**

Appendix A: List of Teacher Categories and Assessments ..... 33  
Appendix B: Student Sample Roster ..... 36  
Appendix C: Student Growth Planning Pages..... 37  
Step 1. Guidance for Establishing a Learning Goal ..... 37  
Step 2. Guidance for Documenting Assessments and Scoring ..... 38  
Step 3: Guidance for Establishing Expected Growth Targets ..... 39  
Step 4. Guidance for Measuring Student Growth ..... 39  
Appendix D: Student Growth Plan / SLO ..... 41  
Appendix E: SLO Review Tool ..... 43  
Appendix F: Teacher Student Growth Plan Checklist ..... 52  
Appendix G: Qualified Evaluator Student Growth Plan Checklist ..... 54  
Appendix H: Definitions ..... 56  
References..... 58

## Chapter 1. PERA Joint Committee

We want to recognize and express our appreciation to the members of our PERA Joint Committee for their commitment to developing a fair and balanced teacher evaluation system that is compliant with PERA regulations.

The Joint Committee has equal representation by teachers and administrators who are responsible for developing and approving the Performance Evaluation Plan for Teachers that includes both professional practice as well as data and indicators of student growth as a significant factor in rating teacher performance as required in Section 24A-4 of the School Code.

### JOINT COMMITTEE STATEMENT OF CORE BELIEFS

The following core beliefs guided our decision-making in developing the Performance Evaluation Plan for Teachers.

- The Joint Committee is committed to academic and social emotional growth of all students.
- All students deserve access to high quality teachers who demonstrate mastery of professional standards for teaching and learning.
- The purpose of a teacher evaluation system is to provide authentic feedback and professional development for teachers.
- The process should be consistent, shared, collaborative, and a professional effort between teachers and evaluators.
- The performance evaluation system must be supported by continuous professional development.
- Communication and teacher input is critical to the success of the Joint Committee.
- Collecting and reviewing student performance data over time is essential to the measurement of student growth
- The primary goal of collecting data to measure student growth is to drive instruction and increase achievement.
- To the extent possible, effort will be made to use assessments and growth measurement models that are reliable, valid and consistent with the assessment design.

### PLAN APPROVAL AND ACKNOWLEDGEMENT OF MEMBERS OF THE JOINT COMMITTEE

The Joint Committee has final authority on decisions for the PERA Teacher Evaluation Plan. By signature below, the members of Millburn District 24 PERA Joint Committee approve the PERA Teacher Evaluation Plan on (INSERT DATE Month Day), 2015.

| Name            | Position                               | Signature |
|-----------------|--|-----------|
| Jason Lind      | Superintendent                         |           |
| Elizabeth Keefe | Director of Special Services           |           |
| Joanne Rathunde | Director of Technology                 |           |
| Jake Jorgenson  | Middle School Principal                |           |
| Ben Walshire    | Elementary School Principal            |           |
| Carol McGill    | Middle School Teacher, MFT President   |           |
| Carrie Rensner  | Elementary Speech/Language Pathologist |           |
| Meghan Konicki  | Elementary Classroom Teacher           |           |
| Gail Sinkus     | Elementary Gifted Teacher              |           |
| Laura Klier     | Middle School Teacher                  |           |

## KEY TERMS

**Assessment** – means any instrument that measures a student's acquisition of specific knowledge and skills.

**Attainment** – a “point in time” measure of student proficiency which compares the measured proficiency rate with a pre-defined goal.

**Depth of Knowledge (DOK)** – the level of rigor of assessment questions, categorized into four levels of increasing rigor: Recall, Skill/Content, Strategic Thinking, and Extended Thinking.

**Design Committee** – a committee composed of teachers and administrators which shall have the duties regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

**Joint Committee** – a committee composed of equal representation selected by the district and its educators or, when applicable, the exclusive bargaining representative of its educators, which shall have the duties regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating educator performance.

**Learning Objective** – a targeted long-term goal for advancing student learning.

**Mirrored Assessment** – an assessment set (pre, mid, post) that has the same form and grading structure, addresses the same content/skills, and addresses the same level of complexity or rigor for each item, standard, or skill.

**Performance Evaluation Rating** – the final summative rating of a teacher's performance, using the rating levels of “Unsatisfactory,” “Needs Improvement,” “Proficient,” and “Excellent” that includes consideration of both data and indicators of student growth, when applicable under Section 24A-25 of the School Code.

**Revising Student Growth Plans /SLOs** – the review and revision of the Student Growth Plan/SLO, specifically revision of growth targets and the student population

**Scoring Student Growth Plans /SLOs** – the scoring of the assessment, the final submission of the Student Growth Plan/SLO, and the scoring of the Student Growth Plan/SLO against performance thresholds

**Setting/Approving Student Growth Plans /SLOs** – the creation and approval of the Student Growth Plan/SLO and its component parts, including learning objective, growth target, and assessment

**Student Growth** – “demonstrable change in a student's or 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.”

**Student Growth Exemption** – The law provides exemptions from the student growth requirement for various specialized disciplines, including but not limited to; school counselor, school psychologist, nonteaching school speech and language pathologist, non-teaching school nurse, or school social worker.

**Student Growth Plan/Student Learning Objective (SLO)** – targets of student growth that educators set and strive to achieve by the end of the interval of instruction. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation with colleagues and administrators.

**Summative Student Growth Rating** – the final student growth rating, after combining the scores of multiple Student Growth Plans/SLOs

**Type I Assessment** – a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

**Type II Assessment** – any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers, and *AIMSweb*.

***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. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

## Chapter 2. Guidelines for Teacher Participation

---

**Each teacher on this plan is required to have TWO student growth measurements.** Our Joint Committee decided that district-wide scores for NWEA Measures of Academic Progress shall be used as the Type I Assessment for ALL staff members. **Multiple measurements increase the reliability of the student growth performance rating.**

Student growth shall represent 30% of a teacher’s performance evaluation rating in each year of the District’s implementation of a performance evaluation system under PERA beginning September 1, 2016.

“Student growth means a demonstrable change in a student’s or 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. “ - 23 Illinois Administrative Code, Subtitle A, Subchapter b, Subpart A, 50.30 Definitions

### WHO IS REQUIRED TO INCLUDE STUDENT GROWTH IN THEIR EVALUATION PLAN?

All full and part-time teachers will include student growth as a significant factor in their performance evaluation EXCEPT for those teachers who hold a professional educator license endorsed for school support personnel AND are assigned to a position requiring this endorsement, including but not limited to: school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school and marriage and family counselor.

#### Guidelines for Teacher with a Classroom Teaching Assignment (Including specials, SLP, Instructional LD, EC)

Teachers with a classroom teaching assignment may select one student growth plan for one course/teaching assignment and a second student growth plan for another course/teaching assignment or may choose two student growth plans for the same course/teaching assignment with the agreement of the evaluator.

#### Guidelines for Teacher with a Co-Teaching Assignment

Teachers in a co-teaching assignment may choose to collaborate and develop student growth plans together or may choose to write their own student growth plans for their assigned students.

#### Guidelines for Teachers with Multiple Teaching Assignments

Teachers with multiple teaching assignments may select one student growth plan for one course/teaching assignment and a second student growth plan for another course/teaching assignment or may choose two student growth plans for the same course/teaching assignment with the agreement of the evaluator.

#### Guidelines for Teachers in Resource Teaching Assignments (LD, Rtl, BD, Teaching Speech/Language Pathologists, ELL, AIM)

Resource teachers will use learning goals, assessments and growth targets based on resource instruction. (Ex. LD Resource Teacher sets a reading learning goal based on a student’s IEP goals. The LD Resource Teacher decides to use AIMSweb Reading CBM as the assessment and measurement model for setting growth expectations and reporting student growth results.) Alternatively, the LD Resource Teacher co-teaches in the regular education classroom setting with the classroom teacher, the LD Resource Teacher may decide to collaborate and use the same Student Growth Plan and assessment as in a co-teaching assignment.

#### Guidelines for Teachers with a Leave of Absence

A Teacher who takes a leave of absence during the instructional interval will meet with the evaluator to revise the student growth plan and reschedule the interval of instruction and revise their Student Growth Plans to their mutual agreement within the Teacher Evaluation Plan timelines.

#### Guidelines for Teachers Hired Late or Transferred to a New Assignment

A Teacher who is a late hire or has transferred to a new assignment or school during the school year will work with the evaluator to identify an interval of instruction that reflects the teacher’s contribution to the student’s learning and to develop a Student Growth Plan/SLO that is appropriate for the interval of instruction.

#### Teachers with a Non-Teaching Assignment

Teachers in a non-teaching assignment may choose to collaborate with another classroom teacher to develop student growth plans or may choose to write their own student growth plans for a chosen group of students.

## Chapter 3. Assessments

### TYPES OF ASSESSMENTS FOR MEASURING STUDENT GROWTH

Assessments used as part of the teacher evaluation process must be aligned to one or more of the Illinois Learning Standards or Illinois Early learning and Development Standards. Assessments are defined as the following types:

#### Type I

- “Type I: A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA).”

#### Type II

- “Type II: Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers (AIMsweb).”

#### Type III

- “Type III: Any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measure student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject.”

Source: 23 Illinois Administrative Code, Subtitle A, Subchapter b, Subpart A, 50.30 Definitions

### WHAT ASSESSMENTS ARE REQUIRED?

Illinois School Code states that all teachers in the same category or position will use a Type I or Type II assessment and one Type III assessment. Our Joint Committee decided that district-wide scores for NWEA Measures of Academic Progress shall be used as the Type I Assessment for ALL staff members. The Joint Committee also approved some Type II assessments to be used as Type III assessments. Teachers will create a Student Growth Plan/SLO for each Type III assessment following the guidance in this document.

Teachers within the same category may work as a team to create assessments or Student Growth Plans. Each individual teacher on the team is responsible for the student growth results for his/her assigned students.

### WHAT IS THE INTERVAL OF INSTRUCTION?

The interval of instruction is the period of time between the baseline assessment and the summative assessment. The Joint Committee recommends that the interval of instruction should be a minimum of 6 weeks for **most** teachers and a minimum of 9 weeks for teachers who do not see their students daily. Consider an interval of instruction that will work best for the population of students you teach and the standards you are targeting.

### LIST OF TEACHER CATEGORIES, ASSESSMENTS AND MEASUREMENT MODELS APPROVED BY THE JOINT COMMITTEE

Teachers are grouped in categories based on their position assignment and job description as required in Senate Bill 7 (P.A. 97-8). With the approval of the qualified evaluator, teachers within the same category may work as a team to create assessments or student growth plans. Each individual teacher on the team is responsible for the student growth results for his/her assigned students. **For the full list of teacher categories, see Appendix: A.**





## WHICH STUDENTS WILL BE INCLUDED IN THE STUDENT SAMPLE?

- ❖ *All students whose data are included in a student growth measurement must be assigned to the teacher.*
- ❖ *Student must be enrolled for the entire instructional interval.*
- ❖ *As many students as possible should be included to increase the reliability of the data. Examples:*
  - Elementary classroom: All of Mrs. Smith’s third grade class
  - Elementary resource: All of Mrs. Diaz’ ELL Resource caseload
  - Elementary fine arts or specials: All of the 5<sup>th</sup> grade students in Ms. Hall’s music program
  - Middle or High school: All students enrolled in the same course taught by Mr. Davis
- ❖ *Students with missing pre-test or baseline or summative data will be excluded from the student growth measurement calculation. A justification will be written for each student assigned to a teacher who is excluded from the student growth measurement (i.e., Moved out of district, class, etc.)*

- For Type II or Type II used as Type III assessments, a copy of the baseline assessment report identifying each student and their initial performance measure may be attached to the Student Sample Roster. Example: NWEA Achievement Growth and Status Projection Report for the teacher’s assigned students; AIMSweb Benchmark Score Report for individual students on caseload.
- The student sample roster for student growth measurement will include: Identification of Special Characteristics (e.g. ELL, Special Needs, Low Income, 504, etc.) considered in selecting assessments and setting targets.
- The student sample roster for student growth measurement will be attached to the student growth plan.
- The student roster for student growth measurement will be verified and approved by the teacher and the evaluator.

## GUIDANCE FOR TEACHERS OF STUDENTS WITH SPECIAL CHARACTERISTICS

### Students with Disabilities

- Whenever possible, the district may opt to use special education experts to calibrate or train observers or to actually conduct observations or to provide feedback as peer observers as part of the evaluation process.
- “...it is important that teachers of students with disabilities be evaluated from the results of appropriate assessments and that their students receive appropriate accommodations that will accurately reflect their performance.” P.9
- The assessments “should be part of the ongoing instructional program.” P.9
- Student Growth Plans “should complement the teacher’s instructional plan” P. 9.
- Student growth expectations (targets) should be set by the teacher on the basis of a student’s prior performance. P.9
- Individualized Education Program goals may be used to inform the Student Growth Plan, but should not be used directly as the target or assessment. P.9
- The Student Growth Plan should include as many students as possible.P.9

Source: ISBE Guidance on Building Teacher Evaluation Systems for Teachers of Students with Disabilities, English Learners, and Early Childhood Students, August 2014. pp. 9-10.

- ❖ *The Joint Committee recommends that teachers consult with special educators to help with determining appropriate growth targets for students with disabilities.*
- ❖ *Student Growth Plans for teachers of students with special characteristics may be reviewed by an administrator with expertise in that domain in addition to the qualified evaluator.*

### English Language Learners

- Whenever possible, the district may opt to use English Language Learner experts to calibrate or train observers or to actually conduct observations or to provide feedback as peer observers as part of the evaluation process.

- “Assessments should be reliable and valid for English Language Learners and reflect the specific English Learners in the specific classroom.” p.16
- “When utilizing assessments with multiple norming groups, the norms for EL’s created for those assessments must be employed when measuring student growth for ELs.” p.16
- “...the assessments used to measure student growth should match the language of instruction...” If a student is taught in the home language as required by state rules and regulations, then the assessments should also be in the home language.” p.16
- “State assessments such as Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS), Prairie State Achievement Examination (PSAE), and Partnership of Assessment Readiness for College and Careers (PARCC) assessments are NOT appropriate Type I assessments for ELs...because they are not administered in a language of proficiency. Furthermore, the WIDA consortium has clearly stated in its student growth reports that ACCESS scores should not be used in teacher evaluation. These assessments do NOT provide two data points in the same year as required for teacher evaluation.” p.16
- If the student is being taught core subjects in the **home language**, then the assessments should be in the home language. p.17
- If the student is being taught on an **ESL or sheltered English model**, the assessments should be appropriate in ESL settings and address language acquisition. Assessments developed according to the WIDA English Development Standards are warranted. p.17
- To measure **academic growth in English for transitional bilingual education or transitional program of instruction students**, the following examples of Type II assessments could be used appropriately for student growth:
  - Northwest Evaluation Association Measures of Academic Progress
  - Developmental Reading Assessment
  - Fountas and Pinnell p.17
- “Collect initial baseline data from these Type II assessments and then make projections of expected student growth. A student’s English language proficiency level, as determined from ACCESS, can help inform which assessments to use and projected student growth if the assessment is administered in English.” p.17
- “For languages that do not have standardized tests that can be used as Type I or Type II, a school district should develop local Type II assessments in the student’s home language. When not possible, students should be measured on Type III assessments developed in the student’s home language and language of instruction.” p.18.

*Source: ISBE Guidance on Building Teacher Evaluation Systems for Teachers of Students with Disabilities, English Learners, and Early Childhood Students, August 2014. pp. 16-18.*

### Early Childhood

- “It is important for evaluators to be aware of the curriculum and standards appropriate for the classroom being evaluated, the Early Learning and Development Standards (preschool), the Illinois Kindergarten Standards, and the Illinois Learning Standards.” p.20.
- Whenever possible, the district may opt to use early childhood experts to calibrate or train observers or to actually conduct observations or to provide feedback as peer observers as part of the evaluation process.
- “It is important that early childhood evaluators be evaluated using appropriate measures for student growth that are aligned with relevant state learning standards.” p. 23.
- “To get an accurate picture of young children’s growth, educators should use authentic measures of assessment that use observation and artifacts of children’s work to document their growth and development at multiple times throughout the year.” p. 24.
- “Ensure that assessments and performance tasks be developmentally appropriate for early childhood students.” p. 24
- “Early childhood educators must be involved in developing and selecting assessments that allow their students to show growth that is developmentally appropriate.” p. 24
- Developmentally appropriate assessments should take into account a range of development.
- Provide clear guidance on whether it is appropriate to modify a task or assessment and how to do so.
- Provide guidance on the length of assessments and tasks because early childhood assessments are given on a one to one basis to classrooms of students, consuming a significant amount of instructional time.

- “Assessments should be part of the instructional program and not implemented exclusively for teacher evaluation.” p.24
- Early childhood educators are encouraged to select learning goals “from within both the cognitive and social-emotional sections of the Illinois Early Learning and Development Standards for evaluation with reasonable targets for growth aligned to the benchmarks outlined in the standards.” p. 25
- “Multiple artifacts or examples should be collected to support the documentation of student progress.” p. 25
- A broad definition of “academic learning” for children from birth to third grade includes the development of the child across multiple domains, including cognitive, social-emotional and physical development.

❖ Examples of appropriate assessments include Teaching Strategies Gold Online (aligned to The Creative Curriculum) and Kindergarten Individual Development Survey (KIDS).

*Source: ISBE Guidance on Building Teacher Evaluation Systems for Teachers of Students with Disabilities, English Learners, and Early Childhood Students, August 2014. pp. 18-25.*

## Chapter 5. What is a Student Growth Plan/SLO?

A Student Growth Plan or Student Learning Objective “is a means of organizing evidence of student growth over a defined period of time that addresses learning goals that are measurable and specific to the skills or content being taught and the grade level of the students being assessed, and are used to inform and differentiate instruction to ensure student success.” - 23 Illinois Administrative Code, Subtitle A, Subchapter b, Subpart A, 50.30 Definitions) Amended at 38 IL Register, 23175, effective November 19, 2014

The Student Growth plan is a means of documenting all decisions for measuring student growth. Both the teacher and the qualified evaluator should maintain a copy of a student growth plan for each measure.

### WHY USE STUDENT GROWTH PLANS/SLO’S?

- ❖ Student Growth Plans/SLO’s reinforce evidence-based teaching practices.
- ❖ Student Growth Plans/SLO’s can be used with all teachers.
- ❖ Student Growth Plans/SLO’s are adaptable.
- ❖ Student Growth Plans/SLO’s acknowledge the value of educator knowledge and skills.
- ❖ Student Growth Plans/SLO’s connect teacher practice to student learning.

The materials were modified in whole or in part with permission from the Center on Great Teachers and Leaders. [www.gtlcenter.org](http://www.gtlcenter.org) American Institutes for Research.

### WHAT IS THE STUDENT GROWTH PLAN/SLO EVALUATION CYCLE?

The illustration below demonstrates the steps we will follow with our Student Growth Plans/SLO’s. This handbook offers several tools to help teachers design and develop their student growth plans.



The materials were modified in whole or in part with permission from the Center on Great Teachers and Leaders. [www.gtlcenter.org](http://www.gtlcenter.org) American Institutes for Research.

### Student Growth Plan (SLO) Timelines

The timeline for the student growth component is aligned with the professional practice component of the teacher evaluation cycle. Conferences and meetings for professional practice and student growth may be combined as mutually agreed between the teacher and qualified evaluator.

❖ *The timeline for implementing student growth plans must align with collective bargaining agreement timelines and with Senate Bill 7 reduction-in-force timelines for decision-making and notice.*

| Activity                                  | Non-Tenured Timeline                      | Tenured Timeline  |
|---|---|---|
| <b>Student Growth Plan Draft Due</b>      | Before October 15 <sup>th</sup> each year | Before October 31 <sup>st</sup> (for instructional interval first half of year)<br>Before January 15 <sup>th</sup> (for instructional interval second half of year) |
| <b>Student Growth Plan Approval Due</b>   | Before October 31 <sup>st</sup>           | Within 15 days of draft meeting   |
| <b>Mid-point Data Check-in/Conference</b> | Mid-point of Instructional Interval       | Mid-point of Instructional Interval   |
| <b>Student Growth Plan Results</b>        | December- February                        | January- May  |

### PHASE IN CYCLE

| 15-16                                    | 16-17                           | 17-18                           | 18-19           |
|--|---------------------------------|---------------------------------|-----------------|
| **Student Growth (formerly IGP) - Year 1 | Formal - Year 2                 |                                 |                 |
| **Formal – Year 2                        | Student Growth (Start) – Year 1 | Formal – Year 2                 |                 |
|  |                                 | Student Growth (Start) – Year 1 | Formal - Year 2 |

#### School Year 15-16

The 15-16 School Year will be devoted to staff development regarding the development of Student Growth Plans/SLOs. If you are on your Goal Year under the original evaluation plan, you will NOT be developing an IGP this year (except for exempt teachers – see below).

If you are on your Goal year in 15-16, your official start year for the Student Growth Plan will not be until 17-18.

#### School Year 16-17

The official start date for full implementation the Growth Plan is the 16-17 School Year. ONLY those teachers who would have started what we knew as the IGP year will be part of the official start of the new SLO process in the 16-17 year. If you are in your formal year in 16-17, you will be finishing a cycle under the original plan and will have your Formal without counting student growth into the final summative.

#### School Year 17-18

As shown in the above chart, everyone will be working under the new plan which includes student growth as part of the Final Summative Rating by the 17-18 School Year.

\*\*\*Exempt teachers include - non-teaching SLP's, social workers, and psychologists. These staff members will remain under original evaluation plan with a Formal year and a Goal Year (IGP) and still complete the Growth Plan as defined in the Professional Practice Evaluation Plan.

## Chapter 6. How to Develop a Student Growth Plan/SLO-Type II or III Assessments

The following steps are a guide for teachers to develop a well-designed student growth plan that aligns learning goals, standards, assessments, growth targets and outcomes. The pages are modeled after the SLO Planning Pages developed by [www.nciea.org](http://www.nciea.org) and the ISBE Student Learning Objective Template ([www.isbe.net](http://www.isbe.net)). These planning pages may be used by a team or department of teachers developing a Type II or Type III common formative assessment, as well as by an individual teacher developing a student growth plan for a Type III assessment.

The Student Growth Plan templates are found in Appendix C: Student Growth Planning Pages and Appendix D: Student Growth Plan template.

### STEP 1. GUIDANCE FOR ESTABLISHING A LEARNING GOAL

#### What is a Learning Goal?

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

#### How does this step align to the Professional Practice: Danielson Framework?

|   |  |
|---|--|
| <b>Domain 1: Planning and Preparation</b><br>1a Demonstrating Knowledge of Content and Pedagogy<br>1c Setting Instructional Outcomes<br>1e Designing Coherent Instruction | <b>Domain 3: Instruction</b><br>3c Engaging Students in Learning |
|---|--|

#### Use the SMART goal protocol to write the learning goal.

A SMART goal is:

- ❖ **Specific** – focused on the big idea and content standards
- ❖ **Measurable** – able to be appropriately and adequately assessed
- ❖ **Appropriate** – within the teacher’s control to effect change and is important, meaningful for students to learn during the identified time span.
- ❖ **Realistic** – while ambitious, it is achievable for both teachers and students during the time span identified,
- ❖ **Time Limited** – can be summatively evaluated within the time under the teacher’s control.

#### Examples:

- Within the first trimester, 100% of third grade students will advance at least one performance level in writing on the Six Traits Writing Rubric from their beginning performance level.
- 80% of 8<sup>th</sup> grade students will achieve a proficient or excellent on the District’s Common Formative Assessment for Social Studies second quarter assessment.
- During the first semester, 100% of my special education resource students will demonstrate at least 25% growth on the AIMSweb Reading CBM –Words Read Correct.
- This year, 80% of the students enrolled in Advanced Placement – U.S. History will earn a 3 or better on the Advanced Placement test for U.S. History.

#### What is your SMART Learning Goal?

Which **content standards** are associated with the learning goal? *List all standards that apply, including the text of the standard.*  
50.220 (c)

Describe the **student population**. What **special characteristics** will be taken into consideration? How will you address the needs of Special Education, ELL or gifted students?

Describe the instruction and strategies you will use to teach this learning goal. *Be specific to the different aspects of the learning goal. What key activities will support student learning? How will you scaffold learning?*

In what ways does the learning goal require students to **demonstrate deep understanding** of the knowledge and skills of the standards or big ideas being measured (e.g., cognitive complexity – Depth of Knowledge)?

**Discussion Questions:**

- What “big idea” or essential questions are supported by the learning goal?
- How does the learning goal support students’ development of critical thinking, problem solving, and analytical skills (Blooms or DOK)

## STEP 2. GUIDANCE FOR DOCUMENTING ASSESSMENTS AND SCORING

### What Assessment should I use?

Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this STUDENT GROWTH PLAN/SLO.

### How will the Assessment be scored?

The assessment should be accompanied by clear criteria or rubrics to describe what students have learned. Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time and differentiate instruction for all students.

### How does the Assessment align to the professional practice Danielson Framework?

|   |                                    |
|---|------------------------------------|
| <b>Domain 1: Planning and Preparation</b> | <b>Domain 3: Instruction</b>       |
| 1d Demonstrating Knowledge of Resources   | 3d Using Assessment in Instruction |
| 1f Designing Student Assessments          |                                    |

Describe the **assessments and scoring procedures** (e.g. performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students' understanding of the learning goal. 50.220(d)

Describe how the assessments and evaluation procedures will be **differentiated** to meet the needs of all students described in the student population. What **accommodations** will be provided?

What type of **interim data** and how often will you collect it to monitor student progress towards this goal? (For Mid-Point Data Check-in)

### Discussion Questions:

- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

**Before you continue to Step 3, you will need to meet with your evaluator to discuss your plan so far and sign off on Step 1 and Step 2.**



### STEP 3: GUIDANCE FOR ESTABLISHING EXPECTED GROWTH TARGETS

**Growth Targets:** In order to identify expected growth targets, educators must first identify students’ actual performance through a review of available data reflecting the students’ starting points (i.e. baseline) concerning the learning goal.

**How does setting growth targets align to the professional practice Danielson Framework?**

|  |  |
|--|--|
| <b>Domain 1 Planning and Preparation</b><br>1b Demonstrating Knowledge of Students<br>1c Setting Instructional Outcomes<br>1f. Designing Student Assessments | <b>Domain 3: Instruction</b><br>3f Using Assessment in Instruction |
|--|--|

1. Using the Student Roster template in Appendix B, identify the actual performance (e.g. test scores, performance tasks, etc.) to establish starting points (i.e. baseline) for students. **Attach the Student Roster.**

2. Describe the baseline data that was gathered and scored and used to determine placement on the Student Roster.

|  |
|--|
|  |
|--|

3. Using students’ starting points (i.e. baseline data) identify the growth target for each student, subgroup of students or students as a whole group based on their initial assessment performances (i.e. expected growth). 50.220 ( e). Record the starting point on the template.

**Discussion Questions:**

- Explain how the growth targets demonstrated ambitious, yet realistic targets, for all students described in the student population.

### Collecting Baseline Data

- “Data collected and organized in a systematic way can be used to identify meaningful patterns or information so that classroom, district, or system decisions can be made. It should provide an accurate measurement of student progress or lack of progress of content knowledge on tasks, activities, or behaviors.” P. 4
- “Baseline data are information about students’ level of performance at the start of the interval of instruction. It is generally the most recent data available and can include the prior year’s assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-assessment, or other evidence of students’ learning such as portfolio work samples that measure the pre-requisite knowledge and skills necessary for the course.” P. 5
- “The key to measuring student learning is to select the appropriate assessments or sources of evidence.” P. 5
- “When baseline data are compared with data collected at later points in the school year, decisions can be made as to whether students are making adequate progress towards targets and goals.” P. 5
- “Baseline data are used to establish STUDENT GROWTH PLAN/SLO targets (the expected outcome at the end of the instructional period) and consequently, the amount of growth that should take place within the allotted time period.” P. 5.
- “ These data can be quantitative (use of numbers, measurable) and qualitative (descriptive, observed) and can include:

| Student Achievement Data   | Demographic Data   | Perceptual Data  |
|--|--|--|
| The assessments that are used to determine student learning based on the baseline data.  | Helps to provide a fuller picture of students in my classroom  | Provides opinions and ideas of stakeholders and can support hypothesis about programs and student needs  |
| <ul style="list-style-type: none"> <li>• Formative assessment                             <ul style="list-style-type: none"> <li>✓ Portfolios (writing, art, etc.)</li> <li>✓ Observations</li> <li>✓ Running Records</li> <li>✓ Exit Slips</li> <li>✓ Think-Pair- Share</li> </ul> </li> <li>• Performance assessments</li> <li>• Common assessments</li> <li>• Interim assessments</li> <li>• Summative assessments</li> <li>• Report Card grades</li> <li>• Student Work samples</li> <li>• Individual Education Plans</li> <li>• State Assessment Results</li> </ul> | <ul style="list-style-type: none"> <li>• Trends in student population and learning needs</li> <li>• School and student profiles</li> <li>• Data disaggregated by subgroups (gender, ethnicity, socio-economic status, special needs, ELL)</li> </ul> | <ul style="list-style-type: none"> <li>• Results of student surveys</li> <li>• Results of parent/community surveys</li> </ul> <p>❖ <b>Perceptual Data is NOT recommended for measuring student growth or setting growth targets.</b></p> |

Source: Sharratt & Fullan 2013; Brown & Maday, 2008); This information is modified and adapted from Using Baseline Data and Information to Set STUDENT GROWTH PLAN/SLO Targets, p. 4. Of the SLO Planning Pages for Developing SLO’s /SLO Took Kit. Center for Assessment: www.Nciea.org with permission under Common

### Methods for Grouping Students Using Baseline Data

- “Knowing students’ general level of achievement by using baseline data lets teachers set STUDENT GROWTH PLAN / SLO targets that are both rigorous, yet attainable, for the students in their class. “
- “Starting points enable teachers and administrators to determine the amount of progress students make during the course or year”.
- “Teachers may analyze the baseline data to determine three levels of preparedness for the curricular focus of the Learning Goal:
  - **Low Level:** Students have not mastered pre-requisite knowledge or skills necessary for the course.
  - **Average Level:** Students are appropriately prepared to meet the demands of the course
  - **High Level:** Students have already mastered some key knowledge and skills.”
- Teachers may use any of the following methods to set targets for students:

| Whole Group Target  | Tiered Targets  | Individual Targets  |
|---|---|---|
| One Target for All Students included in the STUDENT GROWTH PLAN / SLO   | Two to Four targets for groups of students identified by the STUDENT GROWTH PLAN/SLO.   | Each student identified by the STUDENT GROWTH PLAN/SLO receives a target.   |
| This works best when: <ul style="list-style-type: none"> <li>• All students score similarly on the baseline data</li> <li>• The course content required a certain level of mastery to pass or advance or earn a certificate</li> <li>• It is necessary for all students to work well together (band, theater, dance, etc.)</li> </ul> | This allows for projecting achievement for students who are at, above or below grade level.   | This can work well in Special Education settings when class sizes are small.  |
| Example:<br>100% of students will pass the certification exam for the career and tech course.   | The 18 students who scored a 2 on the baseline writing prompt will score a 3 or higher on the final monthly writing prompt.<br><br>The 6 students who scored a 3 on the baseline writing prompt will score a 4 or higher on the final monthly writing prompt.<br><br>The 4 students who scored a 4 on the baseline writing prompt will score a 5 or higher on the final monthly writing prompt. | 80% of the students will meet individual targets on Fountas and Pinnell guided reading levels:<br><br>Student 1 will reach level O.<br>Student 2 will reach level N<br>Student 3 will reach level M<br>Student 4 will reach level K<br>Student 5 will reach level N<br>Student 6 will reach level L |

Source: *Using Baseline Data and Information to Set STUDENT GROWTH PLAN / SLO Targets*, p. 13  
 Center for Assessment: [www.nicea.org](http://www.nicea.org)

### What is a Growth Expectation or Growth Target?

For each student growth measure, the teacher must identify a “growth expectation” or growth target for each student or group of students. The growth target means the “outcome the students are expected to achieve by the end of the instructional period and includes consideration of the starting level of achievement already acquired and the determination of an ending goal for the level of achievement to be reached.” - 23 Illinois Administrative Code, Subtitle A, Subchapter b, Subpart A, 50.30 Definitions. Amended at 38 IL Register, 23175, effective November 19, 2014

### Setting Growth Targets

There are several methods of setting growth targets for students. The method should be selected based on the initial assessment data and performance expectations.

#### Whole Group Target: Same Growth Expectation

All students will have the same growth target.

- Example: All students will grow by 20 points by the end of the semester.  
 All students will increase their reading performance by one level.

Source: Introduction to Student Learning Objectives. Center on Great Teachers & Leaders, American Institutes of Research. November, 2014.

#### Whole Group Target: Formula-based Growth Target

Growth targets are determined by an average formula, but each student has a different target based on this or her initial assessment score.

Example: Based on the pre-assessment score, students will score halfway between their baseline score and 100.

- If a student scored 50 on the pre-assessment, his or her growth target is 75.
- If a student scored 40 on the pre-assessment, his or her growth target is 70.

Source: *Introduction to Student Learning Objectives*. Center on Great Teachers & Leaders, American Institutes of Research. November, 2014.

### **Tiered Group: Growth Target**

Students are assigned to three or four groups based on their pre-assessment scores.

Example:

| Group          | Pre-Assessment Score | Growth Target |
|----------------|----------------------|---------------|
| <b>High</b>    | 70 + points          | 95            |
| <b>Average</b> | 46-69 points         | 85            |
| <b>Low</b>     | 0-45 points          | 65            |

*Source: Introduction to Student Learning Objectives. Center on Great Teachers & Leaders, American Institutes of Research. November, 2014.*

### **Tiered Group: Alternate Growth Targets**

Students are assigned to three or four groups based on their pre-assessment scores. However students have to reach one of two targets (stretch goal and minimum growth)

| Group          | Pre-Assessment Score | Growth Target     |
|----------------|----------------------|-------------------|
| <b>High</b>    | 70 + points          | 95 or + 20 points |
| <b>Average</b> | 46-69 points         | 85 or + 20 points |
| <b>Low</b>     | 0-45 points          | 65 or + 20 points |

*Source: Introduction to Student Learning Objectives. Center on Great Teachers & Leaders, American Institutes of Research. November, 2014.*

### **Individual: Statistical Projection or Norm-based Growth Targets**

Commercially prepared assessments provide statistical projections for student growth targets based on the typical or average performance of students who score at a particular level on an initial assessment. The following examples provide student growth targets based on initial performance data.

- AIMSweb: Use one of the ten Rate of Improvement normed assessments that aligns with the IEP goals such as the Reading
- CBM, Math –Concepts & Applications, Math –Computation, etc.
- MAP: Use the Achievement Status and Growth Project Report for the initial measurement period. Use the Achievement Status and Growth Summary Report for the final measurement period. (Fall to Fall, Spring to Spring or Fall to Winter.)
- Teaching Strategies Gold Online Early Childhood (0-5): Use the Class Profile or Growth Reports

### **Individual or Group: Baseline Data Target**

Following the guidance for collecting baseline data and grouping students provided earlier in this handbook, a teacher may set individual or group targets based on past performance. Trend data may be used to establish expectations for student performance. The rationale for establishing the growth targets should be included in the student growth plan.

### **Adjusting Growth Targets**

When using the Adaptive Conditional Status Measurement Model or the Adjusted Growth Model, a teacher and qualified evaluator may adjust a growth target based on interim data that indicates the initial target was inappropriate.

#### STEP 4. GUIDANCE FOR MEASURING STUDENT GROWTH

**Measuring Student Growth:** For each assessment used in the Student Growth Plan, a measurement model will be used to determine whether students met their expected student growth targets.

*“Student Growth is determined by counting the number of students who met or exceeded their student growth expectation [or target] expressed as a percentage of the total number of students who were assessed.”* – ISBE Student Growth Module 11: Statistical Models.

#### How does measuring student growth align to the professional practice Danielson Framework?

|  |  |
|--|--|
| <b>Domain 1 Planning and Preparation</b><br>1b Demonstrating Knowledge of Students<br>1c Setting Instructional Outcomes<br>1f. Designing Student Assessments | <b>Domain 3: Instruction</b><br>3f Using Assessment in Instruction |
|--|--|

Identify the measurement model to be used with the selected assessment.

- Conditional Status: Adjusted Growth
- Adaptive Conditional Status Model (ISBE Default Model)

Explain why this measurement model is appropriate for this assessment.

#### Measurement Models

A measurement model is how two or more assessment scores are analyzed to identify a change in a student’s knowledge or skills over time.

The Joint Committee identified a measurement model for each Type I or Type II assessment and for each Type II Assessment to be used as a Type III assessment. The measurement model required for each assessment is listed with the required assessments for each category of teacher on page 6.

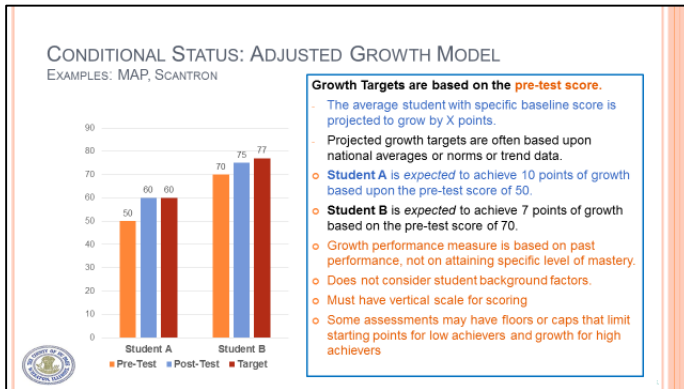
Type I – Conditional Status - Adjusted Growth Model

Type II – Adaptive Conditional Status Model (ISBE Default Model)

Type III – Adaptive Conditional Status Model (ISBE Default Model)

## Conditional Status - Adjusted Growth Model – Type I Assessments

In **Adjusted Growth Model**, a student growth target is set based on a pre-test score or national averages based on an initial pre-test score. Student growth is determined by counting the number of students who met or exceeded the expected student growth target on the summative assessment as compared to the total number of students assessed, expressed as a percentage.



### Advantages:

- Adjusting for the starting point holds teachers accountable for growth for every student.

### Limitations:

- Both assessments must have the same vertical scale for scoring. These can be difficult to design.
- Since the only adjustment is for the initial starting point, results are potentially biased against lower performing groups.
- Some assessments may have floors and caps that limit the measurement starting points for low achievers and the growth of high achievers.
- Standard error of measurement limits the accuracy of the growth model.

**Examples:** AIMSweb, MAP, District Common Formative Assessments where trend data has been collected and growth targets estimated.

## Adaptive Conditional Status Model (ISBE Default Model) – Type II or III Assessments

The **Adaptive Conditional Status Model** answers the question, “How well does a student perform compared to expectations?” Student growth is measured by comparing student outcomes to student growth expectations established using a collection of baseline data. In the example below, students are grouped by special needs and on group performance levels.

| ISBE                 |                   |              |                     |                  | ADAPTIVE CONDITIONAL STATUS MODEL – USING A GROUPS   |                   |              |                     |                  |
|----------------------|-------------------|--------------|---------------------|------------------|--|-------------------|--------------|---------------------|------------------|
| Baseline Performance | General Education | ELL Students | Special ED Students | Total            | Use Baseline data and student characteristics to group students and establish starting points. |                   |              |                     |                  |
| Below                | 15                | 0            | 1                   | 16 (34%)         | Set growth target based progress individual students are expected to make.                     |                   |              |                     |                  |
| Approaching          | 10                | 1            | 3                   | 14 (30%)         |  |                   |              |                     |                  |
| Meeting              | 10                | 1            | 4                   | 15 (32%)         |  |                   |              |                     |                  |
| Exceeding            | 1                 | 0            | 1                   | 2 (4%)           |  |                   |              |                     |                  |
| <b>Total</b>         | <b>36</b>         | <b>2</b>     | <b>9</b>            | <b>47 (100%)</b> |  |                   |              |                     |                  |
|                      |                   |              |                     |                  | Growth Targets   | General Education | ELL Students | Special ED Students | Total            |
|                      |                   |              |                     |                  | Below  | 0                 | 0            | 0                   | 0                |
|                      |                   |              |                     |                  | Approaching  | 4                 | 0            | 1                   | 5 (11%)          |
|                      |                   |              |                     |                  | Meeting  | 22                | 1            | 7                   | 30 (64%)         |
|                      |                   |              |                     |                  | Exceeding  | 10                | 1            | 1                   | 12 (25%)         |
|                      |                   |              |                     |                  | <b>Total</b>   | <b>36</b>         | <b>2</b>     | <b>9</b>            | <b>47 (100%)</b> |

Source: ISBE Student Growth Module 11: Statistical Models

### Advantages:

- This model considers student characteristics and initial starting points. The conditional (adjusted) status evaluates the extent to which students achieve a specific score/level on the assessment using baseline data to establish rough starting points.
- Students may be grouped according to baseline data.
- Growth Targets may be set for individual or groups of students.
- Modifications to the growth target may be made at the mid-point with a rationale. (See Chapter 7)
- The adaptive conditional status model allows teachers to set growth targets using baseline data when historical trend data for the assessment is not available.

### Limitations:

- The growth measure is whether the student met the growth target rather than whether the student made growth.
- Setting rigorous, yet attainable targets will take training and experience.

In the example below, the growth target was based on the beginning assessment.

| ADAPTIVE CONDITIONAL STATUS MODEL USING VALUE TABLES<br>EXAMPLE: SIX TRAITS WRITING RUBRIC |                      |                    |            |                      |           |
|--|----------------------|--------------------|------------|----------------------|-----------|
|  | Beginning Assessment | Interim Assessment | Target     | Summative Assessment | Growth?   |
| Michael  | Proficient           | Strong             | Strong     | Exemplary            | Yes       |
| Kate   | Developing           | Developing         | Proficient | Developing           | No        |
| Anthony  | Strong               | Strong             | Exemplary  | Strong               | No        |
| Marisa   | Developing           | Proficient         | Proficient | Proficient           | Yes       |
| Roberto  | Emerging             | Emerging           | Developing | Developing           | Yes       |
|  |                      |                    |            |                      | 3/5 = 60% |

- Growth Target expectation is based on improving one performance level from beginning assessment.
- Student performance is measured by change in level of performance on the Six Traits Writing Rubric.

## STEP 5: GUIDANCE ON RATING THE QUALITY OF THE STUDENT GROWTH PLAN

- The qualified evaluator and the teacher may use the Rubric for Rating the Quality of Student Learning Objectives to review the STUDENT GROWTH PLAN/SLO Learning Goal, Assessments and Scoring, and Targets to assure the STUDENT GROWTH PLAN/SLO meets an “acceptable quality” rating before it is used for teacher performance ratings.
- In Appendix E, the STUDENT GROWTH PLAN/SLO Review Tool provides a framework for teachers and qualified evaluators to use when evaluating the quality of a STUDENT GROWTH PLAN/SLO. The tool uses a series of questions to guide the reviewers through the evaluation of the STUDENT GROWTH PLAN/SLO. For the STUDENT GROWTH PLAN/SLO to be considered as Acceptable Quality, the responses to the questions should have a YES response. If there are partial or unclear responses, it may be necessary to review the designated section with the teacher. If the responses are not clarified, the rating of the quality of the STUDENT GROWTH PLAN / SLO would be Quality Needs Improvement. A preponderance of No responses would constitute the rating the STUDENT GROWTH PLAN / SLO Component as Insufficient Quality and would require revisions by the educator. Overall, the STUDENT GROWTH PLAN / SLO should reflect coherence from one component to the next.

*Source: STUDENT GROWTH PLAN / SLO Review Tool: Companion to the Rubric for Rating the Quality of Student Learning Objectives Part of the Center for Assessment’s STUDENT GROWTH PLAN / SLO Toolkit (2013) [www. Nciea.org](http://www.Nciea.org)*



Rubric for Rating the Quality of Student Learning Objectives

Purpose of this Rubric: This rubric is for use by teachers, school administration, and district administration in evaluating the different aspects of Student Learning Objectives (SLO's) to make sure the SLO meets an "acceptable quality" rating on this rubric before it is used for teacher performance ratings.

|   | <b>Acceptable Quality</b>   | <b>Quality Needs Improvement</b>   | <b>Insufficient Quality</b>   |
|---|---|--|---|
| <p><b>Learning Goal</b><br/>                     A description of what students will be able to do at the end of the course or grade based on course or grade level content standards and curriculum.</p> <ul style="list-style-type: none"> <li>•Acceptable Quality</li> <li>•Quality Needs Improvement</li> <li>•Insufficient Quality</li> </ul>  | <p>Appropriately identifies and thoroughly describes an important and meaningful learning goal with:</p> <ul style="list-style-type: none"> <li>•The big idea and standard(s) clearly aligned to and measured by the learning goal.</li> <li>•A clear explanation of the critical nature of the learning goal for all students in the specific grade/course.</li> <li>•A clear description of how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and</li> <li>•Specific and appropriate instruction and strategies described to teach the learning goal</li> </ul> | <p>Generally identifies and describes a learning goal with:</p> <ul style="list-style-type: none"> <li>•The big idea and/or standards minimally aligned to the learning goal.</li> <li>•Some explanation of the importance of the learning goal for students in the specific grade/course</li> <li>•A general description of how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span, and/or</li> <li>•Some generic instruction and strategies used to teach the learning goal</li> </ul>   | <p>Identifies and describes a learning goal that is vague, trivial, or unessential with:</p> <ul style="list-style-type: none"> <li>•The big idea and/or standards not aligned to the learning goal</li> <li>•Lack of information of the importance of the learning goal for students in the specific grade/course</li> <li>•Little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or</li> <li>•Questionable and/or vague instruction and strategies used to teach the learning goal</li> </ul>      |
| <p><b>Assessments and Scoring</b><br/>                     Assessments should be standards based, of high quality, and be designed to best measure the knowledge and skills found in the learning goal of this SLO. They should be accompanied by clear criteria or rubrics to determine student learning from the assessment.</p> <ul style="list-style-type: none"> <li>•Acceptable Quality</li> <li>•Quality Needs Improvement</li> <li>•Insufficient Quality</li> </ul> | <p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> <li>•High quality assessments* with evidence to support how the appropriateness and quality of the assessments has been established</li> <li>•Scoring rubrics that appropriately differentiate student performance, including evidence to support these rubrics have been validated, and</li> <li>•Progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information</li> </ul>   | <p>Identifies and provides some description which may lack specificity of the:</p> <ul style="list-style-type: none"> <li>•Assessments with partial explanation and no evidence to support how the appropriateness and quality of the assessments have been established</li> <li>•Scoring rubrics that partially differentiate student performance with no evidence to support how the rubrics have been validated, and/or</li> <li>•Progress-monitoring measures used with little detail in how instruction will be differentiated based on this information</li> </ul> | <p>Identifies and provides an unclear, insufficient or confusing description of the:</p> <ul style="list-style-type: none"> <li>•Assessments, which minimally measure the learning goal, with no reference to how the appropriateness and quality of the assessments have been established</li> <li>•Scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or</li> <li>•Progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information</li> </ul> |
| <p><b>Targets</b><br/>                     Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups as appropriate.</p> <ul style="list-style-type: none"> <li>•Acceptable Quality</li> <li>•Quality Needs Improvement</li> <li>•Insufficient Quality</li> </ul>  | <p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> <li>•Appropriate baseline data/information used to establish and differentiate expected performance, and</li> <li>•Rigorous expectations that are realistic and attainable for each group of students using the documented high quality assessments.</li> </ul>   | <p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>•Unclear baseline data/information used to establish and differentiate expected performance, and/or</li> <li>•Expectations that are imprecise, somewhat realistic and/or attainable for each group of students</li> </ul>   | <p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>•No baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or</li> <li>•Low expectations for each group of students</li> </ul>  |

\*A high quality assessment has been determined to be aligned to identified standards and depth of knowledge, has a rubric or scoring guide that allows for reliable scoring, and is fair and unbiased.

## Chapter 7. Student Growth Conferences with teacher and qualified evaluator

---

Checklists have been prepared to help teachers and qualified evaluators with the process of preparing for conferences and documenting decisions about measuring student growth. The Teacher Checklist is Appendix G and the Qualified Evaluator Checklist is Appendix H.

### 1. PRE-APPROVAL MEETING WITH QUALIFIED EVALUATOR

**“Review Meeting:** Teachers and Evaluators meet to review a STUDENT GROWTH PLAN/SLO and any documentation submitted. 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. The teacher may be expected to submit documentation in advance of the meeting.” p. 32

### 2. SUBMIT STUDENT GROWTH PLANS FOR APPROVAL

**Qualified Evaluator Review Process:** Using the rubric tool and the Student Growth Plan Review Documentation Form, the qualified evaluator records suggestions for improvement or documents the Student Growth Plan meets acceptable criteria and returns a copy of the signed form to the teacher. A copy of the Review Documentation form is retained in the teacher evaluation file.

*Source: ISBE Guidebook on Student Learning Objectives for Type III Assessments – February 2013 p. 33-34, 69.*

Student Growth Plan Review Documentation

OPTIONAL STUDENT GROWTH PLAN REVIEW DOCUMENTATION

|  |  |                            |  |
|--|--|----------------------------|--|
| <b>Teacher Name:</b>   |  | <b>School Year:</b>        |  |
| <b>School Name:</b>  |  | <b>Teacher Category:</b>   |  |
| <b>Evaluator Name:</b>   |  | <b>Grade Level/Course:</b> |  |
| <b>List the names and current job positions of those developing this Plan.</b> |  |                            |  |

Based on the administrator’s review, the Student Growth Plan status is as follows:

• **REVIEW COMPLETE**

The Student Growth Plan has met the criteria and expectations outlined in the Student Growth Plan 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 Student Growth Plan are valid, reliability and have sufficient stretch.
- The growth targets have strong rationales that demonstrate a clear understanding of student needs.

• **FURTHER REVISION NEEDED**

The Student Growth Plan does not meet the criteria and expectations outlined in the Student Growth Plan Checklist. It requires further development in the following areas. After the outstanding areas are sufficiently addressed, the Student Growth Plan 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   |  |                                |

Use the space below to provide specific guidance or recommendations for improving the Student Growth Plan

\_\_\_\_\_  
 Teacher Signature and Date

\_\_\_\_\_  
 Qualified Evaluator Signature and Date

Teacher and Qualified Evaluator retain copies.

Source: ISBE Guidebook on Student Learning Objectives for Type III Assessments, February 2013, p. 69.

- ❖ **Building or District Level Review Process:** To assure consistency, our Joint Committee may decide to create a STUDENT GROWTH PLAN/SLO committee that includes administrators, teacher leaders, curriculum and assessment experts and union representatives. Teachers submit their STUDENT GROWTH PLAN/SLOs to their evaluator for review and then to a building level team for approval using the STUDENT GROWTH PLAN/SLO Review Tool and Rubric 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 the STUDENT GROWTH PLAN/SLO. A library of Student Growth Plans could be created to provide examples for teachers in each category (with identifying teacher/student data removed.) The review process can inform the needs for additional training and professional development. In future years, the committee can move to an audit process in which they randomly select STUDENT GROWTH PLAN/SLOs to review for quality.

### 3. MID-POINT DATA CHECK-IN/CONFERENCE

- Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning. 50.110(b)(5)
  - The data the teacher collects shall not be used to determine the performance evaluation rating. 50.110 (b)(5)(A)
  - The teacher should use the data to assess his or her progress and adjust instruction, if necessary. 50.110 (b) (5)(B).
  - “Identification of adjustments to be made to the identified growth expectations/targets at the mid-point of the Student Growth Plan/SLO process, as applicable.” 50.220 (f)
- ❖ Mid-point Check-in Meeting: The teacher and the evaluator discuss the formative assessment results and the progress towards meeting the growth target. This may be held in conjunction with a pre or post observation meeting.
    - What kind of midpoint data did you examine to review student progress towards goals?
    - What did your review reveal?
    - What adjustments to instruction will be made if any?
    - Based on the mid-point data review, will there be any adjustments to any aspects of this STUDENT GROWTH PLAN/SLO?
- ❖ “In rare cases, the meeting may include making midyear adjustments to the Student Growth Plan. 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.)” pp 32-33.
- ❖ When both the qualified evaluator and the teacher agree, student growth targets may be adjusted when a teacher documents a significant discrepancy between initial growth target estimates and interim student performance data. A rationale should be stated in writing for any changes in student growth targets. For example, a change in placement to special education resource services when a specific student fails to make progress in the Response to Intervention model. The student’s individual growth target may be adjusted to reflect expectations aligned to the Individualized Education Plan.

Source: *Guidebook on Student Learning Objectives for Type III Assessments, February 2013. Pp,32-33, 77.*

**MID-POINT DATA CHECK-IN (APPENDIX D)**  
(Completed by teacher)

|  |   |
|--|---|
| <b>What kind of midpoint/interim/formative data did you examine to review student progress towards the learning goal?</b>  |   |
|  |   |
| <b>What did you learn?</b>   |   |
|  |   |
| <b>What adjustments will be made to instruction, if any?</b>   |   |
|  |   |
| <b>Teacher Comments and Reflection:</b>  |   |
|  |   |
| <b>Qualified Evaluator Comments &amp; Recommendations:</b>   |   |
|  |   |
| <b>Allowable Reasons for Adjustments:</b>  | <b>Explanation for All Adjustments:</b> |
| <ul style="list-style-type: none"><li>• Change in teaching assignment</li><li>• Significant influx of new students</li><li>• Significant exodus of students</li><li>• Student Attendance Issues</li><li>• Other reasons with rationale</li></ul> |   |
| <b>Based on this mid-point review the following changes will be made to the Student Growth Plan:</b>   |   |
|  |   |

\_\_\_\_\_  
Teacher Signature and Date

\_\_\_\_\_  
Qualified Evaluator Signature and Date

*Teacher and Qualified Evaluator retain copies.*

- ❖ If changes are needed, a meeting should be scheduled.
- ❖ If no changes are needed, and both parties agree, they may sign off on the documentation for the mid-point check-in.
- ❖ The mid-point check in may also be held as a team meeting, if all teachers are using the same assessment and student growth plan.

#### 4. SUMMATIVE STUDENT GROWTH PLAN SCORING MEETING

- The teacher will enter the final results on the student roster, calculate student growth and submit the student growth measurement to the evaluator with the teacher’s reflection on the Student Growth Plan.
- There will be two student growth measures for each teacher. 50.110 (b) and 50.110 (b) (3)
- The evaluator will review the student growth measurement for accuracy, apply the student growth rating according to the scale and convert the student growth measure to the required performance evaluation rating. See STUDENT GROWTH PLAN/SLO Template in Appendix E.

- ❖ “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.” p.33

*(Source: ISBE Guidebook on Student Learning Objectives for Type III Assessments – February 2013 p. 33)*

- The evaluator and the teacher shall agree in writing to the student growth rating for each STUDENT GROWTH PLAN/SLO. 50.210 b) 3).
- Teachers should provide “Documentation of the number or percentage of students who achieved the identified growth expectation or target.” 50.220 (g)

## Chapter 8. Performance Evaluation Ratings

### RATING SCALES FOR EACH STUDENT GROWTH PERFORMANCE MEASURE

#### Calculating the percentage of students who met or exceeded their student growth target

Upon completion of the post assessment, the teacher will compare each student’s performance to the student growth expectation to determine whether the student met or exceeded the student growth target. The teacher will count the number of students who met or exceeded the student growth target and divide the number of students who met or exceeded the student growth target by the total number of assigned students who had both baseline and summative assessment scores. Multiply the result by 100 to report the result as a percentage. The rating for each growth measurement is determined as outlined in the charts below.

#### For Type I or Type II Assessments

- For Type I or Type II Commercially Published Assessments:

| Rating: Assessment Name | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|-------------------------|----------------|-------------------|------------|-----------|
| % Growth                | <25%           | 25-40%            | 41-60%     | ≥61%      |
| Points                  | 1              | 2                 | 3          | 4         |

#### Student Growth Using MAP

Student Growth using MAP for all staff will be calculated using the growth index score for each grade level in reading or math. Each grade level score will then be averaged to create a district overall score in reading and in math and the higher of the two will be used as the Type I Assessment score. This overall score will be compared to the national norms for the growth index scores. The following is an example using 2014-15 data.

|                |                     |                     |                     | Millburn    |                   |               |
|----------------|---------------------|---------------------|---------------------|-------------|-------------------|---------------|
| <b>MATH</b>    | <b>National 50%</b> | <b>National 60%</b> | <b>National 70%</b> | <b>2015</b> | <b>Percentile</b> | <b>Rating</b> |
| Average        | -0.04               | 0.60                | 1.29                | 0.93        | 62                | 4             |
| <b>READING</b> | <b>National 50%</b> | <b>National 60%</b> | <b>National 70%</b> | <b>2015</b> | <b>Percentile</b> | <b>Rating</b> |
| Average        | -0.01               | 0.49                | 1.01                | 0.17        | 50                | 3             |

#### For Type III Assessments or Type II District Common Formative Assessments

- For Type III Assessments or Type II District Common Formative Assessments: The student performance rating scale for the first three years of implementation will be:

| Rating   | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|----------|----------------|-------------------|------------|-----------|
| % Growth | <25%           | 25-50%            | 51%-75%    | ≥76%      |
| Points   | 1              | 2                 | 3          | 4         |

❖ Over time, data collected will give a more accurate reflection of expectations for performance. The Joint Committee may review the data collected and revise the Student Growth Performance Rating Scale accordingly. However to maintain reliability and validity, the Student Growth Performance Rating Scales for District-created assessments and Type III assessments may be adjusted approximately every three years.

### SUMMATIVE STUDENT GROWTH RATING

The determination of the summative student growth rating to be assigned shall be made by totaling the percentage of students meeting the growth expectation (target) from each assessment used to determine student growth and averaging the result.

| Summative Rating Process             | Student Growth Measure #1 (MAP) | Student Growth Measure #2 (SLO) |
|--------------------------------------|---------------------------------|---------------------------------|
| Student Growth Performance Rating    | 4                               | 3                               |
| Sum of the Student Growth Measures   | 7                               |                                 |
| Divide by 2 to calculate the average | 3.5                             |                                 |
| Summative Student Growth Rating      | Excellent - 4                   |                                 |

| Rating                 | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|------------------------|----------------|-------------------|------------|-----------|
| Average of two ratings | 0-1.49         | 1.5-2.49          | 2.5-3.49   | 3.5 -4.00 |
| Points                 | 1              | 2                 | 3          | 4         |

### SUMMATIVE PERFORMANCE EVALUATION PLAN RATING: PROFESSIONAL PRACTICE AND STUDENT GROWTH

Professional Practice is weighted 70% and the Student Growth Component is weighted 30% of the total evaluation. The final summative rating will be determined by:

- ❖ Multiplying the final summative student growth rating points times .30 or 30% to determine the Student Growth product.
- ❖ Multiplying the final summative professional practice rating points times .70 or 70% to determine the Professional Practice product.
- ❖ Sum the Student Growth product and the Professional Practice product to determine the Summative Performance Evaluation Rating.
- ❖ The Summative Performance Evaluation Rating will be rounded only for the purpose of determining the final Summative Evaluation Rating Category. The numeric rating will be recorded on the summative evaluation with the performance rating category.

| Summative Rating Chart |        |        | Professional Practice Rating | Excellent | Proficient | Needs Improvement | Unsatisfactory |
|------------------------|--------|--------|------------------------------|-----------|------------|-------------------|----------------|
|                        |        |        |                              | 4         | 3          | 2                 | 1              |
|                        |        |        | %                            | 0.7       | 0.7        | 0.7               | 0.7            |
| Student Growth         | Rating | Factor | Factor                       | 2.8       | 2.1        | 1.4               | 0.7            |
| Excellent              | 4      | 0.3    | 1.2                          | 4.0       | 3.3        | 2.6               | 1.9            |
| Proficient             | 3      | 0.3    | 0.9                          | 3.7       | 3.0        | 2.3               | 1.6            |
| Needs Improvement      | 2      | 0.3    | 0.6                          | 3.4       | 2.7        | 2.0               | 1.3            |
| Unsatisfactory         | 1      | 0.3    | 0.3                          | 3.1       | 2.4        | 1.7               | 1.0            |

| Rating      | Unsatisfactory | Needs Improvement | Proficient | Excellent  |
|-------------|----------------|-------------------|------------|------------|
| Final Score | 0 - 1.49       | 1.5 - 2.49        | 2.5 - 3.49 | 3.5 - 4.00 |
| Points      | 1              | 2                 | 3          | 4          |



## Appendices

### APPENDIX A: LIST OF TEACHER CATEGORIES AND ASSESSMENTS

#### LIST OF TEACHER CATEGORIES, TYPE I, TYPE II, AND TYPE III ASSESSMENTS AND MEASUREMENT MODELS APPROVED BY THE JOINT COMMITTEE

| Teacher Category        | Grade Level or Course | Type 1   | Measurement Model                 | Type III                            | Measurement Model                 |
|-------------------------|-----------------------|----------|-----------------------------------|-------------------------------------|-----------------------------------|
| Early Childhood Teacher | EC                    | NWEA MAP | Adaptive Conditional Status Model | Teacher/Evaluator Chosen Assessment | Adaptive Conditional Status Model |
| Kindergarten Teacher    | K                     | NWEA MAP | Adaptive Conditional Status Model | Teacher/Evaluator Chosen Assessment | Adaptive Conditional Status Model |
| 1st Grade Teacher       | 1st                   | NWEA MAP | Adaptive Conditional Status Model | District Math Test                  | Adaptive Conditional Status Model |
|                         |                       |          |                                   | DRA                                 |                                   |
|                         |                       |          |                                   | Lucy Calkins Prompt                 |                                   |
| 2nd Grade Teacher       | 2nd                   | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment           | Adaptive Conditional Status Model |
| 3rd Grade Teacher       | 3rd                   | NWEA MAP | Adaptive Conditional Status Model | Reading Unit Test                   | Adaptive Conditional Status Model |
|                         |                       |          |                                   | Math Unit Test                      |                                   |
|                         |                       |          |                                   | Reading Unit Test                   |                                   |
|                         |                       |          |                                   | Math Unit Test                      |                                   |
|                         |                       |          |                                   | Lucy Calkins Writing Prompt         |                                   |
| 4th Grade Teacher       | 4th                   | NWEA MAP | Adaptive Conditional Status Model | Reading Unit Test                   | Adaptive Conditional Status Model |
|                         |                       |          |                                   | Math Unit Test                      |                                   |
|                         |                       |          |                                   | Reading Unit Test                   |                                   |
|                         |                       |          |                                   | Math Unit Test                      |                                   |
|                         |                       |          |                                   | Lucy Calkins Writing Prompt         |                                   |
| 5th Grade Teacher       | 5th                   | NWEA MAP | Adaptive Conditional Status Model | Reading Unit Test                   | Adaptive Conditional Status Model |
|                         |                       |          |                                   | Math Unit Test                      |                                   |
|                         |                       |          |                                   | Reading Unit Test                   |                                   |
|                         |                       |          |                                   | Math Unit Test                      |                                   |
|                         |                       |          |                                   | Lucy Calkins Writing Prompt         |                                   |
| Elementary LD Teacher   | K-5                   | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment           | Adaptive Conditional Status Model |
| Elementary BD Teacher   | K-5                   | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment           | Adaptive Conditional Status Model |
| Elementary SLP Teacher  | K-5                   | NWEA MAP | Adaptive Conditional Status Model | Trimester Test                      | Adaptive Conditional Status Model |
|                         |                       |          |                                   | Baseline Test                       |                                   |
|                         |                       |          |                                   | Teacher Created Assessment          |                                   |

|                                       |         |          |                                   |                           |                                   |
|---------------------------------------|---------|----------|-----------------------------------|---------------------------|-----------------------------------|
| Elementary Full Instructional Teacher | K-5     | NWEA MAP | Adaptive Conditional Status Model | Trimester Test            | Adaptive Conditional Status Model |
|                                       |         |          |                                   | Baseline Test             |                                   |
|                                       |         |          |                                   | Teacher Chosen Assessment |                                   |
| Elementary Media Center Teacher       | K-5     | NWEA MAP | Adaptive Conditional Status Model | Trimester Test            | Adaptive Conditional Status Model |
|                                       |         |          |                                   | Baseline Test             |                                   |
| Elementary RTI Teacher                | K-5     | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
|                                       |         |          |                                   | Fountas & Pinnell         |                                   |
| Elementary Gifted Teacher             | K-5     | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| Elementary Art Teacher                | K-5     | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| Elementary PE Teacher                 | K-5     | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| Elementary Technology Teacher         | K-5     | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| Elementary Music Teacher              | K-5     | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| MS Social Studies Teacher             | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| MS Science Teacher                    | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
|                                       |         |          | Adaptive Conditional Status Model |                           |                                   |
| MS Math Teacher                       | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
|                                       |         |          | Adaptive Conditional Status Model |                           |                                   |
| MS ELA Teacher                        | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
|                                       |         |          | Adaptive Conditional Status Model |                           |                                   |
| MS LD Teacher                         | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
|                                       |         |          | Adaptive Conditional Status Model |                           |                                   |
| MS SLP Teacher                        | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| MS PE Teacher                         | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| MS Art Teacher                        | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| MS Technology Teacher                 | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| MS Health Teacher                     | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| MS Music Teacher                      | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |

|                               |         |          |                                   |                           |                                   |
|-------------------------------|---------|----------|-----------------------------------|---------------------------|-----------------------------------|
| MS BD Teacher                 | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| Band Teacher                  | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| MS RTI Teacher                | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| MS Full Instructional Teacher | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |
| MS Gifted Teacher             | 6th-8th | NWEA MAP | Adaptive Conditional Status Model | Teacher Chosen Assessment | Adaptive Conditional Status Model |



APPENDIX C: STUDENT GROWTH PLANNING PAGES

Step 1. Guidance for Establishing a Learning Goal

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

**How does this step align to the Professional Practice: Danielson Framework?**

|   |  |
|---|--|
| <b>Domain 1: Planning and Preparation</b><br>1a Demonstrating Knowledge of Content and Pedagogy<br>1c Setting Instructional Outcomes<br>1e Designing Coherent Instruction | <b>Domain 3: Instruction</b><br>3c Engaging Students in Learning |
|---|--|

Use the SMART goal protocol to write the learning goal.

A SMART goal is:

- ❖ **Specific** – focused on the big idea and content standards
- ❖ **Measurable** – able to be appropriately and adequately assessed
- ❖ **Appropriate** – within the teacher’s control to effect change and is important, meaningful for students to learn during the identified time span.
- ❖ **Realistic** – while ambitious, it is achievable for both teachers and students during the time span identified,
- ❖ **Time Limited** – can be summatively evaluated within the time under the teacher’s control.

**Examples:**

- Within the first trimester, 100% of third grade students will advance at least one performance level in writing on the Six Traits Writing Rubric from their beginning performance level.
- 80% of 8<sup>th</sup> grade students will achieve a proficient or excellent on the District’s Common Formative Assessment for Social Studies second quarter assessment.
- During the first semester, 100% of my special education resource students will demonstrate at least 25% growth on the AIMSweb Reading CBM –Words Read Correct.
- This year, 80% of the students enrolled in Advanced Placement – U.S. History will earn a 3 or better on the Advanced Placement test for U.S. History.

**What is your SMART Learning Goal?**

Which **content standards** are associated with the learning goal? *List all standards that apply, including the text of the standard.*  
50.220 (c)

Describe the **student population**. What **special characteristics** will be taken into consideration? How will you address the needs of Special Education, ELL or gifted students?

Describe the instruction and strategies you will use to teach this learning goal. *Be specific to the different aspects of the learning goal. What key activities will support student learning? How will you scaffold learning?*

In what ways does the learning goal require students to **demonstrate deep understanding** of the knowledge and skills of the standards or big ideas being measured (e.g., cognitive complexity – Depth of Knowledge)?

**Discussion Questions:**

- What “big idea” or essential questions are supported by the learning goal?
- How does the learning goal support students’ development of critical thinking, problem solving, and analytical skills (Blooms or DOK)

**Step 2. Guidance for Documenting Assessments and Scoring**

**What Assessment should I use?** Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this STUDENT GROWTH PLAN / SLO.

**How will the Assessment be scored?** The assessment should be accompanied by clear criteria or rubrics to describe what students have learned. Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time and differentiate instruction for all students.

**How does the Assessment align to the professional practice Danielson Framework?**

|  |  |
|--|--|
| <b>Domain 1: Planning and Preparation</b><br>1d Demonstrating Knowledge of Resources<br>1f Designing Student Assessments | <b>Domain 3: Instruction</b><br>3d Using Assessment in Instruction |
|--|--|

Describe the **assessments and scoring procedures** (e.g. performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students’ understanding of the learning goal. 50.220(d)

|  |
|--|
|  |
|--|

Describe how the assessments and evaluation procedures will be **differentiated** to meet the needs of all students described in the student population. What **accommodations** will be provided?

|  |
|--|
|  |
|--|

What type of **interim data** and how often will you collect it to monitor student progress towards this goal? (For Mid-Point Data Check-in)

|  |
|--|
|  |
|--|

**Discussion Questions:**

- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

**Before you continue to Step 3, you will need to meet with your evaluator to discuss your plan so far and sign off on Step 1 and Step 2.**

**Step 3: Guidance for Establishing Expected Growth Targets**

**Growth Targets:** In order to identify expected growth targets, educators must first identify students’ actual performance through a review of available data reflecting the students’ starting points (i.e. baseline) concerning the learning goal.

**How does setting growth targets align to the professional practice Danielson Framework?**

|  |  |
|--|--|
| <b>Domain 1 Planning and Preparation</b><br>1b Demonstrating Knowledge of Students<br>1c Setting Instructional Outcomes<br>1f. Designing Student Assessments | <b>Domain 3: Instruction</b><br>3f Using Assessment in Instruction |
|--|--|

1. Using the Student Roster template in Appendix B, identify the actual performance (e.g. test scores, performance tasks, etc.) to establish starting points (i.e. baseline) for students. **Attach the Student Roster.**

2. Describe the baseline data that was gathered and scored and used to determine placement on the Student Roster.

3. Using students' starting points (i.e. baseline data) identify the growth target for each student, subgroup of students or students as a whole group based on their initial assessment performances (i.e. expected growth). 50.220 ( e). Record the starting point on the Student Roster template.

**Discussion Questions:**

- Explain how the growth targets demonstrated ambitious, yet realistic targets, for all students described in the student population.

**Step 4. Guidance for Measuring S**

**Student Growth**

1. How many students achieved their identified growth targets and describe the outcome, including any special circumstances that you feel need to be identified.

2. Teacher comments and reflections – How did the execution of this SLO influence or change instruction?

**Step 5. Teacher Rating**

| Unsatisfactory  | Needs Improvement   | Proficient  | Excellent  |
|---|---|---|--|
| Less than 25% of Students Met the Indicated Growth Target(s).<br><br><input type="checkbox"/> | 25% - 50% of Students Met the Indicated Growth Target(s).<br><br><input type="checkbox"/> | 51% - 75% of Students Met the Indicated Growth Target(s).<br><br><input type="checkbox"/> | 76% - 100% of Students Met the Indicated Growth Target(s).<br><br><input type="checkbox"/> |
| Date:   | Evaluator Signature:  |   |  |
| Date:   | Teacher Signature:  |   |  |

**APPENDIX D: STUDENT GROWTH PLAN / SLO**

**OPTIONAL STUDENT GROWTH PLAN for Type III Assessment**

|   |                     |
|---|---------------------|
| Teacher Name:   | School Year:        |
| School Name:  | Teacher Category:   |
| Evaluator Name:   | Grade Level/Course: |
| List the names and current job positions of those developing this Plan. |                     |

**STUDENT ROSTER (ATTACH ROSTER)**

**LEARNING GOAL**

|                                       |  |
|---------------------------------------|--|
| Learning Goal (Attach Planning Pages) |  |
| Instructional Plan (Attach)           |  |

**ASSESSMENT INFORMATION**

|  |  |
|--|--|
| Name of Baseline Assessment (Attach)                           |  |
| Scoring Tool for Baseline Assessment (Attach)                  |  |
| Source of Baseline Data (Attach copy when available)           |  |
| Date of Baseline Assessment                                    |  |
| Source of Expected Growth Targets (Attach copy when available) |  |
| Measurement Model  |  |
| Date of Mid-Point Data Check-in                                |  |
| Date of Summative Assessment                                   |  |
| Name of Summative Assessment (Attach)                          |  |
| Scoring Tool for Summative Assessment                          |  |

\_\_\_\_\_  
 Teacher Signature and Date

\_\_\_\_\_  
 Qualified Evaluator Signature and Date



**MID-POINT DATA CHECK-IN**

|   |                              |
|---|------------------------------|
| What kind of midpoint/interim/formative data did you examine to review student progress towards the learning goal?  |                              |
| What did you learn?   |                              |
| What adjustments will be made to instruction, if any?   |                              |
| Teacher Comments and Reflection:  |                              |
| Qualified Evaluator Comments & Recommendations:   |                              |
| Allowable Reasons for Adjustments due to significant change in student sample:<br><input type="checkbox"/> Change in teaching assignment or course section<br><input type="checkbox"/> Significant influx of new students<br><input type="checkbox"/> Significant exodus of students<br><input type="checkbox"/> Student Attendance Issues<br><input type="checkbox"/> Other reasons with rationale | Explanation for Adjustments: |
| Based on this mid-point review the following changes will be made to the Student Growth Plan:   |                              |

\_\_\_\_\_  
Teacher Signature and Date

\_\_\_\_\_  
Qualified Evaluator Signature and Date

**APPENDIX E: SLO REVIEW TOOL**

Starts on next page....

**SLO Review Tool:**  
A Companion to the  
*Rubric for Rating the Quality of  
Student Learning Objectives*



## *SLO Review Tool*

---

### *A Companion to the Rubric for Rating the Quality of Student Learning Objectives*

***SLO Review Tool:*** This tool provides a framework for teachers, school administration, and/or district administration to use when evaluating the quality of an SLO. This tool prompts educators to consider the level of quality of the Learning Goal, Assessments and Scoring (rubric or criteria), and the Targets and is a companion document to be used along with the SLO Rubric (as part of the Center for Assessment SLO Toolkit). It includes specific descriptors and questions to consider, as well as examples and annotations to provide clarity when reviewing an SLO. This SLO Review Tool can also be used as an instructional tool during professional development related to writing Student Learning Objectives. (Also see: *Instructional Guide for Developing Student Learning Objectives.*)

***Process for Using the SLO Review Tool:*** This Review Tool uses a series of questions to guide the reviewer through an evaluation of the SLO. In order for the components of the SLO to be considered as *Acceptable Quality*, the responses to the questions should have a “yes” response. If there are “partial” or “unclear” responses, it may be necessary to examine the assessments section of the SLO, to review the educator’s *Planning Pages*, and/or to have an SLO conversation with the educator. However, if the “partial / unclear” responses are not clarified through this process, the rating of the SLO component would be considered *Quality Needs Improvement*. A preponderance of “no” responses would constitute the rating of the SLO component as *Insufficient Quality* and would require revisions by the educator. Overall, when reviewing an SLO, evaluators will want to ensure that there is coherence found from one component to the next.

After the SLO has been reviewed, use the *Rubric for Rating the Quality of Student Learning Objectives (A Part of the SLO Toolkit, [www.nciea.org](http://www.nciea.org))* to identify the quality of the SLO and to provide feedback for the educator to make any necessary changes to their SLO. Once the SLO is resubmitted, if necessary, the evaluator(s) need only to review the sections that were scored as “partial / unclear” or “no” to determine if the SLO is acceptable and ready to be implemented by the educator.

Teacher(s) Name: \_\_\_\_\_ Content Area: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_ Date of Review: \_\_\_\_\_  
 Reviewer(s): \_\_\_\_\_ SLO Name/ID# \_\_\_\_\_

**Part 1: Learning Goals**

Identify the enduring concept or set of concepts supported by the Learning Goal.

- Yes
- Partial/Unclear
- No

Is the learning goal focused the development of students' deepening understanding of specific content and skills and NOT on an assessment score or performance target?"

- Yes
- Partial/Unclear
- No

Is this concept or set of concepts able to be taught throughout most of the units of study in this course/class?  
 Note: Learning Goals are not intended to be completed within one unit or set of lessons within a unit.

- Yes
- Partial/Unclear
- No

Is the concept or set of concepts meaningful to students in a way that can be assessed through engaging learning situations throughout the course/year, such as through a demonstrations or performance assessments? Note: Learning Goals are not intended to be assessed one time (e.g., at the end of a unit) or through selected response assessment, but rather through authentic tasks.

- Yes, fully aligned
- Partially aligned
- No, not aligned

Is the concept or set of concepts aligned to the CCSS or relevant content standards for the specific grade and subject? Note: The Learning Goal should be based on the content standard, but is not the content standard.

- Yes
- Partial
- No

Does the concept or set of concepts align to a cognitively rigorous depth of knowledge (DOK)? For example, students demonstrating the ability to identify an explicit theme in grade-level narrative texts may be a DOK Level 2; but to make inferences about explicit or implicit themes using text-based evidence may align to a DOK 3 depending on the specific task.

- DOK 1: recall and reproduction
- DOK 2: skills and concepts
- DOK 3: strategic thinking/reasoning; requires deeper cognitive processing.
- DOK 4: extended thinking; requires higher-order thinking including complex reasoning, planning, and developing of concepts.

*(See K. Hess, Cognitive Rigor Matrices, 2009, Center for Assessment, for more information)*

- Yes
- Partial/Unclear
- No

Can the full concept or set of concepts be realistically taught and learned within the designated amount of time considering other content expectations?

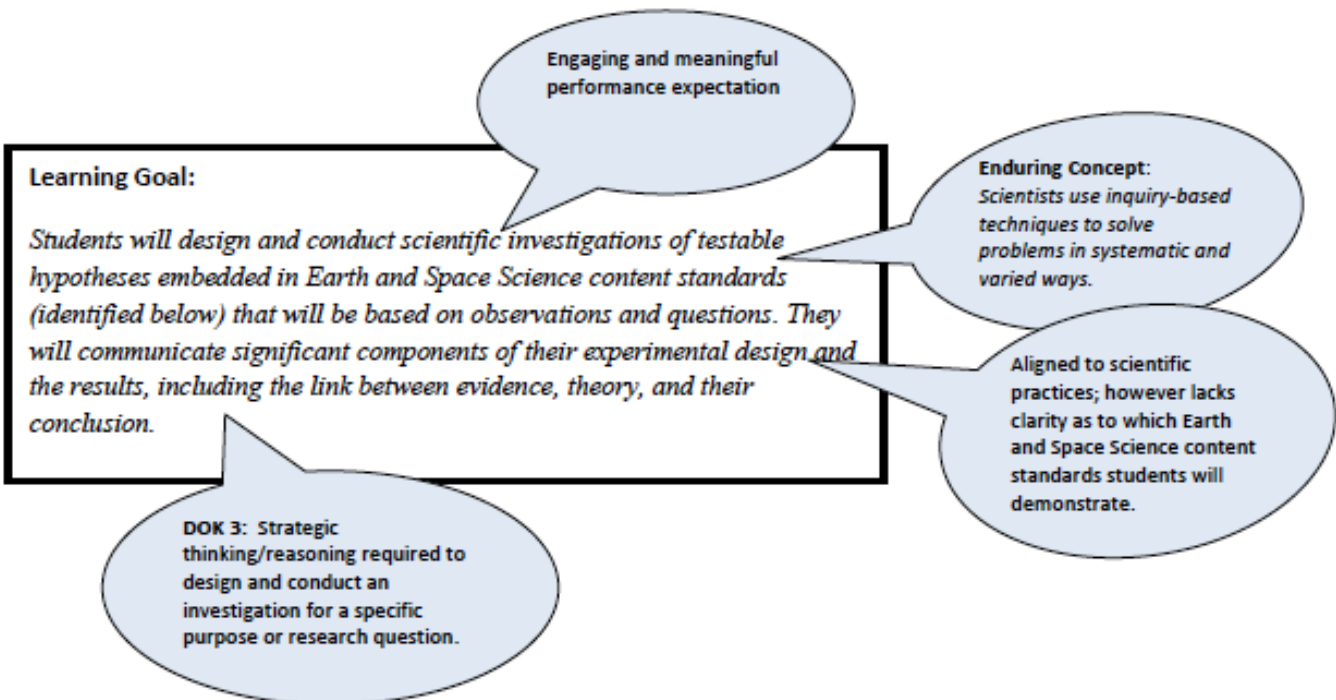
SLO Review Tool: Companion to the *Rubric for the Rating the Quality of Student Learning Objectives* Part of the Center for Assessment's SLO Toolkit (2013)

JThompson, Center for Assessment: [www.nciea.org](http://www.nciea.org)

Identify the number of “yes” responses \_\_\_\_\_  
Identify the number of “partial/unclear” responses \_\_\_\_\_  
Identify the number of “no” responses \_\_\_\_\_

Based on this information determine the rating of the Learning Goal for the SLO as being an *Acceptable Quality*, *Quality Needs Improvement*, or *Insufficient Quality*. Place the rating on the *Rubric for Rating the Quality of Student Learning Objectives*.

Science Example:



SLO Review Tool: Companion to the *Rubric for the Rating the Quality of Student Learning Objectives* Part of the Center for Assessment’s SLO Toolkit (2013)

JThompson, Center for Assessment: [www.nciea.org](http://www.nciea.org)

**Assessments and Scoring**

- Yes, fully aligned
- Partially aligned
- No, not aligned

Are the assessments aligned to the concept or set of concepts identified in the Learning Goal such that the learning goal is fully assessed by the assessment or more likely, the set of assessments?

- Yes, fully aligned-similar complexity
- Partially aligned
- No, not aligned-more complex or less complex

Are the assessments aligned to the targeted depth of knowledge? A Learning Goal that expects students to demonstrate strategic thinking should be measured by assessments that also expect strategic thinking.

- Yes
- Partial/Unclear
- No

Are the assessments fair and unbiased? More specifically:

- 1) do the assessments provide opportunity and access for all students through appropriate levels of academic language for the grade and content area?
- 2) are they visually clear and uncluttered (free from distracting information)? and
- 3) are the directions presented in a straightforward manner for a range of learners?

- Yes, fully aligned
- Partial/Unclear
- No, not aligned

Is the rubric or scoring criteria aligned to the concept or set of concepts identified in the Learning Goal? The rubric or scoring criteria should address all of the demands within the assessment.

- Yes
- Partial/Unclear
- No

Does the rubric or scoring criteria have clear descriptors that are coherent across all performance levels? The descriptors should be free from ambiguous language such as “good” or “poor”, but rather should include clear expectations of student performance that progress from one level to the next.

- Yes
- Partial/Unclear
- No

Are appropriate progress monitoring assessments identified that will allow for adjusting and/or differentiating instruction?

Identify the number of “yes” responses \_\_\_\_\_  
Identify the number of “partial/unclear” responses \_\_\_\_\_  
Identify the number of “no” responses \_\_\_\_\_

Based on this information determine the rating of the Assessments and Scoring for the SLO as being an *Acceptable Quality*, *Quality Needs Improvement*, or *Insufficient Quality*. Place the rating on the *Rubric for Rating the Quality of Student Learning Objectives*.

### Foreign Language Example:

#### Assessments and Scoring:

*A variety of validated performance tasks (both informal and formal) that focus on engaging in a transactional conversation and responding to clarifying questions will be used to measure student success. All tasks have been validated through the Quality Assessment Review Tool. These tasks are aligned to the World Language state standards and this Learning Objective. Students will have opportunities to rehearse, self-evaluate, and receive feedback from peers and the teacher using the scoring rubric as well as criteria checklists. Struggling students will have opportunities to use technology tools such as VoiceThread to help them listen to the spoken language and to hear themselves respond. Small group or individual instruction will be provided for students based on formative assessments. Advanced students will have tasks that allow for more complex conversations.*

*Example: Students will role play situations involving social conventions, greetings and leave-takings in groups of three using faces (puppets or labeled cards) they have drawn to indicate their identity (e.g., family member, child, adult). Each student must take two parts, one informal and one formal. As a minimum, there must be an initial greeting suitable for the time of day, an introduction, two social inquiries (e.g., How are you? How is your sister? Where are you going this summer? Did you like the film?), a weather observation, a leave-taking using titles (Mr., Miss) when appropriate.*

*The use of a multi-dimensional rubric will be used to score student responses for:*

- *Knowledge - vocabulary and language structures for formal and informal greetings, leave takings, and other social conventions at various times of the day were complete and correct.*
- *Comprehension: Verbal exchanges showed understanding.*
- *Communication: Interpersonal strategies used to convey the main idea were complete, clear and comprehensible.*

*Students will be videotaped and evidence will be scored on the validated common rubric through a committee to ensure reliability.*

Aligned to Foreign Language Standards (and learning goal):  
1. Use the target language to communicate within and beyond the classroom setting.  
• engage in short conversations using culturally appropriate greetings (DOK 2)  
• ask & answer questions about familiar topics (DOK 2)  
• share likes and dislikes about people, events, places, and things (DOK 2)  
• follow and give directions (DOK 2)

Identifies appropriate progress monitoring assessments and how instruction will be differentiated.

Fair and unbiased description of the assessment expectations.

DOK 2: Task aligns to the cognitive complexity of the standards (learning goal) – basic reasoning, using skills and concepts.

Rubric: The criteria align to the standards and task. It is unclear if the descriptors are coherent across performance levels.

SLO Review Tool: Companion to the *Rubric for the Rating the Quality of Student Learning Objectives* Part of the Center for Assessment's SLO Toolkit (2013)

JThompson, Center for Assessment: [www.nciea.org](http://www.nciea.org)



| Targets  |
|--|
| <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial/Unclear<br><input type="checkbox"/> No<br>Are the data sources identified appropriate to use for establishing and differentiated starting points and groups for students? Note: Baseline data should provide evidence of students' learning that measure the pre-requisite knowledge and skills necessary for the concepts identified in the Learning Goal. (See <i>Using Baseline Data and Information to Set SLO Targets, A Part of the SLO Toolkit, www.nciea.org</i> ). |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> Unclear<br><input type="checkbox"/> No<br>Is the actual performance of students, based on the data sources, established and differentiated?   |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> Unclear<br><input type="checkbox"/> No<br>Is the expected performance of students established and differentiated?   |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> Unclear<br><input type="checkbox"/> No<br>Is the expected performance of students realistic and/or attainable? It is important that expected targets are not set too low or too high, but rather should demonstrate that students are making appropriate progress (e.g., a year's worth of learning or more) based on assessment evidence.  |
| Identify the number of "yes" responses _____<br>Identify the number of "partial/unclear" responses _____<br>Identify the number of "no" responses _____  |
| Based on this information determine the rating of the Targets for the SLO as being an <i>Acceptable Quality, Quality Needs Improvement, or Insufficient Quality</i> . Place the rating on the <i>Rubric for Rating the Quality of Student Learning Objectives</i> .  |

**Social Studies Example:**

The data source is identified and appropriate for the Learning Goal: *Students will independently use primary and secondary sources to explain, generalize, connect, and/or form an argument based on historical and contemporary issues related to civics and government.*

**Targets:**

*Actual Performance: Baseline data was established using reading and writing scores from the grade 11 state test and course grades in 11<sup>th</sup> grade English and social studies classes.*

|  |                       |
|--|-----------------------|
| <i>Low Group</i>                             | <i>21 of students</i> |
| <i>Approaching Proficiency Group</i>         | <i>33 of students</i> |
| <i>Proficient or Highly Proficient Group</i> | <i>6 students</i>     |

*Total of 60 students*

*Expected Targets: Based on the pre-assessment data above*

|  |                    |
|--|--------------------|
| <i>Low Group</i>                             | <i>5 students</i>  |
| <i>Approaching Proficiency Group</i>         | <i>46 students</i> |
| <i>Proficient or Highly Proficient Group</i> | <i>9 students</i>  |

*Total of 60 students*

The actual performance levels are clearly established and differentiated into three levels.

Expected levels are established and differentiated into the same three levels. Although approximately 75% of the students in the low group are expected to move up at least one level, only 15% of the 60 students are expected to be proficient by the end of the year. It appears that these expected targets may be set too low. Additional information would be needed to determine if this is an acceptable target.

## APPENDIX F: TEACHER STUDENT GROWTH PLAN CHECKLIST

### MEASURING STUDENT GROWTH: TEACHER CHECKLIST

#### 1. Pre-Approval Meeting With Qualified Evaluator – To be held by the end of September

- Review assessments required for your category or position. Two student growth measures are required for each teacher. Use the Student Growth Plan templates.
- Write a SMART learning Goal and list the standards to be assessed.
- Timelines: Determine the interval of instruction for each growth measure. Schedule the formative, interim assessment and summative assessments for each growth measure.
- Select the student sample for each growth measure – all student assigned to the classroom, caseload or course.
- Consider any students with special characteristics (special needs, ELL, etc.) What accommodations will be provided, if any?
- Select the measurement model for each growth measure.
- Schedule the mid-point check-in and summative meetings.
- Record decisions on the student Growth Plan templates.

#### 2. Submit Student Growth Plans for Approval

- Administer the formative assessment for each growth measure.
- Create student roster for each student growth measure.
- Record the formative assessment data on the appropriate roster.
- Analyze baseline data for each student.
- Set targets for individual, groups or the whole class. Record on the appropriate roster.
- Record decisions on the student growth plan.
- Attach student roster with formative data to each growth measure.
- Sign and submit the plans to your qualified evaluator for approval.

---

### **3. Mid-Point Check In**

---

- Gather interim assessment data.
- Record interim results on student roster.
- Complete Mid-Point Check In section of each Student Growth Plan.
- Note any related issues or comments to be discussed with the evaluator.
- Discuss any adjustments needed as a result of significant changes in student sample or teaching assignment.
- Document agreed upon changes on the student growth plan.
- Teacher and qualified evaluator sign off on mid-point check-in.

---

### **4. Summative Assessment**

---

- Administer the summative assessment.
- Record the results on the student roster or attach the summative report.
- Determine the number of students who met or exceeded their growth target and record it in the Student Outcomes section of the Student Growth Plan.
- Complete the Student Growth Reflection section on the Student Growth Plan. Highlight areas of strength and opportunities for improvement.
- Review the results with your qualified evaluator.
- The qualified evaluator records the Student Performance Growth Rating on the Student Growth plan for each student growth measure.
- The qualified evaluator calculates the Summative Student Growth Rating based on the two student growth measures.
- Teacher and qualified evaluator sign off on student outcomes and student growth reflection.
- Retain a complete copy of each student growth measure, roster and supporting data.

---

### **5. Congratulations! You've completed the measuring student growth component of the evaluation process!!!!**

---

**APPENDIX G: QUALIFIED EVALUATOR STUDENT GROWTH PLAN CHECKLIST**

**MEASURING STUDENT GROWTH: EVALUATOR CHECKLIST**

---

**1. Pre-Approval Meeting With Teacher or Team of Teachers**

---

- Using the quality Tool/Rubric, review assessments required for category of teacher. Two student growth measures are required for each teacher. Use the Student Growth Plan templates.
- Using the Quality Tool/Rubric, review the SMART Learning Goal and content standards to be assessed.
- Timelines: Review the interval of instruction and the schedule for the formative, interim assessment and summative assessments for each growth measure. Share testing schedules for Type 1 or Type II assessments.
- Review the student sample for each growth measure – all students assigned to the classroom, caseload or course.
- Consider any students with special characteristics (special needs, ELL, etc.) What accommodations will be provided, if any?
- Approve the measurement model for each growth measure.
- Schedule the mid-point check-in and summative meetings.
- Record decisions on the student Growth Plan templates.

---

**2. Approval of Student Growth Plans**

---

- Review the formative assessment results for each growth measure.
- Review the student roster for each student growth measure.
- Review baseline data provided for each student.
- Using the Quality Tool/Rubric, review targets for individual, groups or the whole class.
- Are the targets rigorous, yet reasonable?
- If adjustments are required, schedule a meeting with the teacher to discuss proposed changes.
- Sign and give a copy of the approved student growth plan to the teacher.

---

### **3. Mid-Point Check In**

---

- Review the interim assessment data.
- Review teacher comments on the Mid-Point Check In section of each Student Growth Plan.
- Note any related issues or comments to be discussed with the teacher.
- Discuss any adjustments needed as a result of significant changes in student sample or teaching assignment.
- Document agreed upon changes on the student growth plan.
- Teacher and qualified evaluator sign off on mid-point check-in.

---

### **4. Summative Assessment**

---

- Review the results of the summative assessment.
- Review and confirm the number of students who met or exceeded their growth target and record it in the Student Outcomes section of the Student Growth Plan.
- Review the Student Growth Reflection section on the Student Growth Plan.
- The qualified evaluator records the Student Performance Growth Rating on the Student Growth Plan for each student growth measure.
- The qualified evaluator calculates the Summative Student Growth Rating based on the two student growth measures.
- Identify strengths and opportunities for improvement to discuss with the teacher.
- Discuss the reflection, the results and the ratings with the teacher.
- Teacher and qualified evaluator sign off on student outcomes, student growth reflection and ratings.
- Retain a complete copy of each student growth measure, roster and supporting data. File with the professional practice component of the summative evaluation.

---

### **5. Congratulations! You've completed the measuring student growth component of the evaluation process!!!!**

---

## SUBTITLE A

## SUBCHAPTER b

## Section 50.30 Definitions

## As used in this Part:

"Adaptive conditional measurement model" means a measurement model used to analyze assessment data to determine student growth that consists of at least a collection of baseline data that is used to determine student growth expectations for all students or for individual and/or groups of students and the recording of student outcomes in comparison to the growth expectations identified.

"Assessment" means any instrument that measures a student's acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D) or Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235.Appendix A), as applicable. For the purposes of this Part, assessments will be defined as the following types.

"Type I assessment" means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Planning and Assessment System).

"Type II assessment" means any assessment developed or adopted and approved for use by the school district and intended to be used on a districtwide basis by all teachers in a given grade, course or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

"Type III assessment" means 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. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade- level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area (see Section 50.110(b)(2)).

"Assistant principal" means an administrative employee of the school district who is required to hold a professional educator license issued in accordance with Article 21B of the School Code [105 ILCS 5/21B] endorsed for either general administrative or principal, and who is assigned to assist the principal with his or her duties in the overall administration of the school.

"Formal observation" means a specific window of time that is scheduled with the teacher, principal, or assistant principal for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school. (Also see Sections 50.120(c) and 50.320(c).)

"Growth expectation" means the outcome that students are expected to achieve by the end of the instructional period and includes consideration of a starting level of achievement already acquired and determination of an ending goal for the level of achievement to be reached.

"Informal observation" means observations of a teacher, principal, or assistant principal by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

"Interval of instruction" means the period of time during which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills.

"Joint committee" means a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance. (Section 24A-4 of the School Code)

"Measurement model" means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time.

"Performance evaluation plan" means a plan to evaluate a teacher, principal, or assistant principal that includes data and indicators on student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of Article 24A of the School Code and this Part.

"Performance evaluation rating" means the final rating of a teacher's, principal's, or assistant principal's performance, using the rating levels required by Sections 24A-5(e), 34-8, and 34-85c of the School Code [105 ILCS 5/24A-5(e), 34-8, and 35-85c], that includes consideration of both data and indicators of student growth, when applicable under Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5] and Section 50.20 of this Part, and professional practice.

"Qualified evaluator" shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers or principals and assistant principals. Each qualified evaluator shall maintain his or her qualification by completing the retraining required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable.

"State performance evaluation model" means those components of an evaluation plan that address data and indicators of student growth that a school district is required to use in the event that its joint committee fails to reach agreement pursuant to Section 24A-4(b) of the School Code.

"Student growth" means a demonstrable change in a student's or 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.

"Student learning objective process" or "SLO process" means a process for organizing evidence of student growth over a defined period of time that addresses learning goals that are measurable and specific to the skills or content being taught and the grade level of the students being assessed, and are used to inform and differentiate instruction to ensure student success.

"Student learning objectives" or "SLO" consists of a learning goal, assessment and procedures to measure that goal, and growth expectation.

"Teacher" means full-time or part-time professional employees of the school district who are required to hold a professional educator license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.

(Source: Amended at 38 Ill. Reg. 23175, effective November 19, 2014)



## REFERENCES

### **Center for Assessment STUDENT GROWTH PLAN / SLO Planning Guide: [www.nciea.org](http://www.nciea.org)**

- Student Learning Objectives: Process for Developing STUDENT GROWTH PLAN / SLOs
- Instructional Guide for Developing Student Learning Objectives
- Using Baseline Data and Information to Set STUDENT GROWTH PLAN / SLO Targets
- STUDENT GROWTH PLAN / SLO Planning Pages
- STUDENT GROWTH PLAN / SLO Rubric

### **Center on Great Teachers and Leaders at American Institutes for Research. [www.gtlcenter.org](http://www.gtlcenter.org) downloaded 3/29/2015. Presentations:**

- *Introduction to Student Learning Objectives Presentation.* [www.gtlcenter.org](http://www.gtlcenter.org) downloaded 3/29/2015.
- *Scoring SLO's*

### **Illinois State Board of Education, [www.isbe.net](http://www.isbe.net)**

- 23 Illinois Administrative Code Subtitle A; Subchapter b Part 50, Subpart A; Subpart B; Subpart C, as of 1/13/2015.
- Non-Regulatory Guidance for PERA and SB7, May 15, 2015
- Guidebook on the Student Learning Objective Process, December 2014
- Guidance on Building Teacher Evaluation Systems for Teachers of Students with Disabilities, English Language Learners, and Early Childhood Students, August 2014.
- Joint Committee Guidebook: Implementing Student Growth Component in Teacher and Principal Evaluation Systems, February 2014
- Guidance Document 13-06 Model Teacher Evaluation System: Measuring Student Growth Using Type III Assessments, February 2013

### **Renaissance Learning. <https://www.renaissance.com/products/star-assessments>**

- *Getting the Most out of STAR Assessments.* November 2014.

Auty, W., Bielawski, P., Deeter, T., Hirata, G., Hovanetz-Lassila, C., Rheim, J., Goldschmidt, P., O'Malley, K., Blank, R., and Williams, A. (2008.) *An Implementer's Guide to Growth Models.* A paper commissioned by the CCSSO Accountability Systems and Reporting State Collaborative Project January 2008.

Brookhart, S. (2013) *How to create and use rubrics for formative assessment and grading.* Alexandria, VA: ASCD.

Castellano and Ho, (2013) *A Practitioner's Guide to Growth Models.* A paper commissioned by the Technical Issues in Large-Scale Assessment (TILSA) and Accountability Systems & Reporting (ASR) State Collaboratives on Assessment and Student Standards, Council of Chief State School Officers.

Ligon, G., (2008) *The Optimal Reference Guide: Growth Model Growing Pains, Growth Model Series – Part I,* ESP Solutions Group.

Marion, DePasale, Domaleski, Gong and Diaz-Bilello, "Considerations for Analyzing Educator's Contributions to Student Learning in Non-tested Subjects and Grades with a Focus on Student Learning Objectives", Center for Assessment, May 25, 2012.

Popham, J., (2006) *Assessment for Educational Leaders.* Boston, MA: Pearson Education.