

Rhode Island Model Evaluation & Support System



TEACHER

Edition II



RIDE Rhode Island
Department
of Education

Table of Contents

Introduction	2
How to Use the Guidebook.....	2
Measures of Student Learning	3
Student Learning Objectives	4
Additional Student Learning Flexibilities.....	4
Anatomy of Student Learning Objectives	7
Anatomy of Student Outcome Objectives	16
Approving Student Learning/Outcome Objectives	17
Reviewing Student Learning/Outcome Objectives at the Mid-Year Conference ..	17
Scoring Individual Student Learning/Outcome Objectives	18
Appendix 1: Student Learning Lookup Tables	20

Introduction

How to Use the Guidebook

The purpose of this Guidebook is to describe the process and basic requirements for the student learning measures that are used as part of the teacher evaluation and support process. For aspects of the process that have room for flexibility and school/district-level discretion, we have clearly separated and labeled different options with a ***Flexibility Factor***.

To help educators better understand how to best implement various aspects of student learning process, additional resources are available on the Rhode Island Department of Education (RIDE) website, including online training modules, sample Student Learning/Outcome Objectives, and a suite of calibration protocols designed to help school and district leaders facilitate ongoing calibration exercises.

Flexibility Factor

Boxes like this one will be used throughout the guidebook to highlight where schools and LEAs have an opportunity to customize aspects of the process and establish policies to meet their local needs.

Measures of Student Learning

Improving student learning is central to the work of education. As such, measuring student learning continues to be a critical part of the teacher evaluation process. Measures of student learning are included in teacher evaluations because:

- Student learning measures, when combined with classroom observations and evidence of Professional Responsibilities, improve the accuracy of the Final Effectiveness Ratings for teachers¹.
- Analyzing student learning data is a best practice for self-reflection and increased collaboration around student learning.
- Student learning is a critical indicator of teacher effectiveness.

Student Learning Options

Starting in the 2019-20 school year, RIDE offered the flexibility to choose one of the four following student learning options through which to assess a teacher's impact on student learning:

- Student Learning Objectives (SLOs)/Student Outcome Objectives (SOOs)
- SLO/SOO Flex
- Student Learning Goals
- Embedded Practice

These student learning options come in response to educators across the state who, since the inception of educator evaluation systems in 2012-13, called for additional options for measuring student learning authentically and accurately across evaluation systems. While SLOs have valuable components through which to focus on students' learning, stakeholders agreed that there was an opportunity to collaborate and innovate to improve the student learning component of educator evaluation systems, which altogether, are considered a valuable and high-quality practice that supports educator effectiveness.

Starting in 2016, RIDE partnered with national and statewide stakeholders who shared an investment in the continuous improvement of educator effectiveness systems. This collaborative effort included a two-year pilot of new models for student learning during the 2017-18 and 2018-19 school years through which teams of educators across Rhode Island innovated on the process of measuring student learning within local contexts. It was through this concerted effort that, after two years of strategic engagement with the field, RIDE published the new student learning options.

For the purposes of streamlining information about these options, this teacher guidebook will elaborate on the SLO/SOO and SLO/SOO Flex options, as they continue to operate much in the same way as it has since the inception of evaluation systems in Rhode Island. *In short, there are no formal changes to the existing SLO/SOO process in regards to the guidance.* The SLO/SOO Flex option is an evolved

¹ Kane, T.J., McCaffrey, D.F., Miller, T., & Staiger, D.O. (2013). *Have we identified effective teachers?* Measures of Effective Teaching project. Retrieved from http://www.metproject.org/downloads/MET_Validating_Using_Random_Assignment_Research_Paper.pdf.

version of the traditional SLO/SOO where flexibilities learned from the pilot can be applied to certain sections of the SLO/SOO templates.

The newest options for student learning are the Student Learning Goals and Embedded Practice models. While Student Learning Goals uses the same flexibilities and procedures as SLO Flex, its use of a holistic scoring approach, depending on your local evaluation system, separates it from the traditional and flexible SLO options. And finally, Embedded Practice also employs a holistic scoring approach, and provides the least amount of structure when compared to the other student learning options as it is framed by highly-structured collaborative environments where discussions about student learning are at the center of the work.

Additional information and resources regarding the Student Learning Goals and Embedded Practice models are available on our [Student Learning webpage](#) for those LEAs who may want to consider one or more of these new models in future years. For implementation support, and any questions regarding the local use of these new models, please email edeval@ride.ri.gov for further guidance.

Student Learning Objectives

An SLO measures a teacher's impact on student learning through demonstrated progress toward academic goals. The SLO process is student-centered and curriculum-focused. It recognizes the impact teachers have in their classrooms, is based on research, and supports best-practices like prioritizing the most important learning standards, implementing curriculum, and planning assessments. Additionally:

- **The SLO process respects the diversity of all grades, subjects, and courses.** The best way to measure student learning differs from one course or grade to another (e.g., measuring student learning in a third grade art class vs. a tenth grade chemistry class). SLOs present an opportunity for teachers to be actively involved in deciding how to best measure the learning of their specific population of students while providing a consistent process for all teachers across the state.
- **SLOs utilize the assessment process teachers think are best for their specific purposes.** SLOs require teachers to identify the most important learning that occurs within their grade or subject. Such learning should be measured by a high-quality, authentic assessment. When written well, SLOs should include assessments that require students to produce evidence of their learning. However, the primary purpose of that assessment should be to measure what the teacher is teaching and the students are learning. **No assessment should be used just to collect evidence for an SLO.**

NOTE: Some special education teachers may use SOOs in place of one or more of their SLOs. An SOO is a long-term goal focused on an outcome that increases access to learning or creates conditions that facilitate learning. Additional information about SOOs for special education teachers, including an SLO/SOO Decision Tree, can be found on page 15.

Student Learning Flexibilities

Beginning with the 2019-20 school year, LEAs will be able to implement new student learning flexibilities: The SLO Flex and the SOO Flex. For both SLOs and SOOs, teachers now have the option to employ flexible processes and procedures in measuring their impact on student learning, either directly through demonstrated progress toward specific, measureable goals, or through increasing access to learning.

The new flexibilities are the result of feedback from the field – both educators and evaluators have wanted the option to tailor SLOs/SOOs in ways that align with specific school goals and/or local context. For example, teachers now have the option of focusing on a smaller subset of students instead of including everyone on their caseload. Additionally, they could set several shorter cycle goals that support an interval of service versus setting one year-long goal that may not prove practical given the focus. Finally, it is perfectly allowable to revise a target based on data/evidence from a shorter cycle of instruction. In this case, the new data-driven target would support the next cycle of instruction.

As with any flexibility offered in the evaluation system, teachers must first seek leadership approval before taking advantage of any of the following flexibilities:

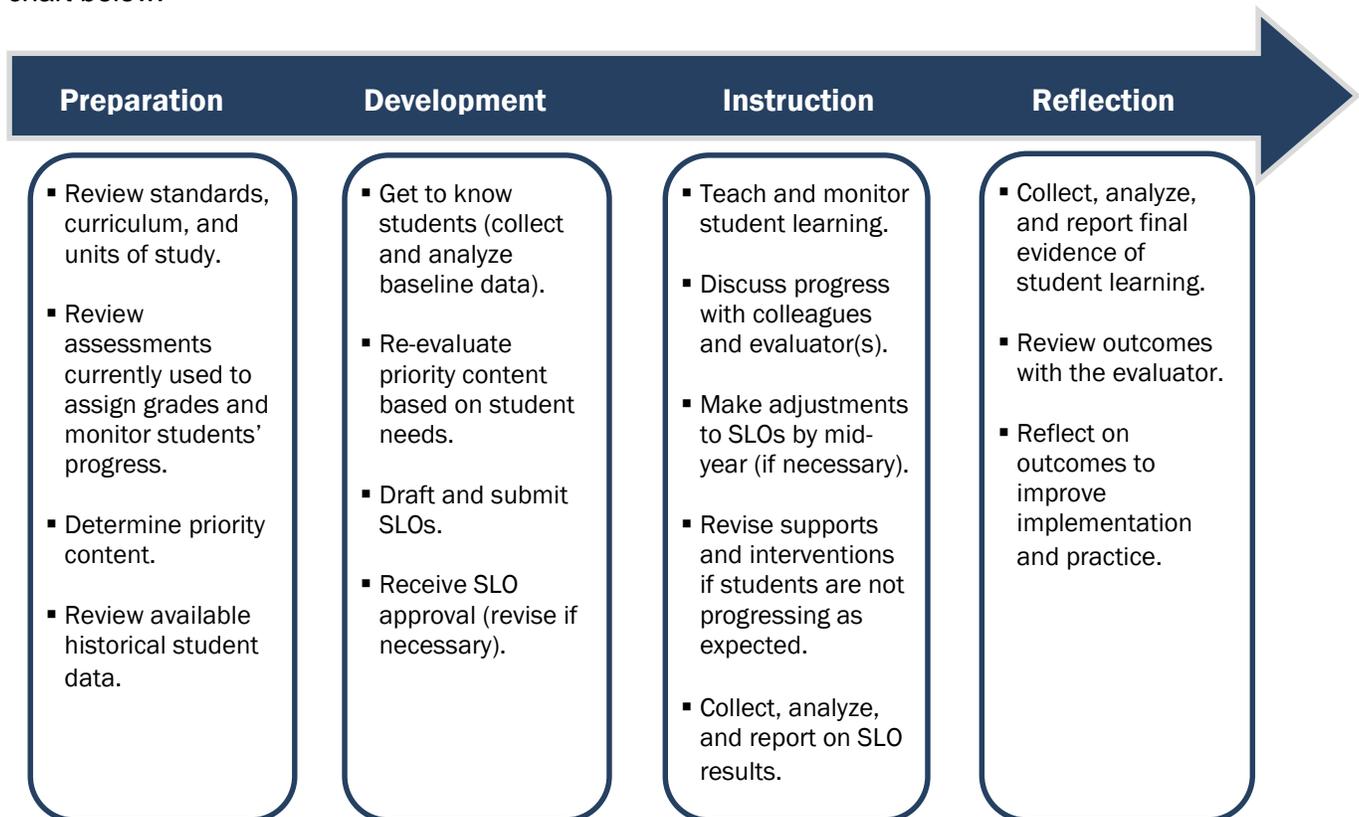
SLO Flex	SOO Flex
<ul style="list-style-type: none">• Flexible processes and procedures using the SLO original template:<ul style="list-style-type: none">• All students or a targeted subset• One or more content standards• Year-long or shorter cycles of instruction• Targets may be adjusted based on data/evidence from shorter cycles of instruction	<ul style="list-style-type: none">• Flexible processes and procedures using the SOO original template:<ul style="list-style-type: none">• All students or a targeted subset• Year-long or shorter cycles of instructional support• Strategies may be adjusted based on data/evidence from shorter cycles of instruction• Targets may be adjusted based on data/evidence from shorter cycles of instruction

Please know that whether or not the teacher – with approval from their evaluator – takes advantage of these new flexibilities, student learning continues to comprise a percentage of the Final Effectiveness Rating based on local evaluation systems.

The Student Learning Objective Process

Teachers should, whenever possible, work collaboratively with grade, subject area, or course colleagues to develop SLOs. Teams of teachers can craft SLOs together, but should differentiate their targets according to the students' baseline data. The SLO process is meant to foster reflection and conversation about the essential curriculum, targeted outcomes, and assessment tools used in classrooms across the state.

The SLO process mirrors a teacher's planning, instruction, and assessment cycle as described in the chart below:



The Anatomy of a Student Learning Objective

The SLO Form is designed to elicit answers to three essential questions:

1. What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?
2. Where are my students now (at the beginning of instruction) with respect to the objective?
3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

Anatomy of a Student Learning Objective (Form)

Title – A short name for the SLO		
Content Area – The content area(s) to which this SLO applies		
Grade Level – The grade level(s) of the students		
Students – The number and grade/class of students to whom this SLO applies		
Interval of Instruction – The length of the course (e.g., year, semester, quarter)		
Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> Identifies the priority content and learning that is expected during the interval of instruction Should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured If attained, positions students to be ready for the next level of work in this content area
	Rationale	<ul style="list-style-type: none"> Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective
	Aligned Standards	<ul style="list-style-type: none"> Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data/ Information	<ul style="list-style-type: none"> Describes students' baseline knowledge, including the source(s) of data/ information and its relation to the overall course objectives
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> Describes where the teacher expects all students to be at the end of the interval of instruction Should be measurable and rigorous, yet attainable for the interval of instruction In most cases, should be tiered to reflect students' differing baselines
	Rationale for Target(s)	<ul style="list-style-type: none"> Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students Should be provided for each target and/or tier
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)

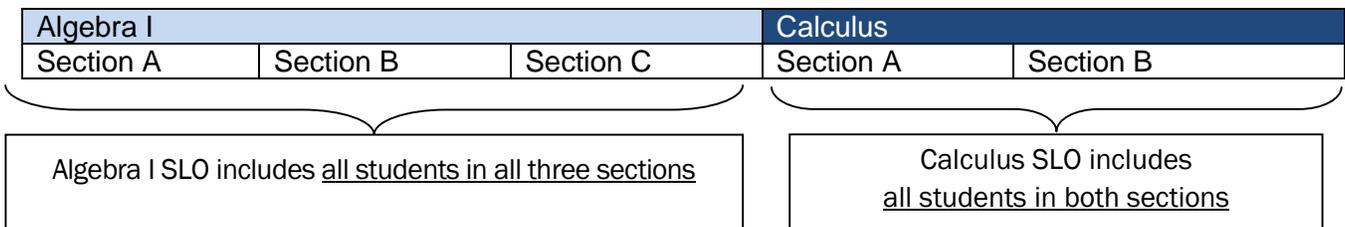
Number and Scope of Student Learning Objectives

Educators and evaluators should work together to determine how many SLOs are appropriate for their instructional area and teaching load. The minimum number of SLOs an educator may set is two. Educators should discuss their rationale for selecting a particular course or subject area with their evaluators at the beginning of the school year.

While ideally all courses or subjects the teacher instructs would be included in his or her set of SLOs, sometimes the most effective strategy is to begin by focusing on a specific area of need and expanding over time.

Students

An individual SLO must include all students on the roster for the course or subject area with which the objective is aligned if SLO Flex is not in effect. An example for a High School Math Teacher is below:



Furthermore, percentages or particular groups of students may not be excluded. For example, **students with IEPs in a general education setting must be included in the general educator’s SLO.** In addition, teachers may not include absenteeism clauses into SLOs (e.g. “for students who are present 80% of the time) because these potentially exclude students. However, an evaluator can take extreme absenteeism into account when scoring the SLO.

Setting tiered targets according to students’ starting points, whether they are measuring mastery or progress, is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make academic gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial progress toward course/grade objectives by the end of the instructional interval, reducing the gap between their current and expected performance, while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.

Baseline Data/Information

Data is information, and educators collect information from students every day in order to help them plan effectively, adjust instruction, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, educators must understand where their students are at the beginning of instruction. When determining which baseline data are available and how they might be used, consider the following:

- Student data or information from prior years in many cases can be used to inform the teacher’s understanding of students’ starting points.

- If students have never been exposed to course content (e.g. students taking Spanish), it may be more accurate to gather information on the students' performance throughout the first few weeks of the course.
- Baseline data from a pre-test may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course. These tests could include a teacher-created or commercial assessment and focus on either the current or previous grade's standards and content.

Baseline data/information can be used in two ways for SLOs. It can inform the Objective Statement and contribute to setting Targets. In all scenarios baseline data/information is a must; however, **a pre-test/post-test model is not required and, in some cases, might be inappropriate.**

The function of the baseline assessment is to provide information about where students are starting in order to set appropriate targets. This does not mean it is necessary to pinpoint projected student growth, since some targets may focus on reaching a specific level of proficiency. Teachers should gather information that helps them understand how prepared their students are to access class material.

Aligning Student Learning Objectives

SLOs should be horizontally and vertically aligned, when applicable. When SLOs are *horizontally aligned*, all teachers in the same grade level who teach the same course collaborate to set SLOs and then each teacher sets specific targets based upon his or her own students' baseline knowledge and skills.

Vertical alignment means that SLOs build on one another across a school, reflecting the scope of the larger curriculum and comprehensive assessment system from grade to grade or course level to course level. This requires significant collaboration and requires time for a faculty to develop.

There may be instances in which teachers and building administrators collaborate to align their SLOs as well. In these cases, teachers can have direct or supportive alignment. There are some instances when it may not make sense for a teacher to align their SLOs with an administrator's SLOs or with a LEA goal or improvement plan.

There are three ways to think about alignment between teacher SLOs and building administrator SLOs:

- **Direct alignment** is when the focus of the objective statement, targets, and evidence sources are shared. The teacher's SLOs mirror the building administrator's SLOs.
- **Supportive alignment** is when the content or skills addressed in the teacher's SLO relates to the content or skills of the building administrator's SLO, **but is not identical** and may be assessed using different evidence sources.
- **No alignment** is when the teacher's SLO authentically reflects the most important content or skills of his/her discipline and grade level, but do not align with the content or skills of the building administrator's SLO.

An example of each type of alignment can be seen below.

Type	Example
Direct Alignment	In a K-5 school, multiple sources indicate that students struggle with literacy in the earlier grades and numeracy in the upper grades. The principal set the focus for K-2 on increasing the number of students reading on grade level and for 3-5 increasing the number of students who are proficient in math. The K-2 teachers collaborated to write and share an SLO focused on increasing the number of students reading on grade level and differentiated their <i>Targets</i> according to the students in their individual classes. The 3-5 teachers did the same with their own shared focus on numeracy. The teachers SLOs were directly aligned with the principal's SLOs.
Supportive Alignment	A middle school principal has set the focus on writing across the curriculum and students' ability to respond to informational text in their transition to the Common Core literacy standards. While some teachers' SLOs might directly align to the building administrator's SLO, others might focus more on complimentary skills. For example, an English teacher might write an SLO on reading and responding to informational text, while a social studies teacher might focus on synthesizing various primary and secondary sources focused on the social studies content. The skills that the building administrator, English teacher, and social studies teacher focus on are very similar, but the SLOs are tailored to the content of the course and the Evidence Sources are particular to each discipline.
No Alignment	The school principal has written an SLO focused on math and one on literacy. While the music teacher often incorporates math and literacy into her classroom and could align her SLOs to support the two building administrator SLOs, the main focus of the curriculum at the middle school is music performance. Given this focus, the LEA music teacher's evaluator did not feel alignment would be appropriate.

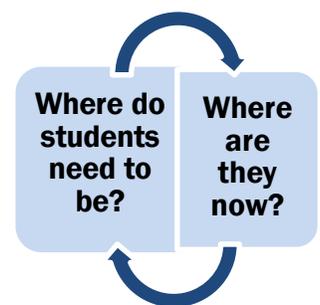
NOTE: It is essential that a teacher's SLOs authentically reflect the most important content or skills of the discipline and grade level they teach. We encourage LEA administrators, school administrators, and teams of teachers to work together toward common objective statements when appropriate, but we do not recommend forcing alignment.

Rigor of Target

When setting the target(s) for an SLO, the teacher should start by considering the most important content/skills the students need to attain by the end of the interval of instruction (objective statement), and where the students are with respect to the objective statement (baseline data).

While the default target for any SLO should reflect mastery of the relevant course or grade-level standards, the reality is that not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning.

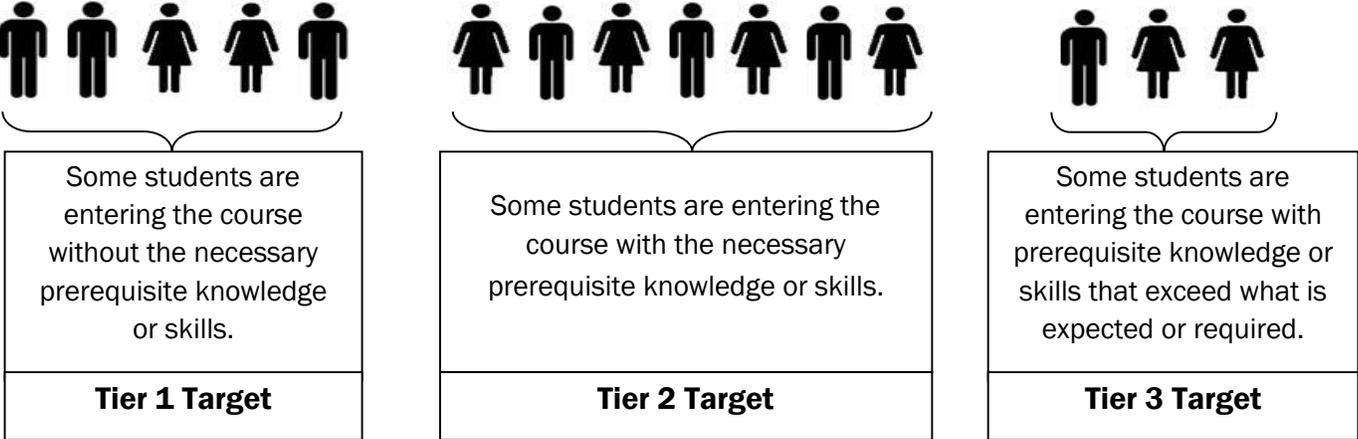
Setting tiered targets based on students' prerequisite knowledge and skills helps to ensure that the targets are rigorous and attainable for all students. Students entering a course with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course with lower proficiency or lacking prerequisite skills, a more modest target may be appropriate in order to ensure that it is reasonably attainable in the interval of instruction.



However, it is also important to consider the support a student or groups of students receive. For example, students may enter a course lacking prerequisite skills in reading, but they have a personal literacy plan and receive significant support from a reading specialist and a special education teacher. In this scenario, it may make sense to raise expectations for what the students will be able to learn or be able to do by the end of the interval of instruction because of the intensity of support provided.

The intent of tiered targets is not to calcify achievement gaps. The needs for fairness and appropriateness should be balanced by the need to challenge lower-achieving students to catch up to their peers. Additionally, while students in lower tiers may have a lower absolute target, reaching it may require them to make *more progress* than students with higher targets, resulting in a closing or narrowing of the achievement gap(s).

The following graphic shows one example of how to tier targets based on students' preparedness for the content:



Teachers who collaborate on SLOs should also confer about targets; however the targets for each individual teacher must reflect the actual students in their class(es).

Quality of Evidence

High-quality assessments are essential for accurately measuring student learning. **In Rhode Island, a teacher may use a variety of summative assessments as evidence for SLOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, or a combination.** Teachers may use assessments purchased from a commercial vendor or created by individual teachers, teams of teachers, LEA leaders. However, evaluators must review all assessments.

In most cases, teachers of the same course should share an SLO that includes the same source(s) of evidence. Using a common source of evidence ensures that students across the school or LEA in each course are required to demonstrate their understanding in the same way and presents an opportunity for teachers to collaborate in the creation or selection of the assessment, scoring, as well as in reviewing and analyzing assessment results. This collaboration promotes consistency and fairness, and can make the process more efficient for teachers and evaluators.

Selecting the right evidence source is about finding the best assessment for the purpose. In order to make this determination, the question to ask is, "Is this evidence source *aligned* to what is being measured?" Alignment of evidence source refers to:

- **Content** (e.g., SLO focuses on reading informational text and the evidence source focuses on informational text)
- **Coverage** (e.g., SLO includes five standards and all five of those standards are addressed by the evidence source)
- **Complexity** (e.g., SLO addresses a variety of DOK² levels and the evidence source includes items/tasks aligned with those DOK levels).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the content standards of the SLO, it is not the best choice. Additionally, the use of a single evidence source can be problematic if it does not capture the full breadth of skills and knowledge identified in the Objective Statement. The following example describes an example where the teacher uses multiple sources of evidence in the SLO:

Other considerations for determining the quality of an evidence source include format, item type, and administration and scoring procedures. In most cases, the evidence source(s) should be as authentic as possible without being impractical to administer and score.

The table below includes further guidance on selecting high-quality evidence sources. These Assessment Quality Descriptors represent some of the most important aspects of an assessment to consider. Some of the criteria are inherent to the assessment (e.g., the purpose), while others relate to an educator's use of the assessment (e.g., the scoring process).

Assessment Quality Rubric for SLOs:

High Quality	<ul style="list-style-type: none"> ▪ Assessment is aligned with its intended use. ▪ Assessment measures what is intended. ▪ Items represent a variety of DOK levels. ▪ Assessment includes a sufficient number of items to reliably assess content. ▪ Assessment includes some higher-level DOK constructed response items at least one very challenging item. ▪ Assessment is grade level appropriate and aligned to the curriculum. ▪ Scoring is objective (includes scoring guides and benchmark work), and uses a collaborative scoring process.
Moderate Quality	<ul style="list-style-type: none"> ▪ Assessment is loosely aligned to its intended use. ▪ Assessment mostly measures what is intended. ▪ Items represent more than one level of DOK. ▪ Assessment includes a sufficient number of items to reliably assess most content. ▪ Assessment is grade level appropriate. ▪ Scoring may include scoring guides to decrease subjectivity, and/or may include collaborative scoring.
Low Quality	<ul style="list-style-type: none"> ▪ Assessment is not aligned to its intended use. ▪ Assessment does not measure what is intended. ▪ Items represent only one level of DOK. ▪ Assessment includes an insufficient number of items to reliably assess most content. ▪ Assessment is not grade level appropriate. ▪ Scoring is open to subjectivity, and/or not collaboratively scored.

² DOK refers to Webb's (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking. See CAS Criteria & Guidance p. 15.

Multilingual Learner (MLL) / English Learner (EL) Students

General educators should incorporate Multilingual Learners (MLLs) and English Learners (ELs) in their SLOs. Teachers may set differentiated targets to ensure that all students are meeting a rigorous, yet attainable, target. In some cases, evidence may need to be differentiated for MLL/EL students to account for how they currently use language to demonstrate content skills and knowledge. All teachers should ensure their content targets for MLL/EL students are aligned to both grade level state adopted content standards and the [WIDA English Language Development \(ELD\) standards](#).

As noted in [WIDA's Guiding Principles of Language Development](#), language is learned within context, as one learns content. Therefore, teachers need both language and content objectives for MLL/EL students. For more information regarding language and content objectives for MLLs/ELs, please visit [Essential Actions: A Handbook for Implementing WIDA's Framework for English Language Development Standards](#).

MLL/EL program models vary across schools in RI. In the vast majority of cases, educators working with ELs will need to align the SLO objectives to both content *and* WIDA standards. In the few cases where teachers are solely delivering core English Language Development (ELD), they may focus on alignment to WIDA standards. In both cases, evidence should include ACCESS for ELs, the WIDA Model, LasLinks English, or other Language Proficiency Assessments. Regardless of which assessment is used, scoring approaches should be calibrated with local and national methods.

We encourage all educators and administrators to visit the [Multilingual Learners \(MLLs\)/ English Learners \(ELs\) page on our RIDE website](#) for current information and resources.

Students with Disabilities

Special educators provide specially designed instruction in a variety of settings and delivery models to meet the diverse needs of their students. Because of the unique needs of the students, special educators' impact on their students' learning **may be measured through the use of SLOs and/or Student Outcome Objectives (SOOs)**. Please use the decision tree on Page 25 to determine when it makes sense to set SLOs or a combination of an SLO/SOO.

SLOs for students with disabilities should be based on Common Core State Standards or other appropriate content standards, historical performance data, and other academic information. Educators working to support students' skills across grade levels in core content can refer to the [interactive CCSS coherence map for math skills](#), the [K-5 \(pp. 11-17\) and 6-12 \(pp. 36-40\) standards in ELA](#), the [Next Generation Science Standards \(NGSS\) resources for science skills](#) and [RIDE's graduation proficiencies and performance indicators for History and Social Studies](#). Those educators who instruct students who participate in alternative assessments should refer to the [Tested Essential Elements page on the RIDE website](#) for information that can be used to inform instructional planning and goal-setting.

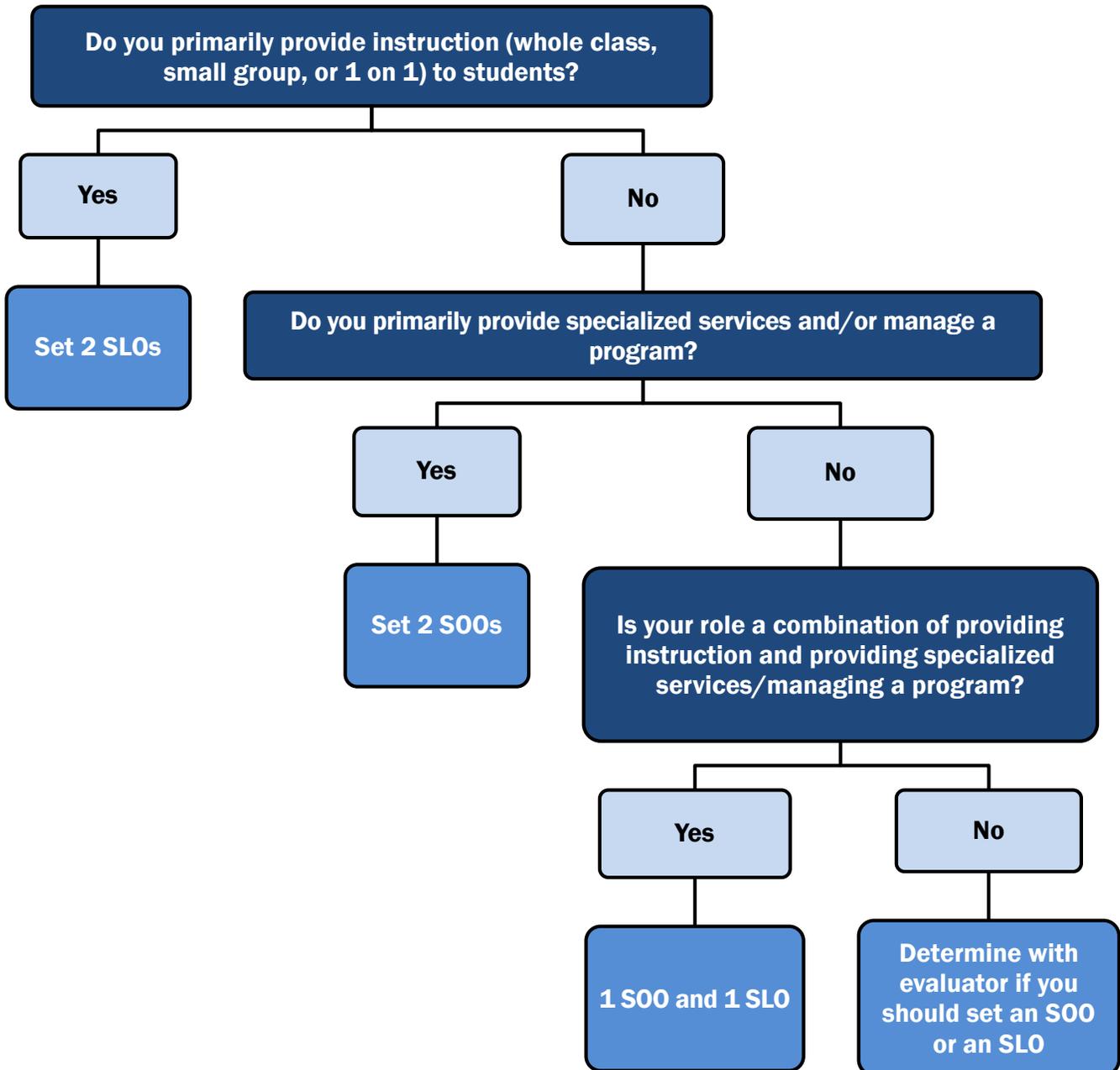
Although there may be overlap in the content, assessments, or evidence used, Individualized Education Program (IEP) goals cannot be used as SLOs. **SLOs include a complete roster of students, whereas IEP goals are independently crafted for each student.** IEPs can inform a teacher's or an instructional team's SLOs by providing data to inform Baseline Data/Information and Targets. IEP goals, assessments, and other evidence may inform the SLOs on specific content areas.

SOOs for students with disabilities are long-term goals set by special educators that are focused on outcomes that increase access to learning. The focus of an SOO is to foster academic success for students. SOOs could be set for the full academic year or the length of time services are provided. An SOO must be specific and measurable, and should be aligned to standards or school or LEA priorities, when applicable. For example, [SEL Standards](#) and [Indicators](#) in the areas of functional skills such as self-management, responsible decision making, and relationship skills which are necessary for students' access to the general education curriculum may be used for SOOs because they focus on outcomes that increase access to learning.

Special educators may tier their SLO or SOO targets based on student baseline data/information to ensure the targets are rigorous, yet attainable for all students included within the SOO. There is no maximum number of tiers an educator can create for a set of students. Some educators with smaller caseloads may write SLOs/SOOs in which each student has his or her own target based on individualized starting points and rate of progress. This data may be found within the IEP. Special educators and general educators must collaborate when setting targets for students with disabilities.

SLO/SOO Decision Tree

This decision tree is a guide to assist special educators and support professionals in determining whether they should set an SLO, SOO, or a combination of both. The determination of an educator's student learning options is based upon that educator's role. LEAs need to determine what type of student learning measure is most appropriate for the specific positions in their LEA.



Anatomy of a Student Outcome Objective (Form)

<p>Title – A short name for the SOO</p> <p>Content Area – The service area(s) to which this SOO applies</p> <p>Grade Level – The grade level(s) of the students</p> <p>Students – The number of students to whom this SOO applies</p> <p>Interval of Service – The interval of service defines the period to which the SOO applies. It should mirror the length of time in which the educator is actively working with students, typically one academic year, one semester or a shorter timeframe, as justified by the duration of the service(s) being delivered.</p>		
Main Criteria	Element	Description
<p>Essential Questions: What is the most important outcome that will enable students to have better access to education through your services?</p>		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> ▪ Describes the specific outcome that the support professional is working to achieve. ▪ Is specific enough to clarify the focus on the SOO, even though the depth and breadth of the objective statement may vary depending on the Support Professional's role and assignment, but should be specific enough to clarify the focus of the SOO
	Rationale	<ul style="list-style-type: none"> ▪ Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or LEA priority
<p>Essential Questions: Where are my students now with respect to the objective?</p>		
	Baseline Data/ Information	<ul style="list-style-type: none"> ▪ Includes information that has been collected or reviewed to support the overall reasoning for the student outcome objective ▪ Includes data from sources such as survey data, statistics, participation rates, or references to historical trends or observations
<p>Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?</p>		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> ▪ Describe where it is expected for groups of students or the school community as a whole to be at the end of the interval of service ▪ Should be measurable and rigorous, yet attainable
	Rationale for Target(s)	<ul style="list-style-type: none"> ▪ Explains the way in which the target was determined, including the baseline information sources and why the target is appropriate for the group of students or the school community ▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, trend data, or historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students. ▪ Should be provided for each target and/or tier.
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> ▪ Describes how the objective will be measured and why the evidence source(s) is appropriate for measuring the objective (e.g. logs, scoring guides, screening procedures, surveys) ▪ Describes how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the support professional or someone else) ▪ Describes how the evidence will be analyzed and/or scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored)
	Strategies	<ul style="list-style-type: none"> ▪ Describe the method, strategies or plan that will be used to achieve your goal

Approving Student Learning/Outcome Objectives

In order for an SLO/SOO to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content**
2. **Rigor of Target(s)**
3. **Quality of Evidence**

Reviewing Student Learning/Outcome Objectives at the Mid-Year Conference

Whether using the original SLO/SOO, SLO/SOO Flex, Student Learning Goals, or Embedded Practice options, the Mid-Year Conference offers an opportunity for teachers to review and discuss their students' learning progress with their evaluators. Teachers and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practice and supports. If students are not progressing as expected, the teacher and evaluator should collaborate to revise the supports and interventions in place to help accelerate student progress.

At the Mid-Year Conference, if it has become clear that an SLO/SOO is no longer appropriate, it may be revised. Revisions should be rare with the original SLO/SOO, but adjustments may be made if:

- **The teaching schedule or assignment has changed significantly.**
- **Class compositions have changed significantly.**
- **New, higher-quality sources of evidence are available.**
- **Based on new information gathered since they were set, objectives fail to address the most important learning challenges in the classroom/school.**

NOTE: There may be extenuating circumstances that do not fit these four categories in which the evaluator must use professional judgment. Additionally, when a teacher is using a student learning option other than the original SLO/SOO, they have the “built-in” option of adjusting targets and/or strategies based on student data; in these cases, the circumstance need not be extenuating when exercising the option of revising student learning targets and/or strategies. For example, when changing targets based on data from instruction, teachers should consult with the evaluator as part of ongoing data discussions. In most cases, these discussions include not only a rationale for the change based on the data, but the instructional strategies that will be continued and/or adjusted based on the needs of students

Scoring Individual Student Learning/Outcome Objectives

The process for scoring individual SLOs/SOOs begins with a review of the available evidence submitted by the teacher, including a summary of the results. Evaluators will score each individual SLO/SOO as *Exceeded* (4), *Met* (3), *Nearly Met* (2), or *Not Met* (1).

Exceeded	<ul style="list-style-type: none">• This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO/SOO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).
Met	<ul style="list-style-type: none">• This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met.” The expectation for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).
Nearly Met	<ul style="list-style-type: none">• This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).
Not Met	<ul style="list-style-type: none">• This category applies when the results do not fit the description of what it means to have “Nearly Met.” If a substantial proportion of students did not meet the target(s), the SLO/SOO was not met. This category also applies when results are missing, incomplete, or unreliable.

Additional Student Learning/Outcome Objective Scoring Guidance

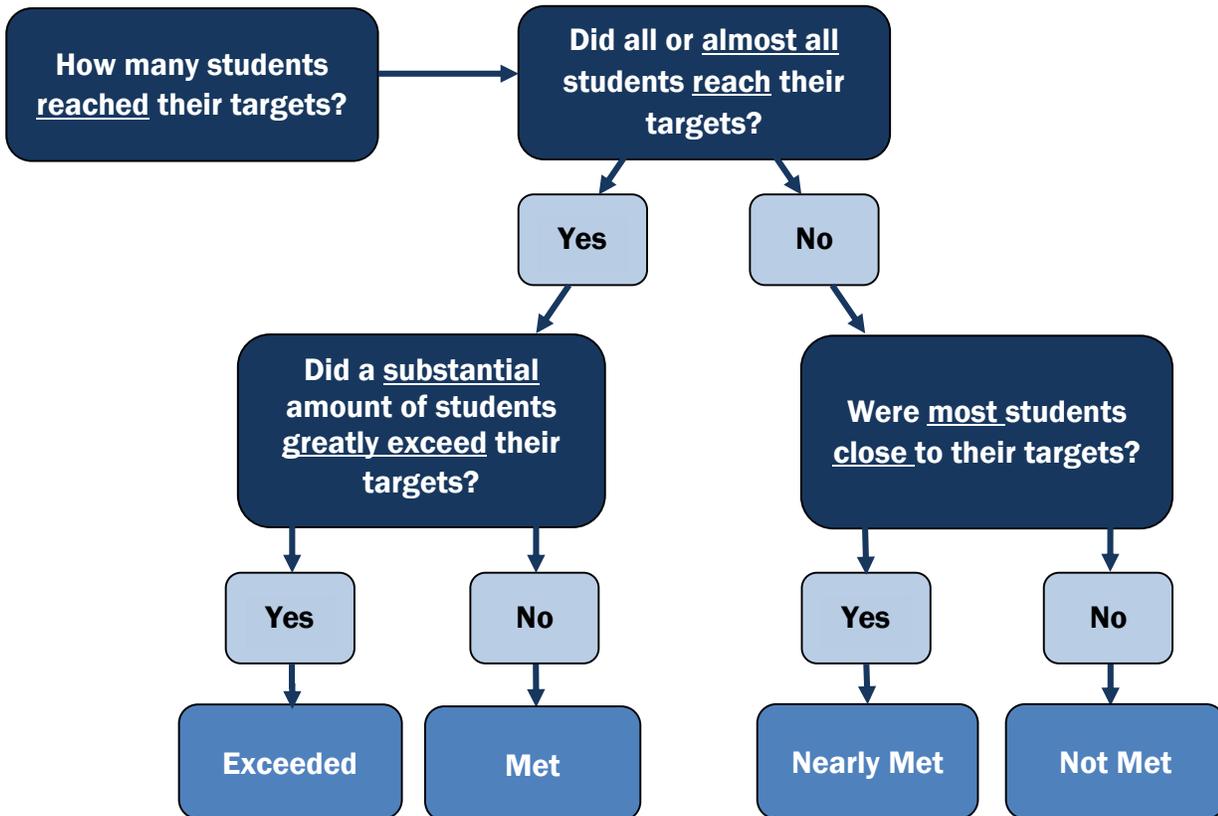
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

Not Met	Nearly Met	Met	Exceeded
<ul style="list-style-type: none">• <70% of students met their target	<ul style="list-style-type: none">• 70-89% of students met their target	<ul style="list-style-type: none">• At least 90% of students met their target	<ul style="list-style-type: none">• At least 90% of students met their target AND• 25% of students exceeded their target

NOTE: The additional SLO/SOO scoring guidance above does not eclipse local LEA policy. LEAs have the flexibility to adopt the additional SLO/SOO scoring guidance, create their own guidance, or choose to continue to use the *Exceeded*, *Met*, *Nearly Met*, and *Not Met* descriptions exclusively. For example, LEAs may want to create specific guidance for scoring SLOs that represent a small number of students.

Student Learning/Outcome Objective Scoring Process Map

The SLO/SOO Scoring Process Map below outlines the specific steps an evaluator should take to determine if individual SLOs/SOOs are *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.



Appendix 1: Student Learning Lookup Tables

Table 1: SLO/SOO Scoring Lookup Table for 2 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	Final
Exceeded	Exceeded	Exceptional Attainment
Exceeded	Met	Full Attainment
Exceeded	Nearly Met	Full Attainment
Met	Met	Full Attainment
Met	Nearly Met	Full Attainment
Exceeded	Not Met	Partial Attainment
Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Not Met	Minimal Attainment
Not Met	Not Met	Minimal Attainment

Table 2: SLO/SOO Scoring Lookup Table for 3 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	SLO/SOO 3	Final
Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Not Met	Partial Attainment
Exceeded	Met	Met	Full Attainment
Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Full Attainment
Met	Met	Nearly Met	Full Attainment
Met	Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Not Met	Partial Attainment
Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Minimal Attainment

Table 3: SLO/SOO Scoring Lookup Table for 4 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	SLO/SOO 3	SLO/SOO 4	Final
Exceeded	Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Exceeded	Not Met	Full Attainment
Exceeded	Exceeded	Met	Met	Full Attainment
Exceeded	Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Exceeded	Met	Not Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Exceeded	Not Met	Not Met	Partial Attainment
Exceeded	Met	Met	Met	Full Attainment
Exceeded	Met	Met	Nearly Met	Full Attainment
Exceeded	Met	Met	Not Met	Partial Attainment
Exceeded	Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Met	Not Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Not Met	Minimal Attainment
Exceeded	Not Met	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Met	Full Attainment
Met	Met	Met	Nearly Met	Full Attainment
Met	Met	Met	Not Met	Partial Attainment
Met	Met	Nearly Met	Nearly Met	Partial Attainment
Met	Met	Nearly Met	Not Met	Partial Attainment
Met	Met	Not Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Met	Not Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Not Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Not Met	Minimal Attainment