Student Learning Objectives Handbook

Contents

Introduction

With the help of teachers and leaders throughout the state, the Indiana Department of Education has developed an optional model teacher evaluation system named RISE. Whether corporations choose to adopt RISE or a model of their own, the department's goal is to assist corporations in developing or adopting models that both comply with IC 20-28-11.5 (the law surrounding teacher evaluation), and are fair, credible and accurate. Regardless of model or system, evaluations must:

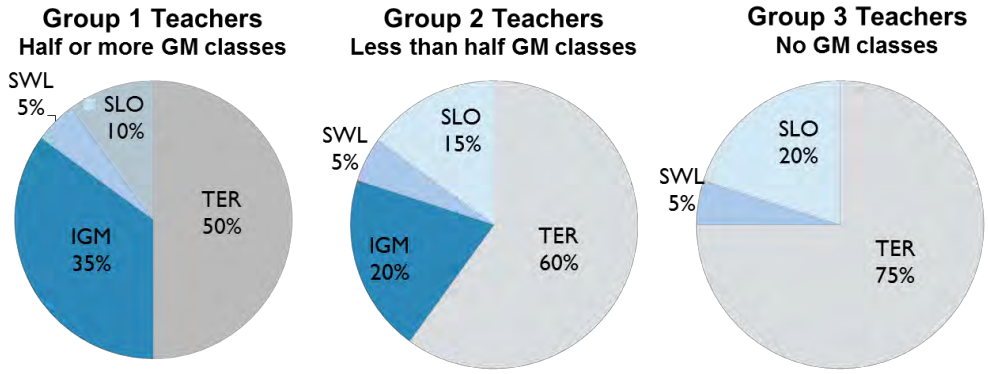
- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Four Rating Categories:** To retain our best teachers and principals, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.
- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.

This Student Learning Objectives handbook focuses on the third requirement of IC 20-28-11.5, "Including Student Growth Data". More specifically, it focuses on one of the multiple measures of student learning in RISE: Student Learning Objectives. For more information on the RISE teacher evaluation system as a whole, please read the RISE Handbook, available at www.RISEIndiana.org.

Measures of Student Learning in RISE

Measures of student learning make up between 20 to 50 percent of a teacher's final evaluation rating. A major portion of this percentage comes from Indiana Growth Model data. But not all teachers have Growth Model data available, and the Growth Model only accounts for students' growth in math and English language arts. To complement the Growth Model, and to account for those teachers who do not have such data available, RISE also includes measures of students' progress toward specific growth or achievement goals, known as Student Learning Objectives.

Student Learning – Contribution to student academic progress
Measure: Individual Growth Model (IGM)
Measure: School-wide Learning Measure (SWL)
Measure: Student Learning Objectives (SLO)



What are Student Learning Objectives?

Effective teachers have learning goals for their students and use assessments to measure progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4th through 8th grade math or ELA, information on the extent to which students grow academically is provided annually in the form of the Indiana Growth Model. Yet teachers of other grades and subjects do not have such information available. The RISE system fills these information gaps with Student Learning Objectives.

A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measureable
- Based on available prior student learning data
- Aligned to state standards
- Based on growth and achievement

The Purpose of Student Learning Objectives

The process of setting Student Learning Objectives requires teachers to create standards-aligned goals and to use assessments to measure student progress. This allows teachers to plan backward from an end vision of student success, ensuring that every minute of instruction is pushing teachers and schools toward a common vision of good instruction and achievement. By implementing Student Learning Objectives, RISE seeks to make these best practices a part of every teacher's planning.

As part of RISE, all teachers will set Student Learning Objectives. For some, setting or evaluating Student Learning Objectives represents a major shift in practice. It will require the type of collaboration and use of data that might be new and, at first, challenging. However, the result will be more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement.

Student Learning Objectives in RISE

Student Learning Objectives in RISE are targets of student growth and achievement that teachers and students work towards throughout the year. Although the goal is to eventually have teachers account for all students with measurable learning goals, in the first year of RISE, all teachers will set two Objectives covering just one of their classes.

Teachers who have individual Growth Model data (grades 4-8 ELA and Math teachers) should, wherever possible, set Learning Objectives around any non-Growth Model subjects they teach (for example, Science and Social Studies). Student Learning Objectives are designed to expand coverage, and in this case, if we already have a good growth measure for ELA and Math, we want to develop a measure for the other subjects that a teacher teaches.

Teachers set two types of Student Learning Objectives in RISE: A Class and Targeted Objective.

- A **Class Objective** is a mastery goal based on students' starting point for a class or classes of students covering all of the Indiana content standards for the course.
- A **Targeted Objective** is a growth and/or achievement goal that may cover either all or a sub-set of Indiana content standards targeted at students beginning the class at a low level of preparedness.

Class Objectives

A teacher's Class Objective accounts for the learning of all students in a class and all content standards in a course. Whether a teacher earns a Highly Effective, Effective, Improvement Necessary, or Ineffective rating depends on the extent to which he or she moves students from their starting points to achieve content mastery.

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Class Objective	Based on students' starting points, the teacher moved an exceptional number of students to achieve content mastery.	Based on students' starting points, the teacher moved a significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved a less than significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved few students to achieve content mastery.

A Class Objective is both an achievement- and growth-based goal. Class Objectives define what content mastery looks like for a specific class, and holds students and their teachers accountable for meeting this mastery standard. In this sense, Class Objectives are achievement goals. But Class Objectives also have teachers examine and consider students' starting points in order to set a learning objective for the entire class that is both ambitious and feasible. In this sense, Class Objectives are also growth goals.

The specific details of how teachers set the Class Objective, and the ways in which it includes both achievement and growth, can be found in the next section of this handbook. But by incorporating both achievement and growth into a single objective, teachers and administrators can be confident that the Class Learning Objective maintains high expectations for all students while accounting for where students begin.

Targeted Objectives

The learning progress made by those students who begin a year behind grade level or begin a course without adequate preparation is especially important. Without a focused effort to help these students develop academically, they are likely to fall further behind their peers. The Targeted Learning Objective focuses on teachers' efforts to improve these students' academic progress.

A Targeted Objective allows teachers to set an achievement- or growth- based goal that centers on the type of content that students beginning a course minimally prepared need most. Unlike the Class Objective, a teacher chooses a single goal for the Targeted Objective and is evaluated on the extent to which he or she meets this goal.

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Targeted Objective	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.	The teacher has not fully met the expectation described in the Student Learning Objective, but has still demonstrated some impact on student learning.	The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.

A Collaborative Process

In RISE, Student Learning Objectives, wherever possible, should not be written, set, or assessed by a single teacher or evaluator. Instead, teachers are expected to work with other teachers, curriculum leaders and evaluators to identify or create high quality common assessments, and determine what content mastery looks like and how to assess it. They should share information on students' academic starting points, and work together to help those students who need it most. By working together, teachers, principals, and corporation leaders can use the Student Learning Objective component in RISE to encourage teacher-teacher and teacher-principal collaboration and center all educators' work on teaching and learning.

The Student Learning Objective Process

Overview

The Student Learning Objective process in RISE has five steps:

Step 1: Choose quality assessments
Step 2: Determine students starting points
Step 3: Set the Student Learning Objectives
Step 4: Track progress and refine instruction
Step 5: Review results and score

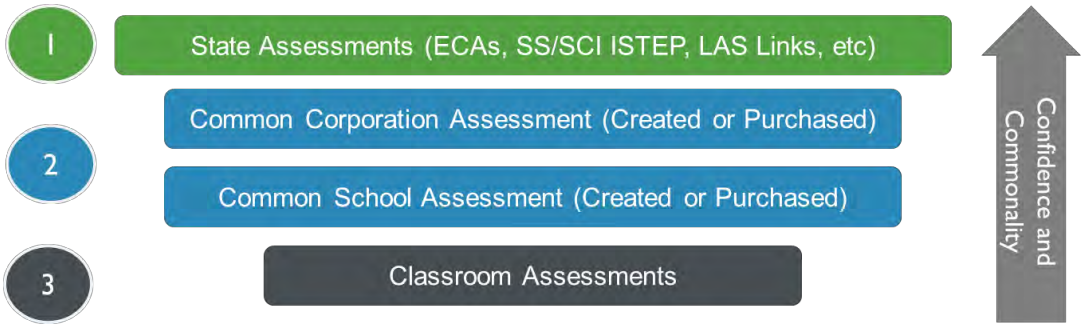
Each step is described in detail below, and forms for all five steps can be found in Appendix A.

Step 1: Choose Quality Assessments

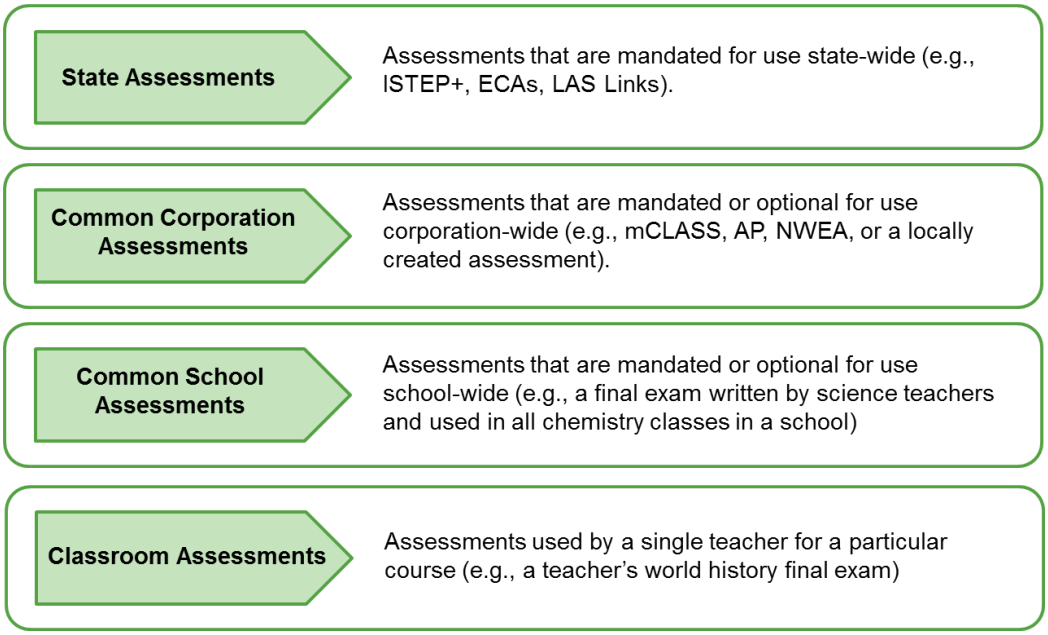
Assessments are central to Student Learning Objectives. Whether and to what extent students have met the objectives set for their learning is determined by their performance on an end-of-course assessment. Choosing a quality assessment is therefore an important first step. Teachers and evaluators must be *confident* that the chosen assessment is aligned to the course content standards, is appropriately rigorous for the grade-level/course and includes questions that require critical thinking, and is formatted in a way that is clear and free from bias.

Moreover, it is important that those who teach the same course or grade use a *common* assessment wherever available. This helps ensure fairness and consistency across classes, and encourages teachers to collaborate around student learning.

The diagram below ranks assessment types based on the amount of confidence one can have in its alignment, rigor, and format, as well as the extent to which they are common across teachers of the same grades and courses.



The type of available assessments from each level of the above hierarchy varies by corporations, but examples of the most widespread are below.



Because the Class Student Learning Objective is a learning goal for an entire class of students covering all of the Indiana content standards for the course, teachers are required to choose the assessment which ranks highest on the above hierarchy for this objective. For example, a 10th grade English teacher should set his or her Class Student Learning Objective around the state end-of-course English 10 assessment. A 9th grade English teacher, however, should use a common corporation or school assessment, as no state assessments exist for 9th grade English.

For their Targeted Learning Objective, teachers may choose an assessment from any level of the above hierarchy, though the assessment must be approved by the evaluator. Because the Targeted Objective may focus on a specific subset of standards, it is important that teachers have the flexibility to choose the assessment best aligned to their goal. More details on the Targeted Learning Objective setting process can be found in the Step 3 section of this handbook.

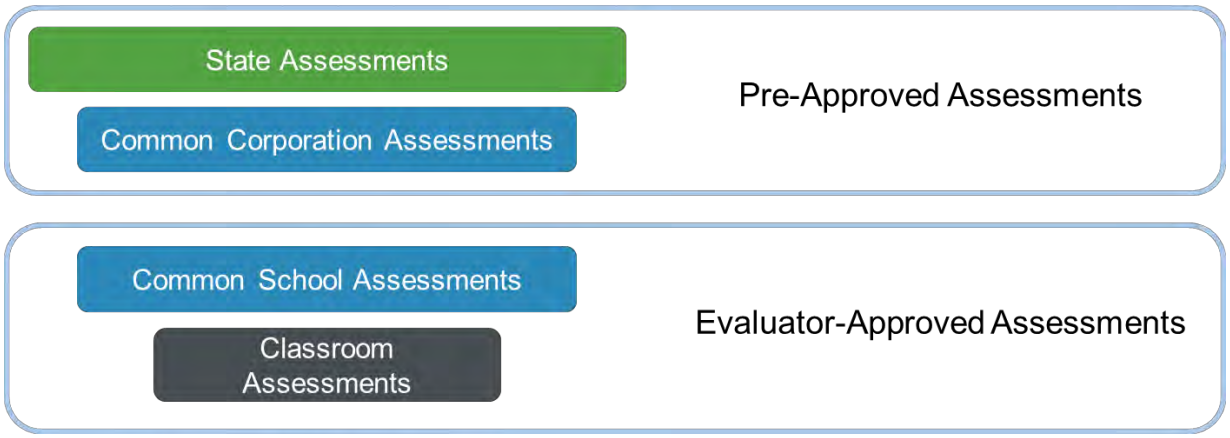
In order to determine which assessments are available for each teacher, it is recommended that each school participating in RISE create an assessment matrix indicating the available end-of-course assessment for each course or grade in the school. For example, a high school math department might have the following assessment matrix:

	Algebra I	Geometry	Algebra II	Pre-Calculus	AP Calculus	AP Statistics	Discrete Mathematics
Test Available 1	State ECA	Common school final exam	Common school final exam	Common school final exam	AP Exam	AP Exam	Classroom final exam
Test Available 2	Common school final exam				Classroom final exam	Classroom final exam	

Assessment matrices help teachers and evaluators determine the best assessment for their class learning objective as well as list of potential assessments from which a teacher could choose for the targeted learning objective. Assessment matrices also identify courses or grades where no common assessments exist.

Evaluating Assessments

As shown above, teachers in the same school often have different types of assessments available for Student Learning Objectives. In order to ensure that all assessments used are high quality, each assessment must be rigorously reviewed, evaluated, and approved. In some cases, this process occurs at the state or corporation level; in others, building level administrators must judge the quality of the assessment. Consequently, assessments used for Student Learning Objectives are classified as either pre-approved or evaluator-approved.



Pre-Approved Assessments. Assessments provided by the state or available for purchase from independent vendors have been carefully created and reviewed by assessment and education experts. These assessments have been determined to have the necessary alignment, rigor, and format. The quality of these assessments, therefore, is guaranteed to be high, and teachers and schools can confidently use them for Student Learning Objectives without further inspection.

In some situations, especially in larger corporations, common corporation assessments are not purchased from independent vendors but are created by the corporation itself. Though these assessments are still considered pre-approved for use at the school-level, they should first be reviewed and checked for quality. It is up to the corporation to make this determination, but it is recommended that teams of corporation curriculum leaders and teachers complete the approval process described below. Once evaluated and approved, teachers can use these assessments for Student Learning Objectives without further approval.

Evaluator-Approved Assessments. When no common state or corporation assessment exists for a given course or grade level, a school- or classroom-level assessment must be used. In many corporations, teachers and curriculum leaders have already created common school assessments, and many teachers

regularly use end-of-course assessments of their own making. Although many of these assessments are thoughtfully created, they must be evaluated and approved before they can be used for Student Learning Objectives. In order to be approved, an evaluator and teacher(s) work together to demonstrate that an assessment meets three criteria:

- **Alignment and Stretch**: The assessment covers all key subject/grade-level content standards (alignment), and partly assesses pre-requisite objectives from prior years and objectives from the next year/course (stretch).
- **Rigor and Complexity**: The assessment's items, tasks, and rubrics are appropriately challenging for the grade-level/course (rigor), and include items or tasks that require critical thinking and deep levels of student understanding (complexity).
- **Format captures true mastery**: The assessment is written clearly, is feasible in the amount of time allotted, is free from bias, has specific scoring guidelines or rubrics that articulate what students are expected to know and do, and differentiates between levels of knowledge/mastery.

Before an assessment is submitted to an evaluator for approval, the teacher or group of teachers who plan to use the assessment for a Student Learning Objective must complete a Pre-Approval Assessment Form that documents the alignment between the assessment questions/tasks and core course standards, and demonstrates that the assessment includes questions at varying levels of rigor and complexity. After examining the pre-approval form, evaluators then use an Assessment Approval Check-list to review the assessment for the three criteria and approve the assessment or provide revision feedback to teachers. The appropriate forms for this process can be found in Appendix A.

It is important to note that whenever possible, teachers should collaborate on identifying, developing, and pre-approving assessments. This reduces the number of assessments evaluators must approve, and encourages common planning. To help in this effort, grade level leaders, department heads, secondary evaluators, and coaches should support the process of assessment development and approval.

Identifying the Content Mastery Standard

In addition to reviewing assessments for their quality, approving assessments also requires teachers and evaluators to agree on the score a student must demonstrate on the assessment to show mastery. Because Class Student Learning Objectives represent a mastery goal based on students' starting points, what mastery looks like for each assessment must be established.

For pre-approved assessments, content mastery standards will be provided by the Indiana Department of Education. This includes all mandatory state tests, such as ISTEP and ECAs, as well as other commonly used state and off-the-shelf assessments such as mCLASS and LAS Links. These guidelines can be found in Appendix B. Corporations should provide content mastery standards for those pre-approved corporation-created assessments.

For evaluator-approved assessments, the content mastery standard must be established by the teacher(s) and the evaluator. The content mastery standard falls somewhere between the passing score (e.g., 65%) and 100 percent. It represents the score at which a student has mastered the necessary

content of the course to be successful at the next level. Typically, a passing score on a teacher-created assessment represents the minimum necessary to pass on to the next class or level, but does not necessarily represent mastery. On the other end, a perfect score represents exceptional content knowledge – students have not only mastered the content but demonstrated a deep level of understanding that is above and beyond mastery. Content mastery is somewhere in between – the exact score depends on the assessment, and teachers and evaluators must use their professional judgment to make this determination. The content mastery score will be the same for any teacher using the same assessment.

Questions and Answers for Teachers

What if I only teach courses covered by the Growth Model, must I still use ISTEP for my Class Objective?

Some teachers, such as a 7th grade math teacher or an 8th grade ELA teacher, might only teach courses covered by the Growth Model. These teachers will already have a significant part of their evaluation based on their students' ISTEP performance. Consequently, even though ISTEP is the best available assessment, these teachers may set their Class Learning Objective around an approved common corporation, school, or classroom assessment.

Are national tests like the AP or ACT/SAT considered pre-approved assessments and if so, can I use them for my Student Learning Objectives?

Although these are considered pre-approved assessments, there are a couple of important considerations when thinking about these tests for use with Student Learning Objectives. The assessment used must align with and measure all of the Indiana course content standards for the class. Although this may be the case with AP, it is often not with ACT/SAT. Another potential problem with using these assessments is that they often are not free of charge. Unless your corporation pays for the assessment, you cannot be sure that all students will take it, and a Student Learning Objectives must include all students in a given class. Finally, beware of timing of the test. ACT/SAT tests often have multiple administration dates. Unless all students are taking this in the spring, it is difficult to align this with the Student Learning Objective timeline.

How do I know if my assessment is properly aligned to course standards?

As part of the pre-approval process, teachers are required to indicate the specific course standard to which each assessment question is aligned. Only main or core standards must be indicated, not subs-standards or indicators. To evaluate the degree of alignment and to ensure that the number of test questions for each standard is balanced, teachers must complete a *Standards Alignment Coverage Check Chart* as part of the pre-approval process. This chart summarizes which questions are aligned to which standards and should be used to make sure that each standard is covered by an appropriate number of questions.

How do I know if my assessment is suitably rigorous?

As part of the pre-approval process, teachers are required to complete an *Assessment Rigor Analysis Chart*, where they give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Not all questions must be categorized, but teacher should use this chart to show that there are a sufficient number of questions in each category.

I give two semester tests rather than one end-of-course test. May I use one of the semester tests for my Class Objective?

In many situations, multiple assessments are used to assess all of a course's content standards. For example, many high school teachers give a final exam at the end of each semester or trimester. Because it is important that the assessment used for the Class Objective be aligned to all of the content standards for a course, schools and teachers that have common end-of semester or end-of-trimester assessments must have each assessment approved. In these cases, teachers must include students' performance on both end-of-semester assessments (or all three end-of-trimester assessments) in their Class Objective. An example of this can be found in Appendix C.

I don't have any common assessments; do I have to create them to set Student Learning Objectives?

Whenever possible, teachers are encouraged to develop high quality common assessments together. This helps focus the work of teachers around a shared vision of good instruction and achievement. Until common assessments are developed, a teacher may use a classroom assessment he or she created, as long as it is approved by the evaluator and no better assessment exists.

What if the evaluator is unfamiliar with the content of the assessment? How can they evaluate the assessment?

An evaluator is not expected to be a content expert in all disciplines taught at his or her school. Because some assessments requiring approval deal with advanced content, evaluators should consult their corporation' curriculum leaders, including curriculum coordinators, department heads, and teacher leaders during the assessment approval process whenever necessary. Approving assessments should be a collaborative process between evaluators, teachers, and curriculum leaders.

Do school and classroom assessments have to be paper-and-pencil or multiple choice tests?

No. Assessments must cover all course content but there are no restrictions on their form. In some cases, like physical education or music, a paper-and-pencil assessment may not be most appropriate. In general, assessments should assess students' understanding in the most appropriate way possible, and be suitably aligned, rigorous, and clear. In some cases this may be through a multiple-choice test, in others, essays or projects are more appropriate. Where these are used, a clear rubric must be approved which outlines how the essay or project will be scored and what the content mastery score will be. As long as an evaluator agrees that the assessment meets the approval requirements, the assessment may be used.

Evaluating and Approving Quality Assessments – Summary of Step 1

A. Prior to the start of the school year, building administrators create assessment matrices to identify assessments that can be used for Student Learning Objectives. Where common assessments do not exist for teachers teaching the same course or grade-level, teachers and curriculum leaders are encouraged to work together to create them.

B. Prior to the start of the school year, assessments created at the school or teacher level that will be used for Class and/or Targeted Student Learning Objectives must be evaluated and approved.
   i. **Pre-approval.** A teacher or groups of teachers complete a *Pre-Approval Assessment Form* that asks teachers to:
      - Identify which Indiana standards align with questions/tasks on the assessment and complete the *Standards Alignment Check Chart*; use an *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various Depths of Knowledge levels; and review the format of the assessment questions.
      - Describe the assessment's scoring rubric.
      - Set the content mastery standard.
   ii. **Approval**. Once teachers pre-approve their assessments, building administrators complete an *Assessment Approval Checklist* that requires them to document sufficient evidence of an assessment's alignment and stretch, rigor and complexity, and format. The administrator either approves the assessment, or provides feedback on revisions that must be made. When approving assessments, administrators should work together with content experts such as department heads and/or curriculum directors whenever possible.

C. Assessments used for Student Learning Objectives need only be approved once. Although it is best practice to reflect annually on common assessments and make revisions when necessary, assessments do not need to be reapproved unless significant changes to the assessment or course standards were made.

Step 2: Determining Students' Starting Points

Ensuring that the assessments used for Student Learning Objectives are high quality helps ensure that teachers can get an accurate picture of what students know, understand, and can do at the end of a course or school year. Yet, in order to assess the extent to which students' learning progressed over the duration of a year or course, teachers must also have an accurate picture of where their students began. An important component of the Student Learning Objective process, therefore, is collecting evidence on what students already know and understand, and the types of skills they already possess – in other words, determining their starting points.

Knowing students' starting points lets teachers set learning objectives that are both ambitious and feasible for the students in their class. Factoring students' starting points into Student Learning Objectives enables teachers and evaluators to determine the amount of progress students made during the year so that teachers are rewarded for promoting growth in their students' academic abilities.

In order to simplify the answer to the question "What are the starting points of my students?" the Student Learning Objectives has teachers classify students into one of three levels of preparedness:

- **Low level of preparedness**: Students who have yet to master pre-requisite knowledge or skills needed for this course
- **Medium level of preparedness**: Students who are appropriately prepared to meet the demands of the course
- **High level of preparedness**: Students who start the course having already mastered some key knowledge or skills

In order to make this determination, teachers should collect multiple forms of evidence. Teachers must use their professional judgment when deciding which types of information would be helpful in determining students' starting points. Common sources of evidence are:

- Results from beginning of course (BOC) diagnostic tests or performance tasks**,** e.g., a department-compiled BOC test, the first interim assessment, etc.
- Results from prior year tests that assess knowledge and skills that are pre-requisites to the current subject/grade.
- Results from tests in other subjects, including both teacher- or school-generated tests, and state tests such as ISTEP, as long as the test assessed pre-requisite knowledge and skills. For example, a physics teacher may want to examine results of students' prior math assessments.
- Students grades in previous classes, though teachers should make sure they understand the basis for the grades given by students' previous teachers.

Teachers should use as much information as needed to help identify student starting points. It is rare to find a single assessment or previous grade that provides enough information to determine a student's starting point. Rather, by using multiple sources of evidence, teachers form a more comprehensive picture of the students in their class, and are more likely to get close to a student's true starting point.

Questions and Answers for Teachers

What if this is the first time the students will be taking this type of course (e.g., Physics or Spanish I)?

When courses do not have direct pre-requisites but instead represent the first time the students will learn a certain type of content, teachers should consider three methods of collecting evidence on students' starting points: First, when applicable, teachers should look at students' performance in related courses from previous years. For example, a physics teacher may look at students' previous math and science performance, as both overlap with the themes of a physics course; a Spanish I teacher might find it helpful to look at students' general reading and writing abilities from their previous ELA classes.

Second, the teacher should review their scope/sequence for the year and ask themselves, "*What important prerequisite academic skills and knowledge am I assuming my students have when they start this year?"* The teacher should then assess whether their students have already mastered those skills.

Third, teachers should look at students' performance on the work assigned in the first few weeks of the course. Teachers are often able to start forming a picture of a students' level of preparedness early in the course. As teachers and evaluators become more familiar with the Student Learning Objective process, they will begin to recognize the types of evidence that best predict how prepared students are to master the course's content.

Does a teacher have to use every category (high, medium, and low level of preparedness)?

Not necessarily. A teacher should accurately group students based on their starting points. If a teacher has students who all have low or medium levels of preparedness, this is where the teacher should group his or her students.

How are teachers going to access last year's data for tracking purposes?

Some data is accessible via Learning Connection, however, teachers may need to communicate with teachers from across grade levels to get information about the previous year.

How do I account for summer learning loss?

Teachers are encouraged to use beginning of course diagnostics as well as test results from previous years to account for factors such as summer learning loss.

Determining Students' Starting Points – Summary of Step 2

A. Teachers should collect the evidence necessary to determine students' starting points in relation to the amount of learning they will be expected to demonstrate on the approved end-of course assessment. Some evidence, such as prior year assessment scores or grades, can be collected before the school year begins. Other sources of evidence, such as BOC diagnostic tests or performance tasks, must be administered early in the school year.

B. Teachers should use the *Identify and Approve Student Starting Points Form* (found in Appendix A) to classify all students' level of preparedness low, medium, or high, and document the evidence used to determine these classifications.

C. Prior to or during the initial Student Learning Objectives Conference, teachers discuss their students' starting points with their evaluator and justify their classifications with the evidence collected. Evaluator then approves and signs the *Identify and Approve Student Starting Points Form*.

Step 3: Setting Student Learning Objectives

After a teacher and evaluator have agreed on an assessment on which to base a Student Learning Objective, established the score(s) on the assessment needed to demonstrate content mastery, and documented the starting points of the students in the class, the next step is to combine this information to define the Class and Targeted Objectives. The Class and Targeted Objective complement each other: whereas the former focuses on the learning of all students, the latter helps teachers support those students who need it most and focus on the type of content they most need. Although the Class and Targeted Student Learning Objectives have different intentions and formats, and the process for setting each differs slightly, teachers discuss both with their evaluator in the same initial conference.

Class Student Learning Objective

A teacher's Class Objective is a mastery goal based on students' starting point for a class or classes of students covering all of the Indiana content standards for the course. To write the Class Student Learning Objective, a teacher must, after accounting for students' starting points, determine the number of students in his or her class who will achieve mastery in order for the teacher to be rated Highly Effective, Effective, Improvement Necessary, and Ineffective on this measure.

For example, a high school World History teacher using an end of course assessment with an approved content mastery standard of scoring 85 points out of 100 might set the following Class Objective:

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
At least 90% of students will achieve an 85/100 or better on the end of course World History assessment.	At least 74% of students will achieve an 85/100 or better on the end of course World History assessment.	At least 54% of students will achieve an 85/100 or better on the end of course World History Assessment	Less than 54% of students will achieve an 85/100 or better on the end of course World History Assessment

Both the assessment and content mastery standard are chosen and approved (or pre-approved) ahead of time. To set the Class Learning Objective, a teacher must only decide the appropriate proportion of students who will achieve mastery for each performance level. These proportions are based on students' starting points. Though teachers and evaluators must use professional judgment when determining the appropriate proportions, the following guidelines are suggested:

- To be considered **Highly Effective,** all students in the high and medium levels of preparedness and most of the students in the low level achieve content mastery.
- To be considered **Effective**, all students in the high level, almost all students in the medium level and many of the students in the low level achieve content mastery.
- To be considered **Improvement Necessary,** most students in the high and medium levels of preparedness, and few students in the low level achieve content mastery.

- To be considered **Ineffective**, few or no students achieve content mastery.

For example, suppose the high school World History teacher profiled above had the following distribution of students:

- ❖ Of the 31 students in the class, 5 begin at a high level of preparedness.
- ❖ Of the 31 students in the class, 11 begin at a medium level of preparedness.
- ❖ Of the 31 students in the class, 15 begin at a low level of preparedness.

Based on these starting points, the teacher might set the following proportions:

Performance Level	Suggested Guidelines	Number of students chosen from each category	Final Proportion of Students
Highly Effective	All students in the high and medium levels of preparedness and most of the students in the low level achieve content mastery.	High: 5 of 5 Medium: 11 of 11 Low: 12 of 15	28 / 31 students (approximately 90%)
Effective	All students in the high level, almost all students in the medium level and many of the students in the low level achieve content mastery.	High: 5 of 5 Medium: 10 of 11 Low : 8 of 15	23 / 31 students (approximately 74%)
Improvement Necessary	Most students in the high and medium levels of preparedness, and few students in the low level achieve content mastery.	High: 4 of 5 Medium: 9 of 11 Low: 4 of 15	17 / 31 students (approximately 55%)
Ineffective	Few or no students achieve content mastery.		Fewer than 17/31

The number of students selected from each level of preparedness is not strictly defined. Instead, it is expected that teachers – who know the students the best – use their professional judgment to determine how many students from each category most appropriately represent "most", "many", or "few". Only a teacher knows the variation of levels of students within any given level of preparedness (ex. a student who is medium high vs. medium low). The teacher should use this knowledge to help write their objective and discuss this with their evaluator.

Once the percentage for each performance category is set, any combination of students may be used to meet the set goal. For example, if the World History teacher above had 4 highly prepared, 9 medium-prepared, and 13 low-prepared students score better than 85/100 on the end of course assessment then he or she would be considered Effective because approximately 84% of the students achieved

content mastery. Even though the numbers of students achieving content mastery from each level of preparedness were not the same as when the teacher set the objective, only the total percentage of students scoring better than the content mastery standard should be considered when assigning a teacher a performance level.

Additional Examples of Class Learning Objectives can be found in Appendix C

Setting the Final Class Student Learning Objective

After teachers have considered students' starting points, they record their Class Objective on the *Class Objective Setting Form* (found in Appendix A). The teacher then meets with the evaluator in the initial Student Learning Objective Conference to discuss and finalize the Objective. In this conference, the teacher discusses students' starting points with the evaluator as well as the evidence used to make these classifications. The teacher presents and justifies his or her Class Objective, and the evaluator either approves the Objective or provides feedback on revisions that must be made.

Targeted Student Learning Objective

A teacher's Targeted Student Learning Objective is a growth and/or achievement goal targeted at students beginning the class at a low level of preparedness and that covers all or a sub-set of Indiana content standards. The Targeted Objective has two purposes:

1. It allows teachers to focus on those students who need the most and best instruction. By targeting students who begin at a low level of preparedness, teachers, schools, and corporations can help these students make the type of learning progress needed so that they begin the next course at a satisfactory level of preparedness.
2. It allows teachers to focus on the subset of content standards and set a goal that best meets the specific learning needs of students of the targeted population and provides them the flexibility to choose the most appropriate assessment.

Unlike the Class Objective, teachers may set their Targeted Objective around any evaluator-approved assessment well suited to measure the achievement/growth goal for the targeted population and subset of content standards. For example, a high school chemistry department may have a particular need to improve low-prepared students' laboratory skills, and thus set a Targeted Objective around an approved laboratory-based assessment. Alternatively, a 2nd grade teacher may want to use a reading specific assessment to measure improvement in the reading abilities of students beginning behind grade level.

In all cases, teachers must answer the following questions before setting the Targeted Objective:

1. *What is the target population?* Teachers must target students that begin the course inadequately prepared. In most cases, the target population will be all students who begin the course at a low level of preparedness. If no student begins the course at this level, then the teacher may target a different subset of students (for example, perhaps those students starting at the high level of preparedness)
2. *What are the targeted Indiana Content Standards?* Teachers may choose to focus on a few key content standards or all standards.

3. *Which assessment best assesses the targeted population and/or content standards?* The teacher may choose any assessment that is approved by the evaluator, which may or may not be the same assessment used for the Class Objective.

After answering the above three questions, teachers should draft a single goal for the targeted population and content standard(s). This goal is the Targeted Student Learning Objective, and an example is shown below.

Targeted Objective Example	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 - ***12 Students*** Targeted IN Content Standards: ***Standard 6 – English Language Conventions*** Approved Assessment: ***7th Grade English Final Assessment*** Growth and/or Achievement Goal: ***10 of 12 targeted students will achieve a 50% or higher on all Indiana Academic Standard 6 assessment questions on the 7th Grade English Final Assessment.***

The Targeted Objective should be a rigorous, yet feasible goal for targeted students. This goal should be appropriate for the incoming level of these students and should be attainable with hard work by almost all of the students in question. If it seems like only half or fewer of the targeted group is likely to achieve the goal, then this is not an appropriate Targeted Objective. Consider setting a more achievable goal OR consider setting a tiered goal (x students will achieve… and y students will achieve…). If you have students in the low level of preparedness with greatly varying needs, this may be the best type of Targeted Objective. An example of this, as well as additional examples of Student Learning Objectives can be found in Appendix C.

Unlike the Class Objective, teachers do not have to define what specific student outcomes are necessary to be rated Highly Effective, Effective, Improvement Necessary, and Ineffective. Instead, a teacher's effectiveness on their Targeted Objective is determined by the extent his or her stated goal is met or exceeded, as shown below.

	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
Targeted Objective	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.	The teacher has not fully met the expectation described in the Student Learning Objective, but has still demonstrated some impact on student learning.	The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.

Evaluators decide which performance level best describes the effect the teacher had on his or her students learning. This decision requires professional judgment, but by providing a more flexible structure in which to set the Targeted Objective, teachers have more freedom to focus on the types of goals that best serve their students, even if they don't fit well into a four-category structure.

Once drafted, the teacher meets with his or her evaluator in the Beginning-of-Year Student Learning Objective Conference to discuss the Targeted Objective. The evaluator either approves the Targeted Objective or provides feedback on revisions that must be made.

Questions and Answers for Teachers

Can I use the same assessment for my Class and Targeted Learning Objectives? In what situations should I choose a different assessment for the targeted objective?

Teachers may use the same assessment for their Class and Targeted Objectives. The Targeted Objective will target students beginning the course at a low level of preparedness and their performance on the end of course assessment will be of particular interest. In some situations, teachers use Targeted Objectives to target a subset of content standards they know represent specific learning needs of the target population. In these cases, an assessment focusing on these content standards in depth may be more appropriate. If the Targeted Objective does not target particular content standards, then the teacher should use the same assessment as the Class Objective, as it aligned to all of the course's content standards.

What would my Class Objective look like if I used two end-of-semester assessments instead of an end-of-course assessment aligned to all content standards?

You can find an example of this, along with other examples of Student Learning Objectives in Appendix C.

If I change classes (switch students) at the semester or every so many weeks, how do I write Student Learning Objectives?

Student Learning Objectives are designed to cover a course worth of content. If you teach a whole course worth of content in a semester or 9 week block, you should choose one of these periods of time for which to write your Learning Objectives. This means that your timeline for selecting a quality assessment, categorizing students in levels of preparedness, and drafting your Student Learning Objectives will be condensed. You should work with your evaluator to ensure that you both understand this condensed timeline. As with full year courses, objectives should be set at the beginning of the course, progress monitored throughout the course, and success towards the objectives measured with an end-of-course assessment at the end of the course.

How do I write Student Learning Objectives if I do not teach a full class of students? For example, what if I am a special education teacher or an interventionist?

Your corporation should decide the specifics of how this works for your unique situation. Currently, the state has assembled a working group to think about these types of issues for special education teachers and will release guidance prior to statewide implementation next year.

Setting Student Learning Objectives – Summary of Step 3

Class Objective

After completing the *Step 2: Identify and Approve Starting Points* Form, teachers account for their students' starting points and choose the proportion of students who must achieve mastery in order to earn each performance level. The teacher should ensure that the goal is ambitious and feasible for the students in their classrooms. The Class Objective is recorded on the *Class Objective Setting Form* (found in Appendix A)

Targeted Objective

A. After completing Step 2, the teacher performs the following steps:
   - The teacher defines the targeted population with a particular set of needs, which must include those students beginning the course at a low level of preparedness.
   - Based on the identified needs of the targeted students, the teacher chooses the content standards that the objective will address. This may be all of the content standards for a course, or a specific subset of content standards.
   - The teacher determines the best assessment available for the targeted group of students and standards. The assessment must be approved.
   - Based on student needs and available assessments, the teacher determines with this objective should focus on growth, achievement, or both.

B. Using the answers to the above question, the teacher uses the *Targeted Objective Setting Form* (found in Appendix A) to write a single goal that addresses what it means to have achieved a "considerable impact on student learning" with the students and content targeted.

Beginning-of-Year Student Learning Objective Conference

Once the teacher records both Objectives on their appropriate forms, he or she meets with the evaluator to discuss students' starting points, the evidence used to make these classifications, and the specific needs of students beginning with a low level of preparedness. The evaluator either approves the Student Learning Objectives or provides feedback on revisions that must be made. An evaluator may choose to hold this conference in conjunction with a required extended observation post-conference in order to be efficient with meeting time.

Step 4: Tracking Progress and Refining Instruction

During the middle of the course, the teacher and evaluator should check-in regarding the educator's progress toward their Student Learning Objectives. Again, this conversation may occur during an extended observation post-conference to save time. To facilitate the mid-course check-in, evaluators may ask teachers to complete a *Mid-Course Check-in Form* (found in Appendix A) and submit it to their evaluator prior to the conference. This form encourages teachers to gauge the current level of student learning, by answering the following questions:

- How are your students progressing toward your Student Learning Objectives? How do you know?
- Which students are struggling/exceeding expectations? What are you doing to support them?
- What additional resources do you need to support you as you work to achieve your Student Learning Objectives?

The mid-course check-in is also an opportunity for teachers to submit evidence of current student learning to their evaluators. This evidence will typically focus on the formative data teachers have collected to monitor students' progress towards their learning objectives.

Prior to the check-in, the evaluator will review the *Mid-Course Check-In Form* and any submitted student learning data, as well as notes from the approval process earlier in the year. Evaluators will not assign ratings to Student Learning Objectives mid-course. The purpose of this check-in is to add context to the teacher's observed performance and enhance discussion of instructional strengths and areas for improvement as they pertain to student learning. The check-in also allows the evaluator to get to know the teacher's methods of monitoring and assessing student progress, and will help evaluators support teachers in their efforts to promote student learning.

Step 5: Reviewing Results and Scoring

At the end of the year, teachers compile the results of the assessment(s) used for the Class and Targeted Objectives and discuss these results during the summative conference. Because the Class Objective is structured in a way that students' performance on the end-of-course assessment specifies exactly which performance rating a teacher receives, teachers only need to compile students' scores on the Class Objective assessment.

Rating the Targeted Objective requires more professional judgment on the part of the evaluator. For example, if the teacher's targeted students met the expectations set forth in the Targeted Objective (thus earning an Effective rating), then the evaluator must decide if students' performance on the assessment provides evidence that the teacher *exceeded* expectations (thus earning a Highly Effective rating); if the teacher's targeted students did not meet the expectations set forth in the Targeted Objective (thus earning an Ineffective), then the evaluator must decide if the students' performance on the assessment provides evidence that the teacher *almost met* expectations (thus earning an Improvement Necessary rating). Consequently, in addition to compiling the results of the target population on the designated assessment, teachers should compile additional evidence of student

learning that will help inform evaluators' decisions. This evidence might consist of additional graded student assessments, classwork, or student work products.

After compiling the necessary evidence, the teacher submits it to the evaluator at least 48 hours (2 school days) prior to the summative conference. Prior to the conference, evaluators review the submitted evidence and come to a tentative final rating on the Targeted Learning Objective. During the conference, the evaluator and teacher discuss the results of the assessments used for the Learning Objectives as well as the supplemental evidence regarding the Targeted Objectives. During this conference the evaluator should ask any outstanding questions about student learning data. By the end of the conference, the evaluator should assign a final rating to the Targeted Objective and share the results with the teacher.

At this point, the teacher has received a separate rating for the Class and Targeted Objectives. The last step is to combine both ratings into a summative Student Learning Objectives score by multiplying each rating by its established weight. Because both Objectives are equally important, the weight assigned to each is 50%. After multiplying each Objective rating by its established weight, the weighted scores are summed to obtain the final, summative Student Learning Objectives score, as shown in the example below.

	Rating	x Weight	Weighted Score
Class Objective	2	x 0.50	1.0
Targeted Objective	3	x 0.50	1.5
		Total:	2.50

Questions and Answers for Teachers

Are there attendance requirements in order for a student's performance to be considered as part of the Objective?

It is not uncommon for students to begin the school year after Student Learning Objectives have been set or leave a school before taking the end-of-course assessments. Moreover, some students miss a substantial enough number of school days to make their inclusion in the final Student Objective scoring process questionable. Consequently, teachers should keep track of any student attendance issues that might interfere with the Student Learning Objective process. Evaluators and teachers should discuss these issues if they arise at both the mid-course and end-of-year conferences. Evaluators should use their professional judgment to account for unforeseen student attendance issues when scoring both Class and Targeted Objectives.

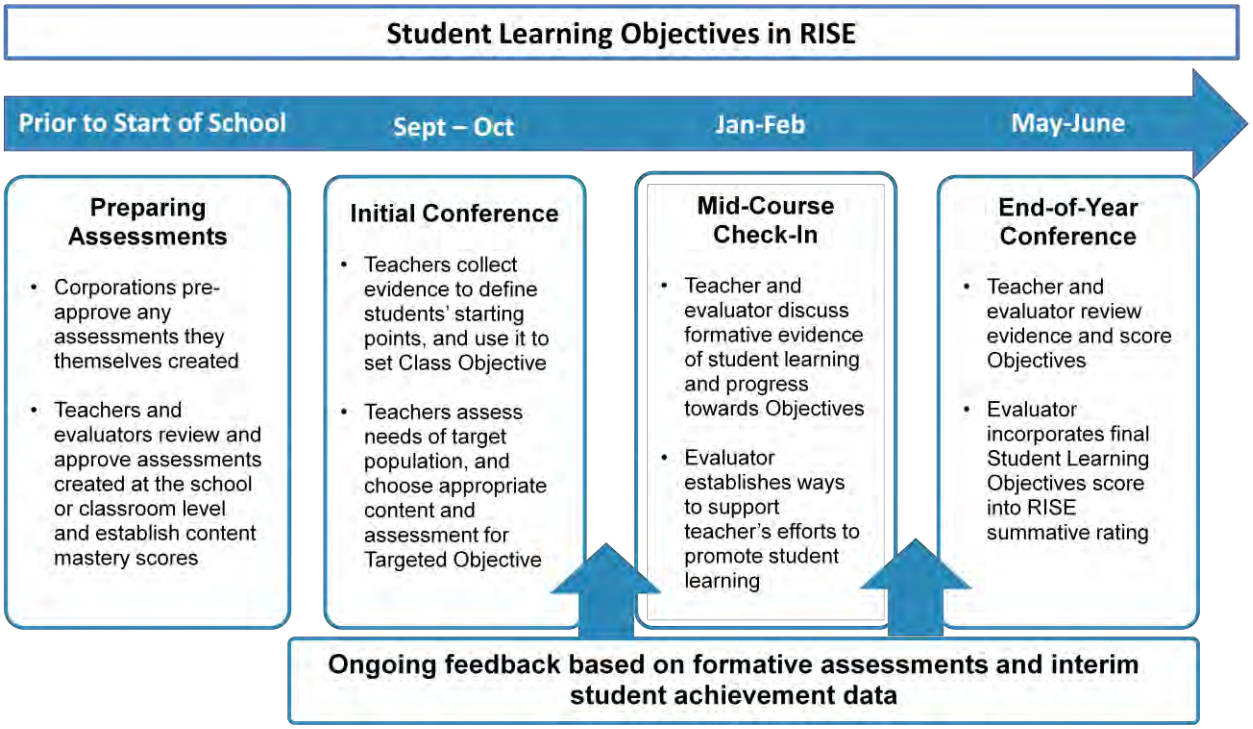
How are Student Learning Objectives scored when the results of the assessment used are not known until several weeks or months after the course ends?

When Student Learning Objectives are tied to state or off-the-shelf assessments that do not provide results until after the school year ends, teachers and evaluators should use their end-of-year conference to discuss the classroom observation components of RISE. Once the assessments results are made

available, the evaluator and teacher must decide when to review the outcomes. In some situations this will be in the summer and in others it will take place very early in the following school year.

Timeline and Checklist

Below is a general overview of the timeline of the Student Learning Objective process and checklists of each major section of the timeline with more details.



Approving Assessments and Creating Content Mastery Scores	
Prior to the Initial Student Learning Objective Conference	
The **teacher** should: ☐ Decide what is the best assessment available for a Class Objective as determined the by assessment hierarchy. ☐ Meet with other teachers of the same course or grade level (if applicable) to review common assessments for alignment and stretch, rigor and complexity and format by completing the *Assessment Pre-Approval Form*. If no common assessment exists, when feasible, teachers and curriculum leaders should work to create one. ☐ For each assessment reviewed above, set a content mastery score and record on the *Assessment Pre-Approval Form*. ☐ Provide copies of the *Pre-Approval Forms* to the evaluator.	The **evaluator** should: ☐ Create an assessment matrix indicating the available assessments for all teachers. Share with faculty. ☐ If possible, meet with teacher teams as they review their assessments. ☐ Review *Pre-Approval Forms*, and approve or provide feedback for revisions.
***After the school year*:**	
☐ Review the common assessments used for Class Student Learning Objectives and make revisions when necessary. Assessments do not need to be reapproved unless significant changes were made.	

Initial Student Learning Objective Approval Conference:
Review and approve each teacher's Student Learning Objectives.

Prior to the initial Student Learning Objective approval conference :

The **teacher** should:

- ☐ Determine the course which will be targeted by the Student Learning Objectives. When appropriate, this course should not be covered by Growth Model data.
- ☐ Collect evidence on students' starting points and classify each student's level of preparedness
- ☐ Use students' starting points and the *Class Objective Setting Form* to determine the proportion of students who must achieve mastery in order to attain each performance level.
- ☐ Use students' starting points and the *Targeted Objective Setting* form, specify the target population, content standard(s), and assessment, and write the Targeted Learning Objective.
- ☐ Provide copies of the above forms to the evaluator at least 48 hours in advance of any discussion (2 school days).

The **evaluator** should:

- ☐ If possible, meet with teachers as they plan their Student Learning Objectives.
- ☐ If possible, review each teacher's evaluation of their students starting points and his/her Student Learning Objectives**.**
- ☐ If a teacher-created or teacher-obtained assessment is being used, review the assessment and scoring tool.
- ☐ Schedule the initial conference.

During the initial Student Learning Objective approval conference:

1. Review and discuss the evidence of student starting points and the drafted Student Learning Objectives.
    a. If necessary, make any adjustments to the Student Learning Objectives.
2. If changes do not need to be made to the Student Learning Objectives, the evaluator may approve both by signing the *Evaluator Approval of Student Learning Objectives* form.
3. Establish clear next steps for the evaluator and teacher after the approval.

***After the initial Student Learning Objective approval conference*:**

- ☐ The teacher collects formative assessment data in order to monitor students' progress towards Student Learning Objectives and adjusts instruction as necessary

* It is recommended for time efficiency that all Student Learning Objective conferences, when possible, are scheduled in conjunction with observation conferences.

Mid-Course Check-In: **Review student learning data supplied by the teacher.**	
Prior to the mid-course check-in:	
The **teacher** should**:** ☐ Collect important interim student learning data related to the Student Learning Objectives and complete the *Mid-Course Check-in Form*. Both should be submitted to the evaluator 48 hours before the review (2 school days).	The **evaluator** should: ☐ Schedule the mid-course check-in ☐ Review the *Mid-Course Check-in Form* and examine all available formative student learning outcomes that relate to the Class or Targeted Learning Objective.
During the mid-course check-in:	
Review the *Mid-Course Check-In* form and available formative student learning data. The evaluator should ask questions that will help him/her gauge the current level of student learning, as well discuss the ways in which he/she can support the teacher's efforts to promote academic achievement.	
After the mid-course check-in:	
The teacher should continue to monitor progress towards Learning Objectives, and the evaluator should follow through with the support strategies discussed in the mid-course check-in	

* It is recommended for time efficiency that all Student Learning Objective conferences, when possible, are scheduled in conjunction with observation conferences.

End-of-Year Review:
Review student learning data, including the results of summative assessments, and determine scores for Student Learning Objectives.

Prior to end-of-year review conference:

The **teacher** should**:**

- ☐ Collect all end-of-course assessment data used for the Class and Targeted Student Learning Objectives and record this data on the *End-of-Course Review Form*.
- ☐ Submit any additional information to help evaluators judge the Targeted Objective. This might consist of additional graded student assessments, classwork, or student work products.
- ☐ Submit the *End-of-Course Review Form* 48 hours before the end-of-year review conference (2 school days).

The **evaluator** should:

- ☐ Schedule the end-of-year review conference.
- ☐ Review the teacher's *End-of-Course Review Form.*
- ☐ Determine the overall Targeted Student Learning Objective score that best describes the learning of the teacher's students.

During end-of-year review conference:

1. Review and discuss the student learning data and attainment of objectives.
2. Evaluator has a chance to ask any outstanding questions about student learning data.
3. Evaluator finalizes overall Student Learning Objective score and shares with teacher, along with any rationale and summative feedback

***After end-of-year review conference*:**

- ☐ Evaluator incorporates Final Student Learning Objective score into the overall all RISE score. (See the RISE Handbook for more information on how to incorporate the Student Learning Objectives score into a final teacher rating.

* The end-of-year conference is the same conference in which the summative rating is determined and discussed.

Glossary

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

Class Objective: A mastery goal based on students' starting point for a class of students covering all of the Indiana content standards for the course.

Classroom Assessment: A teacher-developed assessment used by a single teacher for a particular course, e.g., a teacher's world history final exam that only this particular teacher uses. Please note that a classroom assessment does not refer to an assessment created by and administered by *groups* of teachers (see school assessment)

Content Mastery Standard: A score on an assessment that a student must obtain in order be considered as having achieved mastery. The content mastery standard is typically between passing and 100%.

Corporation Assessment: A common assessment that is mandated or optional for use corporation-wide. May have either been created by teachers within the corporation or purchased from an assessment vendor. Some examples are mCLASS, AP, and NWEA.

End-of-Course Assessment: An assessment given at the end of the school year or semester course that measures mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many corporations and schools have end-of-course assessments that they have created on their own. Depending on the class, an end-of-course assessment may be a project instead of a paper-and-pencil test.

Growth: Improving skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

Indiana Growth Model: This growth rating is one of two methods used to measure student learning. The other method is Student Learning Objectives. For teachers, the IN Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). To increase the accuracy and precision of this growth rating, the score will reflect three years' worth of assessment data where available. Currently, growth model data only exists for students in grades 4-8 in ELA and math.

Initial Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher's students' starting points and approve the Student Learning Objectives.

Mid-Course Check-In: A conference in the middle of the year in which the primary evaluator and teacher meet to discuss progress made towards Student Learning Objectives.

Professional Judgment: A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without using a predetermined formula.

School Assessment: Assessments developed by groups of teachers that are mandated or optional for use school-wide, e.g., end-of-course assessments written by science teaches and used in all chemistry courses in the school.

Statewide Assessment: An assessment that is mandated for use state-wide, e.g., ECAs, ISTEP+, LAS Links.

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives. These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

Student Learning Objective: A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measureable, based on available prior student learning data, aligned to state standards when available, and based on growth and achievement.

Targeted Objective: A growth and/or achievement goal that may cover either all or a sub-set of Indiana content standards targeted at students beginning the class at a low level of preparedness.

Appendix A - Forms

Step 1: Pre-Approval for School Based Assessments

Grade Level/Subject: _____

Teacher(s): _____

Evaluator Name: _____

Directions: For any school based assessment used for class or targeted learning objectives, please complete the steps below. If a department of teachers is using a common assessment, only one copy should be turned in per assessment. (Please make sure all teachers using the assessment are listed above).

1) Using the IN course standards (http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx), identify which standards align to which questions/tasks on your assessment. Write/type standards next to assessment questions. Sub-standards or indicators may be summarized (ex. write *6.1 – Medieval*, rather than *6.1.3*). Use the *Standards Alignment and Coverage Check Chart* to summarize which questions are aligned to which standards and to ensure that each standard is covered by an appropriate number of questions. Attach this chart to this form.

2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting a higher-level of rigor. Attach this chart to this form.

3) Review the format of the assessment questions. Check for the following:
    - Are questions/tasks written clearly?
    - Are there a variety of types of questions/tasks?
    - Are the questions/tasks free of bias?
    - Are the questions appropriate for the subject/grade level?

4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:

5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Indiana content standards for this course?

Please return this form to your primary evaluator, along with a copy of the assessment(s) (aligned to standards), Assessment Rigor Analysis Chart, and any additional supporting materials (rubrics, scoring guides, etc).

Step 1: Standards Alignment and Coverage Check

Grade Level/Subject: _____

Teacher(s): _____

Directions: After aligning assessment to Indiana Academic or Common Core State Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Not all grade levels/content areas will have 12 standards total; only fill in the total number of standards that apply. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		
Standard 7		
Standard 8		
Standard 9		
Standard 10		
Standard 11		
Standard 12		

Step 1: Assessment Rigor Analysis – Depth of Knowledge (DOK)

Grade Level/Subject: _____

Teacher(s): _____

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the…. Find the meaning of...? Which is true or false...?	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will….	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of…. Can you illustrate the concept of…? Apply the method used to determine...? What might happen if….? Use evidence to support….	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that….	

Adapted from: *Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. http://www.wcer.wisc.edu/WAT/index.aspx and UW Teaching Academy http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm*

Step 1: Assessment Approval Checklist for School-based Assessments

Grade Level/Subject: _____

Teacher(s): _____

Evaluator Name: _____

Criterion	Considerations (Check all that apply.)
Alignment and Stretch	☐ *Items/tasks cover key subject/grade-level content standards.* ☐ *Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life.* ☐ *Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course* ☐ *More complex and more important items/tasks have more weight (count more)*
	Evidence/Feedback
Rigor and Complexity	☐ *Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g., at right level of DOK and correct reading level)* ☐ *Many items/tasks require critical thinking and application* ☐ *Multiple-choice questions are appropriately rigorous or complex (e.g. multistep)* ☐ *Key content standards are assessed at greater depths of understanding and/or complexity*
	Evidence/ Feedback
Format Captures True Mastery	☐ *Items/tasks are written clearly.* ☐ *The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders* ☐ *Some standards are assessed across multiple items/tasks* ☐ *Item types and length of the assessment are appropriate for the subject/grade level* ☐ *Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery*
	Evidence/ Feedback

The content mastery score represents a rigorous target for student achievement based on the assessment ☐

☐ I approve of this assessment/task and any accompanying rubrics without further change.

☐ Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Step 2: Identify and Approve Student Starting Points

Grade Level/Subject: _____

Teacher(s): _____

Evaluator Name: _____

Level of Preparedness….	Evidence Collected	Possible Sources of Baseline Data

<u>High</u>
(*students prerequisite skills or knowledge are ahead of where they need to be starting this course)*
		- Results from beginning of course (BOC) **diagnostic tests or performance tasks** (e.g., a department-compiled BOC test; the first interim assessment)
		- Results from prior course tests that assess knowledge and skills that are pre-requisite to the current subject/grade.
		  ○ Overall scale scores
		  ○ Sub-scores
		  ○ Performance levels
		  ○ Percent correct
		- Results **can come from tests of the same or different subjects**, as long as the test assessed pre-requisite knowledge and skills

<u>Medium</u> (*students prerequisite skills or knowledge are where they need to be starting this course)*		
<u>Low</u> (*students prerequisite skills or knowledge are below where they should be starting this course)*		

☐ Teacher has appropriately assessed students' starting points.

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Step 3: Set Student Learning Objective (Class)

Teacher(s): _____

Grade Level/Subject/Period: _____

Pre-Work: Step 1	**Approved Assessment**	Assessment:
	Approved Mastery Score	Score:
Pre-Work: Step 2	**Level of Student Preparedness**	High – Medium - Low -

	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
Class Objective Rubric	Based on students' starting points, the teacher moved an exceptional number of students to achieve content mastery.	Based on students' starting points, the teacher moved a significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved a less than significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved few students to achieve content mastery.
Class Objective Defined				

Use the following directions to write your class learning objective:

1) Complete the Pre-Work section using information from Step 1 and Step 2 approved forms
2) Look at numbers of students in the different Levels of Preparedness. Use the following guidance to determine what # or % of students at each level will achieve the content mastery score determined in Step 1:
   - A "Highly Effective" teacher should have all students in the high and medium levels of preparedness and most of the students in the low level of preparedness achieve content mastery.
   - An "Effective" teacher should have all students in the high level, almost all students in the medium level, and many students in the low level of preparedness achieve content mastery.
   - An "Improvement Necessary" teacher should have most students in the high and medium, and few students in the low level of preparedness achieve content mastery.
   - An "Ineffective" teacher should have few or no students in the high, medium, and low level of preparedness achieve content mastery.
3) Draft objective across performance levels (*Ex. "Effective": 80% of students will score an 85/100 or above on the end of course assessment; "Highly Effective": 90% of students will score an 85/100 or above, etc)*

Step 3: Set Student Learning Objective (Targeted)

Teacher(s): _____

Grade Level/Subject/Period: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Targeted Objective Rubric	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.	The teacher has not fully met the expectation described in the Student Learning Objective, but has demonstrated some impact on student learning.	The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.
Targeted Objective Defined	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 Targeted IN Content Standards: Approved Assessment: Growth and/or Achievement Goal:			

Use the following directions to write your targeted learning objective:

1. The targeted learning objective should be directed at students who start the course at the lowest level of preparedness. These students were identified in Step 2. If no students are categorized in this level, the teacher should choose another sub-group of students to target.
2. The objective may cover all content standards, or a specific subset of content standards. Based on the identified needs of the chosen student population, specify the content standards you will address with this objective.
3. Determine the best assessment(s) you have available for the specified group of students and standards. Make sure the assessment meets the approval criteria and that an evaluator has signed off on its use.
4. Based on student needs and available assessments, determine whether this objective should focus on growth, achievement, or both. Like the class objective, it can be a mastery goal adjusted for students' starting points.
5. Draft objective based on what it means to be "effective" in this context. In other words, what does it meant to have achieved "significant mastery or progress" with this group of students? *(Ex. Identified students will master the specified course "power" objectives on the end of course assessments)*

Step 3: Evaluator Approval of Student Learning Objectives

Teacher(s): _____

Evaluator: _____

Class Learning Objective Assessment: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Class Learning Objective				

Evaluator Feedback:

☐ Class Learning Objective Approved

Targeted Learning Objective Assessment: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 Targeted IN Content Standards: Growth and/or Achievement Goal:			

Evaluator Feedback:

☐ Targeted Learning Objective Approved

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Step 4: Mid-Course Check-in (Optional)

Teacher: _____

Grade Level/Subject/Period: _____

Evaluator: _____

Date of mid-course progress check-in: _____

In preparation for the mid-course progress check-in, please complete this questionnaire and submit it to your evaluator **at least two school-days before the check-in**. Your honesty is appreciated and will encourage a productive conversation about your students' performance and areas for improvement. You may attach your responses to this form or write them here directly.

1) How are your students progressing toward your Student Learning Objectives? How do you know?

2) Which students are struggling/exceeding expectations? What are you doing to support them?

3) What additional resources do you need to support you as you work to achieve your Student Learning Objectives?

4) Are there any student attendance issues substantial enough to affect your Student Learning Objectives?

Please return this form to your primary evaluator, along with any interim student learning data related to the Student Learning Objectives you would like to discuss during the check-in at least two school days prior to the date of the check-in.

Step 5: End-of-Course Review

Teacher: _____

Grade Level/Subject/Period: _____

Evaluator: _____

Date of end-of-course progress check-in: _____

In preparation for our end-of-course review, please complete this form and submit it to your evaluator **at least two school-days before the conference**.

Class Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
What was your Class Learning Objective?				

Content Mastery Standard	Number of Students Who Achieved Mastery	Number of Students in Course	Percentage of Students Who Achieved Mastery

Based on the above table and your Class Student Learning Objective, indicate your appropriate performance level

Ineffective ☐ Improvement Necessary ☐ Effective ☐ Highly Effective ☐

1) Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your Class Objective?

Targeted Objective

Targeted Learning Objective	What was your Targeted Objective Learning Objective?

Did your students meet this objective? Met Objective ☐ Did Not Meet Objective ☐

1) Describe the evidence used to determine whether your students either met or did not meet the Targeted Objective.

2) If your students did not meet the Targeted Objective, discuss additional evidence indicating that students may have made some academic progress. If your students did meet the Targeted Objective, discuss evidence indicating that students may have made outstanding academic progress. Whenever possible, attach copies of the evidence discussed to this form.

3) Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your Targeted Objective?

Appendix B – Mastery Standards for State Tests and Common Corporation Assessments

Test	Grade(s)	Subject(s)	Mastery Standard
ISTEP+/IMAST*	3	Math/ELA	"Pass"
	4, 6	Science	
	5, 7	Social Studies	
ECA	8-9	Algebra I	"Pass"
	9	Biology 1	
	10	English 10	
LAS Links	K-12	ESL	See guidance below
mClass	K-2	Math/ELA	See guidance below
IREAD	K-2	Reading	TBD

* ISTEP+ 4-8 ELA/Math is not included above because teachers should use non-growth model classes for Student Learning Objectives. The exceptions to this rule are teachers who *only* teach subjects with growth model data (ex. 7th grade English teacher or 8th grade Math teacher). For these exceptions, learning objectives may be set around the appropriate content area ISTEP assessment using "Pass" as the mastery standard or another evaluator-approved assessment

For the tests below, use students' starting points to identify specific numbers or percentages for each performance level. For examples, see Appendix C.

LAS Links

- ***Highly Effective:*** Most to all students who previously scored a level 1 or 2 increase their overall score by at least one level. Some students who previously scored a level 3 or above increase their overall score by at least one level. No students show a decrease in their overall score*.
- ***Effective:*** Many students who previously scored a level 1 or 2 increase their overall score by at least one level. Students who previously scored a level 3 or above either maintain or increase their overall score by at least one level. Few, if any, students show a decrease in their overall score.
- ***Improvement Necessary:*** Some students who previously scored a level 1 or 2 increase their overall score by at least one level. Most students who previously scored a level 3 or above, maintain or improve their overall score. Some students show a decrease in their overall score.
- ***Ineffective:*** Few, if any, students increase their overall score and/or many students decrease their overall score.

* Note: Caution must be exercised for students in grades 2, 4, 6 and 9 as the assessment form changes in these years. Consequently, it may be more difficult for students to maintain or increase their proficiency level.

mClass

- ***Highly Effective:*** Most to all students increase one color level between the fall (BOY) and spring (EOY) test administration. No students decrease a color level.
- ***Effective:*** Many students increase one color level between the fall and spring test administration. No students decrease a color level.
- ***Improvement Necessary:*** Only some students increase one color level between the fall and spring test administration and/or some students decrease a color level.
- ***Ineffective:*** Few to no students increase one color level between the fall and spring test administration and/or many students decrease a color level.

Appendix C – Sample Student Learning Objectives

Example 1: Kindergarten – 2nd Grade Teacher

Teacher(s): ***Kindergarten, 1st Grade, 2nd Grade***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***mCLASS***		
	Approved Mastery Score	Score:		
Pre-Work: Step 2	**Level of Student Preparedness**	High – ***5 (Green on Fall mClass)*** Medium – ***7 (Yellow on Fall mClass)*** Low – ***3 (Red on Fall mClass)***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	***At least 8 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.***	***At least 6 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.***	***At least 4 or 10 red or yellow students increase one color level between the fall and spring test. Almost no student's level decreases.***	***Fewer than 4 of 10 students increase one color level and/or many students decrease in level between the fall and spring test.***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Classroom Reading Assessment***		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): ***3 Students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***3 Students*** Targeted IN Content Standards: ***Standard 1 – Reading: Word Recognition, Fluency and Vocabulary Development*** Growth and/or Mastery Goal: ***All 3 students will increase their reading proficiency by at least one level between the beginning and end of year***			

Example 2: 5th or 7th Grade Social Studies Teacher

Teacher(s): ***__5th or 7th Grade Social Studies Teacher_____***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Social Studies ISTEP+***		
	Approved Mastery Score	Score: ***Pass***		
Pre-Work: Step 2	**Level of Student Preparedness**	High – ***3*** Medium - ***15*** Low - ***5***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	***At least 21 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.***	***At least 19 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.***	***At least 12 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.***	***Fewer than 12 out of 23 students achieve a Pass or Pass + on the Social Studies ISTEP+ Assessment.***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Historical Document Analysis Rubric***		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): ***5 Students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***5 Students*** Targeted IN Content Standards: ***Standard 1 – History: Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research*** Growth and/or Mastery Goal: ***3 out of 5 targeted students will achieve a score of 5 or higher on the Historical Document Analysis Rubric.***			

Example 3: 4th or 6th Grade Science Teacher with Tiered Targeted Objective

Teacher(s): ***__4th or 6th Grade Science Teacher_____***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Science ISTEP+***		
	Approved Mastery Score	Score: ***Pass***		
Pre-Work: Step 2	**Level of Student Preparedness**	High – ***3*** Medium - ***10*** Low - ***10***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	***At least 19 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.***	***At least 15 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.***	***At least 11 of 23 students will achieve a Pass or Pass+ on the Science ISTEP+ Assessment.***	***Fewer than 11 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Science Reading Assessment***		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): ***10 Students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***10 Students*** Targeted IN Content Standards: ***Reading for Literacy in Science Standards*** Growth and/or Mastery Goal: ***4 targeted students classified as ELL will correctly answer questions with key Science vocabulary as identified on the word wall; 4 of 6 other targeted students will achieve a score of 15 out of 20 or higher on the Science Reading Assessment.***			

Example 4: Elementary Music Teacher

Teacher(s): __*Elementary Music Education Teacher*_____

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Teacher Created Rubric Assessment***		
	Approved Mastery Score	Score: ***6 out of 9 Rubric Points***		
Pre-Work: Step 2	**Level of Student Preparedness**	High – ***5*** Medium - ***12*** Low - ***4***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	***At least 20 out of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.***	***At least 18 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.***	***At least 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.***	***Fewer than 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Music Reading Assessment***		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): ***4 Students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***4 Students*** Targeted IN Content Standards: ***Standard 5 – Responding to Music: Reading, Notating and Interpreting Music*** Growth and/or Mastery Goal: ***3 out of 4 targeted students will achieve a score of 20 out of 25 or higher on the Music Reading Assessment.***			

Example 5: Elementary English Language Learner

Teacher(s): __*Elementary English Language Learner (ELL)*

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***LAS Links Assessment***		
	Approved Mastery Score	Score: ***Maintain or increase proficiency level, depending on starting point.***		
Pre-Work: Step 2	**Level of Student Preparedness**	High – ***1 student at Proficiency Level 4*** Medium - ***3 students at Proficiency Level 3*** Low – ***4 students at Proficiency Level 1 or 2***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	***At least 6 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.***	***At least 5 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.***	***At least 3 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.***	***Fewer than 3 English Learner Students maintained or increased one or more proficiency levels on the LAS Links assessment.***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***LAS Links Assessment***		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): ***4 Students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***4 Students*** Targeted IN Content Standards: ***Standard 7, Listening and Speaking: Skills, Strategies and Applications*** Growth and/or Mastery Goal: ***3 out of 4 targeted students will increase one or more proficiency levels on the Speaking portion of LAS Links.***			

Example 6: Middle School ELA Teacher

Teacher(s): __*Middle School English Language Arts Teacher*_____

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***English Language Arts ISTEP+***		
	Approved Mastery Score	Score: ***Pass***		
Pre-Work: Step 2	**Level of Student Preparedness**	High – ***2*** Medium - 8 Low - ***12***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	***At least 17 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.***	***At least 14 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.***	***At least 8 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.***	***Fewer than 8 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***English Language Arts ISTEP+, Writing Applications Rubric***		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): ***12 Students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***12 Students*** Targeted IN Content Standards: ***Standard 4: Writing Process and Features, Standard 5: Writing Applications, Standard 6: Writing English Language Conventions*** Growth and/or Mastery Goal: ***3 of 4 targeted students classified as ELL and 2 of 4 targeted students with IEPs will achieve a score of 3 or higher using the ISTEP+ Writing Applications rubric. Remaining targeted students will score a 4 or higher.***			

Example 7: High School 10th Grade English Teacher

Teacher(s): __*10th Grade English* _____

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***ECA (End of Course Assessment)***		
	Approved Mastery Score	Score: ***Pass***		
Pre-Work: Step 2	**Level of Student Preparedness**	High – ***3*** Medium - ***17*** Low - ***6***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	***At least 24 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.***	***At least 21 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.***	***At least 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.***	***Fewer than 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Oral Reading Fluency Assessment***		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): ***6 Students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***6 Students*** Targeted IN Content Standards: ***Standard 1: Word Recognition, Fluency, and Vocabulary Development*** Growth and/or Mastery Goal: ***4 out of 6 targeted students will increase an average of 10 words per minute over their baseline median score on the Oral Reading Fluency Assessment.***			

Example 8: High School AP Chemistry Teacher

Teacher(s): __*AP Chemistry Teacher* _____

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***AP Chemistry Exam***		
	Approved Mastery Score	Score: ***3***		
Pre-Work: Step 2	**Level of Student Preparedness**	High – ***11*** Medium - ***9*** Low - ***0***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	***At least 20 of 20 students achieve a score of 3 or higher on the College Board Exam.***	***At least 17 of 20 students achieve a score of 3 or higher on the College Board Exam.***	***At least 14 of 20 students achieve a score of 3 or higher on the College Board Exam.***	***Fewer than 14 of 20 students achieve a score of 3 or higher on the College Board Exam.***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***School Created Advanced Stoichiometry Assessment***		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): ***No students in this bucket. Medium: 9 students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***No students in this bucket due to pre-requisite for course enrollment. Target 9 medium level students.*** Targeted IN Content Standards: ***Standard 4: Reactions and Stoichiometry*** Growth and/or Mastery Goal: ***All targeted students will achieve a score of 12 out of 15 or higher on the Advanced Stoichiometry assessment.***			

Example 9: High School 11th Grade U.S. History Teacher

Teacher(s): ***11th Grade U.S. History Teacher*** _____

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Department Created End of Course Assessment***		
	Approved Mastery Score	Score: ***65 out of 80 or 81%***		
Pre-Work: Step 2	**Level of Student Preparedness**	High – ***5*** Medium - ***10*** Low - ***10***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	***At least 21 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.***	***At least 19 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.***	***At least 15 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.***	***Fewer than 15 of 25 students achieve a score of 65 out of 80 on the End of Course Assessment.***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Department Created End of Course Assessment***		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): ***10 Students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***10 Students*** Targeted IN Content Standards: ***Common Core State Standards for Literacy in History/Social Studies*** Growth and/or Mastery Goal: ***8 out of 10 targeted students will correctly answer at least 12 of 15 questions targeting Common Core Literacy Standards for History/Social Studies on the End of Course Assessment.***			

Example 10: High School Drama Teacher

Teacher(s): __*High School (9-12) Theatre Teacher*_____

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Classroom Teacher Created End of Course Assessment***		
	Approved Mastery Score	Score: ***85 out of 100 or 85%***		
Pre-Work: Step 2	**Level of Student Preparedness**	High – ***6*** Medium – ***15*** Low - ***3***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	***At least 23 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.***	***At least 20 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.***	***At least 16 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.***	***Fewer than 16 of 24 students achieve a score of 85 out of 100 on the End of Course Assessment.***

Pre-Work: Step 1	**Approved Assessment**	Assessment: ***Student Performance Rubric***		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): ***3 Students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***3 Students*** Targeted IN Content Standards: ***Standard 6 (Students create scripts and theatre pieces through collaboration, inquiry, and improvisation) and Standard 8 (Students develop acting skills through observation, improvisation, and script analysis.*** Growth and/or Mastery Goal: ***2 out of 3 targeted students will achieve a score of 4 out of 6 or higher on the Student Performance Rubric assessing student mastery of Indiana Academic Theatre Standards 6 and 8.***			

Example 11: Teacher with Two Semester Exams

Teacher(s): ***__High School (9-12) Geometry Teacher_____***

Pre-Work: Step 1	**Approved Assessment**	Assessment 1: **Geometry Semester 1 Final Exam** Assessment 2: **Geometry Semester 2 Final Exam**		
	Approved Mastery Score	Score 1: **Semester 1 Exam = 87/100** Score 2: **Semester 1 Exam = 82/100**		
Pre-Work: Step 2	**Level of Student Preparedness**	High – ***7*** Medium – ***13*** Low - ***5***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	***At least 22 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam*** ***AND*** ***At least 22 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.***	***At least 19 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam*** ***AND*** ***At least 19 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.***	***At least 16 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam*** ***AND*** ***At least 16 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.***	***Fewer than 16 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam*** ***AND*** ***Fewer than 16 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.***

Pre-Work: Step 1	**Approved Assessment**	Assessment 1: **Geometry Semester 1 Final Exam** Assessment 2: **Geometry Semester 2 Final Exam**		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): ***5 Students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***5 Students*** Targeted IN Content Standards: ***MA.G.8 2000 - Mathematical Reasoning and Problem Solving*** Growth and/or Mastery Goal: ***3 out of 5 targeted students will answer at least 6 of 10 problem-solving questions correctly on EACH end of semester exam.***			