**Vermilion Association for Special Education**

**Student Growth Component**



***Adopted by the School Board***

**Background and Rationale**

The Performance Evaluation Review Act (PERA) of 2010, as legislated by Senate Bill 7 and mandated by the Illinois State Board of Education, established the use of student growth measurement as a significant factor in an overall rating for teacher evaluation. Student growth, as a measure of student learning, is considered to be demonstrable change in student performance between two or more points in time. The Student Growth Component will focus professional and collegial conversation on the learning students should accomplish over a course of study and on student progress toward that learning.

**Simple Growth Model**

The VASE Committee on Student Growth has selected simple growth as the foundation for our student growth model because it meets the selection criteria and answers the most basic of all educational questions, “What will my students learn this year and how will I know they learned it?” The simple growth model compares pre- and post-performance data to measure growth, and is fair and applicable to all teachers. It accurately reflects the progress of students in ALL classroom settings, regardless of the subject, grade, or course. All teachers, except teachers of the RSSP/Alt Ed Program, will set growth objectives for the students in their care and monitor progress towards those objectives.

## Guidelines for Writing Student Learning Objectives

Within any given evaluation cycle, a teacher will develop two Student Learning Objectives (SLO) which may target either a defined student population, whole class, or a specific subgroup within the identified student population. SLOs are measureable, significant growth targets that a teacher, or group of teachers, set at the beginning of each course for all students or subgroups of students. SLOs demonstrate a teacher’s impact on student learning within a given interval of instructional time based upon data gathered at the beginning of the course (baseline data). This allows teachers to plan backward from an end-vision of student success. Teachers are encouraged, but not mandated, to work with their teaching teams to develop SLOs and work toward meeting SLOs collaboratively.

Teachers will develop two Student Learning Objectives per evaluation cycle *(tenured teachers will complete the SLO process during Year 1 of the evaluation cycle*) using the Student Learning Objective Template (PG 6). Each SLO will account for 50% of the overall student growth rating.

**Each Student Learning Objective will include the following components:**

1. **Population**

The Student Learning Objective must identify the group of students it addresses. The SLO may include the majority of the student population (entire class, team, or grade level), or it may include a number of students within the identified student population (student subgroup) based on specific and named criteria that are agreed upon by the teacher and evaluator as indicated by the analysis of available data.

a. The final measurement of student growth for purposes of the teacher’s summative evaluation rating may only include:

i. Students who are in attendance for at least 80% of the available instructional time.

ii. Students for whom both pre- and post- performance data are available.

Exceptions to the above criteria may be allowed based upon evaluator approval.

(For examples of student population, see Student Learning Objective Examples on PG 13).

1. **Learning Content**

The learning content is the all-encompassing essential focus or concept for the SLO. This focus is based on the teacher’s knowledge of the essential understandings and skills that students should come to know and do throughout the duration of the course based on grade level State Learning Standards. This focus can be determined by the teacher or as a department, grade level, or other teaching team. After collecting baseline data on the overarching student objective, the SLO can be individualized based on student need.

1. **Interval of Instructional Time**

The interval of instructional time is the period of time the teacher has to complete the Student Learning Objective. Typically, the period is the duration of a course of instruction unless specified differently by agreement between the teacher and evaluator (e.g., entire school year, semester, quarter, or six-week block).

* Non-Tenured teachers and Needs Improvement & Unsatisfactory Tenured teachers must have the SLO Templates completed on or before **November 1st.**
  + SLO will be referenced during the Mid-Point Check. The date of the Mid-Point Check will be held at a mutually agreed upon time between the teacher and evaluator.
  + The student growth process will be complete on or before **March 1st.**
* Proficient & Excellent Tenured teachers must have the SLO Templates completed on or before **November 1st of Year 1.** No student growth will be measured during Year 2 of the tenured evaluation cycle.
  + SLO will be referenced during the Mid-Point Check. The date of the Mid-Point Check will be held at a mutually agreed upon time between the teacher and evaluator.
  + The student growth process will be complete on or before **May 1st.**

4) **Assessment Types & Tools**

In accordance with PERA Guidelines, student growth is defined as demonstrable change in student learning at two or more points in time, as measured using two or more types of assessment identified as Types I, II, or III.

All teachers MUST use at least one Type III assessment, plus one Type I or one Type II Assessment to measure student growth. If no Type I or Type II assessments are available, then two Type III assessments may be identified collaboratively by the teacher and the evaluator *(PG 7 Assessment Menu).*

* Type I and Type II assessments identified by the VASE Committee are considered pre-approved.
* Type III assessments created by the teacher shall follow the requirements of the Quality Assurance Checklist (PG 10).
* Criteria for Developing Type III Assessments:
  + Ability to determine student progress towards level of mastery of learning standards
  + Aligned with Common Core State Standards or Illinois Learning Standards in both content and rigor
  + Consistent rubrics, scoring, and exemplars provided when possible
* If the teacher and evaluator are unable to collaboratively agree on Type III assessments, Type III assessments will be determined by the evaluator as specified in the PERA Guidelines.

5**) Baseline or Pre-performance Data**

The Baseline or Pre-performance Data is gathered to show the point at which students start. The Baseline data must be gathered using approved Type I, Type II, or Type III assessments. The data must be measurable for the purpose of driving instruction and setting growth targets. Baseline data must focus on specific academic concepts, academic skills, or academic behaviors based upon approved assessment objectives and student needs.

6) **Projected Student Growth Target**

Projected Student Growth is the amount students are expected to grow from their recorded baseline or pre-performance data. The teacher or group of teachers must determine the amount of measurable student growth anticipated for each assessment measure used (Type I, II, or III). Student growth is based on individual student performance, not class averages that mask high and low performance.

1. Projected student growth must meet the following criteria:
   1. Written in a specific and measurable format.
   2. Projected Growth may be tiered to account for varying levels of student performance at the beginning of the instructional time period. The number of tiers may not exceed 4.
2. At the end of the interval of instructional time, baseline data is compared to post- performance data or rubric data to determine whether the SLO has been met for each assessment measure used.

# Timeline for Evaluation Process

To assist with timeline organization, the teacher is encouraged to use the Timeline and Task Manager Template on page 9.

**Approval of Student Learning Objectives**

1. Non-Tenured teachers and Needs Improvement & Unsatisfactory Tenured teachers must have the SLO Templates completed on or before November 1st. The SLO Templates will be discussed with the evaluator during the pre/post conference of the formal evaluation cycle or at another mutually agreed upon date/time.
2. Proficient & Excellent Tenured teachers must have the SLO Templates completed on or before November 1st of Year 1. The SLO Templates will be discussed with the evaluator at a mutually agreed upon date/time. No student growth will be measured during Year 2 of the tenured evaluation cycle.
3. If the evaluator recommends revisions ***or*** denies the SLO, the teacher and the evaluator shall collaborate and complete the SLO Template during the scheduled meeting.
   1. If the teacher and evaluator are unable to collaboratively agree on the need for any adjustments, the ultimate need for adjustment will be determined by the evaluator.

**Mid-Point Check**

1. The teacher will set and monitor SLOs based on information gathered and analyzed at the beginning and end of the stated interval of instructional time. During this time, it is recommended that a teacher collect a variety of formal and informal formative assessment data to document student progress toward the SLO using the SLO Data Tracking Form (one for each SLO) on page 8.
2. Approximately midway through the designated interval of instructional time, the teacher and educator will analyze the formative assessment data and give consideration to student progress toward the SLO. The teacher and evaluator will meet at a mutually agreed upon date/time and complete the Mid-Point Check Section on the SLO Templates.
3. The teacher and evaluator may determine whether an adjustment of the SLO is warranted and should provide a rationale for any adjustments. If the teacher and evaluator are unable to collaboratively agree on the need for any adjustments, the ultimate need for adjustment will be determined by the evaluator.
4. The data the teacher collects for the Mid-Point Check shall not be used to determine the performance evaluation rating for student growth, but may be used as evidence of professional practice for several components.

**End-Point (Summative Student Growth Evaluation Conference)**

1. At the end of the stated interval of instructional time, the teacher will gather post-performance data from the assessment measures and types as specified in the SLO.

* For Non-Tenured and Tenured Needs Improvement & Unsatisfactory Teachers, the student growth process will be complete on or before March 1st.
* For Proficient and Excellent Tenured Teachers, the student growth process will be complete on or before May 1st

1. The teacher will compare the pre- and post-performance data and determine the extent to which the SLO has been met for each assessment measure used.
2. The teacher shall submit a *Summative Reflection (PG 11)* to their evaluator **no later than one (1) day/24 hours** prior to the End-Point Conference.
3. The teacher and evaluator will review the *Summative Reflection (PG 11)* during the Summative Evaluation Conference and collaboratively agree upon the SLO Summative Evaluation Rating that will be factored into the teacher’s overall Performance Evaluation Rating using the *Student Learning Objective Summative Rating Scale* (PG 12).
4. **Beginning in the 2016-2017 school year**, after the teacher and evaluator have agreed on the summative rating for the student growth component, that rating will be factored into the overall Performance Evaluation Rating at **30%.**

**Consistency and Inter-rater Reliability**

All evaluators will meet at least once per year on or before September 30 for the specific purpose of building consistency and inter-rater reliability amongst all evaluators regarding the entire PERA process.

**Student Learning Objective Worksheet**

**Teacher Name:**

1. Population

(Which students are included in the growth target(s) below? Attach roster if needed.)

1. Learning Content/Alignment:

(What is being taught? Include standards. If no specific standards identified, explain why it is a priority.)

1. Interval:

(Amount of time between data points.)

1. Assessment Tool:

(Explain the assessment being used and the rationale for choice of this assessment. Attach Type II & III assessment, if possible.)

1. Student Baseline & Analysis:

(Where are students starting according to baseline data? What does the baseline data tell you?)

1. Growth Target:

(How much growth is expected by the end of the instructional interval?)

1. Midpoint Check:

(This will be blank at the first submission of SLO. Complete at mid-point check. How are the students progressing toward the goal(s)? How do you adjust your instruction to support struggling students? Is there anything that you are doing/will do to improve your practice to impact student’s performance? Does your SLO need adjustment? Why?)

1. Strategies & Support:

(How am I going to help the students achieve the goal(s)? What strategies and supports will my students need?)

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Teacher Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Signature Date

**Assessment Menu of Pre-Approved Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
|  | TYPE I | TYPE II | TYPE III |
| Adapted PE |  | * Pacer | * Rubric for Muscular Strength and Endurance * Adapted Physical Education Evaluation * Assessment of Functional Living Skills * Presidential |
| Hearing Itinerant | * MAP * STAR | * Fountas and Pinnell * The Listening Test * CASL * PPVT * EVT | * Specialized Skills Curriculum Assessment (Elementary or High School Version) |
| Vision Itinerant |  |  | * Performance Checklist for the Visually Impaired (K-12) * Assistive Technology Assessment * Oregon Project (Birth-Age 6) * CVI Range (Cortical Visual Impairment) * Independent Living (TSBVI) (Birth-21) |
| Vocational Coordinator |  |  | * Rubric for STEP * Pre-Post Test for Foundational Employment Skills * Transition Curriculum Pre and Post Test |
| Middlefork Special Education Teacher (Functional/Life Skills) | * AIMSweb * DLM | * Fountas and Pinnell * FISH | * Unit Tests * Assessment of Functional Living Skills * Unit Tests |
| Middlefork Special Education Teacher (General Curriculum Students) | * AIMSweb | * Fountas and Pinnell | * Unit Tests |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Name** | **Grade Level** | **Pre-Assessment Score (Baseline)** | **Growth Target** | **Formative Assessment Score (check for understanding)** | **Mid-Course Progress Check** | **Formative Assessment Score (check for understanding)** | **Post-Assessment Score** | **Did Student Meet Target? (yes/no)** |
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**SLO Data Tracking Form**

**SLO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Timeline and Task Manager**

*(Optional)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Documents Needed** | **Date** | **Notes** |
| Create pre-assessment (Type III) | Quality Assurance Checklist |  |  |
|  |  |  |  |
| Administer pre-assessment | Type I, II, and III assessments |  |  |
| Identify student strengths and weaknesses and determine baseline | Type I, II, and III assessments results |  |  |
| Complete and turn in Student Learning Objective Templates  ***DUE:******November 1st*** | Student Learning Objective Template |  |  |
| Meet with Evaluator to Review SLO Template | Student Learning Objective Template  Type I, II, or III assessments |  |  |
| Monitor student progress towards Student Learning Objective | Teacher formative assessments and Data Tracker |  |  |
| Meet with Evaluator for Mid-Point Check | Mid‐Point Check section on SLO Templates |  |  |
| Continue to monitor student progress towards Student Learning Objective | Teacher formative assessments and Data Tracker |  |  |
| Administer post-assessment | Type I, II, and III assessments |  |  |
| Analyze post-assessment data | Type I, II, and III assessment results |  |  |
| Complete and turn in Summative Reflection  **DUE: 24 hour prior to End-Point Conference** | Summative Reflection |  |  |
| Meet with Evaluator for End-Point Conference (Summative Student Growth Score)  **DUE: Non-tenured= March 1st, Tenured= May 1st** | SLO Summative Scoring Scale |  |  |

**Quality Assurance Checklist**

*Attach this checklist to each Type III Assessment and submit to the evaluator during the first student growth conference.*

|  |  |
| --- | --- |
|  | **Standards & Alignment** |
|  | ALL ITEMS IN THE ASSESSMENT ALIGN TO GRADE/SUBJECT STANDARD |
|  | THE ASSESSMENT IS BACKWARD PLANNED (I.E. ALIGNED TO END-OF-TERM GOALS) |
|  | **Question Complexity** |
|  | THE ASSESSMENT IS DESIGNED SO ALL STUDENTS WILL BE ABLE TO DEMONSTRATE GROWTH |
|  | THE ASSESSMENT ITEMS MATCH THE FULL RANGE OF CONGITIVE THINKING REQUIRED IN CLASS/SUBJECT OR FUNCTIONAL SKILLS |
|  | **Validity and Reliability** |
|  | THE TEACHER HAS A PLAN FOR ADMINISTERING ASSESSMENT CONSISTENLY ACROSS ALL STUDENTS. |
|  | CLEAR SCORING RUBRICS OR GUIDANCE EXISTS FOR OPEN-ENDED QUESTIONS OR PERFORMANCE-BASED ASSESSMENTS |
|  | ASSESSMENT CONTENT IS UNIQUE (EX. READING PASSAGE THEY HAVE NEVER SEEN BEFORE BUT AREA ALIGNED TO CLASS OBJECTIVES THAT WILL//HAVE BEEN TAUGHT. |
|  | ASSESSMENT INTENTIONALLY MEASURES SKILLS AND KNOWLEDGE, ALIGNED TO STANDARDS AND OBJECTIVES, THAT IT WAS DESIGNED TO MEASURE. |

**Summative Reflection**

*Complete and submit to your evaluator* ***no later than one (1) day/24 hours*** *prior to the End-Point Conference.*

Teacher:

Evaluator:

Date:

1a. What progress did you make toward your first student growth objective?

Student Learning Objective:

Percentage of students who met Student Learning Objective:

Other comments:

1b. What progress did you make toward your second student growth objective?

Student Learning Objective:

Percentage of students who met Student Learning Objective:

Other comments:

2. What students were successful? Why?

3. Which students seemed to struggle to meet your SLO(s)? How did you adjust instruction to support those students? What success did you see from those efforts? What might you do to improve your practice to impact students’ performance in the future?

1. Based on your students’ progress towards your SLO(s), where do you assess yourself on the SLO Summative Scoring Scale? Please explain.

# SLO Summative Scoring Scale

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rating | Unsatisfactory (1) | Needs Improvement (2) | Proficient (3) | Excellent (4) |
| Percentage of students that met SLO target | 0-24% | 25-49% | 50-74% | 75-100% |

*If identified student population is small, the teacher and evaluator may establish an alternate Summative Scoring Scale using exact numbers (e.g., 3 out of 4) rather than percentages to measure SLOs.*

The scores for both designated assessments will be averaged resulting in a score that will fall within a range for each rating category. Averaged scores falling at or above .5% will be rounded up for the summative SLO rating.

|  |  |  |  |
| --- | --- | --- | --- |
| 1) Total number of students assessed using Type I or II (or III) assessment measure: | |  | \_\_\_\_\_\_\_\_\_\_ |
| 2) Total number of students assessed using Type III assessment measure: |  |  | \_\_\_\_\_\_\_\_\_\_ |
| A) Add lines 1 & 2 = Total number of student assessments |  |  | \_\_\_\_\_\_\_\_\_\_ |
| 3) Total number of students who met the Type I or II (or III) assessment target: |  |  | \_\_\_\_\_\_\_\_\_\_ |
| 4) Total number of students who met the Type III assessment target: |  |  | \_\_\_\_\_\_\_\_\_\_ |
| B) Add lines 3 & 4 = Total number of students that met SLO targets:    Divide B by A = Percentage of students that met SLO target    **Summative SLO Score**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      *Example:* |  |  | \_\_\_\_\_\_\_\_\_\_ |
| *1) Total number of students rated for Type I or II (or III) assessment measure:* |  |  | *\_\_\_10\_\_\_\_\_\_* |
| *2) Total number of students assessed using Type III assessment measure:* |  |  | *\_\_\_10\_\_\_\_\_* |
| *A) Add lines 1 & 2 = Total number of student assessments* |  |  | *\_\_\_20\_\_\_\_\_* |
| *3) Total number of students who met the Type I or II (or III) assessment target:* |  |  | *\_\_\_\_7\_\_\_\_\_* |
| *4) Total number of students who met the Type III assessment target:* |  |  | *\_\_\_ 8\_\_\_\_\_* |
| *B) Add lines 3 & 4 = Total number of students that met SLO targets:* |  |  | *\_\_\_\_15\_\_\_\_* |
| *Divide B by A = Percentage of students that met SLO target 15 / 20 = 75%*    ***Summative SLO Score****: \_\_\_\_Excellent\_\_\_\_\_\_\_\_\_\_\_\_\_* | |

**Student Learning Objective Worksheet**

**EXAMPLE 1**

**Teacher Name:**

1. Population

(Which students are included in the growth target(s) below? Attach roster if needed.)

**8 students 1st through 3nd grade**

1. Learning Content/Alignment:

(What is being taught? Include standards. If no specific standards identified, explain why it is a priority.)

**Overall Goal – increase ability to fluently read grade level text**

**RF.1.4, RF. 2.4, RF.3.4- Read with sufficient fluency and accuracy to support comprehension**

1. Interval:

(Amount of time between data points.)

**October through February**

1. Assessment Tool:

(Explain the assessment being used and the rationale for choice of this assessment. Attach Type II & III assessment, if possible.)

**AIMSweb reading fluency**

**I would use AIMSweb because it is a reliable, commercial made assessment. It is readily available and easy to use.**

1. Student Baseline & Analysis:

(Where are students starting according to baseline data? What does the baseline data tell you?)

**Student 1 (1st grade) 5wpm Student 2 (1st grade) 6wpm**

**Student 3 (2nd grade) 20wpm Student 4 (2nd grade) 40wpm**

**Student 5 (2nd grade) 18wpm Student 6 (3rd grade) 63wpm**

**Student 7 (3rd grade) 55wpm Student 8 (3rd grade) 44wpm**

**The baseline data tells me that I have a range of abilities in my classroom and these students can be grouped into four different tiers.**

1. Growth Target:

(How much growth is expected by the end of the instructional interval?)

**Tier 1 – Student 1 & 2; Expected Growth: AIMSweb Rate of Improvement .9 X 14 weeks of instructional time (1 week subtracted to accommodate a regression lost) = 13wpm**

**Tier 2 – Student 3, 4 & 5; Expected Growth: AIMSweb Rate of Improvement 1.31 X 14 weeks of instructional time (1 week subtracted to accommodate a regression lost) = 18wpm**

**Tier 3 – Student 6 & 7; Expected Growth: AIMSweb Rate of Improvement .97 X 14 weeks of instructional time (1 week subtracted to accommodate a regression lost) = 14wpm**

**Tier 4 –Student 8; Expected Growth: AIMSweb Rate of Improvement 1.8 X 14 weeks of instructional time (1 week subtracted to accommodate a regression lost) = 25wpm**

1. Midpoint Check:

(This will be blank at the first submission of SLO. Complete at mid-point check. How are the students progressing toward the goal(s)? How do you adjust your instruction to support struggling students? Is there anything that you are doing/will do to improve their practice to impact student’s performance? Does your SLO need adjustment? Why?)

1. Strategies & Support:

(How am I going to help the students achieve the goal(s)? What strategies and supports will my students need?)

**The students are going to need to read out loud often. 6 minute solutions and/or Great Leaps would be beneficial for the students. Small group and one-on-one instruction would be beneficial as well.**

**Student Learning Objective Worksheet**

**EXAMPLE 2**

**Teacher Name:**

1. Population

(Which students are included in the growth target(s) below? Attach roster if needed.)

**10 students in Mrs. Lebo’s freshman English class**

1. Learning Content/Alignment:

(What is being taught? Include standards. If no specific standards identified, explain why it is a priority.)

**RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events including in order in which the points are made how they are introducing and developed and the connections that are drawn between them**

1. Interval:

(Amount of time between data points.)

**9 weeks**

1. Assessment Tool:

(Explain the assessment being used and the rationale for choice of this assessment. Attach Type II & III assessment, if possible.)

**Teacher created assessment (Scavenger Hunt) that met the Quality Assurance Checklist**

**I would use my teacher created assessment because it aligns with the standard and critical for students to read informational text.**

1. Student Baseline & Analysis:

(Where are students starting according to baseline data? What does the baseline data tell you?)

**3 students earned less than 30%**

**2 students earned 50%**

**4 students earned 60%**

**1 student earned 80%**

**The baseline data tells me that I have a range of abilities in my classroom.**

1. Growth Target:

(How much growth is expected by the end of the instructional interval?)

**Students will increase by half way to 100. i.e. If a student scores a 50 % on the pre-assessment we would expect 25% growth to at least a 75% or higher on the post-assessment.**

1. Midpoint Check:

(This will be blank at the first submission of SLO. Complete at mid-point check. How are the students progressing toward the goal(s)? How do you adjust your instruction to support struggling students? Is there anything that you are doing/will do to improve their practice to impact student’s performance? Does your SLO need adjustment? Why?)

1. Strategies & Support:

(How am I going to help the students achieve the goal(s)? What strategies and supports will my students need?)

**Modeling various examples of where to find information in text. Do various activities of finding information in text. Explaining to students why this skill is important.**

**Student Learning Objective Worksheet**

**EXAMPLE 3**

**Teacher Name:**

1. Population

(Which students are included in the growth target(s) below? Attach roster if needed.)

**5 students in Mrs. Gooden’s classroom**

1. Learning Content/Alignment:

(What is being taught? Include standards. If no specific standards identified, explain why it is a priority.)

**1.NBT.B.2 Understand place value and understand the two digits of a two-digit number represent amounts of tens and ones.**

**1.NBT.B.3 Understand place value and comparing two two-digit numbers**

1. Interval:

(Amount of time between data points.)

**November through January**

1. Assessment Tool:

(Explain the assessment being used and the rationale for choice of this assessment. Attach Type II & III assessment, if possible.)

**Teacher made assessment that met the Quality Assurance Checklist. No chapter test available that allowed to tailor the assessment to the instruction.**

1. Student Baseline & Analysis:

(Where are students starting according to baseline data? What does the baseline data tell you?)

**All students score below 25% (4 out of 16).**

**The baseline data tells me that I have students that do not understand the concept of place value.**

1. Growth Target:

(How much growth is expected by the end of the instructional interval?)

**All students will increase their level of mastery to at least 75% (12 out of 16).**

1. Midpoint Check:

(This will be blank at the first submission of SLO. Complete at mid-point check. How are the students progressing toward the goal(s)? How do you adjust your instruction to support struggling students? Is there anything that you are doing/will do to improve their practice to impact student’s performance? Does your SLO need adjustment? Why?)

1. Strategies & Support:

(How am I going to help the students achieve the goal(s)? What strategies and supports will my students need?)

**Manipulative, place value charts, relating the skills to money, whiteboard/Promethean practice, etc.**

**Student Learning Objective Worksheet**

**EXAMPLE 4**

**Teacher Name:**

1. Population

(Which students are included in the growth target(s) below? Attach roster if needed.)

**2 students in Mrs. Sermersheim’s classroom**

1. Learning Content/Alignment:

(What is being taught? Include standards. If no specific standards identified, explain why it is a priority.)

**HSN-Q.A.1 Reason quantitatively and use units to solve problems. Learning to pay for a meal with correct amount of money is a functional skill for adulthood.**

1. Interval:

(Amount of time between data points.)

**September through May**

1. Assessment Tool:

(Explain the assessment being used and the rationale for choice of this assessment. Attach Type II & III assessment, if possible.)

**Task analysis created by teacher that met Quality Assurance Checklist for paying for a meal with correct money.**

1. Student Baseline & Analysis:

(Where are students starting according to baseline data? What does the baseline data tell you?)

**Both students could not complete any of the six steps in the task analysis.**

1. Growth Target:

(How much growth is expected by the end of the instructional interval?)

**One student will complete all of the six steps in the task analysis. The second student will complete the first three steps of the task analysis.**

1. Midpoint Check:

(This will be blank at the first submission of SLO. Complete at mid-point check. How are the students progressing toward the goal(s)? How do you adjust your instruction to support struggling students? Is there anything that you are doing/will do to improve their practice to impact student’s performance? Does your SLO need adjustment? Why?)

1. Strategies & Support:

(How am I going to help the students achieve the goal(s)? What strategies and supports will my students need?)

**Manipulatives, money, community outings, role playing with materials in the classroom.**

**Overall Summative Performance Rating Scoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student Growth 30% |  | Professional Practice 70% | | | |
|  | Unsatisfactory  1 | Needs Improvement  2 | Proficient  3 | Excellent  4 |
| Unsatisfactory  1 | UNSATISFACTORY | NEEDS  IMPROVEMENT | NEEDS  IMPROVEMENT | PROFICIENT |
| Needs Improvement  2 | UNSATISFACTORY | NEEDS  IMPROVEMENT | PROFICIENT | PROFICIENT |
| Proficient  3 | NEEDS IMPROVEMENT | NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
| Excellent  4 | NEEDS IMPROVEMENT | PROFICIENT | PROFICIENT | EXCELLENT |