Student Learning Objectives: GAA/Alternate Exemplars

IDEAS Conference

St. Simons Island
June 2015
What is a Student Learning Objective (SLO)?

District-wide measurable, long-term academic **SMART** goals set to determine student growth

- Generated by student performance between two points in time
- Aligned to the course’s required curriculum
- Demonstration of the teacher’s impact on student learning
# SLO Components

<table>
<thead>
<tr>
<th>SLO Statement</th>
<th>SLO Growth Target</th>
<th>SLO Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Defines pre- and post-assessment windows</td>
<td>• Individualized for each student</td>
<td>• Requires pre- and post-assessments</td>
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<td>• Includes 100% of students in course</td>
<td>• Utilizes a percentage individualized growth or uniform growth (rubric)</td>
<td>• Determined by the LEA with the exception of prekindergarten, which utilizes a required Bright from the Start assessment</td>
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<td>• Names SLO course and assessment</td>
<td>• Must contain an expected and a high growth target</td>
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<td>• Describes content emphasis of SLO assessment</td>
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*SLO Statement*

- Defines pre- and post-assessment windows
- Includes 100% of students in course
- Names SLO course and assessment
- Describes content emphasis of SLO assessment

*SLO Growth Target*

- Individualized for each student
- Utilizes a percentage individualized growth or uniform growth (rubric)
- Must contain an expected and a high growth target

*SLO Assessment*

- Requires pre- and post-assessments
- Determined by the LEA with the exception of prekindergarten, which utilizes a required Bright from the Start assessment
Understanding SLOs

SLOs are...

• Required for all non-tested courses in grades Pre-kindergarten through 12

• Written for third grade courses because there is no prior test score on which to determine SGPs for grade 3

• Connected to state course numbers

• Determined by LEA and used in the evaluation process for all teachers of that specific course
Ensuring All Teachers Meet Growth Measure Requirements for 2015-2016

• Cohort distinctions:
  • Cohort 1: Minimum of 2 growth measures per teacher
  • Cohorts 2-4: Minimum of 1 growth measure per teacher
• Could include GAA, ESOL, Pre K, and Gifted
  • Include principals/evaluators when verifying requirement has been met
• If teacher has less than 15 data sources, the growth data will be used only in the LEM - not the TEM.
• TKES is not designed to be used with contributing professionals.
Growth Measure Requirements for 2016-17

- Cohort 1 (RT3) districts maintain at least 2 growth measures.
- All other cohorts must have 2 growth measures by the 2016-2017 school year.
Number of Students Required to Generate Student Growth For Use in TEM

• The teacher must have at least fifteen data sources (student scores) across all courses in order for student growth to be used to generate a Teacher Effectiveness Measure (TEM).

• Students will be combined across multiple grade levels and multiple courses to generate the teacher’s combined roster.
Number of Students Required to Generate Student Growth For Use in TEM

• This process utilizes the same combining principle as SGPs (Georgia Milestones).

• A teacher has content specific Georgia Milestones data for 4th grade math, ELA/Reading, social studies and science. The single SGP score is the result of the combined content data sources.

• The combining principle also applies to teachers with less than 15 data sources (student scores) in a course.
65% Rule

- Student must be enrolled 65% of the course’s instructional days in order for the student data to be included in the Teacher Effectiveness Measure (TEM).
- Teacher must be employed at least 65% of the course’s instructional days in order for student growth data to be applicable.
- The student data will apply to the Leader Effectiveness Measure (LEM) if the student is enrolled at the school or GNETS site for 65% of the academic year.
SGP and SLO Data

Students must be enrolled for 65% of the course
A teacher must provide instruction for 65% of the course

At least 15 data points/scores for growth to apply
Lagging data source

SGP / SLO
Teacher Keys Effectiveness System

Teacher Keys Effectiveness System
Generates a Teacher Effectiveness Measure

Teacher Assessments on Performance Standards
Observations and Documentation

Support and Documentation

Surveys of Instructional Practice
Grades 3-5, Grades 6-8, Grades 9-12

Student Growth

Teachers of Tested Subjects
Student Growth Percentiles

Teachers of Non-Tested Subjects
LEA Developed, DOE Approved Student Learning Objectives

5/15/2015
Leader Keys Effectiveness System

Generates a Leader Effectiveness Measure

Leader Assessment on Performance Standards
- Performance Goal Setting
- Documentation of Practice

Governance and Leadership
- Climate Survey
- Student Attendance
- Retention of Effective Teachers

Support and Documentation

Student Growth and Academic Achievement
- Student Growth Percentiles
- LEA-Developed, DOE-Approved Student Learning Objectives
- Achievement Gap Reduction

5/15/2015
## SLO Evaluation Rubric

<table>
<thead>
<tr>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the requirements for Level III</strong></td>
<td><strong>Level III is the expected level of performance.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work of the teacher results in exceptional student growth. ≥90% of students demonstrated expected/high growth and ≥30% high growth on the SLO.</td>
<td>The work of the teacher results in appropriate student growth. 65-89% of students demonstrated expected/high growth on the SLO. OR ≥90% of students demonstrated expected/high growth and &lt;30% high growth on the SLO. OR 65-89% of students demonstrated expected/high growth and ≥30% high growth on the SLO.</td>
<td>The work of the teacher does not result in appropriate student growth. 50-64% of students demonstrated expected/high growth on the SLO.</td>
<td>The work of the teacher results in minimal student growth. &lt; 50% of students demonstrated expected/high growth on the SLO.</td>
</tr>
</tbody>
</table>
# TEM Decision Table

<table>
<thead>
<tr>
<th>Overall Student Growth Rating</th>
<th>Overall TAPS Summative Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>Needs Development&lt;br&gt;Proficient&lt;br&gt;Exemplary&lt;br&gt;Exemplary</td>
</tr>
<tr>
<td>III</td>
<td>Needs Development&lt;br&gt;Proficient&lt;br&gt;Proficient&lt;br&gt;Exemplary</td>
</tr>
<tr>
<td>II</td>
<td>Ineffective&lt;br&gt;Needs Development&lt;br&gt;Needs Development&lt;br&gt;Proficient</td>
</tr>
<tr>
<td>I</td>
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</tr>
</tbody>
</table>
SLOs for Students Assessed Using GAA
GAA/Alternate SLO Guidance

• Guidance revisions are based on data review, feedback from multiple advisory committees, and recommendations from Special Education Directors and LEAs.

• Updated GAA/Alternate SLO Exemplars will be available in SharePoint by June 1, 2015.
  • Updated Exemplars utilize supports found on Special Education Resource Board.
  • Exemplar rubrics contain exemplar specific descriptors.
SLOs for Students Assessed Using GAA

• This guidance is for students assessed on GAA or projected to be assessed with GAA. This may include students in grades K-12th grades.

• GAA does not generate a SGP and cannot be used as a student growth measure.

• Two rubrics, developed in conjunction with Division of Special Education Services and Supports will serve as the GAA/Alternate SLO measure.

• The rubrics reflect the Comprehension and Collaboration Standards and Reading Literacy Standards and will be applicable to all grade levels (K-12) and content areas.
GAA/Alternate SLO

• The rubric(s) will be the only SLO measure used for a student that is assessed by the GAA.

• It is an LEA decision whether students assessed by GAA or projected to be assessed by GAA participate in other course SLOs such as art, P.E., music, etc.

• Because of the unique structure of the GAA/Alternate SLO assessment development requirements, a Table of Specifications and Criteria Table are not required to be submitted to the GaDOE.
GAA/Alternate SLO

• The ELA and Reading standards utilized in the rubrics were chosen based on frequency of use in the GAA.

• Identified portions of the standards are highlighted on the rubrics. LEAs should only utilize the appropriate portion of the standard in the SLO measure.

• SLO data collection is very similar to the actual GAA. The two assessments may compliment each other and the SLO process may serve as evidence if appropriate.
GAA/Alternate SLO

• Required rubrics utilize academic standards.
  • ELACC Speaking and Listening Comprehension and Collaboration
  • ELACC Reading Literacy Key Ideas and Details

• Districts may use the Speaking and Listening OR the Reading Literacy.

• Districts may use the Speaking and Listening AND the Reading Literacy.

• There may be a need for a different academic focus at different school levels.
GAA/Alternate SLO Required Rubrics

• The consistency of the SLO assessment development process is reflected in the use of the ELA and Reading standards in the rubrics.

• The rubrics are designed to be flexible.
  • If the GAA/Alternate SLO Exemplars are utilized, multiple levels have been identified in the rubrics to address various student needs within the course.
  • If the GAA/Alternate SLO measure is locally developed, the LEA will complete the descriptors for the rubrics based on the needs of the specific SLO measure.
GAA/Alternate SLO Exemplars
GAA
Reading Literacy 1st Grade

SLO Exemplar Assessment

2015-2016

This assessment consists of one performance task.

DIRECTIONS: (Read this to students if needed)
Today you and I will be ready a story together. You can ask questions as we are reading. I will ask you questions at the end of the story.
# Reading Literacy Rubric Exemplar

## Level 1

<table>
<thead>
<tr>
<th>ELACKRL1 With prompting and support, ask and answer questions about key details in a text</th>
<th>4 - Established</th>
<th>3 - In Progress</th>
<th>2 - Emerging</th>
<th>1 - Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work addresses academic content at or approaching basic grade-level expectations</td>
<td>Pre assessment</td>
<td>Post assessment</td>
<td>Pre assessment</td>
<td>Student work does not address academic content.</td>
</tr>
<tr>
<td>Student will ask one relevant question with no more than 2 gestural prompts.</td>
<td>Pre assessment</td>
<td>Post assessment</td>
<td>Pre assessment</td>
<td>Post assessment</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>With prompting and support, answer questions about key details in a text</th>
<th>4 - Established</th>
<th>3 - In Progress</th>
<th>2 - Emerging</th>
<th>1 - Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will correctly answer 5 questions with no more than 2 gestural prompts.</td>
<td>Pre assessment</td>
<td>Post assessment</td>
<td>Pre assessment</td>
<td>Post assessment</td>
</tr>
<tr>
<td>The student will correctly answer 4 questions with verbal and gestural prompt.</td>
<td>Pre assessment</td>
<td>Post assessment</td>
<td>Pre assessment</td>
<td>Post assessment</td>
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<tr>
<td>The student will correctly answer 5 questions with no more than 2 gestural prompts.</td>
<td>Pre assessment</td>
<td>Post assessment</td>
<td>Pre assessment</td>
<td>Post assessment</td>
</tr>
<tr>
<td>The student will correctly answer 4 questions with verbal and gestural prompt.</td>
<td>Pre assessment</td>
<td>Post assessment</td>
<td>Pre assessment</td>
<td>Post assessment</td>
</tr>
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</table>
## Reading Literacy Rubric Exemplar

### Level 2

<table>
<thead>
<tr>
<th>ELACCKRL1 With prompting and support, ask and answer questions about key details in a text</th>
<th>4 - Established</th>
<th>3 - In Progress</th>
<th>2 - Emerging</th>
<th>1 - Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work addresses academic content at or approaching basic grade-level expectations</td>
<td>□ Pre assessment</td>
<td>□ Pre assessment</td>
<td>□ Pre assessment</td>
<td>□ Pre assessment</td>
</tr>
<tr>
<td>The student will correctly ask 5 questions about the text read.</td>
<td>□ Post assessment</td>
<td>□ Post assessment</td>
<td>□ Post assessment</td>
<td>□ Post assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student will correctly ask 4 questions about the text read.</td>
<td>The student will correctly ask 2-3 questions about the text read.</td>
<td>The student does not ask questions about the text.</td>
</tr>
</tbody>
</table>

**OR**

<table>
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<tr>
<th>With prompting and support, answer questions about key details in a text</th>
<th>4 - Established</th>
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<th>2 - Emerging</th>
<th>1 - Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Pre assessment</td>
<td>□ Pre assessment</td>
<td>□ Pre assessment</td>
<td>□ Pre assessment</td>
<td></td>
</tr>
<tr>
<td>□ Post assessment</td>
<td>□ Post assessment</td>
<td>□ Post assessment</td>
<td>□ Post assessment</td>
<td></td>
</tr>
<tr>
<td>The student will correctly answer 5 questions.</td>
<td>The student will correctly answer 4 questions.</td>
<td>The student will correctly answer 2-3 questions.</td>
<td>The student does not answer questions about the text.</td>
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<tr>
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## Reading Literacy Rubric

Locally Developed GAA/Alternate SLO

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<tbody>
<tr>
<td></td>
<td>Student work addresses academic content at or approaching basic grade-level expectations</td>
<td>Student work consistently addresses academic content at an access or entry level.</td>
<td>Student work inconsistently addresses academic content at an access or entry level.</td>
<td>Student work does not address academic content.</td>
</tr>
<tr>
<td>With prompting and support, <strong>ask questions</strong> about key details in a text</td>
<td>□ Pre assessment</td>
<td>□ Pre assessment</td>
<td>□ Pre assessment</td>
<td>□ Pre assessment</td>
</tr>
<tr>
<td></td>
<td>□ Post assessment</td>
<td>□ Post assessment</td>
<td>□ Post assessment</td>
<td>□ Post assessment</td>
</tr>
</tbody>
</table>

**OR**

| With prompting and support, **answer questions** about key details in a text | □ Pre assessment | □ Pre assessment | □ Pre assessment | □ Pre assessment |
|  | □ Post assessment | □ Post assessment | □ Post assessment | □ Post assessment |
Sample GAA/Alternate SLO Statement

SLO Statement
From August 2015 to May 2016, 100% of students who take the Georgia Alternate Assessment in grade 3 will improve knowledge and understanding of English Language Arts (ELA) content as measured by the Comprehension and Collaboration SLO ELA assessment.

Growth Target
Students will increase or maintain their score when comparing the pre-assessment score to the post-assessment measure by one point on a four part scoring rubric for expected growth. Students demonstrating high growth will progress by two points on a four part scoring rubric.
GAA/Alternate SLO

• Utilize course numbers below for platform submission process ONLY.
  • XL.00100 Comprehension and Collaboration Rubric
  • XL.00200 Reading Literacy Rubric

• Utilize regular course numbers in Student Information System (SIS).

• A separate SLO submission is necessary for each grade level utilizing a GAA/Alternate SLO course number.

• Please include the grade level in the SLO statement.
Preschool Special Education

• PK.00300 Literacy Readiness and PK.00400 Numeracy Readiness should be used during the SLO submission and data reporting processes.

• If Work Sampling Online is not an appropriate SLO measure, GAA/Alternate SLO Exemplars or other appropriate LEA developed SLO assessment may be utilized.

• Georgia Early Learning and Development Standards (GELDS) should be utilized in the Preschool Special Education SLO.

• Three year olds do not participate in the SLO process.
SLO Resources

• TLE Electronic Platform: [https://tle.gadoe.org](https://tle.gadoe.org)

• SharePoint: [www.rt3georgia.com](http://www.rt3georgia.com)

*DOE developed GAA/Alternate SLOs rubrics, scenarios and exemplars are available on SharePoint.*

• GaDOE website: [www.gadoe.org](http://www.gadoe.org) (SLO Page)
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