



Dr. John D. Barge, State School Superintendent  
*"Making Education Work for All Georgians"*

## Georgia Department of Education Student Learning Objectives English to Speakers of Other Languages (ESOL) Exemplars

In an effort to support Local Education Agencies (LEA), the Teacher and Leader Effectiveness Division has developed Student Learning Objective (SLOs) exemplars for use with English to Speakers of Other Languages courses. The exemplars are a support tool and not intended to be the only options available as establishing an effective growth measure remains a LEA determined decision.

### Guidance:

- ACCESS for ELLs scores may be utilized as the growth measure for teachers of English learners (EL) as ACCESS provides a measure of English language acquisition.
- If a teacher of EL students serves as the teacher of record for the academic content of a course as in sheltered models or innovative models utilized across the state, the content measure should serve as the student growth measure.
- Although scale scores (100-600) are best practice for measuring growth, performance bands (I-IX) as established by the State of Georgia’s Title III program offer another option. Performance bands are easily interpreted and understood by teachers and administrators as well as other stakeholders.
- Composite scores from ACCESS for ELLs should be utilized for Student Learning Objectives.

### Exemplar 1:

Using the chart below utilized by the State of Georgia’s Title III program to calculate Annual Measurable Academic Objectives (AMAO) for ESOL program effectiveness, growth can be measured by the nine (9) established performance bands.

Progress refers to the percentage of students that demonstrate Annual Progress in English Language Acquisition (APLA). APLA is defined as EL students with two comparable data points who move in a positive direction from one cohort performance band to another as measured by Georgia’s annual test of English Language Proficiency, ACCESS for ELLs.

Performance Band	ACCESS – Composite Score	Performance Point Range
<b>I</b>	<b>1.0-2.2</b>	<b>1.3</b>
<b>II</b>	<b>2.3-3.3</b>	<b>1.1</b>
<b>III</b>	<b>3.4-3.9</b>	<b>0.6</b>
<b>IV</b>	<b>4.0-4.3</b>	<b>0.4</b>
<b>V</b>	<b>4.4-4.6</b>	<b>0.3</b>
<b>VI</b>	<b>4.7-4.9</b>	<b>0.3</b>
<b>VII</b>	<b>5.0-5.2</b>	<b>0.3</b>
<b>VIII</b>	<b>5.3-5.5</b>	<b>0.3</b>
<b>IX</b>	<b>5.6+</b>	<b>N/A</b>



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W-APT or MODEL results (or other appropriate measure as determined by the district) can be utilized as the pre-test score when an ACCESS score from the prior year is unavailable. A Kindergarten Listening & Speaking score of <29 would be considered a score of 1.0 (Performance Band I). Scores from MODEL are reported in a similar format to ACCESS Composite Scores and can serve as the pre-test score.

### Sample SLO statement:

From August 2014 – March 2015, 100% of the third grade students served through the ESOL program in ABC School System will improve English language skills as measured by ACCESS for ELLs. Students will increase from their pre-assessment scores to their post assessment scores based on the following:

The previous year's ACCESS for ELLs composite score expressed in performance bands will serve as the pre-test measure. If a prior year's score is unavailable, W-APT or MODEL results (or other appropriate measure as determined by the district) results can be utilized for the pre-test score. A Kindergarten Listening & Speaking W-APT pre-test score of <29 will be considered 1.0 or Performance Band I.

English learners will demonstrate **expected growth** by positive movement of one performance band as measured by performance band scores from ACCESS for ELLs utilizing the State of Georgia's Title III AMAO chart. **High growth** will be demonstrated when students demonstrate an increase of two performance bands as measured by scores from ACCESS for ELLs utilizing the State of Georgia's Title III AMAO chart.

Students with a previous score (pre-test) of 5.6 will demonstrate expected growth by **maintaining** a score of 5.6 or greater.

### Exemplar 2:

Utilizing scale scores from ACCESS for ELLs is considered best practice. Through careful examination of historical data, LEAs can determine the mean or median growth of students served in ESOL programs. Based on the data, the LEA can establish the expected and high growth targets. If utilizing scale scores, data should be examined by grade levels before establishing the growth target. For the purpose of Student Learning Objectives, the composite score is recommended for use despite the weighted score.

### Example:

Third grade students served through the ESOL program in ABC School System demonstrated a median growth in scale scores of 25 points based on a multi-year examination of historical data.



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From August 2014 – March 2015, 100% of the third grade students served through the ESOL program in ABC School System will improve English acquisition skills as measured by ACCESS for ELLs. Students will increase from their pre-assessment scores to their post assessment scores based on the following:

The previous year's ACCESS for ELLs composite scale score will serve as the pre-test measure. If a prior year's score is unavailable, W-APT or MODEL results (or other appropriate measure as determined by the district) results can be utilized for the pre-test score. A Kindergarten Listening & Speaking W-APT pre-test score of <29 will be considered a scale score of 100.

English learners will demonstrate **expected growth** by scoring a 25 point increase as measured by scale scores (100-600) from ACCESS for ELLs. **High growth** will be demonstrated when students demonstrate a 35 point or greater increase as measured by scale scores from ACCESS for ELLs.

Students with a previous score of 500 or greater will demonstrate expected growth by **maintaining** a score of 500 or greater.

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**The above exemplars are examples to serve as a framework if determined appropriate by LEAs. Actual SLO growth targets should be based on a review of historical data. LEAs should also utilize resources provided by the WIDA Consortium when establishing growth expectations.**