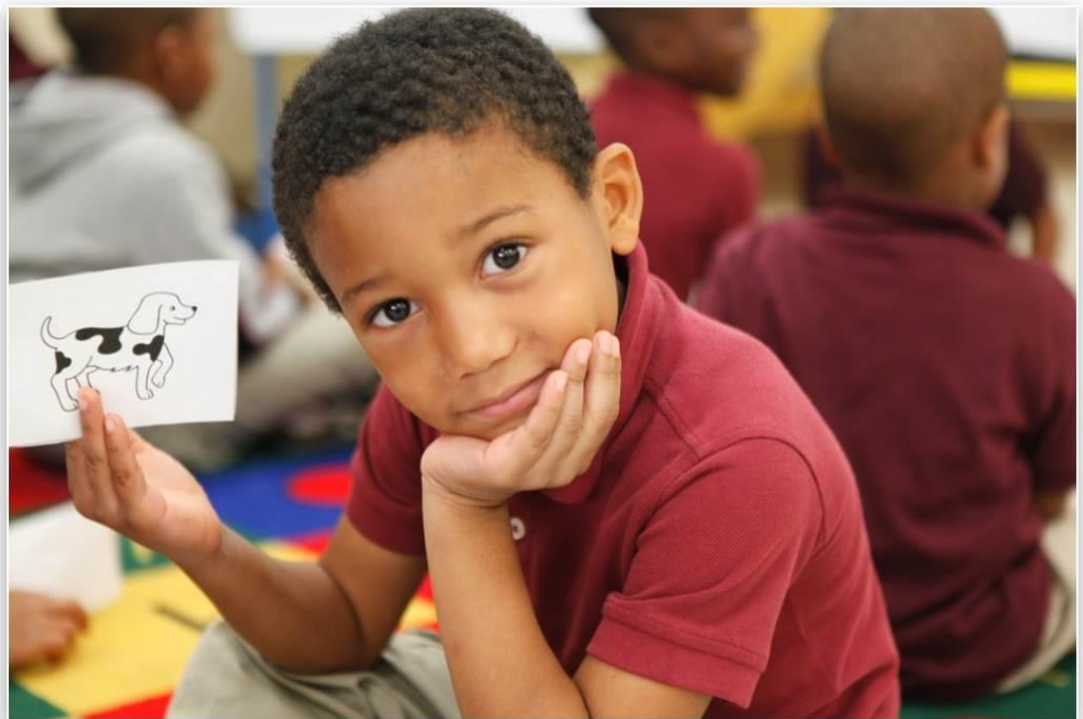


TEACHER

Measures of Student Learning



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RIDE Rhode Island
Department
of Education

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Introduction

How to Use the Guidebook

The purpose of this Guidebook is to describe the process and basic requirements for the student learning measures that are used as part of the teacher evaluation and support process. For aspects of the process that have room for flexibility and school/district-level discretion, we have clearly separated and labeled different options with a ***Flexibility Factor***.

To help educators better understand *how* to best implement various aspects of student learning process, additional resources are available on the Rhode Island Department of Education (RIDE) website, including online training modules, sample Student Learning/Outcome Objectives, and a suite of calibration protocols designed to help school and district leaders facilitate ongoing calibration exercises.

The ***Online Resource*** icon will be used throughout the Guidebook to indicate that a corresponding resource is available on the RIDE website. A list of the available online resources can be found in **Appendix 2**. Please note that additional resources will be developed over time. Educators can directly access the educator evaluation pages of the RIDE website at www.ride.ri.gov/EdEval.



Flexibility Factor

The “Flexibility Factor” boxes will be used throughout the guidebook to highlight where schools and districts have an opportunity to customize aspects of the student learning process and establish policies to meet their local needs.

Defining “Teacher”

We recognize that teacher roles may look different in various local contexts. For the purposes of the Guidebook, “teacher” means any public school employee working under a teacher certification whose primary responsibilities include instructional planning, managing a classroom environment, and student instruction.

Measures of Student Learning

Improving student learning is at the center of all our work and measuring student learning is a critical part of the teacher evaluation process. Depending on the teacher's specific assignment, all approved teacher evaluation systems in Rhode Island use one or more of the following measures to assess the teacher's impact on student learning: Student Learning Objectives (SLOs), Student Outcome Objectives (SOOs), and the Rhode Island Growth Model (RIGM). Measures of student learning are included in teacher evaluations because:

- Student learning is the single most important indicator of teacher effectiveness.
- Student learning measures, when combined with classroom observations (Professional Practice) and evidence of Professional Responsibilities improve the accuracy of the Final Effectiveness Ratings for teachers¹.
- Analyzing student learning data is a best practice for self-reflection and increased collaboration around student learning.

Student Learning Objectives

An SLO measures a teacher's impact on student learning through demonstrated progress toward academic goals. The SLO process is student-centered and curriculum focused. It recognizes the impact teachers have in their classrooms, is based on research, and supports best-practices like prioritizing the most important standards, implementing curriculum, and planning assessments. Additionally:

- **The SLO Process respects the diversity of all grades, subjects, and courses.** The best way to measure student learning differs from one course or grade to another (e.g., measuring student learning in a third grade art class vs. a tenth grade chemistry class). SLOs present an opportunity for teachers to be actively involved in deciding how to best measure the learning of their specific population of students while providing a consistent process for all teachers across the state.
- **SLOs utilize the assessment process teachers think are best for their specific purposes.** They require teachers to identify the most important learning that occurs within their grade or subject, learning which should be measured by a high-quality assessment strategy. When done well, SLOs should include assessments that require students to produce high-quality evidence of their learning. However, the primary purpose of that assessment should be to measure what the teacher is teaching and the students are learning. No assessment should be used just to collect evidence for an SLO.

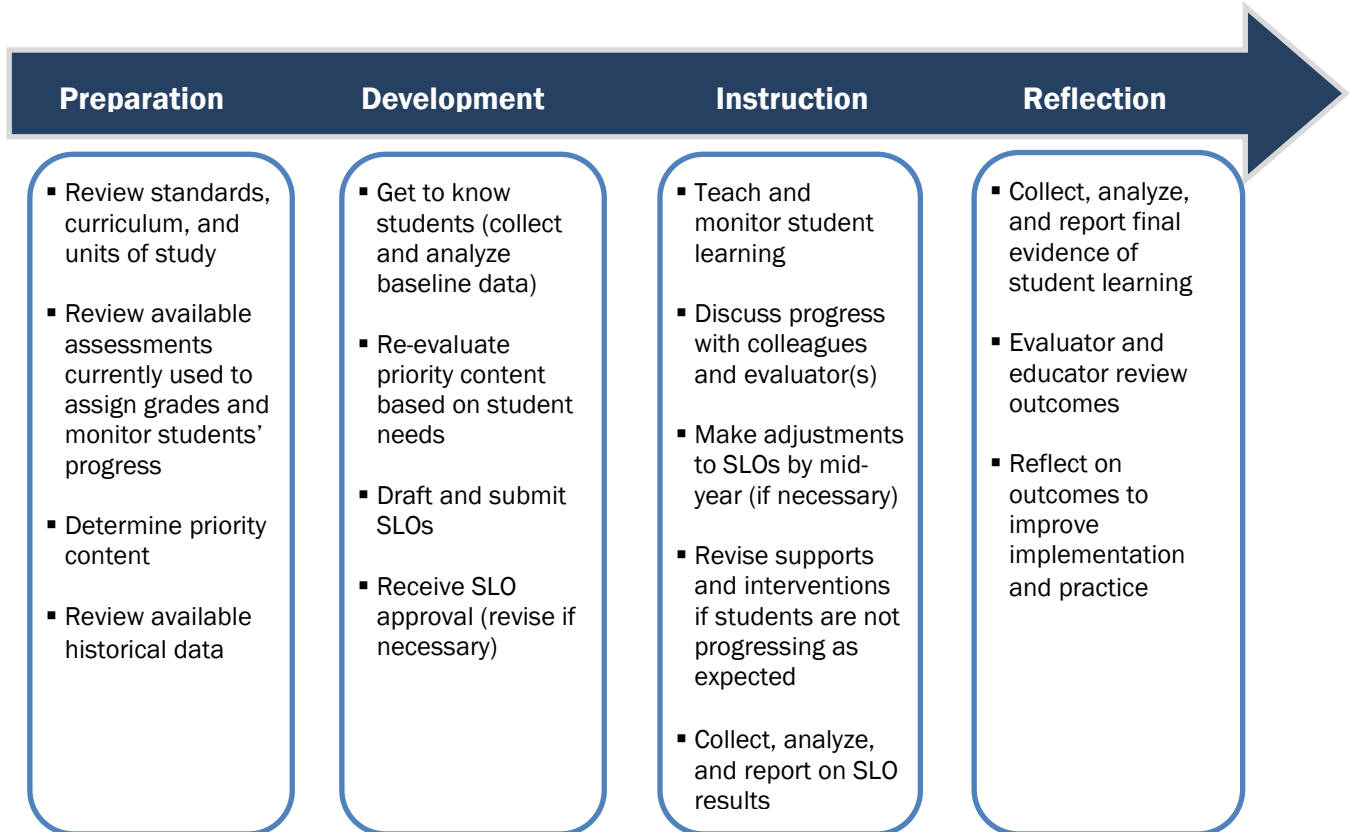
NOTE: Some special education teachers may use SOOs in place of one or more of their SLOs. An SOO is a long-term academic goal focused on an outcome that increases access to learning or creates conditions that facilitate learning. Additional information about SOOs for special education teachers, including an SLO/SOO Decision Tree, can be found on pages 14-16.

¹ Kane, T.J, McCaffrey, D.F., Miller, T., & Staiger, D.O. (2013). *Have we identified effective teachers?* Measures of Effective Teaching project. Retrieved from http://www.metproject.org/downloads/MET_Validating_Using_Random_Assignment_Research_Paper.pdf.

The Student Learning Objective Process

Teachers should, wherever possible, work collaboratively with grade, subject area, or course colleagues to develop SLOs. Teams of teachers can craft SLOs together, but should differentiate their targets according to the students' baseline data. The SLO process is meant to foster reflection and conversation about the essential curriculum, targeted outcomes, and assessment tools used in classrooms across the state.

The SLO process mirrors a teacher's planning, instruction, and assessment cycle as described in the chart below:



The Anatomy of a Student Learning Objective

The SLO Form is designed to elicit answers to three essential questions:

- 1. What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?**
- 2. Where are my students now (at the beginning of instruction) with respect to the objective?**
- 3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?**

Anatomy of a Student Learning Objective (Form)

<p>Title – A short name for the SLO</p> <p>Content Area – The content area(s) to which this SLO applies</p> <p>Grade Level – The grade level(s) of the students</p> <p>Students – The number and grade/class of students to whom this SLO applies</p> <p>Interval of Instruction – The length of the course (e.g., year, semester, quarter)</p>		
Main Criteria	Element	Description
<p>Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?</p>		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> ▪ Identifies the priority content and learning that is expected during the interval of instruction. ▪ Statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured. ▪ Attainment of this objective positions students to be ready for the next level of work in this content area.
	Rationale	<ul style="list-style-type: none"> ▪ Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective.
	Aligned Standards	<ul style="list-style-type: none"> ▪ Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned.
<p>Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?</p>		
	Baseline Data/ Information	<ul style="list-style-type: none"> ▪ Describes students' baseline knowledge, including the source(s) of data/information and its relation to the overall course objectives.
<p>Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> ▪ Describes where the teacher expects all students to be at the end of the interval of instruction. ▪ The target should be measureable and rigorous, yet attainable for the interval of instruction. ▪ In most cases, the target should be tiered to reflect students' differing baselines.
	Rationale for Target(s)	<ul style="list-style-type: none"> ▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students. ▪ Rationale should be provided for each target and/or tier.
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> ▪ Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective. ▪ Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else). ▪ Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

Number and Scope of Student Learning Objectives

Educators and evaluators should work together to determine how many SLOs are appropriate for their instructional area and teaching load. The minimum number of SLOs an educator may set is two. Educators should discuss their rationale for selecting a particular prep or subject area with their evaluators at the beginning of the school year.

While it is our aspiration that all students for whom a teacher is responsible be included in his or her set of SLOs, we also recognize that sometimes the most effective strategy is to begin by focusing on a specific area of need and expanding over time.

Students

An individual SLO must include all students on the roster for the course or subject area with which the objective is aligned. An example for a High School Math Teacher is below:

Algebra I			Calculus	
Section A	Section B	Section C	Section A	Section B
Algebra I SLO includes <u>all students in all three sections</u>			Calculus SLO includes <u>all students in both sections</u>	

Furthermore, percentages or particular groups of students may not be excluded. For example, **students with IEPs in a general education setting must be included in the general educator’s SLO.**

Setting tiered targets according to students’ starting points, whether it is measuring mastery or progress, is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make academic gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial progress toward course/grade objectives by the end of the instructional interval, reducing the gap between their current and expected performance, while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.

FAQ

Can I write an absenteeism clause into my SLO such as “For those students who are present 80% of the time?”

No, because an SLO must include all students on the roster for the course or area with which the objective is aligned, and attendance clauses potentially exclude students. Teachers are responsible for documenting all students’ progress toward the objective, including their efforts to reach students with extreme absenteeism. However, your evaluator can take extreme absenteeism into account when scoring the SLO.

FAQ

I teach in a district with high mobility, so my roster often looks different by January. How do I set targets for students I have never even seen?

You should set your SLOs based upon the students who are on your roster at the beginning of the school year. At mid-year, you and your evaluator should compare your current roster to the one upon which the targets were set. If there are substantial differences, adjust the targets as necessary to include all of the students you teach and exclude students who are no longer on your caseload.

Baseline Data/Information

Data is information, and educators collect information from students every day in order to help them plan effectively, adjust instruction, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, educators must understand where their students are at the beginning of instruction. There are many ways that teachers understand their students' starting points at the beginning of the year. The methodology chosen should consider:

- Whether there is student assessment data or information from the previous year that could influence the current year's progress (e.g. reading level);
- If students have never been exposed to course content (e.g. students taking Spanish), it may be more accurate to gather information on the students' performance throughout the first few weeks of the course;
- Baseline data from a pre-test may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course. These tests could include a teacher-created or commercial assessment and focus on either the current or previous grade's standards and content.

Baseline data/information can be used in two ways for SLOs. It can inform the Objective Statement and contribute to setting Targets. In all scenarios baseline data/information is a must; however, **a pre-test/post-test model is not required and, in some cases, might be inappropriate.**

The function of the baseline assessment is to provide information about where students are starting in order to set appropriate targets. This does not mean it is necessary to pinpoint projected student growth, since some targets may focus on reaching a specific level of proficiency. Teachers should gather information that helps them understand how prepared their students are to access class material.

For more resources and best practices on gathering baseline data/information, see the online Module: *Using Baseline Data/Information to Set SLO Targets* on the RIDE website at: www.ride.ri.gov/EdEval-OnlineModules.



Aligning Student Learning Objectives

SLOs should be horizontally and vertically aligned, when applicable. When an SLO is *horizontally aligned*, all teachers in the same grade level who teach the same course collaborate to set SLOs and then each teacher sets specific targets based upon his or her own students' baseline knowledge and skills.

Vertical alignment means that SLOs build on one another across a school, reflecting the scope of the larger curriculum and comprehensive assessment system from grade to grade or course level to course level. This requires significant collaboration and requires time for a faculty to develop.

There may be instances in which teachers and building administrators collaborate to align their SLOs as well. In these cases, teachers can have direct or supportive alignment. There are some instances when it may not make sense for a teacher to align their SLOs with an administrator's SLOs or with a district goal or improvement plan.

There are three ways to think about alignment between teacher SLOs and building administrator SLOs:

- **Direct alignment** is when the focus of the objective statement, targets, and evidence sources are shared. The teacher’s SLOs mirror the building administrator’s SLOs.
- **Supportive alignment** is when the content or skills addressed in the teacher’s SLO relates to the content or skills of the building administrator’s SLO, **but is not identical** and may be assessed using different evidence sources.
- **No alignment** is when the teacher’s SLO authentically reflects the most important content or skills of his/her discipline and grade level, but do not align with the content or skills of the building administrator’s SLO.

An example of each type of alignment can be seen below.

Type	Example
Direct Alignment	In a K-5 school, multiple sources indicate that students struggle with literacy in the earlier grades and numeracy in the upper grades. The K-2 teachers collaborated to write and share an SLO focused on increasing the number of students reading on grade level and differentiated their <i>Targets</i> according to the students in their individual classes. The 3-5 teachers did the same with their own shared focus. The principal adopted both SLOs, with all of the K-2 students included on the literacy one and all of the 3-5 students included on the math.
Supportive Alignment	A middle school is focusing a significant effort on writing across the curriculum and students’ ability to respond to informational text in their transition to the Common Core literacy standards. While a building administrator might directly align his or her SLO with English teachers who will share <i>Objective Statements</i> and <i>Evidence Sources</i> , social studies teachers may choose to focus on students’ ability to write a research report synthesizing various primary and secondary sources. The skills that the social studies teachers, English teachers, and the building administrator focus on are incredibly similar, but the SLOs are tailored to the content of the course and the Evidence Sources are particular to each discipline.
No Alignment	Ms. Harney is the music teacher at a middle school. Her principal has written an SLO focused on math and one on literacy. While Ms. Harney often incorporates math and literacy into her classroom and could align her SLOs to support the two building administrator SLOs, the main focus of the curriculum at the middle school is music performance. Given this focus, the school/district did not feel alignment would be appropriate.

NOTE: It is essential that a teacher’s SLOs authentically reflect the most important content or skills of the discipline and grade level they teach. We encourage districts, schools and teams of teachers to work together toward common objective statements when appropriate, but we do not recommend forcing alignment.

Rigor of Target

When setting the target(s) for an SLO, the teacher should start by considering the most important content/skills the students need to attain by the end of the interval of instruction (objective statement), and where the students are with respect to the objective statement (baseline data).

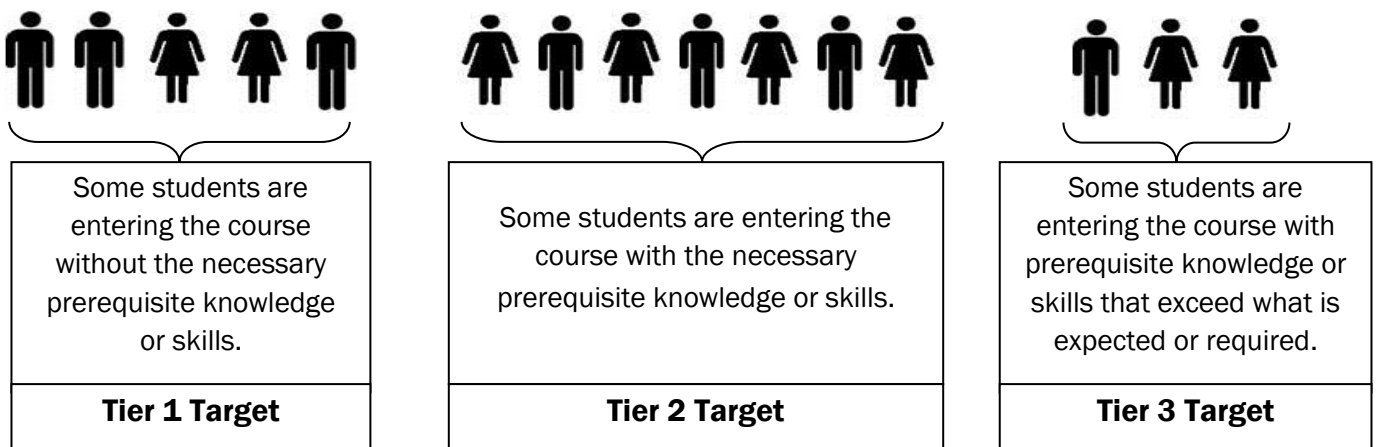
While the default target for any SLO should reflect mastery of the relevant course or grade-level standards, the reality is that not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning.

Setting tiered targets based on students' prerequisite knowledge and skills helps to ensure that the targets are rigorous and attainable for all students. Students entering a course with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course with lower proficiency or lacking prerequisite skills, a more modest target may be appropriate in order to ensure that it is reasonably attainable in the interval of instruction.

However, it is also important to consider the support a student or groups of students receive. For example, a student may enter a course lacking prerequisite skills in reading, but they have a personal literacy plan and receive significant support from a reading specialist and a special education teacher. In this scenario, it may make sense to raise expectations for what the student will be able to learn or be able to do by the end of the interval of instruction because of the intensity of support provided.

The intent of tiered targets is not to calcify achievement gaps. The needs for fairness and appropriateness should be balanced by the need to challenge lower-achieving students to catch up to their peers. Additionally, while students in lower tiers may have a lower absolute target, reaching it may require them to make *more progress* than students with higher targets, resulting in a closing or narrowing of the achievement gap(s).

The following graphic shows one example of how to tier targets based on students' preparedness for the content:



Teachers who collaborate on SLOs should also confer about targets; however the targets for each individual teacher must reflect the actual students in their class(es).



More detailed information about SLO target setting, including the online module *Using Baseline Date and Information to Set SLO Targets*, is available on the RIDE website at www.ride.ri.gov/EdEval-OnlineModules.



Quality of Evidence

High-quality assessments are essential for accurately measuring student learning. **In Rhode Island, a variety of summative assessments may be used as evidence for SLOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, or a combination.** Assessments may be created by individual teachers, teams of teachers, district leaders, or purchased from a commercial vendor. However, all assessments must be reviewed by evaluators.

In most cases, teachers of the same course should share an SLO that includes the same source(s) of evidence. This ensures that students across the school or district in each course are required to demonstrate their understanding in the same way. It also presents an opportunity for teachers to collaborate in the creation or selection of the assessment, scoring, as well as in reviewing and analyzing assessment results. This collaboration promotes consistency and fairness, and can make the process more efficient for teachers and evaluators.

Selecting the right evidence source is about finding the best assessment for the purpose. In order to make this determination, the question to ask is, “Is this evidence source *aligned* to what is being measured?” Alignment of evidence source refers to:

- **Content** (e.g., SLO focuses on reading informational text and the evidence source focuses on informational text)
- **Coverage** (e.g., SLO includes five standards and all five of those standards are addressed by the evidence source)
- **Complexity** (e.g., SLO addresses a variety of DOK² levels and the evidence source includes items/tasks aligned with those DOK levels).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the content standards of the SLO, it is not the best choice. Additionally, the use of a single evidence source can be problematic if it does not capture the full breadth of skills and knowledge identified in the Objective Statement. Consider the following example:

The Objective Statement says that students will improve their reading accuracy, fluency, and comprehension of literary and informational text, and their ability to convey information about what they’ve read. One assessment might be used to measure reading accuracy, fluency, and some comprehension of both literary and information text. Another assessment might be used to measure deeper reading comprehension and their ability to convey information about what they’ve read.

² DOK refers to Webb’s (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking. See CAS Criteria & Guidance p. 15.

Other considerations for determining the quality of an evidence source include format, item type, and administration and scoring procedures. In most cases, the evidence source(s) should be as authentic as possible without being impractical to administer and score.

More information about creating and selecting assessments can be found in the *Comprehensive Assessment System Criteria & Guidance* document, available on the RIDE website at: www.ride.ri.gov/CAS.



RIDE has also developed an **Assessment Toolkit** to support educators with assessment literacy. The Assessment Toolkit contains four resources:

1. **Creating & Selecting High-Quality Assessments Guidance**
2. **Using Baseline Data and Information Guidance**
3. **Collaborative Scoring Guidance**
4. **Assessment Review Tool**



Educators can access the Assessment Toolkit on the RIDE website at: www.ride.ri.gov/EdEval-OnlineModules.

The table below includes further guidance on selecting high-quality evidence sources. These Assessment Quality Descriptors represent some of the most important aspects of an assessment to consider. Some of the criteria are inherent to the assessment (e.g., the purpose), while others relate to an educator’s use of the assessment (e.g., the scoring process).

Assessment Quality Guidance

High Quality	<ul style="list-style-type: none"> ▪ Assessment is aligned with its intended use ▪ Assessment measures what is intended ▪ Items represent a variety of DOK levels ▪ Assessment includes a sufficient number of items to reliably assess content ▪ Assessment includes some higher-level DOK constructed response items at least one very challenging item ▪ Assessment is grade level appropriate and aligned to the curriculum ▪ Scoring is objective (includes scoring guides and benchmark work), and uses a collaborative scoring process
Moderate Quality	<ul style="list-style-type: none"> ▪ Assessment is loosely aligned to its intended use ▪ Assessment mostly measures what is intended ▪ Items represent more than one level of DOK ▪ Assessment includes a sufficient number of items to reliably assess most content ▪ Assessment is grade level appropriate ▪ Scoring may include scoring guides to decrease subjectivity, and/or may include collaborative scoring
Low Quality	<ul style="list-style-type: none"> ▪ Assessment is not aligned to its intended use ▪ Assessment does not measure what is intended ▪ Items represent only one level of DOK ▪ Assessment includes an insufficient number of items to reliably assess most content ▪ Assessment is not grade level appropriate ▪ Scoring is open to subjectivity, and/or not collaboratively scored

English Language Learners

English Language Learners should be incorporated in general educators' SLOs. Teachers may set differentiated targets to ensure that all students are meeting a rigorous, yet attainable, target. In some cases, evidence may need to be differentiated for English Language Learners to account for how they currently demonstrate content skills and knowledge (this can be found in the WIDA CAN-DO Descriptors by domain and grade level cluster). All teachers should ensure their content targets for English Language Learners are informed by students' language comprehension and communication skills.

There are **two alignment options** for teachers working with English Language Learners:

- **Content-related SLO** – English as a Second Language teachers, whose primary responsibility is content-related support, should align their SLOs to general educators' content-focused SLOs. Since the group(s) of students may differ on each teacher's caseload, targets should be tailored accordingly.
- **English-Language Development SLO** – English as a Second Language teachers whose primary responsibility is students' language development may set SLOs using English Language Development (ELD) goals based on Cook's profiles. Evidence should include ACCESS for English Language Learners, the WIDA Model, or locally developed assessments based on the WIDA standards (speaking, writing rubrics, WIDA summative ELPS, ACCESS released items, etc.).

For more information on Cook's profiles, visit <http://www.ride.ri.gov/applications/ell/>.



Students with Disabilities

Special educators provide specially designed instruction in a variety of settings and delivery models to meet the diverse needs of their students. Because of the unique needs of the students, special educators' impact on their students' learning **may be measured through the use of SLOs and/or Student Outcome Objectives (SOOs).**

SLOs for students with disabilities should be based upon Common Core standards or other appropriate content standards, historical data, and other academic information. Though there may be overlap in the content, assessments, or evidence used, Individualized Education Program (IEP) goals cannot be used as SLOs. **SLOs include a complete roster of students, whereas IEP goals are independently crafted for each student.** IEPs can inform a teacher's or an instructional team's SLOs by providing data to inform Baseline Data/Information and Targets. IEP goals, assessments, and other evidence may inform SLOs if the focus is in content areas of English Language Arts or mathematics, for example, and reflects student academic performance consistent with the general education curriculum at grade level.

"Specially designed instruction" means adapting, as appropriate, to the needs of an eligible child under this part, the content, methodology, or delivery of instruction— (i) To address the unique needs of the child that result from the child's disability; and (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. **Regulation 300.39**

SOOs for students with disabilities are long-term goals set by special educators that are focused on outcomes that increase access to learning. The focus of an SOO is to foster academic success for students. SOOs could be set for the full academic year or the length of time services are provided. An SOO must be specific and measurable, and should be aligned to standards or school or district priorities, where applicable. The evidence used to measure SOOs should focus on student progress toward the outcome. Instruction around functional, organizational, or social-emotional skills supports students' access to the general education curriculum.

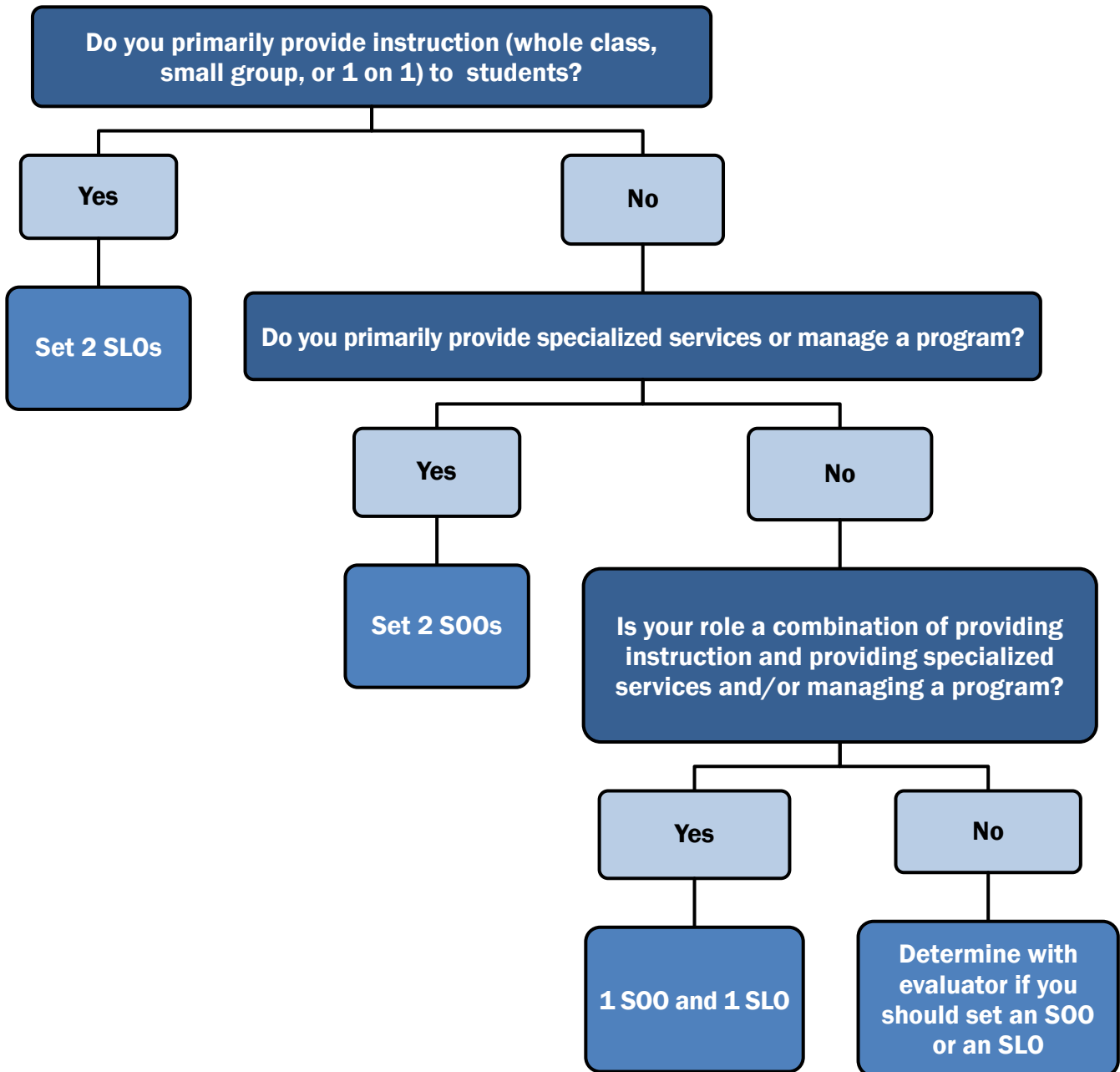
Whether special educators utilize SLOs or SOOs, they should tier their targets based on various baseline data/information to ensure the targets are rigorous, yet attainable for all students included. There is no maximum amount of tiers an educator can create for a set of students. Some educators with smaller caseloads may write SLOs/SOOs in which each student has their own target based on the students' individualized starting points and rate of progress. This data may be found within the IEP. Special educators and general educators should collaborate when setting targets for students with disabilities.

To determine when an SLO or an SOO would be appropriate, special educators and their evaluators should use the SLO/SOO Decision Tree on the following page. RIDE has an online module, *Special Educations and SLOs/SOOs*, which further explains which students should be included in an SLO versus an SOO. The module can be found at: www.ride.ri.gov/EdEval-OnlineModules.



SLO/SOO Decision Tree

This decision tree is a guide to assist special educators and support professionals in determining whether they should set an SLO, SOO, or a combination of both. The determination of an educator's student learning options is based upon that educator's role. LEAs need to determine what type of student learning measure is most appropriate for the specific positions in their LEA.



Anatomy of a Student Outcome Objective (Form)

<p>Title – A short name for the SOO</p> <p>Content Area – The service area(s) to which this SOO applies</p> <p>Grade Level – The grade level(s) of the students</p> <p>Students – The number of students to whom this SOO applies</p> <p>Interval of Service – The interval of service defines the period to which the SOO applies. It should mirror the length of time in which the educator is actively working with students, typically one academic year, one semester or a shorter timeframe, as justified by the duration of the service(s) being delivered.</p>		
Main Criteria	Element	Description
<p>Essential Questions: What is the most important outcome that will enable students to have better access to education through your services?</p>		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> ▪ The objective statement describes the specific outcome that the support professional is working to achieve. ▪ The depth and breadth of the objective statement will vary depending on the Support Professional's role and assignment, but should be specific enough to clarify the focus of the SOO.
	Rationale	<ul style="list-style-type: none"> ▪ Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or district priority.
<p>Essential Questions: Where are my students now with respect to the objective?</p>		
	Baseline Data / Information	<ul style="list-style-type: none"> ▪ Information that has been collected or reviewed to support the overall reasoning for the student outcome objective. ▪ This information could include survey data, statistics, participation rates, or references to historical trends or observations.
<p>Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?</p>		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> ▪ Describe where it is expected for groups of students or the school community as a whole to be at the end of the interval of service. ▪ The targets should be measurable and rigorous, yet attainable.
	Rationale for Target(s)	<ul style="list-style-type: none"> ▪ Explains the way in which the target was determined, including the baseline information sources and why the target is appropriate for the group of students or the school community. ▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, trend data, or historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students. ▪ Rationale should be provided for each target and/or tier.
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> ▪ Describes how the objective will be measured and why the evidence source(s) is appropriate for measuring the objective (e.g. logs, scoring guides, screening procedures, surveys) ▪ Describes how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the support professional or someone else). ▪ Describes how the evidence will be analyzed and/or scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored).
	Strategies	<ul style="list-style-type: none"> ▪ Describe the method, strategies or plan that will be used to achieve your goal.

Approving Student Learning/Outcome Objectives

In order for an SLO/SOO to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content**
2. **Rigor of Target(s)**
3. **Quality of Evidence**

Some SLOs/SOOs will be approvable upon submission, while others will require revisions. An SLO and an SOO Quality Review Tool have been developed to further clarify expectations and help teachers and evaluators determine if an SLO is acceptable or needs revision.

The SLO and SOO Quality Review Tools are available on the RIDE website at: www.ride.ri.gov/EdEval-Best-Practices-Resources.



Flexibility Factor

Approving Student Learning Objectives

Student Learning Objectives should be discussed during the Beginning-of-Year Conference and approved no later than the end of the first quarter.

Reviewing Student Learning/Outcome Objectives at the Mid-Year Conference

The Mid-Year Conference offers an opportunity for teachers to review and discuss their students' learning progress with their evaluators. Teachers and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practice and supports. If students are not progressing as expected, the teacher and evaluator should collaborate to revise the supports and interventions in place to help accelerate student progress.

At the Mid-Year Conference, if it has become clear that an SLO/SOO is no longer appropriate, it may be revised. Revisions should be rare, but adjustments may be made if:

- **The teaching schedule or assignment has changed significantly**
- **Class compositions have changed significantly**
- **New, higher-quality sources of evidence are available**
- **Based on new information gathered since they were set, objectives fail to address the most important learning challenges in the classroom/school.**

NOTE: There may be extenuating circumstances that do not fit these four categories in which the evaluator must use professional judgment.

Scoring Individual Student Learning/Outcome Objectives

The process for scoring individual SLOs/SOOs begins with a review of the available evidence submitted by the teacher, including a summary of the results. Evaluators will score each individual SLO/SOO as *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.

Exceeded

- This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO/SOO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).

Met

- This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met.” The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).

Nearly Met

- This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).

Not Met

- This category applies when the results do not fit the description of what it means to have “Nearly Met.” If a substantial proportion of students did not meet the target(s), the SLO/SOO was not met. This category also applies when results are missing, incomplete, or unreliable.

Flexibility Factor

Submission of Results

Schools and districts may determine the timeline for submitting SLO/SOO results. However, the intent is for SLOs/SOOs to document the impact that teachers are making throughout the full interval of instruction. Early deadlines are not recommended (e.g., an April deadline for a year-long SLO). Additionally, some assessment data (e.g., end-of-year assessments) will not be available at the time of the End-of-Year Conference. In these cases, the educator and evaluator should meet and discuss other components of the evaluation system and review any data related to the SLOs/SOOs. When data become available, the teacher should summarize it and send it to the evaluator for review and the assignment of an overall rating.

Additional Student Learning/Outcome Objective Scoring Guidance

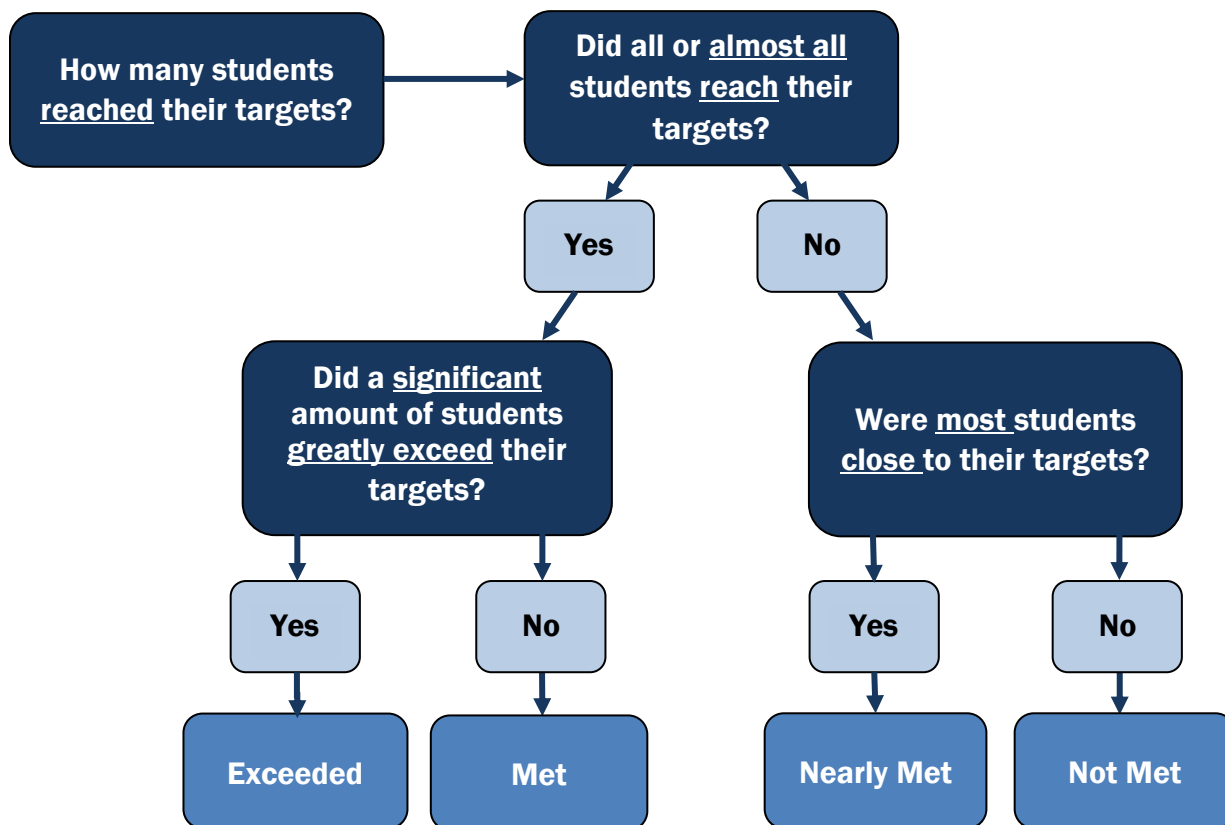
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

Not Met	Nearly Met	Met	Exceeded
<ul style="list-style-type: none"> <70% of students met their target 	<ul style="list-style-type: none"> 70-89% of students met their target 	<ul style="list-style-type: none"> At least 90% of students met their target 	<ul style="list-style-type: none"> At least 90% of students met their target AND 25% of students exceeded their target

NOTE: The additional SLO/SOO scoring guidance above does not eclipse local LEA policy. LEAs have the flexibility to adopt or adapt the additional SLO/SOO scoring guidance or chose to continue to use the *Exceeded*, *Met*, *Nearly Met*, and *Not Met* descriptions exclusively.

Student Learning/Outcome Objective Scoring Process Map

The SLO/SOO Scoring Process Map below outlines the specific steps an evaluator should take to determine if individual SLOs/SOOs are *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.



Scoring Student Learning/Outcome Objective Sets

Once individual SLOs/SOOs are scored by evaluators, the SLO/SOO Set Scoring Tables are used to determine an overall SLO/SOO rating of *Exceptional Attainment*, *Full Attainment*, *Partial Attainment*, or *Minimal Attainment*. The Student Learning Objective set scoring tables are located in **Appendix 1**.

Student Learning/Outcome Objective Set Descriptors

Exceptional Attainment

- Results across SLOs/SOOs indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs/SOOs and/or demonstrated an outstanding impact on student learning.

Full Attainment

- Results across SLOs/SOOs indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs/SOOs and/or demonstrated a notable impact on student learning.

Partial Attainment

- Results across SLOs/SOOs indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs/SOOs and/or demonstrated a moderate impact on student learning.

Minimal Attainment

- Results across SLOs/SOOs indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs/SOOs or the educator who has not engaged in the process of setting and gathering results for SLOs/SOOs.

The Rhode Island Growth Model

The Rhode Island Growth Model (RIGM) is a statistical model that measures students' achievement in reading and mathematics by comparing their growth to that of their academic peers. It does not replace the proficiency data from state assessments. Rather, the RIGM enables us to look at growth in addition to proficiency to get a fuller picture of student achievement.

Using this model, we can calculate each student's progress relative to their academic peers on the NECAP Math and Reading tests for grades 3-7. Academic peers are students who have scored similarly on the NECAP in the past. Because all students' scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement.

The 2013-14 school year marked the first time that teachers and support professionals who were designated by their LEA as contributing educators in math and reading in grades 3-7 received an in progress RIGM score. These scores were released via the Educator Performance and Support System (EPSS) to provide teachers and school and district leaders with a critical piece of information to improve teaching and learning. In 2014-15, contributing educators, where applicable, will once again receive a RIGM score. Although, these scores will not factor into the Final Effectiveness Rating, they should continue to be used for self-reflection and to improve teaching and learning.

We anticipate that RIGM scores will be factored into Final Effectiveness ratings when RIGM scores become available through the new statewide assessment system (PARCC).

The RIDE website features an expanding set of resources and tools to help educators and parents understand how the various components of the Rhode Island Growth Model are calculated, some of the useful features of the Model, and how it can be used in the future. Current offerings include:

- A **four-part series of recorded training modules** to help educators understand how student growth is calculated, represented, and used in the evaluation process.
- A **Growth Model Visualization tool** that allows educators, parents, students, and policy makers to view district- and school-level data for all public Rhode Island schools.
- **Answers to frequently asked questions** about the Rhode Island Growth Model, including and a **glossary of terms** that every evaluator and educator should understand.
- A **ready-to-print brochure** about the use and purpose of the Rhode Island Growth Model.

These online resources can be accessed on the RIDE website at: www.ride.ri.gov/RIGM.



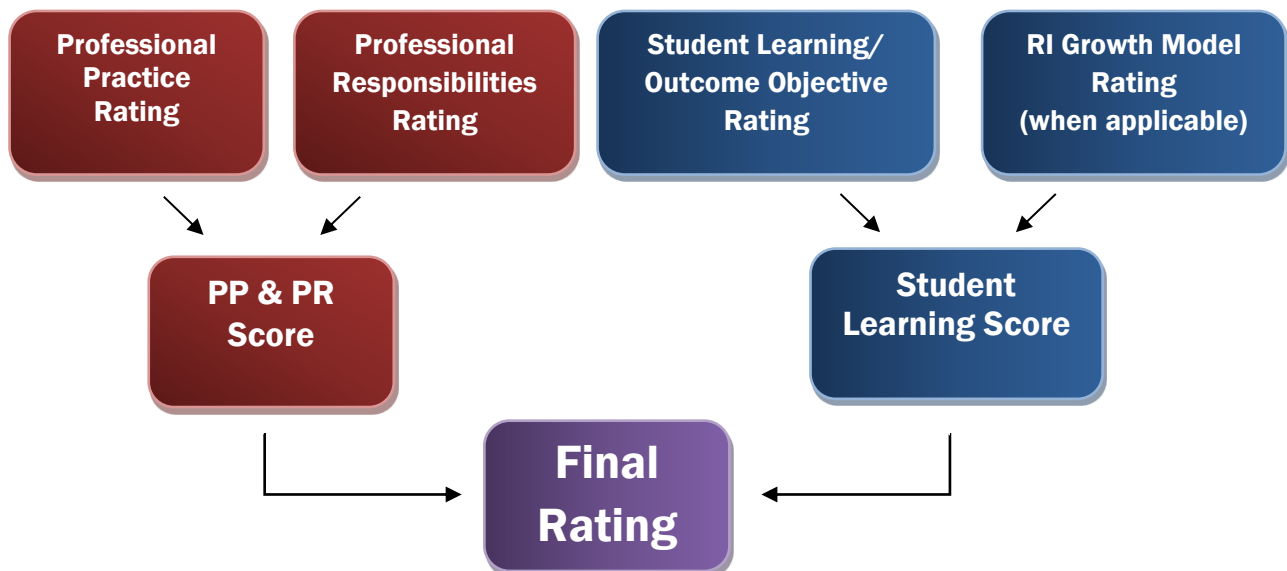
Calculating a Final Effectiveness Rating

The Final Effectiveness Rating will combine an individual's overall Student Learning score and the combined Professional Practice and Professional Responsibilities score. Teachers will receive one of four Final Effectiveness Ratings:

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The chart below shows how the scores for Professional Practice, Professional Responsibilities, Student Learning/Outcome Objectives, and (when applicable) the RIGM Rating combine to produce the Final Effectiveness Rating. The section that follows explains how a series of matrices is used to calculate this rating.

Components of a Final Effectiveness Rating



Step 1 – Calculate a Professional Practice Rating

- The process for calculating a Professional Practice Rating is specific to the teacher evaluation system being implemented.

Step 2 – Calculate a Professional Responsibilities Rating

- The process for calculating a Professional Responsibilities Rating is specific to the teacher evaluation system being implemented.

Step 3 – Combine Professional Practice and Professional Responsibilities to form “PP and PR” Score

- The matrix pictured below will be used to determine the PP and PR score on a scale of 4 to 1. In the example below, the teacher earned a Professional Practice rating of *Proficient* and a Professional Responsibilities Rating of *Meets Expectations*. These combine to form a PP and PR score of 3.

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

Step 4 – Calculate a Student Learning Objective Rating

- Evaluators will score each individual SLO/SOO as *Exceeded*, *Met*, *Nearly Met*, or *Did Not Meet*. The SLO/SOO Scoring Process Map on page 28 outlines the specific steps an evaluator should take to determine individual SLO/SOO scores.
- Once individual SLOs/SOOs are scored, an overall SLO/SOO rating will be calculated using the scoring tables located in **Appendix 1**.
- Sets of Student Learning Objectives will receive one of the following ratings:
 - **Exceptional Attainment**
 - **Full Attainment**
 - **Partial Attainment**
 - **Minimal Attainment**

Step 5 – Rhode Island Growth Model Rating (when applicable)

- We anticipate that RIGM scores will be factored into Final Effectiveness ratings when RIGM scores become available through the new statewide assessment system (PARCC). When that happens, teachers will earn an RIGM rating of *Low Growth*, *Typical Growth*, or *High Growth*. These ratings will be supplied by the Rhode Island Department of Education.

Step 6 – Determine an Overall Student Learning Score

- When applicable, the SLO/SOO rating will be combined with a Rhode Island Growth Model rating using the matrix pictured below. For example, if an educator received an SLO/SOO rating of *Full Attainment* and a Growth Model rating of *Typical Growth*, these two ratings would combine to produce an overall Student Learning score of 4. For educators without a Rhode Island Growth Model rating, their SLO/SOO rating will be their overall Student Learning score.

Student Learning Matrix

		Student Learning/Outcome Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

Step 7 – Combine Scores to Determine Final Effectiveness Rating

- The PP and PR score and the Student Learning score will be combined using the matrix on the following page to establish the Final Effectiveness Rating. In this example, the educator received a Student Learning score of 3 and a PP and PR score of 3, which results in a Final Effectiveness Rating of *Effective*.

Matrices

Rhode Island uses matrices to determine a teacher's Professional Practice and Professional Responsibilities Score (PP and PR Score), Student Learning Score, and Final Effectiveness Rating. All three matrices were developed with educator profiles in mind and were not developed to force a specific distribution of educator performance. Scores on PP and PR, Student Learning, and the Final Effectiveness Ratings are neither random nor limited to a certain percentage.

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

		Student Learning/Outcome Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

Final Effectiveness Rating Matrix

		STUDENT LEARNING				
		4	3	2	1	
PP x PR	4	HE	E	D	D	
	3	HE	E	D	D	
	2	E	E	D	I	
	1	D	D	I	I	

HE	- Highly Effective
E	- Effective
D	- Developing
I	- Ineffective

Appendix 1: Student Learning/Outcome Objective Scoring Lookup Tables

Table 1: SLO/SOO Scoring Lookup Table for 2 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	Final
Exceeded	Exceeded	Exceptional Attainment
Exceeded	Met	Full Attainment
Exceeded	Nearly Met	Full Attainment
Met	Met	Full Attainment
Met	Nearly Met	Full Attainment
Exceeded	Not Met	Partial Attainment
Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Not Met	Minimal Attainment
Not Met	Not Met	Minimal Attainment

Table 2: SLO/SOO Scoring Lookup Table for 3 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	SLO/SOO 3	Final
Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Not Met	Partial Attainment
Exceeded	Met	Met	Full Attainment
Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Full Attainment
Met	Met	Nearly Met	Full Attainment
Met	Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Not Met	Partial Attainment
Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Minimal Attainment

Table 3: SLO/SOO Scoring Lookup Table for 4 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	SLO/SOO 3	SLO/SOO 4	Final
Exceeded	Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Exceeded	Not Met	Full Attainment
Exceeded	Exceeded	Met	Met	Full Attainment
Exceeded	Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Exceeded	Met	Not Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Exceeded	Not Met	Not Met	Partial Attainment
Exceeded	Met	Met	Met	Full Attainment
Exceeded	Met	Met	Nearly Met	Full Attainment
Exceeded	Met	Met	Not Met	Partial Attainment
Exceeded	Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Met	Not Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Not Met	Minimal Attainment
Exceeded	Not Met	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Met	Full Attainment
Met	Met	Met	Nearly Met	Full Attainment
Met	Met	Met	Not Met	Partial Attainment
Met	Met	Nearly Met	Nearly Met	Partial Attainment
Met	Met	Nearly Met	Not Met	Partial Attainment
Met	Met	Not Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Met	Not Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Not Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Not Met	Minimal Attainment

Appendix 2: Online Resources

The Educator Evaluation section of the RIDE website contains a wide variety of resources. These online resources are updated frequently and we encourage educators to check back often.

Educator Evaluation Homepage:

www.ride.ri.gov/EdEval

Guidebooks & Forms:

www.ride.ri.gov/EdEval-RIModel-GuidesForms

Rhode Island Model FAQs:

www.ride.ri.gov/EdEval-RIModel-FAQs

Online Modules & Tools (including the Assessment Toolkit):

www.ride.ri.gov/EdEval-OnlineModules

Summer Training:

www.ride.ri.gov/EdEval-InPersonTraining

Student Learning/Outcome Objectives:

www.ride.ri.gov/SLOs

Best Practices Resource Suite:

www.ride.ri.gov/EdEval-Best-Practices-Resources

Educator Performance and Support System (EPSS):

www.ride.ri.gov/EPSS

Rhode Island Growth Model:

www.ride.ri.gov/RIGM

Comprehensive Assessment System:

www.ride.ri.gov/CAS

