

Alaska Educator Evaluation System

Teacher Accountability & Support Requirements



Information Sources

- **Observations**
(district may select a nationally recognized framework approved by EED)
- **Information from parents, students, etc.**
- **Other information**
(as determined by the district)

****Two to four valid, reliable measures of student growth including statewide assessments, used to determine the educator's performance on the student learning standard**

Teacher Evaluation Components

Understanding Student Needs		*Cultural Standards	Performance Rating on each of the eight (8) standards.
Differentiation			
Content Knowledge & Instruction			
Assessment			
Learning Environment			
Family & Community			
Professional Practice			
Student Learning Standard			

*The four Cultural Standards for Educators must be incorporated into the evaluation process.
 **Beginning no later than July 1, 2015, districts are required to adopt evaluation procedures that incorporate student learning data into the evaluation process.

Level of Support

Unsatisfactory on 1 or more standard

Plan of Improvement

Basic on 2 or more standards

District Support OR Plan of Professional Growth (optional)

Proficient or higher on 7 standards & no unsatisfactory ratings

Professional Learning Focus for Teacher & District
 Annual Evaluation Alternative for the following school year (as determined by the district)

Exceeds district's performance standards (as determined by the district)

STANDARDS FOR ALASKA'S TEACHERS

2

1 A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

Performances that reflect attainment of this standard include

- engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and
- demonstrating consistency between a teacher's beliefs and the teacher's practice.

2 A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

Performances that reflect attainment of this standard include

- accurately identifying and teaching to the developmental abilities of students; and
- applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

3 A teacher teaches students with respect for their individual and cultural characteristics.

Performances that reflect attainment of this standard include

- incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;
- identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and
- applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.

4 A teacher knows the teacher's content area and how to teach it.

Performances that reflect attainment of this standard include

- demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;
- identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;
- drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;
- connecting the content area to other content areas and to practical situations encountered outside the school; and
- staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

5 A teacher facilitates, monitors, and assesses student learning.

Performances that reflect attainment of this standard include

- organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;
- creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;
- creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce stu-

dent learning and that assist students in reflecting on their own progress;

- organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and
- reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

6 A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

Performances that reflect attainment of this standard include

- creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;
- communicating high standards for student performance and clear expectations of what students will learn;
- planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and
- assisting students in understanding their role in sharing responsibility for their learning.

7 A teacher works as a partner with parents, families, and the community.

Performances that reflect attainment of this standard include

- promoting and maintaining regular and meaningful communication between the classroom and students' families;
- working with parents and families to support and promote student learning;
- participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;
- connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and
- involving parents and families in setting and monitoring student learning goals.

8 A teacher participates in and contributes to the teaching profession.

Performances that reflect attainment of this standard include

- maintaining a high standard of professional ethics;
- maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;
- engaging in instructional development activities to improve or update classroom, school, or district programs; and
- communicating, working cooperatively, and developing professional relationships with colleagues.





Educator's Name	Ms. Chalk	School Year	2014-2015
Grade	2 nd Grade	Subject	Reading
All information required unless otherwise indicated			
Student Population			
Which students will be included in this SLO? Attach SLO class roster.	All 11 students in my 2 nd grade reading class are covered by this SLO.		
Interval of Instruction			
What is the duration of the course that the SLO will cover? Include beginning and end dates.	<input checked="" type="checkbox"/> Full Year <input type="checkbox"/> Semester <input type="checkbox"/> Quarter <input type="checkbox"/> Other (please specify):		
	Beginning: 9/1/2014 Ending: 5/10/2015		
Standard and Content			
What content will the SLO target? To what related standards is the SLO aligned?	<p>Reading Standards: Foundational Skills Grade 2 (Fluency) RF2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.</p> <p>Language Standards Grade 2: Knowledge of Language L 2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		
Assessment and Test Integrity			
What assessment(s) will be used to measure student growth for this SLO?	AIMSweb RCBM (oral reading fluency instrument) will be used.		
Why was this assessment selected?	AIMSweb RCBM has been used in our district for the past 3 years. It provides information directly related to a student's ability to read fluently.		
How will you administer the assessment(s) securely?	The guidelines provided by the test vender will be followed. AIMSweb mid-year results will be reviewed to determine if students are on track to reach their established target.		
Baseline/Trend Data & Rationale			
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the instructional interval?	The average 2 nd grade student in our district grew approximately 0.92 words per week or 32 words from Fall to Spring. Nationally, on average, 2 nd grade students grew 38 words from the Fall to the Spring.		
If baseline and trend data supports the development of tiered targets, what criteria are being used to group students? On class roster, identify each student's group placement.	Low level of preparedness Students who scored less than or equal to 28 words read correctly (WRC) in the fall.		
	Medium level of preparedness: Student who scored greater than 28 but less than 80 words read correctly (WRC) in the fall		
	High level of preparedness: Students who scored greater than or equal to 80 words read correctly (WRC) in the fall.		

Growth Target(s)			
What is your growth target for your students?	On the assessment described above, all students cover by this SLO will increase their score by ... N/A see below		
If baseline and trend data supports the development of tiered targets, indicate your target for each group.	On the assessment described above, students whose baseline data indicated that they have the lowest level of preparedness will increase their score by... at least 45 words read correctly.		
	On the assessment described above, students who were determined to have a medium level of preparedness will increase their score by... at least 40 words read correctly.		
	On the assessment described above, students who were determined to have the highest level of preparedness will increase their score by... at least 35 words read correctly.		
How did you arrive at the growth targets for your students? On the SLO class roster, identify each student's growth target score.	<p>The growth target was determined by examining the baseline data from previous year district data and the national average of growth in the area of words read correctly. The growth target exceeds the district's average from the previous year of data for all levels of preparedness.</p> <p>The growth targets were determined in collaboration with the other primary teachers in my building.</p>		
Scoring			
Exemplary (4): more than 85% of students met their target	Proficient (3): between 65% and 85% of students met their target	Basic (2): between 40% and 64% of students met their target	Unsatisfactory (1): fewer than 40% of students met their target

Directions: Using the Growth Targets established in the SLO above, determine the growth target for each of the eleven students on the class roster below. Indicate if the target was met or not met; and score this SLO for Ms. Chalk (excluding any students that did not meet the attendance threshold requirements).

Student Learning Objective Class Roster

Students	Preparedness (High, Medium, Low)	Pre- Assessment	Target	Post- Assessment	Target (Met/Not Met)	Attendance Threshold (Met/Not Met)
Archie	Low	15		55		Y
Betty	Low	20		66		Y
Cassandra	High	85		100		N
Clark	Medium	55		96		Y
Diana	Medium	40		83		Y
Forsythe	Medium	60		97		Y
Gordon	Medium	40		81		Y
Harley	Medium	45		85		Y
Jessica	Medium	40		82		Y
Logan	Medium	55		102		Y
Lois	High	90		130		Y

_____ % of students meeting or exceeding their target

Ms. Chalk's rating: Exemplary Proficient Basic Unsatisfactory

[illegible]

District-wide Assessment Inventory

[illegible]



Alaska Educator Evaluation System

Assessment Quality Assurance Checklist

Purpose: This checklist should be used for assuring the quality of an assessment. In the process, the assessment is checked for Alignment to standards, Stretch, and Validity and Reliability.

District		School Year	
School (if applicable)		Subject	
Team (if applicable)		Grade	
Assessment Title			
Alignment to standards: Is the Learning Objective clearly reflected in the assessment measure?			
Yes	Partially	No	
			All items in the assessment align to the standard(s) addressed in the SLO.
			The assessment measure addresses the full range of topics and skills included in the SLO.
			The focus of the assessment mirrors the focus of the curriculum and standards.
			The items or task match the full range of cognitive thinking required during the course.
			The assessment requires the students to engage in higher order thinking where appropriate.
Comments:			
Stretch: Will all students be able to demonstrate growth on this assessment?			
Yes	Partially	No	
			The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content relevant items that will challenge the highest performing students.
			Test items cover knowledge and skills that will be of value beyond the school year.
Comments:			
Validity and Reliability: Is the assessment measure a valid and reliable tool for the intended purpose?			
Yes	Partially	No	
			The assessment does not include overly complex vocabulary.
			Items or tasks are written clearly and concisely.
			Clear scoring rubrics or guidance exist for open-ended questions or performance-based assessments.
			A teacher can administer the assessment consistently across classes.
Comments:			

Alaska Educator Evaluation System

Student Learning Objective (SLO) Checklist Sample



Purpose: This sample checklist could be used for both writing and approving Student Learning Objectives (SLOs). When used, it should be made available to both teachers and evaluators for these purposes. For an SLO to be approved, ALL criteria must be met as indicated by a check mark in each box. The checklist must be completed by the evaluating administrator or district designee.

Student Population	Interval of Instruction	Standard and Content	Assessment(s) and Test Integrity	Baseline/Trend Data and Rationale	Growth Target(s)
Which students will be included in this SLO? Attach SLO class roster.	What is the duration of the course that the SLO will cover? Include beginning and end dates.	What content will the SLO target? To what related standards is the SLO aligned?	What assessment(s) will be used to measure student growth for this SLO? How will you administer the assessment(s) securely?	What information is being used to inform the creation of the SLO and to establish the amount of growth that should take place within the instructional interval?	What is your goal for student growth, and how did you arrive at this goal?
<input type="checkbox"/> Includes all students covered by the SLO. <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth. <input type="checkbox"/> Does not exclude subgroups of students that may have difficulty meeting growth targets. <input type="checkbox"/> At least 60% of the students who are the responsibility of the educator are represented when combined with the other SLOs for the educator.	<input type="checkbox"/> Matches the length of the course (e.g. quarter, semester, year)	<input type="checkbox"/> Specifies how the SLO will address applicable state or national standards. <input type="checkbox"/> Represents essential knowledge and skills that will endure beyond a single test date, be of value in other disciplines, and/or be necessary for the next level of instruction. <input type="checkbox"/> Supports school improvement goals. <input type="checkbox"/> Is rigorous. <input type="checkbox"/> Is measurable.	<input type="checkbox"/> Uses an agreed upon assessment and follows appropriate guidelines. <input type="checkbox"/> Aligns with the targeted standards. <input type="checkbox"/> Relationship with learning objective is apparent. <input type="checkbox"/> Measures the growth, gain, or change expected. <input type="checkbox"/> Includes a plan to ensure test integrity.	<input type="checkbox"/> Identifies sources of information about students (e.g. test scores from prior years, results of pre-assessments). <input type="checkbox"/> Addresses observable student need(s). <input type="checkbox"/> Draws upon trend data, if available. <input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weakness. <input type="checkbox"/> Establishes criteria for placement in tiered target structure.	<input type="checkbox"/> Ensures all students covered by the SLO have a growth target. <input type="checkbox"/> Uses baseline and pretest data to determine appropriate growth. <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth. <input type="checkbox"/> Target for each student is included on SLO class roster. <input type="checkbox"/> The growth target is appropriate for the length of the instructional interval.

Target Setting Activity

Method #1: Individual Growth

Results: _____% of students met target

Student	Baseline	Target	Actual	Met Target (Y/N)
A	30	65	81	
B	52	70	58	
C	60	85	94	
D	48	70	77	
E	62	80	80	
F	20	65	62	
G	54	74	92	
H	32	52	87	
I	12	32	58	
J	28	48	70	

Notes:

I notice... I wonder...

Method #2: Class-wide Minimum Rigor

Results: _____% of students met target

Student	Baseline	Target	Actual	Met Target (Y/N)
A	30		81	
B	52		58	
C	60		94	
D	48		77	
E	62		80	
F	20		62	
G	54		92	
H	32		87	
I	12		58	
J	28		70	

Notes:

Minimum Rigor: All students will score 70 points on the post-assessment.

I notice... I wonder...

Method #3: Basic Growth

Results: _____% of students met target

Student	Baseline	Target	Actual	Met Target (Y/N)
A	30		81	
B	52		58	
C	60		94	
D	48		77	
E	62		80	
F	20		62	
G	54		92	
H	32		87	
I	12		58	
J	28		70	

Notes:

Basic Growth:
All students will grow by 30 points.

I notice... I wonder...

Method #4: Banded/Range-based/Tiered

Results: _____% of students met target

Student	Baseline	Target	Actual	Met Target (Y/N)
A	30		81	
B	52		58	
C	60		94	
D	48		77	
E	62		80	
F	20		62	
G	54		92	
H	32		87	
I	12		58	
J	28		70	

Notes:

I notice... I wonder...

Ranges on Baseline	Targets
0 - 15	65
16 - 40	70
41 - 50	75
51+	80

Method #5: Half to 100 or Closing the Gap

Results: _____% of students met target

Minimum Required Growth =
 Total possible points – Pre-assessment score / 2

Target = Baseline + Minimum Required Growth

Student	Baseline	Target	Actual	Met Target (Y/N)
A	30		81	
B	52		58	
C	60		94	
D	48		77	
E	62		80	
F	20		62	
G	54		92	
H	32		87	
I	12		58	
J	28		70	

Notes:

I notice... I wonder...

SLO Target Method Matching Activity

Method Key

Directions: Use the method key to match the target statements below with the method used to set the target. A target statement may be a combination of two or more methods or not an actual growth target.

1. Individual Growth Targets
2. Minimum Rigor Target
3. Basic Growth Target
4. Banded/Range-based/Tiered
5. Half to 100/Close the Gap
6. Not a Growth Target

Method(s)	Target Statement																									
	<p>A) My district established the following targets for all 2nd grade ELA classrooms: Students will meet or exceed the expectations outlined below, as evidenced by their scores on the district developed pre- and post-assessments.</p> <table><tr><td>Performance Level</td><td>End: 0-50%</td><td>End: 51-65%</td><td>End: 66-85%</td><td>End 86-100%</td></tr><tr><td>Start: 0-50%</td><td>NO</td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>Start 51-65%</td><td>NO</td><td>NO</td><td>YES</td><td>YES</td></tr><tr><td>Start: 66-85%</td><td>NO</td><td>NO</td><td>NO</td><td>YES</td></tr><tr><td>Start: 86-100%</td><td>NO</td><td>NO</td><td>NO</td><td>YES</td></tr></table>	Performance Level	End: 0-50%	End: 51-65%	End: 66-85%	End 86-100%	Start: 0-50%	NO	YES	YES	YES	Start 51-65%	NO	NO	YES	YES	Start: 66-85%	NO	NO	NO	YES	Start: 86-100%	NO	NO	NO	YES
Performance Level	End: 0-50%	End: 51-65%	End: 66-85%	End 86-100%																						
Start: 0-50%	NO	YES	YES	YES																						
Start 51-65%	NO	NO	YES	YES																						
Start: 66-85%	NO	NO	NO	YES																						
Start: 86-100%	NO	NO	NO	YES																						
	<p>B) Based on a variety of individual student information, including previous performance & assessment scores, I.E.P. & E.L.P. information, and student pre-assessment, I have identified appropriate targets on the district-wide, end-of-course Chemistry exam. All students will correctly respond to 70% of the test items.</p>																									
	<p>C) In my Algebra I class, 75% of students will pass the end-of-course exam.</p>																									
	<p>D) Students currently qualifying for the Participant Fitness Award (45/76) will improve their score by 10 percentage points on at least four activities. Students currently qualifying for the National Physical Fitness Award (23/76) will reach the 85th percentile on at least three activities. Student currently qualifying for the Presidential Physical Fitness Award (8/76) will maintain their scores on their three strongest activities and improve their two weakest activities by at least 5 percentage points.</p>																									
	<p>E) All of the students in my World History class indicated in their beginning of the year survey that they were unaware of the majority of major world events that are covered in this course. At the end of the year, my goal for each of my students is to be able to successfully respond to at least 75% of the questions on the final exam.</p>																									
	<p>F) All of my students will progress at least one fitness level on the FitnessGram during the fall semester.</p>																									
	<p>G) Using AIMS web, students who score less than or equal to 51 words read correctly (WRC) in the fall will increase WRC by 37 or more. Students who score greater than 51 WRC in the fall will increase WRC by 42 or more.</p>																									

SLO Target Method Matching Activity


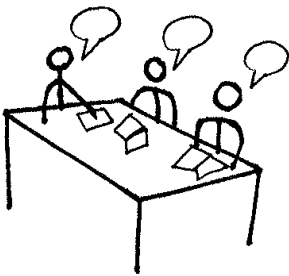
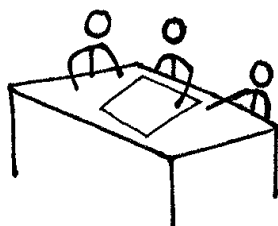
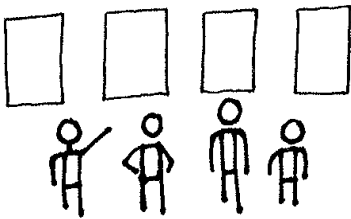
Method Key

Directions: Use the method key to match the target statements below with the method used to set the target. A target statement may be a combination of two or more methods or not an actual growth target.






1. Individual Growth Targets
2. Minimum Rigor Target
3. Basic Growth Target
4. Banded/Range-based/Tiered
5. Half to 100/Close the Gap
6. Not a Growth Target

Method(s)	Target Statement												
	H) In my Beginning Drawing class, each student will improve their skills and understanding by at least one level in each category of the district-wide Basic Drawing Rubric.												
	<p>I) Baseline: On the district-developed written exam requiring reading and writing musical notes on a treble staff, no students met or nearly met expectations on the pre-test. 80 percent of students earned a 2 out of 5 and 20 percent earned 1 out of 5.</p> <p>Target: 80 percent of the students will earn a 4 out of 5 (Meets expectations) or better and 20 percent will score 3 out of 5 (Nearly meets expectations) on the district-developed written exam requiring reading and writing notes on a treble staff.</p>												
	<p>J) Students, including special populations, will grow to meet their individual targets on the district developed Building Trades I post-assessment. Students must increase their score on the post-assessment by at least half the difference between their pre-assessment score and 100%. All students will score at least 65% on their post-assessment.</p>												
	<p>K) Using the American Government pre-assessment, all students will meet their target score:</p> <table border="1"> <thead> <tr> <th>Pre-assessment Baseline Score Range</th><th>Target Score on End-of-Year Portfolio & Capstone Project, if applicable.</th></tr> </thead> <tbody> <tr> <td>30-40</td><td>70</td></tr> <tr> <td>41-50</td><td>80</td></tr> <tr> <td>51-70</td><td>90</td></tr> <tr> <td>71-85</td><td>90 plus a score of 85 or higher on capstone project</td></tr> <tr> <td>86-95</td><td>95 plus a score of 90 or higher on capstone project</td></tr> </tbody> </table>	Pre-assessment Baseline Score Range	Target Score on End-of-Year Portfolio & Capstone Project, if applicable.	30-40	70	41-50	80	51-70	90	71-85	90 plus a score of 85 or higher on capstone project	86-95	95 plus a score of 90 or higher on capstone project
Pre-assessment Baseline Score Range	Target Score on End-of-Year Portfolio & Capstone Project, if applicable.												
30-40	70												
41-50	80												
51-70	90												
71-85	90 plus a score of 85 or higher on capstone project												
86-95	95 plus a score of 90 or higher on capstone project												








Possible Answers
A: 4; B: 1; C: 6; D: 3, 4; E: 2; F: 3; G: 3, 4; H: 3; I: 2; J: 2, 5; K: 4

STEP 1		<p>Collect, Sort & Organize Data</p> <p>(20 minutes)</p> <p><i>Need: Class Profile & Student Assessment Baseline & Trend Data</i></p>
STEP 2		<p>Analyze Baseline & Trend Data</p> <p>(30 minutes)</p> <p>Need: Two pieces of poster paper & markers for each group</p>
STEP 3		<p>Develop a Rigorous & Realistic SLO (a.k.a. SMART Goal)</p> <p>(20 minutes)</p> <p>Need: SLO Template & SLO Checklist</p>
STEP 4		<p>SLO Approval Process (Gallery Walk)</p> <p>(25 minutes)</p> <p>Need: One piece of poster paper, markers, SLO Checklist, & post-it notes for each group</p>

Roles: When you are in a group situation, please decide who will be responsible for each role listed below.

Role 1	 Recorder	Takes notes during the protocol.
Role 2	 Facilitator	Guides group through the protocol.
Role 3	 Creative Director	Facilitates creation of the group poster.
Role 4	 Time Keeper	Manages time for each step of the protocol.
Role 5	 Group Members	Support and remind each other of the norms of the group and of looking at data and talking about students.

Norms For Talking At Data

-  Describe only what you see. Do not try to describe what you don't see; express what you don't see in the form of a question.
-  Resist the urge to work on 'solutions' until you are comfortable with what the data says and doesn't say.
-  Surface the 'lenses' and experiences you bring to the data. Effective teams use these as strengths.
-  Seek to understand differences of perceptions before trying to resolve them.
-  Early consensus can inhibit depth and breadth of analysis. Hear from everybody.
-  Ask questions when you don't understand. Find the answers together.
-  Surface assumptions and use the data to challenge them. Look actively for challenges AND supports to what you believe is true.

Sharing and Discussion of Data

Discussions of some forms of data can sometimes make people feel "on the spot" or exposed, either for themselves, for their students, or for their profession. The use of a structured dialogue format provides an effective technique for managing the discussion and maintaining its focus.

A structured dialogue format is a way of organizing a group conversation by clearly defining who should be talking, when, and about what.

** While at first it may seem rigid and artificial, a clearly defined structure frees the group to focus its attention on what is most important.*

STEP 1: (COLLECT), SORT, ORGANIZE & RECORD DATA ON PROFILE FORM – INDIVIDUALLY & WITH YOUR TEAM (20 MINUTES TOTAL)

Record and Summarize Data & Make Initial Observations About Your Students (Individually – 10 minutes) (Team- 10 minutes)

- Review data already recorded for each of your students on your 'class profile' sheet.
- Record any other data you collected on your 'class profile' sheet.
- Use the comment section to make any general observations you have about individual students or groups of students, this will be used during the *Analyze Baseline Data* discussion in Step 2.

STEP 2: ANALYZE BASELINE DATA – SMALL GROUP (30 MINUTES TOTAL)

Group Discussion

Four rounds of 7-8 minutes each (30 minutes total time)

- 👉 Do a quick process reminder of roles, and norms (including those relating to "Talking about Data")
- 🕒 Time Keeper keep track of time for each round of the conversation
- 📝 The recorder should record the group's observations on the Poster Paper provided.
- 👉 The facilitator guides four rounds, (7-8 minutes each) for discussion about the data collected on the Class Profiles

Round 1: (8 minutes)

As a group, talk about what the data tells you about your students. For example,...

"I believe our students' area of greatest strength is... and their area of need is..."

"I believe the data suggests... because..."

"Based on this data, I believe the students our focus should be on, should be..."

"This data supports/refutes my belief that we should focus on content and ..."

"This data makes me want to see data on... because..."

📝 **RECORDER:** Record main points from this round on the poster paper provided.

Round 2: (8 Minutes)

What are the implications of this data for setting your teaching and student learning growth target for the school year? For example . . .

"What initial goal could be set to support meaningful & rigorous student growth?"

"How will we know that there is stretch in our goal?"

"What instructional strategies might be most effective to reach the goal?"

"What amount of growth should we expect in ____ amount of time for our students? Should our student growth target be tiered?"

 **RECORDER:** Record main points from this round on the poster paper provided.

Round 3: (7 Minutes)

What help or support might we need, as teachers to enact our goal? For example ...

"Could our team work collaboratively to support the growth of both student learning and teacher skills? Can we use our early release times or PLC/CFG time?"

"I would love to get professional development or support for..."

"Are there specific resources that you need?"

 **RECORDER:** Record main points from this round on the poster paper provided.

Round 4: (7 Minutes)

What insight(s) and aha(s) did you gain from this discussion? For example ...


"I was surprised by..."

"Based on all of this, I think that we might..."

 **RECORDER:** Record main points from this round on the poster paper provided.

STEP 3: DEVELOP A RIGOROUS & REALISTIC SLO (20 MINUTES)

Discuss & Record (Group)

- Group should have a copy of EED's suggested SLO development template and SLO Checklist.
- Discuss each of the 5 **S.M.A.R.T.** questions listed below one at a time.
-  Based on the group's discussion, complete the portion of the EED SLO Template that correlates to each of the 5 **S.M.A.R.T.** questions.

<p>S</p> <p>Which students will we include in this goal development process? What content will we target? What specific standards are we aligning it to?</p>	<p>M</p> <p>What information will we use to inform the creation of the SLO to establish the amount of growth that we expect to take place w/in the prescribed time?</p>	<p>A</p> <p>We expect _____ amount of growth to occur for... (an individual student, groups of students etc.)?</p>	<p>R</p> <p>What assessment(s) will we use to measure student growth?</p>	<p>T</p> <p>This course/class SLO will cover the period of time from _____ to _____?</p>
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STEP 4: SLO APPROVAL PROCESS (25 MINUTES TOTAL)

Create Poster (Group 15 Minutes)

- ☺ Using the information from the process, particularly Step 3, create a poster that communicates your group's SLO. Make sure to include all the parts.

Interval of Instruction	Students' Targets	Baseline/Trend Data Rational
Standards Content	Student Population	

Gallery Walk / Feedback Process (Group 10 Minutes)

- 😊 Groups will hang their posters in the gallery.
- Participants will have the opportunity to examine posters from each group.
- After reflecting on group posters, participants can leave a comment, a question, or suggestion on a post-it.
- Provide critical, constructive feedback that will the strength the SLO.
- If time allows, groups can debrief the questions and comments found on their poster.

Student Population	
Which students will be included in this SLO? Attach SLO class roster.	All 11 students in my 2 nd grade reading class are covered by this SLO.
Interval of Instruction	
What is the duration of the course that the SLO will cover? Include beginning and end dates.	<input checked="" type="checkbox"/> Full Year <input type="checkbox"/> Semester <input type="checkbox"/> Quarter <input type="checkbox"/> Other (please specify): Beginning: 9/1/2014 Ending: 5/10/2015
Standard and Content	
What content will the SLO target? To what related standards is the SLO aligned?	Reading Standards: Foundational Skills Grade 2 (Fluency) RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. Language Standards Grade 2: Knowledge of Language L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Assessment and Test Integrity	
What assessment(s) will be used to measure student growth for this SLO?	AIMSweb RCBM (oral reading fluency instrument) will be used.
Why was this assessment selected?	AIMSweb RCBM has been used in our district for the past 3 years. It provides information directly related to a student's ability to read fluently.
How will you administer the assessment(s) securely?	The guidelines provided by the test vendor will be followed. AIMSweb mid-year results will be reviewed to determine if students are on track to reach their established target.
Baseline/Trend Data & Rationale	
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the instructional interval?	The average 2 nd grade student in our district grew approximately 0.92 words per week or 32 words from Fall to Spring. Nationally, on average, 2 nd grade students grew 38 words from the Fall to the Spring.
If baseline and trend data supports the development of tiered targets, what criteria are being used to group students? On class roster, identify each student's group placement.	Low level of preparedness: Students who scored less than or equal to 28 words read correctly (WRC) in the fall. Medium level of preparedness: Student who scored greater than 28 but less than 80 words read correctly (WRC) in the fall. High level of preparedness: Students who scored greater than or equal to 80 words read correctly (WRC) in the fall.



SLO GALLERY WALK

Class Profile
MS Social Studies –Sixth Grade

Student Name	RISK FACTORS								OTHER ASSESSMENTS			SUBJECT ASSESSMENT	Comments
	Pre-req. Course Grade C or below	Special Education	Free & Reduced Lunch	Migrant	English Lang. Learner	Retained	Attendance or Tardy Issues	Destructive Behaviors	5 th Grade Writing SBA	6 th Grade Reading MAP - Fall	Fifth Grade Writing Assessment (of 15)	6 th Grade Social Studies Pre-test (Out of 50)	
1.				X					Proficient	214	12	35	
2.									Below Proficient	200	11	25	
3.									Proficient	220	8	35	
4.									Proficient	198	12	26	
5.	X		X					X	Below Proficient	189	8	20	
6.									Below Proficient	212	9	38	
7.	X						X		Proficient	210	11	20	
8.									Proficient	218	13	40	
9.			X		X	X	X		Far Below Proficient	179	8	25	
10.	X	X Math	X	X			X	X	Far Below Proficient	201	10	35	

Subject Assessment: Pre- and Post- Social Studies Exams (Based on American History & Geography Standards) Modified exams of textbook series
 Sixth Grade Middle School Social Studies Class
 Beginning of the Year Data

Student	Pre-Test (Out of 50)	Mid-Year (Out of 50)	Post-Test (Out of 100)	Notes and Observations
1.	35			Multiple Choice: good knowledge of world geography, ancient civilizations weak in Am. History, Extended Response: good writer, struggles to make clear points and summary statements
2.	25			Multiple Choice: Am. History knowledge good, weak in world geography and ancient civilization Extended Response: responses weak in detail and support evidence
3.	35			Multiple Choice: strong knowledge, weak in geography Extended Response: good writer, works fast, not a lot of detail
4.	26			Multiple Choice: Am. Hist. weaker, Am. Civilization, geography stronger than average Extended Response: flow of writing not strong at points hard to follow
5.	20			Multiple Choice: weak equally in all three areas – weakest in Am. History. Extended Response: fair writer, content knowledge weak, writing demonstrated lack of organization
6.	38			Multiple Choice: strong basic knowledge in all areas Extended Response: writes with little voice, rephrases most of the work, needs to work on writing with voice
7.	20			Multiple Choice: weak in Am. History and ancient civilization, good knowledge of geography Extended Response: good content response in noted areas weak in responding with deep evidence, lacked organization and ability to summarize
8.	40			Multiple Choice: strong content knowledge Extended Response: good writer – needs to be challenged to justify thoughts with content knowledge
9.	25			Multiple Choice: Am. History weak, Ancient civilization good base, geography strongest area Extended Response: writing weak in punctuation and grammar, good strong thoughts however especially when talking about world geography and cultures
10.	35			Multiple Choice: Strong knowledge in all areas, weakest in geography. Extended Response: good writer often writes without connecting back to text. Good thinker.

Trend Data: Social Studies Exams
 Modified exams of textbook series
 (Based on Social Studies & ELA Standards)
 Sixth Grade Middle School Social Studies Class
 Last Year Results

Student	Pre-Test (Out of 50)	Mid-Year (Out of 50)	Post-Test (Out of 100)
A	25	30	75
B	25	36	70
C	40	37	83
D	22	27	60
E	27	35	72
F	30	35	80
G	34	40	90
H	28	28	56
I	23	29	70
J	35	39	87

Standard or Learning Targets addressed by Exams

ALASKA.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Alaska ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

FNBSD Social Studies Curriculum: Sixth Grade

Students show understanding of the five themes of geography for each of the ancient civilizations by:

- Identifying relative and absolute location. (EQ.6.1, 8)
- Describing climate and physical features of a place. (EQ.6.1-2, 4, 6)
- Analyzing population patterns, historical and cultural life. (EQ.6.1-2, 4-7)
- Describing transportation and trade of a society. (EQ.6.1, 4-6)
- Analyzing how the resources of an area are used. (EQ.6.1-4, 6-7)

Student MAP Scores

Student MAP testing results are reported in **RIT** scores (short for Rasch Unit). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. You may have a chart in your home on which you mark your child's height at certain times, such as on his or her birthday. This is a growth chart to show how much he or she has grown from one year to the next. MAP assessments do the same sort of thing, except they measure your student's growth in mathematics, reading, and language usage. The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart your child's academic growth from year to year. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are ready to learn.

Understanding the RIT Score

The charts on the inside of this brochure show national median RIT scores for grades 1-9 in a typical school district. You may use these charts to help determine if your student is performing at, above, or below grade level compared to students across the nation.

It is important to understand that the MAP test is one test at one point in time. It does not measure intelligence or a student's capacity for learning. When making important decisions about students, school staff will consider the MAP test results along with other data such as classroom performance, other test scores, and input from parents and teachers.

Growth Over Time

We expect RIT scores to increase over time. Typically, younger students show more growth in one year than older students. Students who test above grade level often show less growth. Sometimes RIT scores may decline from one test to the next. One low test score is not cause for immediate concern. Like adults, students have good and bad days and their test results do not always indicate what they know. Students' attitudes toward the test can also affect their score. Therefore, growth over time is a better measure of student learning.

Parents and guardians should become comfortable with the understanding that individuals will grow at different rates. Anticipated growth rates for each student are based on national norms and should be viewed as "typical" growth, not *expected* growth. Teachers and principals have participated in training to learn what the MAP test results mean and how to best utilize the results. Our goal is for teachers to use the data to differentiate and adjust instruction so that all students grow at levels appropriate for each individual.

If you have immediate questions, please contact your student's classroom teacher (elementary) or math or English teacher (middle and high school) or your building principal.

Aiken County Public Schools
1000 Brookhaven Drive
Aiken, South Carolina 29803
803-641-2428
www.aiken.k12.sc.us

A Parent's Guide to MAP

Measures of Academic Progress®

WHAT IS MAP?

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that provides Aiken County educators with the information they need to improve teaching and learning and make student-focused, data-driven decisions. Students in grades one through nine are tested three times per year in math, reading, and language usage. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

MAP:

- Is not an accountability test
- Generates test questions based on student responses
- Reports student results in RIT scores (see back page)
- Gives immediate results
- Is aligned to SC curriculum standards
- Measures growth over time
- Provides information used to target individual instruction



www.aiken.k12.sc.us

WHEN ARE TESTS GIVEN?

Three (3) times per year

September/October
(Fall)

December/January
(Winter)

March
(Spring)

HOW ARE TESTS GIVEN?

- On the computer under adult supervision in the school setting
- Adjusts to a student's skill level so that each student takes an individualized test

WHAT TESTS ARE GIVEN?

Grade	Reading	Math	Language
1st	✓	✓	
2nd–9th	✓	✓	✓

Growth Guideline Chart

25

The chart below shows the NATIONAL grade level scores for 1st-9th graders who tested in **Fall** and **Spring**. This shows the yearly growth that is *typical* for each grade level. When you review your child's scores, you can check to see if his/her growth is *above, at, or below average*, compared to students in the same grade.

	Reading		Year's Growth
	Fall	Spring	
1	160	173	13
2	179	190	11
3	192	200	8
4	201	207	6
5	208	212	4
6	213	216	3
7	217	219	2
8	220	223	3
9	222	224	2

	Math		Year's Growth
	Fall	Spring	
1	164	178	14
2	179	191	12
3	192	203	11
4	203	211	8
5	212	220	8
6	219	225	6
7	225	230	5
8	230	234	4
9	233	236	3

Is my child on grade level?

Fall MAP Reading RIT Score

	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	161+	160	147-159	146-	
2	180+	179	161-178	147-160	146-
3	193+	192	180-191	161-179	160-
4	202+	201	193-200	180-192	179-
5	209+	208	202-207	193-201	192-
6	214+	213	209-212	202-208	201-
7	218+	217	214-216	209-213	208-
8	221+	220	218-219	214-217	213-
9	223+	222	221	218-220	217-

Fall MAP Math RIT Score

	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	165+	164	149-163	148-	
2	180+	179	165-178	149-164	148-
3	193+	192	180-191	165-179	164-
4	204+	203	193-202	180-192	179-
5	213+	212	204-211	193-203	192-
6	220+	219	213-218	204-212	203-
7	226+	225	220-224	213-219	212-
8	231+	230	226-229	220-225	219-
9	234+	233	231-232	226-230	225-

Winter MAP Reading RIT Score

	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	168+	167	152-166	151-	
2	187+	186	168-185	152-167	151-
3	198+	197	187-196	168-186	167-
4	206+	205	198-204	187-197	186-
5	212+	211	206-210	198-205	197-
6	216+	215	212-214	206-211	205-
7	220+	219	216-218	212-215	211-
8	223+	222	220-221	216-219	215-
9	224+	223		220-222	219-

Winter MAP Math RIT Score

	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	172+	171	153-170	152-	
2	187+	186	172-185	153-171	152-
3	200+	199	187-198	172-186	171-
4	209+	208	200-207	187-199	186-
5	217+	216	209-215	200-208	199-
6	223+	222	217-221	209-216	208-
7	229+	228	223-227	217-222	216-
8	233+	232	229-231	223-228	222-
9	235+	234	233	229-232	228-

Spring MAP Reading RIT Score

	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	174-187	173	156-172	155-	
2	191-209	190	174-189	156-173	155-
3	201-218	200	191-199	174-190	173-
4	208-225	207	201-206	191-200	190-
5	213-230	212	208-211	201-207	200-
6	217-234	216	213-215	208-212	207-
7	220-237	219	217-218	213-216	212-
8	224-240	223	220-222	217-219	216-
9	225-242	224		220-223	219-

Spring MAP Math RIT Score

	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	179+	178	159-177	158-	
2	192+	191	179-190	159-178	158-
3	204+	203	192-202	179-191	178-
4	212+	211	204-210	192-203	191-
5	221+	220	212-219	204-211	203-
6	226+	225	221-224	212-220	211-
7	231+	230	226-229	221-225	220-
8	235+	234	231-233	226-230	225-
9	237+	236	235	231-234	230-