Danville School District 118 Student Learning Objective (SLO) Guidebook

Student Growth Used for Teacher Evaluations

Created with the Consortium for Educational Change

CONSORTIUM FOR EDUCATIONAL CHANGE

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Contents

Key Terms

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

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

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

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

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

Revising SLOs – the window that includes the review and revision of the SLO, specifically revision of growth targets and the student population

Scoring SLOs – the window that includes the scoring of the assessment, the final submission of the SLO, and the scoring of the SLO against performance thresholds

Setting/Approving SLOs – the window that includes the creation and approval of the SLO and its component parts, including learning objective, growth target, and assessment

Student Growth –"demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time."

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

Student Learning Objective (SLO) - targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation with colleagues and administrators.

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

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

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

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

Introduction

In 2010, the Illinois Performance Evaluation Reform Act (PERA) law changed the way teachers and administrators must be evaluated in Illinois. Now, both teacher and administrator evaluations must include student growth measures as a "significant factor" in their evaluation.

Danville School District #118 gathered a group of teachers and administrators, comprised of equal representation from both parties, to form the Joint Committee. This Joint Committee, then, worked collaboratively with the Consortium for Educational Change (CEC) to develop measures of student growth aligned to Danville #118's missions and values.

The members of the Joint Committee are as follows:

Mark Bacys
Jessica Bradford
Eliza Brooks
Angie Brown
MaryEllen Bunton
Eric Free
John Hart
Derrice Hightower
Kim Norton
Chris Rice
Mendy Spesard
Kelly Truex
Michael Twidwell
Robin Twidwell
Ericka Uskali
Alissa Wright

The Danville Joint Committee is committed to:

- Treating teachers and evaluators as professionals,
- Working collaboratively to develop a process that is rigorous, fair, and in the students' best interest,
- Enhancing the professional practice of teachers, and
- Helping students, teachers, and administrators in reaching their full potential.

The Danville Joint Committee identified and used the following principles to guide their decision-making when developing the new teacher evaluation system:

1. Easy to use and helpful supports are provided to teachers and evaluators
2. All measures of student learning will be based on assessments that are aligned with the curriculum, provide sufficient stretch, and are appropriate to the context in which they are taught
3. Evidence collection, rating, and scoring of teacher practice and student growth should be as consistent and objective as possible
4. Provides meaningful feedback to foster both professional learning and student growth that is aligned to school and district needs and professional growth goals
5. Consistent, purposeful, and reflective processes that foster collaboration and continuous improvement to provide focus to the district.

The Danville #118 Joint Committee decided to use Student Learning Objectives, or SLOs, as the framework for all student growth measures. By using Student Learning Objectives (SLOs) in an accurate and meaningful way, teachers can implement strategies to allow the students to achieve their highest potential and maximize growth. Using SLOs allows the teacher to monitor student progress throughout the year and adapt teaching methods accordingly. This in turn, consistently lets the teacher know where students are and where they should be. SLOs provide teachers a map, leading the teacher down the appropriate path for individualized student success.

SLOs also connect to the *Danielson Framework for Teaching,* representing another layer of the work around teacher effectiveness. Multiple measures of teacher's practice, which includes frequent observations using the *Danielson Framework for Teaching,* conferences, regular feedback, and student growth measures, provide a more complete picture of a teacher's performance and create more meaningful dialogue and evaluations.

Introduction to Student Growth

Student Learning Objectives (SLOs) are the process of setting targets and measuring the extent to which they have been achieved. Targets must be measureable, and evaluators must be able to do something with those measurements. SLOs are a long-term goal for advancing student learning. It is a data-informed process that involves diagnosing and addressing specific student learning needs.

Performance Evaluation Rating

Student growth will represent no more than 30% of a teacher's summative performance evaluation rating. The other portion of the evaluation comes from the professional practice piece. Student growth ratings will be combined with the professional practice ratings to arrive at a summative performance evaluation rating. At the end of the evaluation cycle, teachers will receive a summative performance evaluation rating of one the following ratings: "Excellent," "Proficient," "Needs Improvement," or "Unsatisfactory."

SLO Guidelines

Each teacher needs to use at least 2 assessments, according to state law. According to Danville #118 every teacher will be required to write at least 2 SLOs.
All teachers will write at least 2 SLOs over the course of the evaluation year. If teachers choose, they may write more than 2 SLOs.
Elementary teachers who teach multiple content-areas or grade-levels must have objectives focused on at least 2 of those content areas or grade-levels. If the teacher teaches both Math and ELA, both Math and ELA objectives must be covered. Each objective must address all students within a given subject-area in the grade-level classroom.
For High School and Middle School teachers, an SLO must address all students in one preparation period (e.g. all Algebra 1 students in 4th, 5th, and 8th periods).

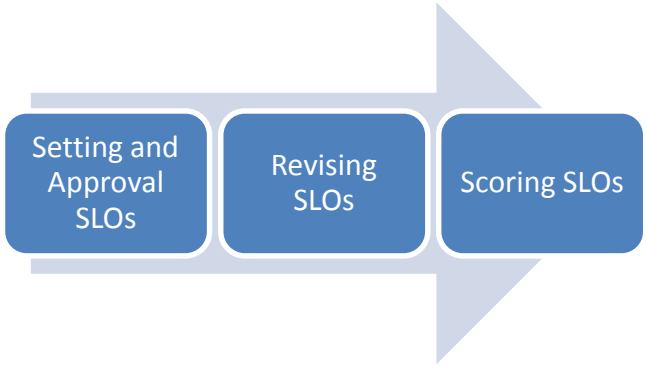
SLOs and Student Growth

Student Learning Objectives themselves do not measure student growth but rather outline a process in which growth can be measured through various tools. By setting SLOs, using approved assessments, and regularly progress monitoring students' development, an accurate picture of the student's growth (and a teacher's contribution to student growth) may be developed.
Student Growth is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced two or more assessments between two or more points in time. Student growth is not the same thing as attainment. Attainment is a measure only at a single point in time, such as proficiency on the ISAT, College Readiness Scores on EXPLORE or PLAN, or ability to run a 7:00 mile. Therefore, attainment is not as beneficial as using growth, which measures average change over one point in time to another. Now, we are looking to see if a student improved from the EXPLORE to the PLAN test, or whether a student cuts 30 seconds from his time on the mile run. Since growth

measures average change in student scores from one point in time to the next, it actually benefits teachers with students who start further behind or at lower levels since they have more room to grow.

SLO Process

SLOs involve a basic three-step process. The overall process for SLOs is as follows:

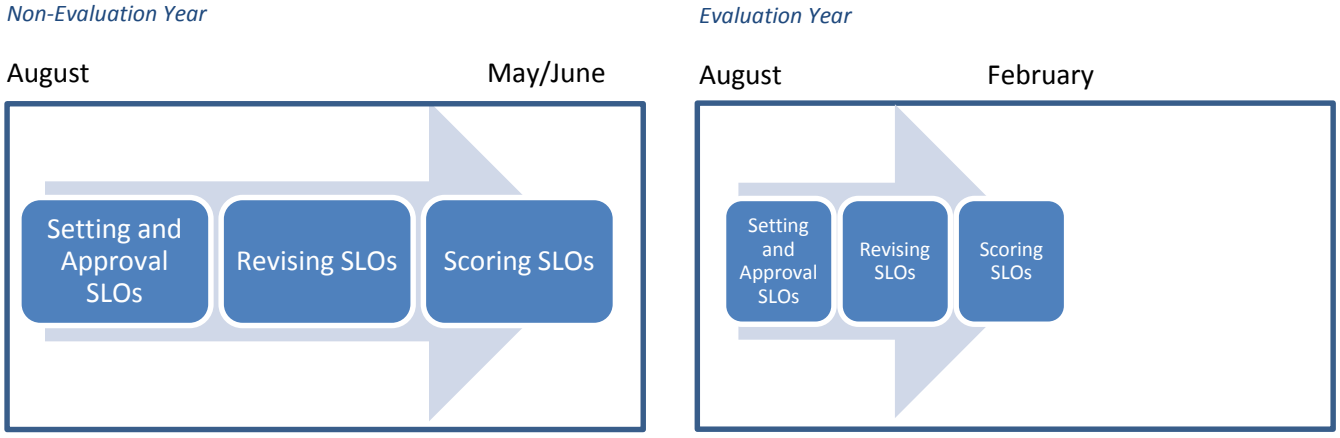


The SLO cycle depends on the length of the courses/classes taught. There are four possible processes for teachers regarding the number of SLOs to develop and their associated timelines. Everyone will fit into one of these processes.

All teachers must write at least two (2) SLOs over the evaluation cycle, with at least one SLO written in the non-evaluation year.

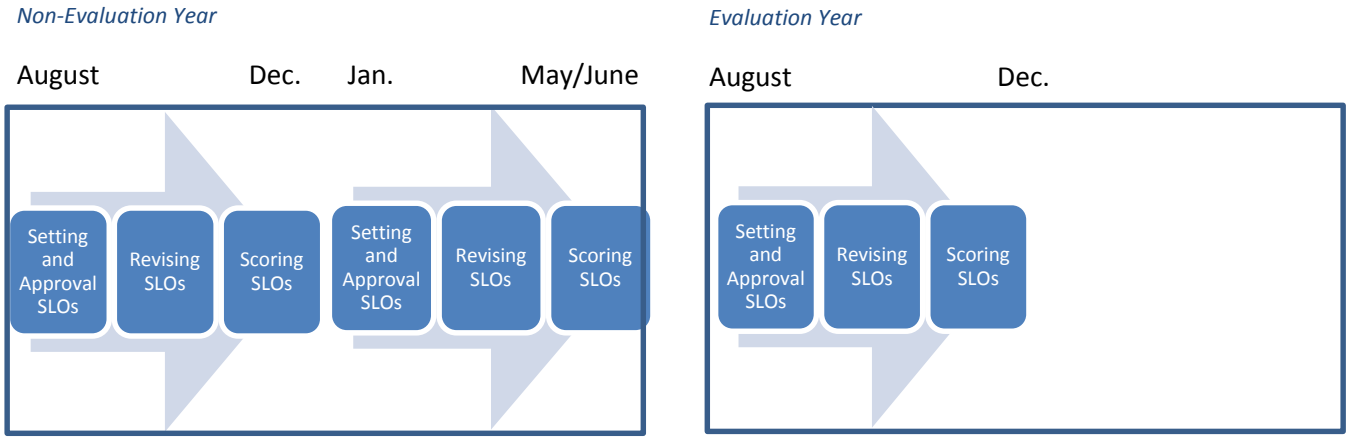
Evaluation vs. Non-Evaluation Year

Tenured and non-tenured teachers will have different evaluation cycles.
Tenured teachers with "Excellent" or "Proficient" ratings have a *two*-year evaluation cycle. Tenured teachers with "Needs Improvement" or "Unsatisfactory" ratings AND non-tenured teachers are on a *one* year cycle. **One SLO must be written during the non-evaluation year, or "off-year."** The cycle ends on February 28th of the evaluation year. **Note: if 2015-16 is your summative evaluation year, you must complete two SLOs by February 28th, 2016.**
An **example** for teachers with yearlong courses or classes is shown below:



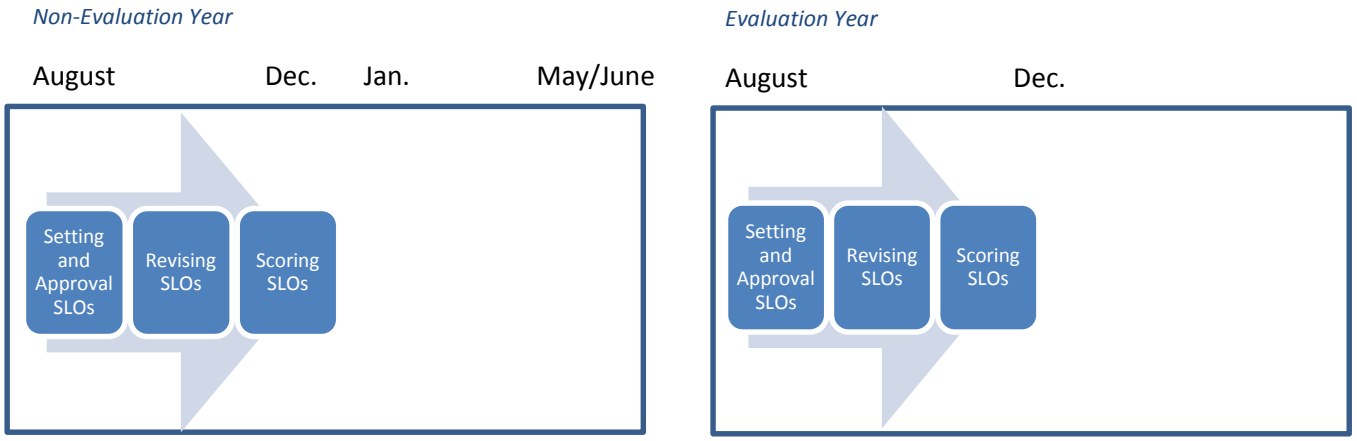
Note that above, the first SLO is a yearlong SLO and the second SLO is shorter and must be completed by February 28th. Thus, the growth targets might look different in the non-evaluation year compared to the evaluation year. This is most appropriate for teachers with yearlong classes or courses, such as Elementary teachers who teach English Language Arts and/or Math.

An **example** for teachers with semester courses or classes is shown below:



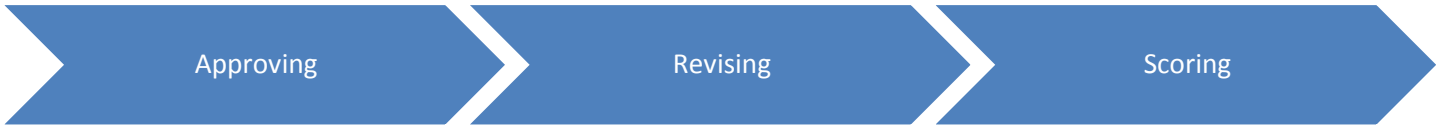
This timeline is most appropriate for a teacher with semester-long courses or classes, for example at the High School level. Students may change between the Fall and Spring semesters. Teachers only need to write two SLOs but can write more. The teacher must use two different assessments over the evaluation cycle.

Another **example** for teachers with semester courses or classes is shown below:



This timeline is most appropriate for a teacher with semester-long courses or classes, for example at the High School level. Students may change between the Fall and Spring semesters. Teachers only need to write two SLOs but can write more. In this example, the teacher would use two different assessments but in different years. Remember, one SLO must be written in the non-evaluation year.

Process One: Excellent/Proficient Tenured Teachers with Yearlong Classes – Non-Evaluation Year



Approving

- Teachers must submit/select all assessments at least one week prior to administration (evaluators must receive the assessments intended to be administered 3 weeks after the start of the school year)
- Assess students by the end of the 4th week of school
- Submit SLOs by the end of the 6th week of school
- Evaluators must notify teachers within 10 contractual days after SLO submissions
- All SLOs approved by end of Q1

Revising

- Revisions submitted by 10 contractual days before 2nd quarter progress
- Evaluators notify teachers of any revision decisions by 2nd quarter progress
- SLOs "locked" by Thanksgiving Break

Scoring

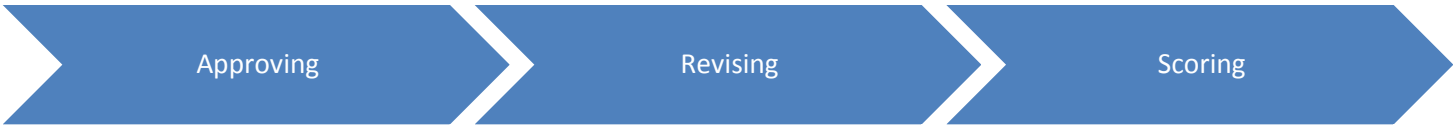
- Yearlong Courses: Test in the last 2 weeks before Summer Break
- Semester Courses: Test during Final Exam time
- Submit student data and scores by the last school day
- Meeting is optional and can be called by either party
- Summative Evaluation Meeting held next school year

This process is typical for elementary teachers where classes do not change mid-year or at the semester.

Note: Teachers at Northeast Elementary will have a modified timeline, based upon assessment administration timelines.

Process Two: Excellent/Proficient Tenured Teachers with Semester Classes

Fall Semester

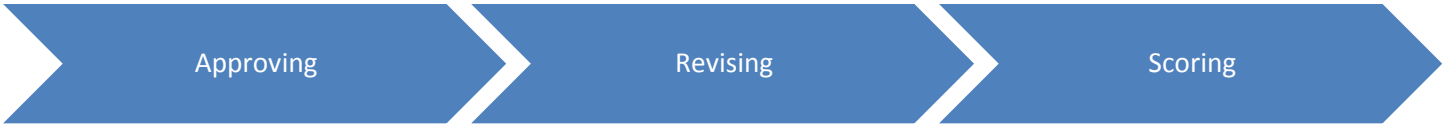


- Teachers must submit/select all assessments at least one week prior to administration (evaluators must receive the assessments intended to be administered 3 weeks after the start of the school year)
- Assess students by the end of the 4th week of school
- Submit SLOs by the end of the 6th week of school
- Evaluators must notify teachers within 10 contractual days after SLO submissions
- All SLOs approved by end of Q1

- Revisions submitted by 10 contractual days before 2nd quarter progress
- Evaluators notify teachers of any revision decisions by 2nd quarter progress
- SLOs "locked" by Thanksgiving Break

- Yearlong Courses: Test in the last 2 weeks before Winter Break
- Semester Courses: Test during Final Exam time
- Submit student data and scores by 10 contractual days after the start of 2nd semester or after the assessment is administered
- Summative Evaluation Meeting by February 28th (if in the summative year)

Spring Semester



- Teachers must submit/select all assessments at least one week prior to administration (evaluators must receive the assessments intended to be administered 3 weeks after the start of the semester)
- Assess students by the end of the 4th week of semester
- Submit SLOs by the end of the 6th week of the semester
- Evaluators must notify teachers within 10 contractual days after SLO submissions
- All SLOs approved by end of Q3

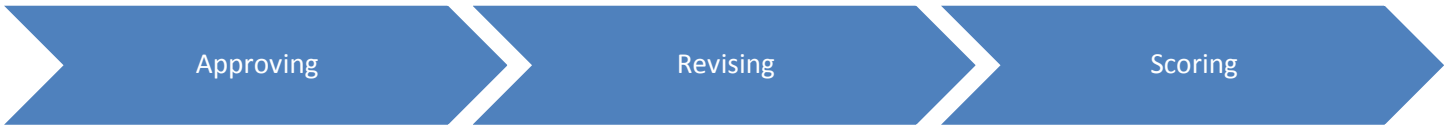
- Revisions submitted by 10 contractual days before 4th quarter progress
- Evaluators notify teachers of any revision decisions by 4th quarter progress
- SLOs "locked" by May 1st

- Yearlong Courses: Test in the last 2 weeks before Summer Break
- Semester Courses: Test during Final Exam time
- Submit student data and scores by the last school day
- Meeting is optional and can be called by either party
- Summative Evaluation Meeting held next school year

This process is typically for High School or Middle School teachers because their student populations change at the semester. The SLOs submitted must also be different from Fall semester versus Spring semester since there will be different student populations and potentially different assessments, learning objectives, and student baseline data.

Note: Teachers at Northeast Elementary will have a modified timeline, based upon assessment administration timelines.

Process Three: Evaluation Year: Non-Tenured Teachers, Tenured Teachers with Needs Improvement or Unsatisfactory Ratings, or Excellent/Proficient Teachers in the Evaluative Year



Approving

- Teachers must submit/select all assessments at least one week prior to administration (evaluators must receive the assessments intended to be administered 3 weeks after the start of the school year)
- Assess students by the end of the 4th week of school
- Submit SLOs by the end of the 6th week of school
- Evaluators must notify teachers within 10 contractual days after SLO submissions
- All SLOs approved by end of Q1

Revising

- Revisions submitted by 10 contractual days before 2nd quarter progress
- Evaluators notify teachers of any revision decisions by 2nd quarter progress
- SLOs "locked" by Thanksgiving Break

Scoring

- Yearlong Courses: Test in the last 2 weeks before Winter Break
- Semester Courses: Test during Final Exam time
- Submit student data and scores by 10 contractual days after the start of 2nd semester or 10 contractual days after assessment administration
- Summative Evaluation Meeting by Feb. 28th

The summative performance evaluation rating for non-tenured teachers and tenured teachers with Needs Improvement or Unsatisfactory ratings uses data only from the first semester since summative performance evaluations must be submitted before February 28th. Non-tenured teachers and tenured teachers with Needs Improvement and Unsatisfactory ratings will write 2 SLOs in the Fall Semester.

Note: Teachers at Northeast Elementary will have a modified timeline, based upon assessment administration timelines.

Process Four: Teachers with Quarter-long Courses

- Teachers must submit/select all assessments at least one week before the end of Q1/3
- Assess students by the end of 2nd week of Q2/4
- Submit SLOs by the end of the 4th week of school
- Evaluators must notify teachers within 10 contractual days after SLO submissions
- All SLOs approved and "locked" by two weeks prior to the end of Q 2/4

- Teachers assess in the last 2 weeks before Winter/Summer Break or during Final Exam time
- Submit student data and scores by 10 contractual days after the start of 2nd semester or by the last day of school (depending on Q2 or Q4)
- Summative Evaluation Meeting by Feb. 28th in the Summative Year

Note: Teachers with quarter-long courses will use data from Quarters 2 and 4.

SLO Key Deadlines

In developing SLOs there is a *three-step process* that should be followed along with key deadlines described below.

Step One: Setting SLOs

Key Deadlines for Semester/Yearlong Courses/Classes

- Teachers submit/select all assessments one week prior to administration (by 3 weeks after the start of the semester/year)
- Teachers assess students by 4th week of the semester/year for Type II/III assessments or during the appropriate Type I testing window for Type I assessments
- Teachers submit SLOs by the end of the 6th week of semester/year
- Evaluators must notify teachers within 10 contractual days after SLO submissions
- All SLOs approved by the end of Quarter 1/3

Key Deadlines for Quarter-long Courses/Classes

- Teachers must submit/select all assessments at least one week before the end of Quarter 1/3
- Assess students by the end of 2nd week of the Quarter
- Submit SLOs by the end of the 4th week of school
- Evaluators must notify teachers within 10 contractual days after SLO submissions
- All SLOs approved and "locked" by two weeks prior to the end of Quarter 2/4

Step Two: Revising SLOs

Key Deadlines for Yearlong Courses/Classes

- SLO Resubmission Deadline: Teachers can submit revised growth targets and student population by 10 contractual days before 2nd/4th quarter progress
- Evaluators notify teachers of any revision decisions by 2nd/4th quarter progress
- SLOs "locked" by Thanksgiving Break/May 1st

Note: Quarter-long courses have the opportunity to revise by two weeks prior to the end of the quarter. All SLOs are "locked," and cannot be revised or changed, two (2) weeks prior to the end of the 2nd or 4th quarter, as appropriate.

Step Three: Scoring SLOs

Key Deadlines for Yearlong, Spring Semester, or Quarter 4 Courses/Classes

- Students are assessed in the last two weeks before Summer Break
- Semester Courses: Students assessed during Final Exam time
- Type I assessment: Teachers assess students during the appropriate Type I testing window
- Submit student data by the last day of school
- Meeting is optional and can be called by either party
- Summative Evaluation Meeting held next school year

Key Deadlines for Fall Semester, Evaluation Year, or Quarter 2 Courses/Classes:

- Students are assessed in the last two weeks before Winter Break
- Semester Courses: Students assessed during Final Exam time
- Type I assessment: Teachers assess students during the appropriate Type I testing window
- Teachers submit student data and scores by 10 contractual days after the start of 2nd Semester or 10 contractual days after assessment administration
- Evaluation Year: Summative evaluation meeting by February 28th

Note: Teachers at Northeast Elementary will have a modified timeline, based upon assessment administration timelines.

Requirements and Guidelines

SLO Framework and Approval Tool

The SLO Framework outlines the process of reviewing baseline data and understanding students' starting points, identifying how to target students' needs, and setting growth targets. The framework is composed of five (5) categories, as outlined on the following page, and provides a roadmap for teachers and evaluators to ensure high quality SLOs are written and approved.

All teachers must submit one SLO Framework Form for each SLO written. Evaluators will use the SLO Framework to ensure SLOs meet all the criteria in the 3rd row. All criteria must be met for the SLO to be approved. Training will be provided to teachers and evaluators to ensure SLOs meet the criteria.

* The Danville SLO Framework, the Danville SLO Framework - Teacher Form, Assessment Approval Tool, and Growth Target Approval Tool can be found in the Appendix. All teachers must submit Danville SLO Framework - Teacher Form to an evaluator for approval. All Type III assessments must be approved using the Assessment Approval Tool in the Appendix. All growth targets must meet the criteria in the Growth Target Approval Tool.

Baseline Data (1b, 1d) What does the data tell you about your students' starting points?	**Population (1b)** Which students are you including in this objective?	**Learning Objective (1a, 1c, 1e, 3c)** What will your students learn?	**Assessment (1d, 1f, 3d)** How will you measure student growth?	**Student Growth Target (1b, 1c)** What is your goal for student growth?
• How did students perform on the pre-assessment? • What allowable sources of data did you consider? • What student needs were identified using the baseline data?	• Which student groups were targeted?	• How is the content connected to the Common Core or district curriculum? • How is the baseline data used to drive instruction? • What are the specific standards, learning targets, or behaviors you will target? • How do you know the content is scaffolded and rigorous?	• What assessment will be used to measure student growth? • What type of assessment (Type I, II, or III) is used? • How does your assessment align to your objective? • How will you ensure the assessment is consistently administered? • Why is this the best assessment for your objective?	• How much do you expect students to grow from the pre-assessment to the post-assessment? • What is the growth target for each student? • How was the growth target determined? • What is the percentage of students who will perform at each target level? • Are you using any groups/levels? How does your data support each of the groups/levels?
❑Uses allowable data to drive instruction and set growth targets ❑Is measureable ❑Targets specific academic concepts, skills, or behaviors based upon approved assessment, objective, and student needs ❑Aligned with national or state standards, where applicable	❑ One SLO must target the total student population of one course/class/ subject ❑ One SLO may, but is not required to, target a student sub-group, with evaluator approval ❑ Minimum 85% in-seat attendance ❑ Teacher can request an exception in rare instances, with evaluator approval ❑ Students must be present and enrolled by the end of the pre-test window	❑Objectives must be aligned with national, state, or district standards ❑Specific standards, learning targets or behaviors must be addressed and cited ❑Collaboration is either encouraged or mandated, based upon grade-level ❑Appropriate for the instructional interval ❑Grade-level appropriate ❑Targets needs of the identified population	❑At least 4 national, state, or district standards, based upon course or subject and grade-level ❑Grades Pre-K-8th: 3-5 items or tasks for each standard/skill/learning target for selected response items or tasks ❑High School: 3-5 items or tasks for each standard/skill/learning target ❑For each standard or learning target, at least one item or task must represent the ***intended*** level of rigor ❑Uses a variety of item types to accurately gauge student growth ❑Grade level or developmentally appropriate for class/course ❑Scoring is objective (includes scoring guides/rubrics) ❑Item type and length of assessment is appropriate for the grade-level /subject ❑Question stem and answer choices are clear, free from bias, and do not cue the correct answer ❑Pre- and post- assessment must be mirrored or the same assessment	❑ Maximum of 5 groups/levels ❑ Expressed in whole numbers ❑ Allowable baseline data includes: designated pre-assessment, formative assessments, previous student grades/ performance levels, previous student achievement data, elementary and Middle School anecdotal/ observation (e.g. Running records, Guided reading), student criteria (e.g. ELL, special education status) ❑ Require collaboration and common growth target setting at the school level for Type II assessments ❑ Students must maintain high achievement (e.g. 90% or above or the top score on a rubric) ❑ Is rigorous

Assessment Requirements

Teachers are required to use *at least* two assessments, according to Illinois PERA law. Illinois PERA law has defined assessments according to three distinct Types: Type I, Type II, and Type III. See the graphic below:

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series, EXPLORE, PLAN, SAT (EPAS)	Examples: Collaboratively developed common assessments, curriculum tests, Benchmark assessments	Examples: teacher-created assessments, assessments of student performance
District #118 Examples		
Star 360 Aimsweb ESGI (kindergarten)	Vetted Unit Assessments	Textbook (EnVision, Benchmark Literacy, Pearson, etc…) Exams Retired ACT, EXPLORE, SAT exams Writing Rubrics Performance Based Assessments Pre-K Portfolios

- **All teachers must write at least two (2) SLOs over the evaluation cycle, with at least one SLO written in the non-evaluation year.**
- For any teachers teaching ELA and/or Math, a Type I or II assessment is required for one SLO.
- Teachers must be able to provide a rationale for any assessments chosen. Evaluators must provide a rationale for any assessment not approved.
- If a teacher creates their own assessment it must be approved using the assessment approval tool (p. 53) unless the teacher is using a textbook published assessment or a released version of an exam. (Ex. Retired ACT exams)
- **Assessments are encouraged to be uniform within grade-levels and classes within buildings.**
- Pre-K through 8th grade teachers who teach multiple content-areas or grade-levels must have objectives focused on at least 2 of those content areas or grade-levels.
- **If the teacher teaches both Math and ELA, both Math and ELA objectives must be covered**.
- One objective must address all students within a given subject-area in the grade-level classroom. The other objective may, but is not required to, target a student sub-group, such as the lowest 20% of students or the highest 20% of students.

For Pre-K – 8th Grade Math and ELA, teachers must use the following assessments:

SLO 1	AND	SLO 2
Approved Type I/II Assessment		**Approved Type III Assessment**

If Elementary and Middle School teachers do not teach Math or ELA, two Type III assessments may be used.

For High School teachers, if an approved Type I or II assessment is available for a course or class taught by that teacher, a Type I or II assessment must be used for one SLO. Otherwise, two Type IIIs will be used. Teachers must use two different assessments over the evaluation cycle. All Type IIIs will be collected to help develop Type II assessments. One SLO must address all students across periods within a course. The other SLO may, but is not required to, target a student sub-group, such as students from one period in a course taught during multiple periods.

High School teachers with available Type I or II assessments must use the following assessments:

SLO 1	AND	SLO 2
Approved Type I or Type II		**Approved Type III Assessment**

For all teachers, Type III assessments *must* be approved by an evaluator **prior** to administration.
An assessment approval tool (p. 53) must be submitted to the evaluator, along with the assessment, one week prior to administration.

If a Type I or II assessment is not available for High School teachers, two Type III assessments may be used.

Type II Assessments

An Assessment Sub-Committee will be formed in 2015-16 SY to approve Type II assessments, such as unit assessments, and these assessments will be approved for use beginning in 2016-17. This sub-committee will review current assessments used to determine if they meet the new approval criteria as indicated in the Guidebook and SLO Framework. Also, this sub-committee will review the current Type III assessment approval criteria prior to the next school year, to see if any changes need to be made.

Type III Assessment Criteria

All Type III assessments must meet the criteria outlined in the Guidebook and the SLO Framework. One criterion requires "For each standard or learning target, at least one item or task must represent the ***intended*** level of rigor." Thus, a certain number of DOK levels are not required. Since standards or learning targets may represent multiple levels of rigor or the level of rigor may be difficult to determine, PLCs must identify the intended levels of rigor for standards or learning targets. The PLC must be representative of the district at the elementary level.

Assessment Administration

Assessments must be administered across the district in similar ways, to ensure consistency and fairness for all teachers. Assessment administration may vary based upon the Type of assessment.

For Type I Assessments, such as Star 360:

Questions	Answers
Who will administer the test?	The classroom teacher or designee
What testing conditions must be kept stable across administrations, if possible?	Conditions must be kept as stable as possible across administrations
What materials will be allowed/required during the assessment?	Following testing protocols
How will test materials be stored before, during, and after the assessment?	Assessment Administration Protocols established at the building-level and sent to Central Office
What instructions must/can be read before test administration? How can students be prepared for testing?	Read provided instructions
How can/must teachers respond to questions during the assessment?	Following testing and district protocols; follow PARCC guidelines
What must teachers do during the administration?	Actively monitor and circulate
How can modifications be made to test administration?	Follow IEP and 504 modifications

For Type II/III Assessments, such as teacher-created assessments:

Questions	Answers
Who will administer the test?	Classroom teacher or his/her designee
What testing conditions must be kept stable across administrations, if possible?	Testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced, materials previously posted for and during instruction may remain posted
What materials will be allowed/required during the assessment?	Consistent use of materials across administrations; Team SLOs and Type II assessment materials must be pre-determined and consistent for all teachers across administrations
How will test materials be stored before, during, and after the assessment?	Guidelines established at the building-level and principal keeps Assessment Administration Protocols
What instructions must/can be read before test administration? How can students be prepared for testing?	Instructions must be consistent from pre-test to post-test. Study guides cannot directly mirror the test, must be pre-approved with the assessment, and must be commonly used across teachers for any Type II or Team SLO. Any changes to the study guide must be approved prior to post-test administration.
How can/must teachers respond to questions during the assessment?	Teacher may clarify instructions or the question, but cannot clarify content. Teachers should encourage students to do their best.
What must teachers do during the test administration?	Actively monitor and circulate
How can modifications be made to test administration?	Follow 504, IEP, and ELL modifications

Re-testing Policies

Re-testing of the post-assessment will be allowed under the following conditions:

- A mirrored assessment (not the same assessment) is used,
    - The teacher must provide the original assessment and the mirrored assessment to the evaluator
- If re-testing results are used for evaluative purposes, teachers must re-test students within 4 weeks of the original post-test administration,
- Additional instruction must be provided between the two test administrations,
- The final SLO score is determined following the established timeline, and
- Students do NOT need to be tested at the same time.

Re-testing should be used to foster a culture of re-teaching and reassessing and develop a culture focused on student learning (rather than attainment).

Assessment Scoring

Assessments must be scored in a consistent manner, as well, to ensure accuracy and fairness. Thus, Danville School District 118 has provided guidelines to ensure assessments are consistently scored. Assessment scoring may vary based upon the Type of Assessment.

For Type I assessments, such as Star 360 and AIMS Web:

Questions	Answers
Who will score the assessments?	Electronic when possible; otherwise, test administrator
How must assessments be scored?	Follow test protocols with integrity
When will assessments be scored?	Within one week of administration
What data will the teacher provide to the evaluator? In what format?	AIMS Web: Scores and Percentiles Reports Star 360: Scores and Percentiles Reports Pre- and post-test scores using the Data Tool and any applicable reports
Will teachers need to keep physical copies of the assessment? For what length of time?	No, all scores will be scored electronically

For Type II/III assessments, such as teacher-created assessments:

Questions	Group Decisions
Who will score the assessments?	Classroom teacher
How must assessments be scored?	Using the scoring guide/rubric
When will assessments be scored?	Within one week after administration
What data will the evaluator need? In what format?	Pre- and post-test scores using Data Tool; Evaluators have the right to see any student assessments
Will teachers need to keep physical copies of the assessment? For what length of time?	Yes, for 3 years (see the Documentation section)

Student Population

Data from all students may not be "counted" for evaluative purposes. The teacher will need to identify the student population in the SLO.

One SLO must target the total student population of one course/class/ subject. One SLO may, but is not required to, target a student sub-group, with evaluator approval. For example, an elementary teacher who teaches both Math and ELA must have one SLO focused on Math and one SLO focused on ELA. However, one SLO, say the Math SLO, must address all students enrolled in the course who took the pre-test. However, the second SLO, here the ELA SLO, may address a student sub-group, such as the lowest 20% of students or the highest 20% of students. For high school teachers, one SLO must address all students in a particular course, even if the course is taught across multiple periods throughout the day. The 2nd SLO may, but is not required, to address a student sub-group, such as students from only one period (if the course is taught during multiple periods throughout the day). For teachers who teach multiple content-areas or grade-levels at the K-8 level, one SLO must focus on all students in one content area OR grade-level (e.g. 4th grade PE, 5th grade Art). The other SLO may, but is not required to, focus on a student sub-group, such as African American males in PE/Art/Music or the lowest 20% of students in a content-area or grade-level.

Additionally, the SLO roster is not necessarily the teacher's classroom roster. Students must meet certain requirements to "count" on a teacher's SLO at the end of the evaluation cycle. Teachers will have the options to exclude any student with less than 85% "in seat" attendance from the final SLO roster. "In seat" attendance is NOT necessarily school attendance; **student must be present in the teacher's class or course 85% of the time.** If the student misses that course or class for any reason (e.g. physical therapy, interventions, dentist appointment, early dismissal for sports), the student is NOT counted for "in seat attendance." **However, the teacher must keep track of this attendance data.** For any student with less than 85% in seat attendance, the teacher must also decide whether to request an exception from the evaluator. For elementary and middle school students, 85% in-seat attendance starts on the 10th day of school and ends the first day of the post-test window (either two weeks prior to the end of the school year or during Final Exams). For high school students, 85% in-seat attendance starts on the first day of school and ends the first day of Final Exams.

Only students who arrive by the end of the pre-test window (e.g. first four weeks of the year/semester) will be included on the initial SLO roster. Teachers must assess any student who arrives by the end of the pre-test window. If a student arrives after the pre-test window, the teacher may assess that student, but that student's data is NOT used for evaluative purposes. If the student dis-enrolls from the teacher's classroom prior to the post-test, that student's data is NOT used for evaluative purposes.

Also, a teacher may request an exception for any student under "rare circumstances." The evaluator will need to approve the exception, and the teacher would need to request the exception and provide evidence. Teachers are encouraged to re-test students, if possible (e.g. if the student is ill on test day).

The teacher should provide the evaluator a list of students to exclude from the final SLO roster prior to the post-test administration, if possible. **The teacher must provide evidence to the evaluator for any requested exception**.

Collaboration During SLO Setting

Collaboration among teachers and between teachers and evaluators is encouraged at all possible points in this process. Collaboration helps ensure consistency and helps teachers and evaluators learn from one another, producing higher quality SLOs and hopefully, improved student outcomes.

During **Learning Objective setting** for **High School and Middle School teachers, collaboration and common objective setting is mandated** at school level.

During **Learning Objective setting** for **Elementary teachers, collaboration and common objective setting is encouraged**, while teachers are allowed to set distinct objectives.

During **Growth Target setting** for **Type I or Type II assessments**, **collaboration is mandated** at the school-level and common growth targets must be used for teachers teaching the same subject and grade-level using these same assessments.

During **Growth Target setting** for **Type III assessments**, **collaboration and common growth targets are encouraged** at the school-level, but teachers are allowed to set distinct targets.

Common Type III assessments must be used for teachers teaching the same subject and grade-level, in order to encourage collaboration and develop high quality Type III assessments that may be eventually used as Type II assessments.

Growth Targets

Growth targets should be ambitious yet feasible. Teachers should set growth targets at the beginning of the course or class understanding that not all students should be expected to meet those targets, since the targets are ambitious. Still, growth targets need to be sufficiently feasible so that students can meet those expectations. **Growth targets must be sufficiently rigorous to be approved, and evaluators must use the Growth Target Approval Tool to approve all growth targets.**

Teachers can set different targets for different groups of students, with up to 5 groups. For example, group A might be expected to grow by 10 points. Group B might be expected to grow by 20 points. Group C would be expected to grow by 30 points, and so on. However, a teacher cannot create more than 5 groups.

Students who start at similar places and who would be expected to grow the same amount would have the same growth targets. The more dispersed, or spread out, the class is, in terms of starting points, the more growth target groups a teacher would want. For example, for a class in which students enter with different levels of readiness, and in which the pre-test scores are dispersed (e.g. some students score 60% while others score 10%), a teacher may want to create several groups for growth targets. Classes where students start at similar points, with similar pre-test scores may only need 1 or 2 groups for growth targets. For example, a Physics AP class, in which all students enter with little background knowledge and needed to pass similar series of courses to enter this AP course, might have a common growth target of "Students will improve on a previous AP test by at least 2 points." Thus, all students will be expected to have a score of "3" or above on the AP test. Most students probably started the course with a score of "1" on the test. **All students in a course/class who took the pre-test must be included in a group**. **Teachers cannot create more than 5 groups of growth targets.**

Teachers should use **whole numbers** to express growth targets, but teachers must clarify the format. Percents are a different format than whole numbers or percentage points.

For example, a teacher may set a growth target "Students with scores between 20 and 30% will grow by 25%." However, does the 25% refer to percent increases or whole numbers?

If the 25% refers to **percent increases**, then the growth targets would increase 25% from the baseline score. Thus, a student who started with a score of 20 would be expected to grow by 25% of 20, which is 5 points (25% x 20 = 5). The student would be expected to grow from 20% to 25%.

If the 25% referred to **whole numbers or percentage points**, then the student would be expected to grow 25 percentage points, or from 20% to 45%. **It is assumed teachers are using whole number or percentage points to set growth targets**. Most teachers using rubric-based assessment will want to use whole numbers. Many teachers will want to use whole numbers or percentage points since these are easier to calculate. Teachers who want to differentiate growth targets for each student would want to use percentages.

Additionally, teachers must uphold high achievement. This means that a teacher may create a growth target group in which students who are already high achieving would be expected to maintain this high achievement. **High achievement is considered 90% or better or the top score on a rubric.** For example, if a teacher has 3 students who scored 90%, 92%, and 95% using a Type III assessment, that teacher may create a growth target group for those students, stating "Students who scored 90% or above on the pre-test must maintain or improve their scores." So, as long as those students remain at 90%, 92%, and 95%, respectively, those students would count as meeting their growth targets. This also means that teachers should uphold high achievement for students who have performed well on other or previous assessments. Please note that maintenance of high achievement means that students must maintain or improve their individual scores; **no negative growth can be counted as if a student met his or her target.**

Teachers may, but are not required to, use the **Austin formula** to help set growth targets. The Austin formula comes from Austin Independent School District in Austin, Texas. The formula states that students must make progress halfway towards 100%.

The formula for the growth target is as follows:

(100-x)/2

where "x" is the pre-test score.

For example, a student scores 30% on the pre-test. Progress all the way to 100% is 70% growth, so half of that is 35%. The student would be expected to grow from 30% to 65%. Using the mathematical formula, the growth target would be:

$$\frac{(100-30)}{2} = \frac{70}{2} = 35$$

Teachers may find the formula to set growth targets using assessments out of 100%, especially if they are not sure what ambitious yet feasible growth targets look like.

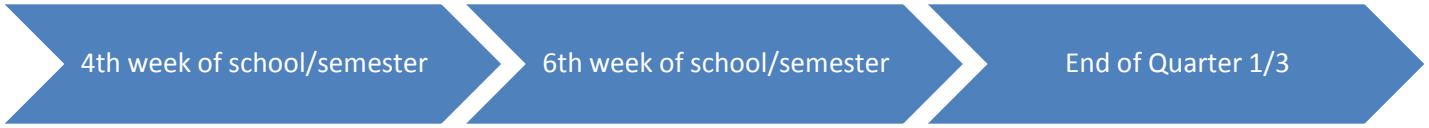
Finally, **negative growth** may be used, if appropriate. For example, students may be expected to reduce negative behavior or reduce their time to complete a Physical Education performance task, such as the mile run or a swim test.

SLO Process and Timelines

SLO Setting and Approval

Teachers will submit their SLOs to the evaluator for approval at the beginning of the year, semester, or quarter, as appropriate. During the SLO setting process, teachers submit Type III assessments to evaluators for approval, assess students, and write SLOs. All SLOs must be approved by the end of this time period. The evaluator and teacher do NOT need to meet, unless the initial SLO is not approved. See the guidance below:

Yearlong or Semester Courses/Classes and Evaluation Year Data



- By week 3 after the start of school/semester, teachers submit/select all assessments
- Assessments must be submitted/selected at least one week prior to administration, for evaluator approval
- Teachers assess students by the end of the 4th week of school/semester for Type II/III assessments or during the appropriate Type I testing window for Type I assessments

- Teachers submit SLOs by the end of the 6th week of school/semester
- Evaluators must notify teachers of approval/non-approval within 10 contractual days after SLO submissions

- All SLOs approved

Quarter-long Courses

- For Quarter 2 courses/classes, teachers submit/select assessments one week prior to the end of Quarter 1
- For Quarter 4 courses/classes, teachers submit/select assessments one week prior to the end of Quarter 3

- Teachers assess students by the end of the 2nd week of the quarter
- Evaluators notify teachers of approval or non-approval 10 contracutal school days after SLO submissions

- All SLOs approved and "locked" two weeks prior to the end of the quarter

All quarter-long courses must submit assessments prior to the start of the appropriate quarter, to ensure efficiency in approval and SLO writing. Also, quarter-long courses will only use data from quarter 2 and 4, to allow teachers time to develop and get evaluator approval for Type III assessments.

Note: All assessments must be approved prior to administration

Key Points on SLO Approval

- The teacher submits the SLO.
- The evaluator reviews the SLO and applies the SLO approval tool.
- The evaluator rejects the SLO if it is not satisfactory against the checklist.
- If the evaluator rejects the SLO on the basis of the checklist, the teacher and evaluator must meet. The teacher must modify the SLO to address any identified deficiencies. If the teacher-modified SLO is again unsatisfactory, the evaluator determines the SLO.

SLO Revisions

SLO Revision is an important step, especially during the first few years of implementation, when limited data is available by which to set feasible growth targets. The teacher should regularly monitor student progress after the SLO is approved. Once the original SLO is approved and more data becomes available, the teacher is allowed the opportunity to revise growth targets, based upon the progress monitoring data. SLO revision only occurs once the original SLO is approved. SLO revisions follow a given timeline, as shown below:

- Yearlong or Fall Semester: Teacher may submit any revisions 10 contractual days before the 2nd quarter progress
- Spring semester: Teacher may submit any revisions 10 contractual days before the 4th quarter progress
- Evaluators notify teachers of any revision decisions by 2nd/4th quarter progress

- Yearlong or Fall Semester: SLOs "locked" by Thanksgiving
- Spring Semester: SLOs "locked" by May 1st

Note: Quarter-long courses/classes do not have a “revision window.” All quarter-long SLOs are “locked” two weeks prior to the end of the semester. Any revisions to the original SLO must be approved prior to this date.

SLO revisions are optional. The evaluator must approve any SLO revisions, and the teacher needs to provide sufficient evidence that revisions are needed. The teacher needs to provide the original SLO and the revised SLO to the evaluator, as well. **Once the SLO is “locked,” no further changes may be made to the SLO**.

Teachers may provide evidence from the following data sources, to support any growth target revisions:

- Benchmark assessments
- Type I or Type II assessment data
- Elementary and Middle School anecdotal/observation (e.g. Running records, Guided reading)
- Teacher created formative assessments

SLOs can be revised if one of the following conditions is met:

- Growth targets have already been met and/or are not sufficiently ambitious
- Growth targets are too ambitious
- New, more reliable data sources are available
- Class compositions or teaching schedule have changed significantly
- The teacher must meet same criteria as before.

Key Points on SLO Revisions

- The teacher submits a proposed SLO revision, along with supporting data, to the evaluator for review.
- The evaluator reviews the proposal and the supporting data.
- The evaluator rejects the proposed SLO if it is not satisfactory against the checklist and the data does not support a change.
- If the evaluator rejects the SLO on the basis of the checklist and parameters, the evaluator and teacher must meet. The teacher can revise the proposed revision based upon evaluator feedback. If the evaluator again rejects the new revision, then the evaluator makes the final determination.

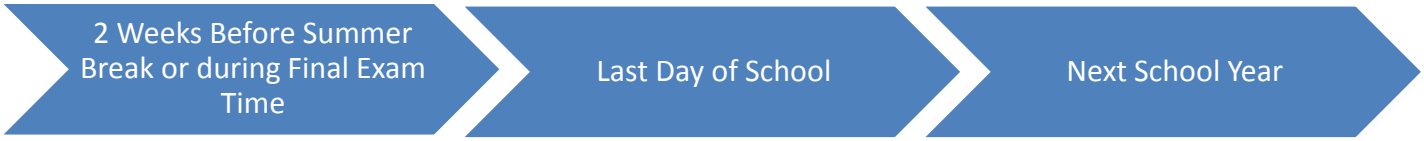
SLO Scoring

This is the final step in SLO development. The scoring is assigning a singular performance rating to all SLOs, after collecting all student data from at least 2 SLOs. The SLOs for each certified staff member must be scored and approved. All SLOs, scored together, will receive a score in one of four categories, "Unsatisfactory," "Needs Improvement," "Proficient," or "Excellent," based upon the following thresholds:

Rating	Threshold
Excellent	80% students met their growth targets
Proficient	60-79% students meeting growth targets
Needs Improvement	40-59% students meeting growth targets
Unsatisfactory	Less than 40% of students meeting growth targets

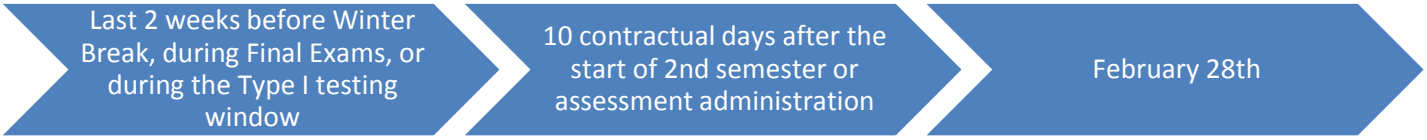
The timeline for Scoring SLOs is as follows:

Yearlong, Spring Semester, or 4th Quarter



- Teachers assess students 2 weeks prior to Summer Break or during Final Exams for Type II/III assessments or during the appropriate Type I testing window for Type I assessments
- Teacher submits student data and scores by the last school day
- Summative Evaluation Meeting held next school year

Fall Semester, Evaluation Year, or 2nd Quarter



- Teachers assess students
- Teachers submit student growth data and SLO scores, if applicable
- Summative year: Summative Evaluation Meeting held

Key Points of SLO Scoring

- The teacher scores the SLO using approved data and performance levels. The teacher then submits the final SLO score and Data Tool for evaluator review and approval.
- The evaluator reviews the final SLO score and Data Tool.
- The evaluator rejects final SLO score due to scoring issues.
- If the evaluator rejects the final SLO score, the teacher must rescore and resubmit the final SLO and Data Tool; if the evaluator again rejects proposed score then the evaluator submits a final score.

Summative Student Growth Rating

The summative student growth rating will be determined by using data from at least 2 SLOs, after all student data is collected. Data from all SLOs will be scored using the following formula:

$$\frac{\text{Total \# Students Across All SLOs (without exceptions) Meeting Targets}}{\text{Total \# Students Across All SLOs (without exceptions)}}$$

This means that students who do not meet the attendance and enrollment requirements will be removed before determining the summative student growth rating. For instance, if a student is in attendance only 82% in a class or course, that student will not be "counted" for evaluative purposes and will not be represented in the equation above.

Once the percent of all students who met targets is determined, **the summative student growth rating is determined by using the thresholds below:**

Rating	Threshold
Excellent	80% students met their growth targets
Proficient	60-79% students meeting growth targets
Needs Improvement	40-59% students meeting growth targets
Unsatisfactory	Less than 40% of students meeting growth targets

Note: All percentages in the thresholds will be rounded by using the traditional 5/4 method. Example: 79.5% will be rounded up to 80%. 79.49% will be rounded down to 79%.

The teacher will determine the summative student growth rating, using a Data Tool, and provide all student data and the summative student growth rating to the evaluator prior to the Summative Evaluation Meeting. Teachers and evaluators still should examine and reflect upon the scores for each SLO, to determine how a teacher might need additional support.

Note: Each teacher will receive a Data Tool to help track student data. This Data Tool will automatically calculate the summative student growth rating, if data is appropriately entered, and teachers and evaluators will receive training in how to use the tool.

The summative rating can be determined using a 4-step process:

1) Determine the total number of students across all SLOs, without exceptions, meeting growth targets
2) Determine the total number of students across all SLOs without exceptions
3) Divide the total number of students meeting targets by the total number of students without exceptions (e.g. Divide the number in Step 1 by the number in Step 2)
4) Compare the percentage in Step 3 to the established thresholds

Example #1:
High school Tenured Teacher with Semester-long Courses
To make things simple each SLO will consist of 100 students without exceptions
SLO 1: 64% of students met growth targets
SLO 2: 75% of students met growth targets

Step 1: Total number of students meeting growth targets
SLO 1: 64 students
SLO 2: 75 students
Total: 139 students met growth targets

Step 2: Determine total number of students without exceptions
In this case there would be 20 students in consideration (100 for each SLO)

Step 3: Find the percent of students meeting growth targets
139/200 = 0.695 = 69.5% or 70% (after rounding) of students met growth targets

Step 4: Determine final rating using the performance thresholds
70% = Proficient

Note: In the example above, the teacher and evaluator would still meet to discuss the teacher's success on each SLO.

Example #2
Elementary, tenured teacher has the following SLOs:
Again to make things simple each SLO will be out of 25 students
SLO 1: 48% of students met growth targets
SLO 2: 68% of students met growth targets

Step 1: Total number of students meeting growth targets
SLO 1: 12 students
SLO 2: 17 students
Total: 29 students met growth targets

Step 2: Determine total number of students without exceptions
In this case there would be 50 students in consideration (25 for each SLO)

Step 3: Find the percent of students meeting growth targets
29/50 = 0.58 or 58% students met growth targets

Step 4: Determine final rating using the performance thresholds
58% = Needs Improvement

Note: Even though the teacher would have received a "Proficient" rating on SLO 2, SLO 1 had so few students who met targets that the average was pulled down. The evaluator and teacher would want to discuss why students were not as successful on SLO 1 compared with SLO 2.

Summative Performance Evaluation Rating

At the end of the evaluation cycle, the summative student growth rating will be combined with the professional practice rating for each teacher to determine the summative performance evaluation rating. Note that the student growth rating is determined by multiple (at least two) SLO scores.

Student growth will represent at least 30% of the teacher's overall rating.

		Professional Practice			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Student Growth	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement	Proficient*** Only if Domains 2 and 3 are Excellent
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient***Only if Domains 2 and 3 are Excellent or Proficient	Proficient
	Proficient	Needs Improvement*** Only if Domains 2 and 3 are Needs Improvement or above	Needs Improvement	Proficient	Excellent
	Excellent	Needs Improvement	Proficient*** Only if Domains 2 and 3 are Proficient or Excellent	Excellent*** only if Domains 2 and 3 are Excellent	Excellent

In areas where criteria are specified for Domains 2 and 3, the teacher must meet the criteria to receive the listed rating. If the teacher fails to meet the criteria for Domains 2 and 3, the rating decreases a level.

Summative Performance Evaluation Rating Processes

There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. However, evaluators are expected to provide specific, meaningful, and written feedback on performance following any and all observations and regarding the student growth rating.

All summative performance evaluation ratings and feedback will be discussed with the teacher during the Summative Evaluation Meeting and delivered to the teacher in writing. Summative performance evaluation ratings, using both professional practice and student growth ratings, will be determined by February 28th of the teacher's summative evaluation year.

Data Verification

Both teachers and evaluators will have responsibilities to verify any data used for evaluative purposes. A Data Template will be provided to help support teachers with the scoring processes, but this data will need to be verified, as well, for any data entry issues. Evaluators will also have the right to verify data by requesting the pre- and post-tests completed by the students. Teachers will need to maintain data and all required documentation (see below in the Logistics and Implementation section).

For Type I assessments, such as AIMS Web or Star 360:

Questions	Group Decisions
Who will verify any data?	DIFs, analysts, and/or evaluators; Teachers still maintain all student assessments
When will data be verified?	Only if there is an issue
Where will data be stored?	Electronically
Who will verify that testing protocols are being followed? How?	Evaluator will monitor administration of assessment and resolve any issues as necessary.
What is the process for resolving any data integrity issues?	Evaluator will investigate any integrity issues and involve HR as necessary.

For Type II/II assessments, such as teacher-created assessments:

Questions	Group Decisions
Who will verify any data?	Both evaluator and teacher; Teachers still maintain all student assessments
When will data be verified?	Teacher should verify before any submission to evaluators; Evaluator verifies prior to end of the next conference
Where will data be stored?	Data Tool for pre-/post/scores and growth targets; assessments kept in teacher's classroom
Who will verify that testing protocols are being followed? How?	Evaluator will monitor administration of assessment and resolve any issues as necessary.
What is the process for resolving any data integrity issues?	Evaluator will investigate any integrity issues and involve HR as necessary.

Logistics and Implementation

Logistics and Documentation

Both teachers and evaluators will have responsibilities before, during, and after any points in the SLO cycle, and both parties must retain certain documents, to ensure consistent and fair implementation. Both teachers and evaluators need to understand the expectations of both parties to ensure proper implementation.

Danville Documentation Retention Plan	

Evaluator required documents:	• Must retain for 3 years:
	  • All SLOs submitted and revised (including Data Tools)
	  • Approval/revision notes
	  • Final SLO scoring and all scoring related documents provided by teacher
	• Post 3 years:
	  • SLOs submitted and revised
	  • Final SLO scoring

Teacher required documents:	• Must retain for 3 years:
	  • All SLOs submitted and revised (including Data Tools)
	  • Baseline student data, including student completed pre and post-assessments
	  • Final SLO submission
	• Post 3 years:
	  • All SLOs submitted and revised
	  • Final SLO submissions

General Documentation Requirements: • Electronic format for all documentation (except the student completed pre- and post-assessment)	

Meeting Participation

It is also crucial to understand the role of teachers and evaluators in each step of the process and who is required and who is allowed to participate in required meetings.

Who are the individuals required to participate in the setting, revising, and scoring of SLOs?

Window	Who is required to be present?	Whose attendance is optional?	Whose responsibility is it for setting the meeting?
SLO Approval (if not initially approved)	Evaluator and teacher(s)	Teacher advocate, Evaluator designee	Evaluator
SLO Revision (if not initially approved)	Evaluator and teacher(s)	Teacher advocate, Evaluator designee	Evaluator
SLO Scoring	Evaluator and teacher	Teacher advocate, Evaluator designee	Evaluator

- If teachers are setting common objectives, assessments, and growth targets, common SLOs MUST be approved and revised (but not scored) at one meeting.

Documentation and Expectations

Teachers and evaluators will need to document that each step in the SLO process takes place. See the SLO Documentation Checklist in the Appendix, which each teacher and evaluator will be required to use for each meeting. The table below outlines the responsibilities of both parties before and after each meeting. Having pre-meeting expectations ensures the meetings are efficient, and post-meeting expectations ensure the process is appropriately documented.

What are the pre- and post-meeting expectations and deliverables for meeting participants?

Window	What are the pre- and post-expectations and documentation requirements for the evaluator?	What are the pre- and post-expectations and documentation requirements for the teacher?	What additional pre- and post- expectations and documentation requirements should be assigned?
SLO Approval	Pre: Provide SLO Form with evidence or rationale for rejection provided to the teacher Post: Meeting documentation, SLO Teacher Form for Approval, Assessment Approval Tool, and Growth Target Approval Tool	Pre: Bring SLO Form, baseline data, and evidence to the meeting, Assessment Approval Tool submitted with assessment prior to assessment administration Post: Submit (initial) revised SLO at least 3 contractual school days prior to the end of the quarter	Follow general timeline guidelines
SLO Revision	Pre: Provide revised SLO Form with evidence or rationale for rejection provided to the teacher Post: Meeting documentation	Pre: Bring original SLO, revised SLO, baseline data, and evidence to the meeting Post: N/A	Follow general timeline guidelines
SLO Scoring	Pre: Review SLO scores Post: Summative Student Rating Document, Meeting documentation	Pre: SLO Scores and Data Tool, student pre- and post-assessments, and evidence Post: N/A	Follow general timeline guidelines

Special Education, English Language Learners, and Other Specialty Areas

All teachers in Danville Public Schools District 118 must write at least two (2) SLOs over the evaluation cycle. However, due to the unique nature of the students and courses taught by Special Education, ELL, and teachers in other specialty areas, such as Early Childhood and Alternative Education, these teachers will have more flexibility in completing and scoring their SLOs, compared to other classroom teachers. All Special Education teachers, (including Cross-Cat., Resource, and Life Skills), ELL, Alternative Education, and Early Childhood, will be able to use the following guidelines when writing SLOs. **Administrators should use the following criteria to approve all SLOs for these teachers. See the Appendices for Specialty Area 1) Assessment Approval, 2) Growth Target Approval, and 3) Scoring Forms, unique to these groups of teachers.**

Note: The SLO Scoring Form must be completed and turned in with the SLO Approval Form, since teachers in these specialty areas may score SLOs using an alternative, hybrid method. These teachers must opt-in to the hybrid scoring method at the very beginning of the evaluation cycle. Otherwise, they will use the scoring method used by regular education teachers.

Further guidance will be provided to DIFs, deans, coaches, curriculum, coordinators, and Alternative Education teachers in 2015-16 SY, after receiving additional feedback from these areas.

Please note that Music, Fine Arts, Physical Education, and other classroom teachers are not considered "specialty areas," and these teachers will follow the guidance in the previous sections of this Guidebook.

SPED, ELL, Early Childhood, and Alternative Education SLO Refinements

Student Population:

- May combine multiple grade levels, classes, courses or periods if the skills are aligned to the rest of the students in the SLO
- May use entire caseload, seminar, or largest academic class
- May combine students across schools, as appropriate
- May exclude a student if able to provide evidence the student's skills are not aligned to the rest of the students in the SLO
- May, but is not required to, use a shared goal and population with the inclusion or regular education classroom teacher
- May, but is not required to, write a Team SLO with other SPED teachers, with shared growth targets and populations
- Allow exceptions, with evaluator approval, at the beginning of the SLO process

Assessment:

- May, but is not required to, use multiple assessments within one SLO
- May use two approved assessments, regardless of Type, to best target the needs of students
- May target academic, behavioral, performance-based, and/or social emotional skills, as appropriate to best meet the needs of students
- Students may be assessed and grouped by their instructional level and not grade-level
- Resource: Assessments that come with interventions must cover a sufficient number of standards (in alignment with performance-based assessments and meaning that they do not need to meet 4 standards)
- May, but is not required to, write a revised SLO to include any students who become eligible or arrive between the end of the 4th and the end of the 8th weeks
- Any Performance-based Assessment must be appropriate for the instructional level, not the grade-level
- Type III Assessment criteria:

❑ At least 2 national, state, or district standards, based upon course or subject and instructional level or grade-level
❑ Grades Pre-K-8th: 3-5 items or tasks for each standard/skill/learning target for selected response items or tasks
❑ High School: 3-5 items or tasks for each standard/skill/learning target
❑ For each standard or learning target, at least one item or task must represent the ***intended*** level of rigor
❑ Uses a variety of item types to accurately gauge student growth, as appropriate (excludes ELL students)
❑ Grade level or developmentally/instructionally appropriate for class/course
❑ Scoring is objective (includes scoring guides/rubrics)
❑ Item type and length of assessment is appropriate for the grade-level /subject/instructional level
❑ Question stem and answer choices are clear, free from bias, and do not cue the correct answer

Growth Target Requirements:

- Instructional level baseline data may be used to set growth targets
- May individualize growth targets
- Students in a group may, but are not required to, demonstrate maintenance of high achievement, as score may fluctuate within a given target
- Students may demonstrate growth by points, percentages, or using alternative measures, such by re-entering the general education classroom for grade-level, as appropriate

Timeline

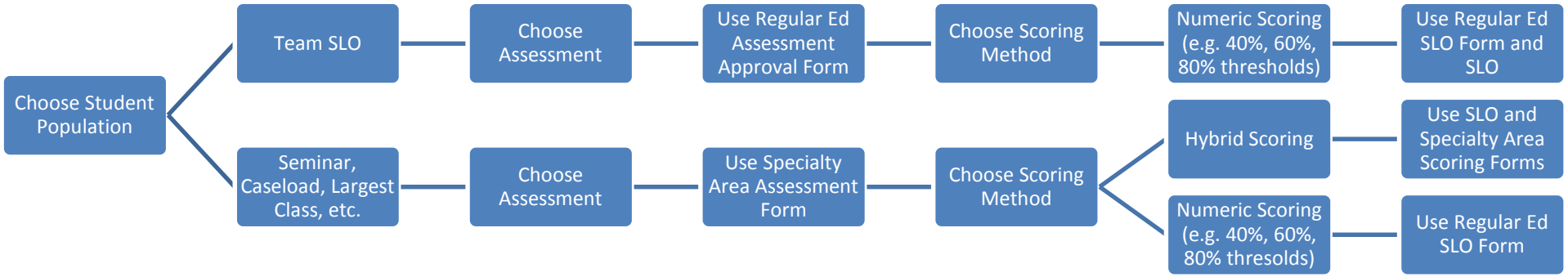
- Allow multiple pre- and post-test administrations, without prior evaluator approval
- Must administer all post-tests within the appropriate timeframe but not all simultaneously
- May administer the post-test prior to the post-test window based upon instructional need
- Allow post-test administration after the appropriate unit
- Early Childhood teachers may establish flexible pre-/post-assessment timelines with the evaluator

Scoring

- Hybrid method may be used but with inter-rater collaboration, and ***the teacher must opt-in at the start of the evaluation cycle.***
- May use formative work to provide evidence of mastery
- If the student population falls below 12 students within two SLOs, the teacher and evaluator will agree to have the student growth rating equal to the professional practice rating or higher, due to the lack of statistical reliability of using so few data points. The teacher must still engage in the SLO process and follow all timelines and guidelines (e.g. two SLOs).
- If the hybrid method is used, the following method will be used for determining a summative student growth rating

	More than 2 SLOs	**2 SLOs**
Excellent	• At least two SLOs are "Excellent," with no SLO rated below "Proficient"	• At least one SLO is "Excellent," with no SLO rated below "Proficient"
Proficient	• At least two SLOs are "Proficient" or higher, with no SLO rated below "Needs Improvement"	• All but one SLO is "Proficient" or higher, with no SLO rated below "Needs Improvement"
Needs Improvement	• More than one SLO is rated as "Needs Improvement" or higher and no more than one SLO was rated "Unsatisfactory" and no more than one SLO is rated as "Proficient"	• Only one SLO is rated "Unsatisfactory" OR • Both SLOs are rated "Needs Improvement"
Unsatisfactory	• More than one SLO are rated as "Unsatisfactory"	• Both SLOs are rated "Unsatisfactory"

SPED SLO Process



DIFs

Further guidance will be clarified with these groups during the 2015-16 SY. Still, DIFs must write at least two SLOs over the evaluation cycle, and these teachers may use the following guidance when writing SLOs beginning in 2015-16:

Student Population

- Teachers in these positions may share the SLO with a classroom teacher or grade-level of teachers.
- One SLO may target students in interventions
- Students may be grouped based upon intervention or instructional level, rather than grade-level

Assessment

- 2 standards may be addressed for Type III assessment (following the SPED guidelines)
- Type I assessments may be used for one or both SLOs, based upon teacher choice
- Standards may be addressed at the functional or instructional level, not necessarily the grade-level in order to show growth

Growth Target

- Growth may be measured using alternative measures, such as students mastering content and exiting interventions (or meeting the growth target)
- Multiple assessments may be used within one SLO
- DIFs have the choice to share the growth goals with the administrator (teacher must agree)

Timeline

- Flexible testing schedule but need to ensure all post-assessments are administered appropriately to ensure SLO scores are submitted on time

Scoring

- Use the regular scoring method

Coaches and Coordinators SLO Refinements

Further guidance will be clarified with these groups during the 2015-16 SY. Still, Coaches and Coordinators must write at least two SLOs over the evaluation cycle, and these teachers may use the following guidance when writing SLOs beginning in 2015-16:

Population/Assessment

- Split positions will have the option to choose ONLY one teaching assignment for SLOs, if available
- SPED Coach: Share the SLOs with 5 Elementary teachers and 5 Middle School teachers, with at least one representative from each of the 4 SPED Program Categories

- ELL: Share SLO with all K-12 ELL teachers with ELL SLOs
- Elementary Math Coach & Title 1 Coordinator: Use 5th grade district-wide assessments (e.g. Type I assessment)
- Curriculum Coordinator: May work with the administrator to determine the appropriate student population and assessment(s)
- Coaches and coordinators must collaborate with the teacher when sharing SLOs, and administrators may be asked to support as needed

Growth Targets

- Math Coaches & Title 1 Coordinator: Use targets for district designated or Type I assessment, if available

Scoring

- Use regular scoring method

Deans

Further guidance will be clarified with these groups during the 2015-16 SY. Still, Deans must write at least two SLOs over the evaluation cycle, and these teachers may use the following guidance when writing SLOs beginning in 2015-16:

Deans may work with the administrators to identify the SLO.

Student Population

- Recommended to target students with 15+ referrals

Assessment

- May target behaviors, student affect, or social emotional skills

Growth Target

- May use alternative methods of scoring (e.g. exiting an intervention, reducing number of referrals)
- May have negative growth (e.g. decrease negative behavior)

Scoring

- Use the regular scoring method

Support

Training will be provided through Professional Development. Teachers and evaluators will be trained in the new system throughout the school year, and step-by-step webinars will be available for teachers online. Evaluators will receive supplemental training, in addition to the prequalification training mandated by the state, in order to better understand and implement the new evaluation system and support teachers.

Any teacher receiving an "Unsatisfactory" summative performance evaluation rating will develop a remediation plan with an evaluator, which will include appropriate professional development, in order to improve performance. Any teacher receiving a "Needs Improvement" rating will develop a Professional Development Plan.

Joint Committee Responsibilities

As evidenced during the Pilot year, unexpected events may necessitate flexibility or additional considerations on the part of the Joint Committee. The Joint Committee reserves the right to meet at any point during the year to make decisions or provide guidance in the case of any unanticipated issues.

Model Refinement

The Joint Committee has agreed to meet on a regular basis over the next school year (2015-16 SY) to continue to refine this system. Feedback will be collected via surveys and school meetings to continually assess the implementation of the system, determine any supports needed, and potentially refine key parts of the model to ensure fidelity of implementation.

Appendices

Danville SLO Framework

Baseline Data (1b, 1d) What does the data tell you about your students' starting points?	**Population (1b)** Which students are you including in this objective?	**Learning Objective (1a, 1c, 1e, 3c)** What will your students learn?	**Assessment (1d, 1f, 3d)** How will you measure student growth?	**Student Growth Target (1b, 1c)** What is your goal for student growth?
• How did students perform on the pre-assessment? • What allowable sources of data did you consider? • What student needs were identified using the baseline data?	• Which student groups were targeted?	• How is the content connected to the Common Core or district curriculum? • How is the baseline data used to drive instruction? • What are the specific standards, learning targets, or behaviors you will target? • How do you know the content is scaffolded and rigorous?	• What assessment will be used to measure student growth? • What type of assessment (Type I, II, or III) is used? • How does your assessment align to your objective? • How will you ensure the assessment is consistently administered? • Why is this the best assessment for your objective?	• How much do you expect students to grow from the pre-assessment to the post-assessment? • What is the growth target for each student? • How was the growth target determined? • What is the percentage of students who will perform at each target level? • Are you using any groups/levels? How does your data support each of the groups/levels?
❑ Uses allowable data to drive instruction and set growth targets ❑ Is measureable ❑ Targets specific academic concepts, skills, or behaviors based upon approved assessment, objective, and student needs ❑ Aligned with national or state standards, where applicable	❑ One SLO must target the total student population of one course/class/ subject ❑ One SLO may, but is not required to, target a student sub-group, with evaluator approval ❑ Minimum 85% in-seat attendance ❑ Teacher can request an exception in rare instances, with evaluator approval ❑ Students must be present and enrolled by the end of the pre-test window	❑ Objectives must be aligned with national, state, or district standards ❑ Specific standards, learning targets or behaviors must be addressed and cited ❑ Collaboration is either encouraged or mandated, based upon grade-level ❑ Appropriate for the instructional interval ❑ Grade-level appropriate ❑ Targets needs of the identified population	❑ At least 4 national, state, or district standards or learning targets, based upon course or subject and grade-level ❑ Grades Pre-K-8th: 3-5 items or tasks for each standard/skill/learning target for selected response items or tasks ❑ High School: 3-5 items or tasks for each standard/skill/learning target ❑ For each standard or learning target, at least one item or task must represent the ***intended*** level of rigor ❑ Uses a variety of item types (e.g. selected responses and/or constructed responses) to accurately gauge student growth ❑ Grade level or developmentally appropriate for class/course ❑ Scoring is objective (includes scoring guides/rubrics) ❑ Item type and length of assessment is appropriate for the grade-level /subject ❑ Question stem and answer choices are clear, free from bias, and do not cue the correct answer	❑ Maximum of 5 groups/levels ❑ Either whole numbers or percentages, but the method or language must be clear ❑ Allowable baseline data includes: designated pre-assessment, formative assessments, previous student grades/ performance levels, previous student achievement data, elementary and Middle School anecdotal/ observation (e.g. Running records, Guided reading), student criteria (e.g. ELL, special education status) ❑ Require collaboration and common growth target setting at the school level for Type II assessments ❑ Students must maintain high achievement (e.g. 90% or above or the top score on a rubric) ❑ Is rigorous

Examples

3rd Grade Reading Example

Baseline Data What does the data tell you about your students' starting points?	**Population** Which students are you including in this objective?	**Learning Objective** What will your students learn?	**Assessment** How will you measure student growth?	**Student Growth Target** What is your goal for student growth?

• The class average on the pre-test was 32%
• No student scored above 50% on the pre-test
• 4 students are far below grade-level, according to Discovery Ed tests
• 3 students are far above grade-level according to Discovery Ed tests
• On the pre-test, students performed relatively well on summarizing main idea, determining the meaning of words used in a text, and referring to parts of stories using key terms.
  ○ 6 students approached proficiency on these three standards
  ○ 0 students achieved proficiency on these standards
• On the pre-test, students struggle most with describing characters and explaining how their actions contribute to the sequence of events, answering questions by referring explicitly to the text, and reading and comprehending literature at grade-level complexity.
  ○ 4 students approached proficiency on describing characters
  ○ 5 students approached proficiency by referring explicitly to the text
  ○ 2 students approached proficiency for reading and comprehending text at grade-level complexity
	• 25 students in 3rd grade Reading
	• See attached roster
		Students will improve their ability to:
		• Describing characters and explaining how their actions contribute to the sequence of events (CCSS.ELA.Literacy.RL.3.3)
		• Answer questions by referring explicitly to the text (CCSS.ELA.Literacy.RL.3.1)
		• Read and comprehend literature at grade-level complexity proficiently and independently (CCSS.ELA.Literacy.RL.3.10)
			• Type III teacher-created assessment
			• Common Reading assessment for the 3rd grade at this school
			• 15 multiple choice and 2 open response
			• See attached assessment and scoring guide
				• Group 1: 80% of students who scored below 20 points (out of 100) on the pre-test will improve by 45 points.
				• Group 2: 80% of students who scored between 20 and 35 points on the pre-test will improve by 40 points.
				• Group 3: 80% of students who scored between 40 and 50 points on the pre-test will improve by 35 points.

9th Grade Life Science Example

Baseline Data What does the data tell you about your students' starting points?	**Population** Which students are you including in this objective?	**Learning Objective** What will your students learn?	**Assessment** How will you measure student growth?	**Student Growth Target** What is your goal for student growth?

• Students were placed into the Life Sciences course based upon previous grades and achievement scores. Most students (39 out of 56) read below grade-level according to previous Discovery Ed tests. 4 read far above grade level.
• On the pre-test, 18 students scored less than 20%
• On the pre-test, 21 students scored between 20% and 30%
• On the pre-test, 11 students scored between 30% and 40%
• 6 students scored above 40%. No student scored above 50%
• 12 students have IEPs, 5 are ELL
• Students struggled most with:
  ○ Using a model to illustrate how photosynthesis transforms light energy into stored energy
  ○ Using a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy
  ○ Developing a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere
  ○ Constructing an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells
• All students have difficulty constructing and using models to describe Scientific concepts. No student was able to independently construct a model of photosynthesis or the structure of DNA.
	• 56 students in 9th grade Life Science
	• Includes all students in 2 periods of the course
	• See attached roster
		Students will improve their ability to:
		• Use a model to illustrate how photosynthesis transforms light energy into stored energy (HS-LS1-5)
		• Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy (HS-LS-LS1-7)
		• Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere (HS-LS2-5)
		• Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells (HS-LS1-1)
			• Type II common 9th grade Life Science assessment created in collaboration with other Science teachers at the school
			• 20 multiple choice, 10 short answer, and 2 open response items
			• See attached assessment and scoring guide
				• Group 1: 80% of students who scored below 20% on the pre-test will improve by 35 points.
				• Group 2: 80% of students who scored between 20% and 30% on the pre-test will improve by 40 points.
				• Group 3: 80% of students who scored between 30% and 40% will improve by 35 points.
				• Group 4: 80% of students who scored above 40% will improve by at least 30 points.

7th Grade Math Example

Baseline Data What does the data tell you about your students' starting points?	**Population** Which students are you including in this objective?	**Learning Objective** What will your students learn?	**Assessment** How will you measure student growth?	**Student Growth Target** What is your goal for student growth?
• On AIMS Web Math Comp, 4 students perform far below grade level, 6 students perform below grade level, 11 students perform at grade level, and 4 students perform far above grade level. • Last year, 21 out of 25 students achieved a "C" average or better in Math • 6 students struggle with basic number sense. • 9 students struggle with identifying proportional relationships. • 4 students can write expressions and equations. • Most students (19 out 25) can add, subtract, multiply, and divide fractions with different denominators at proficiency. • Based upon the pre-test and formative assessments, students struggle with: solve real-world and mathematical problems involving the four operations with rational numbers (7.NS.A.3), solving real world and mathematical problems involving area, volume, and surface area of two and three-dimensional objects (7.G.B.6), use variables to represent quantities in a real world or mathematical problems, and construct simple equations and inequalities to solve problems by reasoning about the quantities (7.EE.B.4), and use proportional relationships to solve multistep ratio and percent problems (7.RP.A.3).	• 25 students in 7th grade Math • See attached roster	Students will improve their ability to: • Solve real-world and mathematical problems involving the four operations with rational numbers (CCSS.Math.Content.7.NS.A.3) • Solve real world and mathematical problems involving area, volume, and surface area of two and three-dimensional objects (CCSS.Math.Content.7.G.B.6) • Use variables to represent quantities in a real world or mathematical problems, and construct simple equations and inequalities to solve problems by reasoning about the quantities (CCSS.Math.Content.7.EE.B.4) • Use proportional relationships to solve multistep ratio and percent problems (CCSS.Math.Content.7.RP.A.3).	• Type III teacher-created assessment • Common 7th grade Math assessment created in collaboration with other math teachers at the school • 20 multiple choice and 3 open response items • See attached assessment and scoring guide	• Group 1: 80% of students who scored below 10 points (out of 50) on the pre-test will improve by 30 points. • Group 2: 80% of students who scored between 10 and 20 points (out of 50) on the pre-test will improve by 25 points. • Group 3: 80% of students who scored between 20 and 30 points (out of 50) on the pre-test will improve by 15 points. • Group 4: 80% of students who scored 30 points or above will improve by 10 points

11th Grade US History

Baseline Data What does the data tell you about your students' starting points?	**Population** Which students are you including in this objective?	**Learning Objective** What will your students learn?	**Assessment** How will you measure student growth?	**Student Growth Target** What is your goal for student growth?
• In 9th grade World History, 62 students achieved a "C" average or better. 14 students achieved an "A" average. • According to the PLAN test, 18 students meet college readiness standards in English • 14 students have IEPs and 6 students are ELL • 21 students scored below 25% on the pre-test • 27 students scored between 25% and 35% • 26 students scored between 35% and 45% on the pre-test • 11 students scored above 45% on the pre-test • Based upon the pre-test and formative assessments, students perform relatively well on: evaluating authors' differing points of view on the same historical event or issue, determining the central ideas or information of a primary or secondary source, and determining the meaning of words and phrases as they are used in a text. • Based upon the pre-test and formative assessments, students struggle with: citing specific textual evidence to support an analysis of primary and secondary sources (11-12.1), analyzing in detail how a complex text is structured (RH.11-12.5), integrating and evaluating multiple sources of information presented in diverse formats and media to address a question (CCSS.ELA-Literacy.RH.11-12.7), and reading and comprehending history text in the grades 11-CCR text complexity band proficiently and independently (.RH.11-12.10)	• 85 students in three periods of 11th US History • This includes all students from all three periods • See attached roster	Students will improve their ability to: • Cite specific textual evidence to support an analysis of primary and secondary sources (CCSS.ELA-Literacy.RH.11-12.1), analyzing in detail how a complex text is structured (CCSS.ELA-Literacy.RH.11-12.5) • Integrate and evaluate multiple sources of information presented in diverse formats and media to address a question (CCSS.ELA-Literacy.RH.11-12.7) • Read and comprehend history text in the grades 11-CCR text complexity band proficiently and independently (CCSS.ELA-Literacy.RH.11-12.10)	• Common Type II US History Assessment • 10 multiple choice, 10 short answer, and 2 open response items • See attached assessment and scoring guide	• Group 1: 80% of students who scored below 25% on the pre-test will improve by 40 points. • Group 2: 80% of students who scored between 25% and 35% on the pre-test will improve by 35 points. • Group 3: 80% of students who scored between 35% and 45% on the pre-test will improve by 30 points. • Group 4: 80% of students who scored 45% or above will improve by 25 points

Example ELL SLO

Baseline Data What does the data tell you about your students' starting points?	**Population** Which students are you including in this objective?	**Learning Objective** What will your students learn?	**Assessment** How will you measure student growth?	**Student Growth Target** What is your goal for student growth?
• How did students perform on the pre-assessment? • What allowable sources of data did you consider? • What student needs were identified using the baseline data?	• Which student groups were targeted?	• How is the content connected to the Common Core or district curriculum? • How is the baseline data used to drive instruction? • What are the specific standards, learning targets, or behaviors you will target? • How do you know the content is scaffolded and rigorous?	• What assessment will be used to measure student growth? • What type of assessment (Type I, II, or III) is used? • How does your assessment align to your objective? • How will you ensure the assessment is consistently administered? • Why is this the best assessment for your objective?	• How much do you expect students to grow from the pre-assessment to the post-assessment? • What is the growth target for each student? • How was the growth target determined? • What is the percentage of students who will perform at each target level? • Are you using any groups/levels? How does your data support each of the groups/levels?
• 3 students are currently at the Entering level on WIDA Speaking and Writing standards • 3 students are currently at the Emerging level on WIDA standards • 4 students are currently at the Developing level on WIDA standards • Students struggle most with writing multiple, complex sentences and having an organized, cohesive, and coherent expression of ideas. • Students perform relatively well on using words and expressions with precise meaning	• 10 students receiving ELL services in grades K-5 at Edison Elementary	Students will improve their ability to: • Write multiple, complex sentences • Organized, cohesive, and coherent expression of ideas • Use a variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect • Use words and expressions with precise meaning related to content area topics WIDA Speaking and Writing standards	Type III Writing Rubric, on a 6 level rubric	• Students A, B, C will move from Entering to Emerging on 2 portions of the rubric • Student D will move from Emerging to Developing on 1 portion of the rubric • Students E and F will move from Emerging to Developing on 2 portion of the rubric • Students G, H, and I will move from Developing to Expanding on 2 portions of the rubric • Student J will move from Developing to Expanding on all portions of the rubric

Danville Student Learning Objective Framework – Teacher's Form

Teacher Name: _____ Class/Course: _____Date: _____

Baseline Data (1b, 1d) What does the data tell you about your students' starting points?	**Population (1b)** Which students are you including in this objective?	**Learning Objective (1a, 1c, 1e, 3c)** What will your students learn?	**Assessment (1d, 1f, 3d)** How will you measure student growth?	**Student Growth Target (1b, 1c)** What is your goal for student growth?
• How did students perform on the pre-assessment? • What allowable sources of data did you consider? • What student needs were identified using the baseline data?	• Which student groups were targeted?	• How is the content connected to the Common Core or district curriculum? • How is the baseline data used to drive instruction? • What are the specific standards, learning targets, or behaviors you will target? • How do you know the content is scaffolded and rigorous?	• What assessment will be used to measure student growth? • What type of assessment (Type I, II, or III) is used? • How does your assessment align to your objective? • How will you ensure the assessment is consistently administered? • Why is this the best assessment for your objective?	• How much do you expect students to grow from the pre-assessment to the post-assessment? • What is the growth target for each student? • How was the growth target determined? • What is the percentage of students who will perform at each target level? • Are you using any groups/levels? How does your data support each of the groups/levels?

___ Approved ___ Not approved Evaluator Signature: _____ Date: _____

See next page for comments if not approved.

Criteria not met and reason(s) why:

Suggestions for Improvement:

Assessment Approval Tool for Type III (Teacher-Created) Assessments

Teacher: _____ **Course/Class:** _____

Directions: The teacher must complete steps 1 and 2 and submit this tool, with assessment, to the evaluator. The evaluator will complete step 3 and return this to the teacher. All assessments must be approved prior to administration. To be approved, assessments must meet all the criteria in step 3.

Step 1) Standards Alignment and Coverage Check (for Teachers)

Directions: After aligning assessment items or tasks to any available standards, use the chart below to list assessment questions and the numbers of questions with the corresponding standards to which they are aligned. Only fill in the total number of standards that apply.

Standard:	**Standard Description**	**Intended DOK level of the standard**	**Number of Items/Tasks**	**Question Numbers/Tasks for each DOK level**	**Evaluators:** Check if at least one item meets the intended level of the standard
Example: *Math 5.NF.A.1*	*Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*	***2***	***3 (Items 5, 6, and 7)***	***DOK Level 1: Item 5 DOK Level 2: Items 6 and 7***	✓

Step 2) Assessment Rigor Analysis – Depth of Knowledge (DOK)

Teacher: _____**Course/Class**:_____

Directions: Use the chart below to categorize assessment questions, if applicable. Rigor increases as you go down the chart. While not all questions need be categorized, at least one item per standard must be aligned to the intended level of rigor of that standard (e.g. if the intended level of rigor for a standard is Level 2: Skill/Concept, at least one item must be written at DOK Level 2 for that standard).

Level	Learner Action	Key Actions	Sample Question Stems	Item 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, Indicate, Show	How many...? Label parts of the…. Find the meaning of...? Which is true or false...? Point to … Show me (the time signature/the piece of Renaissance art). Identify (which instrument is playing/the art form/home plate/the end zone)	
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, Describe, Perform a Technical Skill, Perform a Skill with Accuracy	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will…. Shoot 10 lay-ups in a minute, 5 free throws (out of 10 shots), and remain in control of dribbling the ball for 1 minute. Memorize and perform a theatrical scene with at least 85% accuracy in terms of line memorization, cues, and staging. Perform a piece of music with technical accuracy. Demonstrate knowledge and skills to create works of visual art using sketching and constructing.	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, problem-solving, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare, Argue, Perform a task	Construct a defense of…. Can you illustrate the concept of…? Apply the method used to determine...? What might happen if….? Use evidence to support….	

		using Problem-solving, Writing with Textual Analysis and Support	Sing or play with expression and accuracy a variety of music representing diverse cultures and styles. Use problem-solving to perform an appropriate basketball/football/baseball play in a given scenario (e.g. complete a double play, set up a basketball screen, run the spread offense for a first down). Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts.	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, thinking, designing, creating, and evaluating, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains. Student may use or perform a variety of methods or mediums to convey complex ideas or solve problems.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Evaluate, Design, Create and Perform Complex Performance- or Project-Based Assessment Tasks	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that…. Evaluate which tools or creative processes are best for x theatre or musical production. Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision-making. Perform a complex musical piece with a high level of expression and accuracy. Design and perform a complex basketball or football play appropriate for a given situation. Evaluate and perform various offensive plays or movements in a basketball/football/baseball game, based upon the defensive scenario. Evaluate the use of various mediums to communicate ideas and construct 2 and 3 dimension works of art using these mediums.	

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 3) Assessment Approval Checklist (for Evaluators)

Assessment Guiding Principles
✓ Assessments are applicable to the purpose of the class and reflective of the skills students have the opportunity to develop in the class
✓ Assessments produce data that is timely and useful for immediate instructional improvement
✓ Assessments produce data that are available for the evaluation of the teachers whose students are being measured
✓ Assessments are standards-aligned because they align with national, state, or district standards to measure the appropriate concepts/skills
✓ Assessments reliable because they produce consistent results for students over time
✓ Assessments are consistent administrations and students, and data collected using assessment instruments are secure
✓ Assessments are practical because they meet the district's needs/constraints for timing (measures a full year), cost, stakeholder buy-in, administration logistics, time required, and test security
✓ Assessments are valid because they accurately measure the intended content

Assessment Criteria – Traditional Assessments
❑ At least 4 national, state, or district standards or learning targets, based upon course or subject and grade-level
❑ Grades Pre-K-8th: 3-5 items or tasks for each standard/skill/learning target for selected response items or tasks
❑ High School: 3-5 items or tasks for each standard/skill/learning target
❑ For each standard or learning target, at least one item or task must represent the ***intended*** level of rigor
❑ Uses a variety of item types (e.g. selected responses and/or constructed responses) to accurately gauge student growth
❑ Grade level or developmentally appropriate for class/course
❑ Scoring is objective (includes scoring guides/rubrics)
❑ Item type and length of assessment is appropriate for the grade-level /subject
❑ Question stem and answer choices are clear, free from bias, and do not cue the correct answer
Assessment Criteria – Performance-Based Assessments
❑ Sufficient number of national, state, or district standards or learning targets, based upon course or subject and grade-level
❑ Grade level or developmentally appropriate for class/course
❑ Scoring is objective (includes scoring guides/rubrics)
❑ Item type and length of assessment is appropriate for the grade-level /subject
❑ Question stem and answer choices are clear, free from bias, and do not cue the correct answer

☐ 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: _____

Growth Target Approval Tool (for Evaluators)

Teacher Name: _____ Course/Class: _____

Growth Targets must meet the minimum criteria:

- Maximum of 5 groups (highly recommended of a maximum of 3 groups for one section of the same course/class)
- Either whole numbers or percentages, but the method or language must be clear (e.g. write percentage or percentage points)
- Allowable baseline data:
  - Designated pre-assessment
  - Formative assessments
  - Previous student grades/performance levels
  - Previous student achievement data
  - Elementary anecdotal/observation (e.g. Running records, Guided reading)
  - Student criteria (e.g. ELL, special education status)
- Mandate collaboration and common growth target setting at the school level for Type II assessments
- Students must maintain high achievement (90% or above or the top score on rubrics)

Growth Targets must also meet all criteria in either the Excellent or Proficient columns below:

	Excellent	Proficient	Not Proficient
Growth Targets	• Collaborates with other teachers and set common growth targets for Type III assessments • Sets above expected growth targets for students	• Encourages collaboration and common growth target setting while allowing teachers to set distinct growth targets for Type III assessments • Sets expected growth targets for students	• Does not attempt to collaborate to set common growth targets • Sets less than expected growth targets for students

Overall quality of growth targets (circle one): Excellent Proficient Not Proficient

Evaluator Signature: _____ Date: _____

SPED/ELL/ECE/Alt. Ed Specialty Areas Assessment Approval Tool for Type III (Teacher-Created) Assessments

Teacher: _____ **Course/Class:** _____

Directions: The teacher must complete steps 1 and 2 and submit this tool, with assessment, to the evaluator. The evaluator will complete step 3 and return this to the teacher. All assessments must be approved prior to administration. To be approved, assessments must meet all the criteria in step 3.

Step 1) Standards Alignment and Coverage Check (for Teachers)

Directions: After aligning assessment items or tasks to any available standards, use the chart below to list assessment questions and the numbers of questions with the corresponding standards to which they are aligned. Only fill in the total number of standards that apply.

Standard:	Standard Description	Intended DOK level of the standard	Number of Items/Tasks	Question Numbers/Tasks for each DOK level
Example: *Math 5.NF.A.1*	*Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*	***2***	***3 (Items 5, 6, and 7)***	***DOK Level 1: Item 5 DOK Level 2: Items 6 and 7***

Step 2) Assessment Rigor Analysis – Depth of Knowledge (DOK)

Teacher: _____**Course/Class**:_____

Directions: Use the chart below to categorize assessment questions, if applicable. Rigor increases as you go down the chart. While not all questions need be categorized, at least one item per standard must be aligned to the intended level of rigor of that standard (e.g. if the intended level of rigor for a standard is Level 2: Skill/Concept, at least one item must be written at DOK Level 2 for that standard).

Level	Learner Action	Key Actions	Sample Question Stems	Column 5 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, Indicate, Show	How many...? Label parts of the…. Find the meaning of...? Which is true or false...? Point to … Show me (the time signature/the piece of Renaissance art). Identify (which instrument is playing/the art form/home plate/the end zone)	
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, Describe, Perform a Technical Skill, Perform a Skill with Accuracy	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will…. Shoot 10 lay-ups in a minute, 5 free throws (out of 10 shots), and remain in control of dribbling the ball for 1 minute. Memorize and perform a theatrical scene with at least 85% accuracy in terms of line memorization, cues, and staging. Perform a piece of music with technical accuracy. Demonstrate knowledge and skills to create works of visual art using sketching and constructing.	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, problem-solving, 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….?	

		Argue, Perform a task using Problem-solving, Writing with Textual Analysis and Support	Use evidence to support…. Sing or play with expression and accuracy a variety of music representing diverse cultures and styles. Use problem-solving to perform an appropriate basketball/football/baseball play in a given scenario (e.g. complete a double play, set up a basketball screen, run the spread offense for a first down). Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts.	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, thinking, designing, creating, and evaluating, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains. Student may use or perform a variety of methods or mediums to convey complex ideas or solve problems.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Evaluate, Design, Create and Perform Complex Performance- or Project-Based Assessment Tasks	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that…. Evaluate which tools or creative processes are best for x theatre or musical production. Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision-making. Perform a complex musical piece with a high level of expression and accuracy. Design and perform a complex basketball or football play appropriate for a given situation. Evaluate and perform various offensive plays or movements in a basketball/football/baseball game, based upon the defensive scenario. Evaluate the use of various mediums to communicate ideas and construct 2 and 3 dimension works of art using these mediums.	

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 3) Assessment Approval Checklist (for Evaluators)

Assessment Guiding Principles
✓ Assessments are applicable to the purpose of the class and reflective of the skills students have the opportunity to develop in the class
✓ Assessments produce data that is timely and useful for immediate instructional improvement
✓ Assessments produce data that are available for the evaluation of the teachers whose students are being measured
✓ Assessments are standards-aligned because they align with national, state, or district standards to measure the appropriate concepts/skills
✓ Assessments reliable because they produce consistent results for students over time
✓ Assessments are consistent administrations and students, and data collected using assessment instruments are secure
✓ Assessments are practical because they meet the district's needs/constraints for timing (measures a full year), cost, stakeholder buy-in, administration logistics, time required, and test security
✓ Assessments are valid because they accurately measure the intended content

Assessment Criteria – Traditional Assessments
❑ At least 2 national, state, or district standards, based upon course or subject and instructional level or grade-level
❑ Grades Pre-K-8th: 3-5 items or tasks for each standard/skill/learning target for selected response items or tasks
❑ High School: 3-5 items or tasks for each standard/skill/learning target
❑ For each standard or learning target, at least one item or task must represent the ***intended*** level of rigor
❑ Uses a variety of item types to accurately gauge student growth, as appropriate (excludes ELL students)
❑ Grade level or developmentally/instructionally appropriate for class/course
❑ Scoring is objective (includes scoring guides/rubrics)
❑ Item type and length of assessment is appropriate for the grade-level /subject/instructional level
❑ Question stem and answer choices are clear, free from bias, and do not cue the correct answer
Assessment Criteria – Performance-Based Assessments
❑ Sufficient number of national, state, or district standards or learning targets, based upon course or subject and grade-level
❑ Grade level or developmentally appropriate for class/course
❑ Scoring is objective (includes scoring guides/rubrics)
❑ Item type and length of assessment is appropriate for the grade-level /subject
❑ Question stem and answer choices are clear, free from bias, and do not cue the correct answer

☐ 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: _____

SPED/ELL/ECE/Alternative Education Specialty Area Growth Target Approval Tool (for Evaluators)

Teacher Name: _____ Course/Class: _____

Growth Targets must meet the minimum criteria:

- Instructional level baseline data may be used to set growth targets
- May individualize growth targets
- Students in a group may, but are not required to, demonstrate maintenance of high achievement, as score may fluctuate within a given target
- Student may demonstrate growth by points, percentages, or using alternative measures, such by re-entering the general education classroom for grade-level, as appropriate
- Allowable baseline data:
    - Designated pre-assessment
    - Formative assessments
    - Previous student grades/performance levels
    - Previous student achievement data
    - Elementary anecdotal/observation (e.g. Running records, Guided reading)
    - Student criteria (e.g. ELL, special education status)

	Excellent	Proficient	Not Proficient
Growth Targets	• Collaborates with other teachers to identify assessments and set growth targets, while allowing teachers to set distinct growth targets for Type III assessments • Uses IEP goal and other assessment data to inform growth target setting	• Is willing to collaborate to identify assessments and set growth targets, while allowing teachers to set distinct growth targets for Type III assessments • Uses IEP goals to inform growth target setting	• Does not attempt to collaborate to set common growth targets • Does not consider IEP goals

Growth Targets must also meet all criteria in either the Excellent or Proficient columns below:

Overall quality of growth targets (circle one): Excellent Proficient Not Proficient

Evaluator Signature: _____ Date: _____

SPED/ELL/ECE/Alternative Education Specialty Areas Hybrid SLO Scoring Form

Teacher: _____ SLO Course/Class: _____ (e.g. Gr. 1-5 Reading)

Directions: The teacher must opt-in to using the Hybrid method of scoring. The teacher completes this form for each SLO and submits it to the evaluator with the SLO Framework for each SLO. The teacher completes each performance level and determines the student results that must be achieved in order to receive that rating. There must be differentiation between all four levels. All criteria must be met within that performance level to receive that rating. The teacher and evaluator approve this Scoring Form when writing the SLO and prior to any revisions or scoring.

Rating	Excellent	Proficient	Needs Improvement	Unsatisfactory
Description	Nearly all or an exceptional number of students (e.g. 80% or above) meet their growth targets or individual students demonstrate exceptional growth.	Most students (e.g. 60-79%) meet their growth targets or individual students demonstrate significant growth.	Some students (e.g. 40-59%) meet their growth targets or individual students demonstrate less than significant growth.	Few to no students (e.g. less than 40%) meet their growth targets or individual students demonstrate little to no growth.
Educator Response				
Example	*16 out of 20 (80%) students will grow 15 points.*	*12 out of 20 (70%) students will grow by 15 points.*	*6 out of 20 (30%) students will grow by 15 points.*	*Fewer than six (30%) students grow by 15 points.*
Example	*16 out of 20 (80%) students will grow by 15 points.*	*16 out of 20 (80%) students will grow by 10 points.*	*16 out of 20 (80%) students will grow by 5 points.*	*Fewer than 16 out of 20 (80%) students grow by 5 points.*
Example	*2 out of 3 (67%) students will improve positive responses by 10.*	*1 out of 3 (33%) students will improve positive responses by 10.*	*1 out of 3 (33%) students will improve positive responses by 6.*	*0 out of 3 (0%) students improve positive responses by at least 6.*

☐ Approved ☐ Not Approved

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Timeline – Fall Semester Courses/Classes, Yearlong SLOs, or Evaluation Year

Deadline	Calendar Date	Task	Check When Complete
3 weeks after the start of school/semester		Teachers submit/select all assessments to evaluator for approval	
End of the 4th Week of School		Teacher assesses all students in appropriate class/course/period for Type II/III assessments	
End of 6th Week of School		Teacher submits SLO to evaluator	
Within 10 Contractual School Days After SLO Submission		Evaluator notifies teacher of approval	
End of 1st Quarter		SLO approved	
10 days Prior to 2nd Quarter Progress		Teacher submits any revisions (optional)	
2nd Quarter Progress		Evaluator notifies teacher of revision approval	
Thanksgiving Break		SLOs "locked" and cannot be further revised	
Last 2 Weeks Before Break/Final Exam Time		Teacher assesses students	
10 Contractual School Days After Start of 2nd Semester/Assessment Administration (Semester-long Courses) OR Last Day of School (Yearlong Courses/Classes)		Teacher submits student data to evaluator	
Next Conference		Teacher and evaluator discuss student growth data **Note: A meeting is optional and can be called by either party prior to the next conference**	

Timeline – Spring Semester

Deadline	Calendar Date	Task	Check When Complete
Prior to the End of 1st Semester		Develop one or two Type III assessments	
One Week Prior to Assessment Administration (Prior to the End of the 3rd Week of 2nd Semester)		Teacher submits the Type III assessment(s) to the evaluator **Note**: It is recommended that teachers have all assessments approved prior to the end of 1st semester for efficient SLO processes	
End of the 4th Week of 2nd Semester		Teacher assesses all students in appropriate class/course/period for Type II/III assessments	
End of 6th Week of 2nd Semester		Teacher submits SLO to evaluator	
Within 10 Contractual School Days After SLO Submission		Evaluator notifies teacher of approval	
End of 3rd Quarter		SLO approved	
10 days Prior to 4th Quarter Progress		Teacher submits any revisions (optional)	
4th Quarter Progress		Evaluator notifies teacher of revision approval	
May 1st		SLOs "locked" and cannot be further revised	
Last 2 Weeks Before Break/Final Exam Time		Teacher assesses students	
Last Day of School		Teacher submits student data to evaluator	
Next Conference		Teacher and evaluator discuss student growth data **Note**: **A meeting is optional and can be called by either party prior to the next conference**	

Timeline – Quarter-long Courses

If you teach Quarter-long Courses:

Deadline	Calendar Date	Task	Check When Complete
One Week Prior to the End of 1st/3rd Quarter		Teacher selects/submits the assessment	
End of the 2nd Week of 2nd/4th Quarter		Teacher assesses all students in appropriate class/course/period	
End of 4th Week of 2nd/4th Quarter		Teacher submits SLO to evaluator	
Within 10 Contractual School Days After SLO Submission		Evaluator notifies teacher of approval	
2 Weeks Prior to the End of 4th Quarter		SLOs "locked" and cannot be further revised	
Last 2 Weeks Before Break/Final Exam Time		Teacher assesses students	
Last Day of School		Teacher submits student data to evaluator	
Next Conference		Teacher and evaluator discuss student growth data **Note**: **A meeting is optional and can be called by either party prior to the next conference**	

Danville #118 Meeting and Documentation Checklist – Single SLO

Teacher: _____

Directions: Using this checklist, the teacher and evaluator indicate that the appropriate documentation was submitted on a particular date and when a required meeting occurred. The teacher and evaluator must initial to indicate each step occurred. This one form is used for one SLO. All SLOs require a separate document.

Step #	Meeting/Documentation	Date	Teacher Initials	Evaluator Initials
1	Type III Assessment Submitted (if applicable)			
2	Type III Assessment Approved (if applicable)			
3	SLO Approval Meeting (if applicable)			
4	SLO Submitted			
5	SLO Approval			
6	SLO Revisions Submitted (if applicable)			
7	SLO Revision Meeting (if applicable)			
8	SLO Revisions Approved (if applicable)			
9	SLO Scored and Submitted			
10	Summative Evaluation Meeting			

Danville #118 Meeting and Documentation Checklist – All SLOs

Teacher: _____

Directions: Using this checklist, the teacher and evaluator indicate that the appropriate documentation was submitted on a particular date and when a required meeting occurred. The teacher and evaluator must initial to indicate each step occurred. This one form can be used throughout the entire evaluation cycle. The 3rd column indicates for which SLO this step occurred. Ensure that the SLO numbers remain consistent across the evaluation cycle (e.g. SLO 3 is 4th grade Math Year 1 in Step 1, Step 2, Step 3, etc.).

SLO 1 Course/Class: _____ SLO 2 Course/Class: _____

SLO 3 Course/class: _____ SLO 4 Course/Class: _____

Step #	Meeting/Documentation	SLO #	Date	Teacher Initials	Evaluator Initials
1	Type III Assessment Submitted (if applicable)				
2	Type III Assessment Approved (if applicable)				
3	SLO Approval Meeting (if applicable)				
4	SLO Submitted				
5	SLO Approval				

6	SLO Revisions Submitted (if applicable)	
7	SLO Revision Meeting (if applicable)	
8	SLO Revisions Approved (if applicable)	
9	SLO Scored and Submitted	
10	Summative Evaluation Meeting	

Danville #118 Summative Student Growth and Performance Evaluation Rating Form– Summative Evaluation Meeting

Teacher:_____

Rating	Threshold
Excellent	80% students met their growth targets
Proficient	60-79% students meeting growth targets
Needs Improvement	40-59% students meeting growth targets
Unsatisfactory	Less than 40% of students meeting growth targets

Directions: Use table and thresholds above to indicate both the percent of students meeting their targets and the growth rating for each SLO. In the last row, indicate the total percent of students meeting their targets in order to determine the summative student growth rating. Please attach any comments or evidence to amend or exempt any student data from the summative rating. Note: If the teacher used the Hybrid method of scoring, the thresholds above are not to be used.

SLO #	% of Students Meeting Target	Student Growth Rating
1		
2		
3		
4		
Overall		

Summative Professional Practice Rating	☐ Unsatisfactory	☐ Needs	☐ Proficient	☐ Excellent
Summative Student Growth Rating	☐ Unsatisfactory	☐ Needs	☐ Proficient	☐ Excellent
Summative Performance Evaluation Rating	☐ **Unsatisfactory**	☐ **Needs Improvement**	☐ **Proficient**	☐ **Excellent**

This indicates that the teacher and evaluator have met and assigned a summative performance evaluation rating during the _____(year) evaluation cycle.

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

FAQ Sheet

General SLO Questions

Q: How many SLOs do I need to write?	A: At least two over the course of the evaluation cycle. One SLO must be written in the non-evaluation year, or off-year.
Q: Can I determine when I write my SLOs?	A: To a degree, yes. You must write two over the course of the evaluation cycle, and one must be written in the non-evaluation year. Teachers with a one-year evaluation cycle (e.g. non-tenured teachers) must write two before the February 28th deadline.
Q: How long is my evaluation cycle?	A: The evaluation cycle depends on the type of teacher. • All tenured teachers with Proficient and Excellent ratings have a two-year cycle, ending on February 28th of the second year. • All non-tenured teachers have a one-year cycle ending on February 28th of that year. • All tenured teachers with Needs Improvement or Unsatisfactory ratings have a one-year cycle ending on February 28th of that year.
Q: I am retiring before my next evaluation. Do I need to write an SLO?	A: You are encouraged to write an SLO, but you are not required if you will retire prior to your next summative evaluation rating. However, you must still participate in all PD and PLCs, even if they focus on SLOs.
Q: Why do I need to write SLOs?	A: State law has changed, and now all teachers must be evaluated using at least two different assessments. SLOs were chosen by the Joint Committee since they allow individual teachers to select appropriate assessments and identify appropriate growth targets for his or her students. SLOs are intended to enhance teaching and learning and provide evidence aligned with the Danielson Framework for Teaching. Thus, completing the SLO process provides evidence of effective teaching, particularly in Domains 1 and 4.
Q: I teach SPED/ELL/ECE/Alternative Education. Do I need to meet the same requirements as regular education teachers?	A: No. There is specific guidance for specialty areas. See pg. 35-37

Assessments

Q: How many assessments must I administer?	A: You must use two different assessments over the course of the evaluation cycle. One assessment must be used in the non-evaluation year.
Q: What assessments must I use?	A: It all depends on the grade level and subject you teach. If you teach Math or ELA at the Elementary or Middle School level, you must use one Type I or II assessment and the second assessment is your choice. If you teach at the High School level, you must use a Type I or II assessment for one assessment, and the second assessment is your choice. See pages 18-19 for more guidance.

Q: Am I allowed to use two Type II assessments?	A: Yes, as long as they are different and as long as the teacher chooses to do so. All teachers are given the option of using one Type III assessment.
Q: I am a tenured teacher. In my evaluation year, when do I assess students?	A: You assess students during the Fall Semester, so two weeks before winter break, during Finals, or during the appropriate window for Type I assessments.
Q: Am I allowed to use unit assessments?	A: Yes, as long as they meet the Type III assessment approval criteria or have been approved as a Type II assessment by the appropriate sub-committee.
Q: How many DOK levels must my Type III assessment address?	A: There is no required number of levels. However, at least one item must align to the intended level of the standard. For example, if your PLC has determined that a standard on the assessment is at DOK Level 2, at least one assessment item must require an item at level 2 of rigor. Items may also be below or above the DOK Level of the standard, as long as instruction has been provided at that level.
Q: How many standards or learning targets must a Type III assessment address?	A: At least four standards or learning targets for traditional assessments. For performance-based assessments, the number of standards must be appropriate for the course, subject, and grade-level, so there is no number required for these assessments.
Q: How do I know if my Type III assessment has been approved?	A: The evaluator must approve the Type III assessment using the approval tool prior to the teacher administering the assessment. The teacher should provide the evaluator the Type III assessment, with the Type III Assessment Approval Tool Form completed one week prior to test administration.
Q: So, the teacher must complete a form for the Type III assessment?	A: Yes, before the assessment can be approved or administered.
Q: I teach SPED/ELL/ECE/Alternative Education. Do I need to meet the same requirements as regular education teachers?	A: No. There is specific guidance for specialty areas. See pg. 35-37

Student Population

Q: Which students must be included on an SLO?	A: One SLO must target the total student population of one course/class/ subject.
Q: May I target a subgroup of students?	A: Yes, on one SLO. This may be the lowest 20% performing students or students who are below grade level or a group of gifted students.
Q: May I write a Team SLO?	A: No, not unless you teach a Specialty Area or are a DIF, coach, coordinator, dean, etc.
Q: May I exclude students?	A: Only with evaluator approval. However, all subgroups must be included in your SLO. For example, you may request to exclude a student since the SLO is not appropriate for that student, but you cannot exclude all special education or ELL students.
Q: What about attendance? What if the student misses a lot of class?	A: Teachers must keep track of attendance, and if the student is present less than 85% of the time for your course or class with the SLO, then you may request an exception from the evaluator at the end of the instructional period.

Q: What happens if the student arrives after the start of school?	A: If the student arrives after the end of the pre-test window (4 weeks into the school year or semester), then the student is not required to be on the SLO.

Growth Targets

Q: How many groups do I need for growth targets?	A: You may use up to five (5) groups, but three groups are encouraged for a single classroom.
Q: How do I group students?	A: You may group them based upon starting points or how much you expect them to grow. For instance, group A may grow by 10 points, group B may grow by 20 points, and group C may grow by 30 points.
Q: How do I know if I am setting good growth targets?	A: Growth targets should be ambitious yet feasible. You can use the Austin formula to help you (see pg. 25). Otherwise, think about how much students will grow in the instructional interval. This becomes easier over time, as you chart student growth from year to year using the same or similar assessments. Some Type I assessments provide you guidance regarding how much growth is expected.
Q: I am a tenured teacher. In my evaluation year, I need to assess my students before February 28th. How do I set growth targets?	A: Since you assess students earlier (e.g. in the last two weeks before Winter Break or during Finals), set growth targets based upon the shorter instructional cycle. Think about how much students grow in Fall Semester compared to the whole year.
Q: Am I required to collaborate to set growth targets?	A: No, but in order to receive an "Excellent" rating for the Growth Targets section of the SLO, you must collaborate and set the same growth targets as other teachers using that assessment.
Q: So, there is a form for the Growth Targets? Who is required to complete this?	A: Yes, there is a form. The evaluator completes the form to approve the Growth Targets. It includes a rubric for quality.