**Scoring SLOs & SOOs Calibration Workshop**

**Agenda:**

* **Entrance Ticket**
* What are the biggest challenges you anticipate for scoring SLOs/SOOs? Are there any strategies you’ve developed that have helped with these challenges?
* **Welcome & Introductions**
* **Local SLO/SOO Scoring Process**
* Clarifying and/or creating local decisions pertaining to the SLO/SOO scoring process
* **SLO Scoring Scenarios**
* Independently analyze and score six SLO scenarios
* Discuss the scenarios and come to consensus on areas of disagreement
* **Reflection & Closing**
* Next Steps
* Exit Ticket
* Questions & Answers
* Exit Survey

**Norms:**

1. Commitment to work through disagreement
2. Safety to share ideas
3. Equal air time (stand up/sit back)

**Goals:**

1. Practice using the SLO/SOO Scoring Process Map
2. Clarify LEA policies already in place around SLO/SOO Scoring and identify areas where local policy needs to be created
3. Identify next steps for efficient and accurate scoring of SLOs

# Questions for LEAs to Answer about Scoring Student Learning/Outcome Objectives

1. When will educators submit SLO/SOO results to evaluators?

1. How and when will guidance be given to educators about submitting data and results?
	1. Will this be completed in EPSS? If so, have educators been given directions about how to do so in the system? Do evaluators all know how to score SLOs in EPSS with the new form?
	2. How will educators be encouraged to report their data and summarize their results? Will there be templates available? Will all educators be required to submit the data along with their results summary? Will evaluators spot-check?
2. How will SLOs be scored if they contain multiple Evidence Sources?
3. Has the LEA adopted or adapted RIDE’s SLO/SOO scoring guidance?
4. Does the LEA have any policies around extenuating circumstances that require professional judgment on the part of the evaluator (e.g. extreme student absences, missing data for students who did not complete an Evidence Source, the inclusion of supplemental data to document student growth, etc.)?
5. What is the process for evaluators if they feel they cannot determine on the score of an SLO/SOO?

# Template for evaluators to use when communicating with educators about SLO results

Dear Colleagues,

 I would like to share a few important updates with you about completing the Student Learning Objective (SLO) process in the Educator Performance and Support System (EPSS).

* **Completing the SLO Form**
	+ Attached to this update you will find instructions for completing the Results and Summary sections in each SLO form in EPSS. Step-by-step instructions for how to upload supporting data and artifacts related to SLOs are also included in the following pages. SLOs should be completed and submitted by \_\_\_\_.
* **Organizing SLO Data**
	+ When uploading data to support your SLO results, be sure to clearly format the data for your evaluator. Consider using a template like this to organize the data.



* **Completing the “Results” section of your SLO Forms**

Some teachers have requested additional information about formatting data related to the results section of the SLO Form. Below is one example of how a teacher might display the data in the results section of his or her SLO.



Please do not hesitate to contact me if you have any questions about finalizing your SLOs.

*Sincerely,*

**SLO Scoring Scenarios**

**Scenario 1:** *Multiple evidence sources are used in the SLO but it is unclear how they will be scored together.*

**Title of SLO:**

 ELA Literacy Student Learning Objective

**Objective Statement:**

Students will improve their reading accuracy and fluency of literary text, their comprehension of literary and informational text, and their ability to convey information about what they’ve read.

**Targets(s):**

1. Accuracy, fluency, and comprehension of literary and informational text:

Standardized, nationally normed commercial assessment

* Group A: All 9 students will reach level 16 or higher
* Group B: All 14 students will reach level 20 or higher
* Group C: All 5 students will reach level 24 or higher
1. Deeper comprehension and conveying information about what they’ve read:

Locally developed, district-wide common assessment with rubric

* Group A: All 9 students will meet the Gr. 1 standard for writing in response

to an informational text.

* Group B: Half of the students in this group (7/14) will meet the Gr. 1

standard for writing in response to an informational text. Half (7/14) will

exceed the Gr. 1 standard for writing in response to an informational text.

* Group C: All 5 students will exceed the Gr. 1 standard for writing in response

to an informational text.

**Results and Summary:**

1. Group A: 7/9 students reached level 16 or higher

Group B: 10/14 students reached level 20 or higher (1 student reached level 24)

Group C: 3/5 students reached level 24 or higher

*So, 20/28 (71%) met their target.*

1. Group A: All 9 students reached their target of meeting the Gr. 1 standard

Group B: All targets were met (half of the students in this group met the Gr. 1 standard and half exceeded the Gr. 1 standard)

Group C: All 5 students exceeded the Gr. 1 standard

*So, all 28/28 (100%) of students met their target.*

*In Summary, 48/56 (86%) of all targets were met.*

**Attached Artifact is****on next page.**

**Scenario 1 Attached Artifact:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Group**  | **DRA2** | **District Common-Assessment** |
| 1 | A | 14 | Met the Gr. 1 standard |
| 2 | A | 16 | Met the Gr. 1 standard |
| 3 | A | 13 | Met the Gr. 1 standard |
| 4 | A | 17 | Met the Gr. 1 standard |
| 5 | A | 17 | Met the Gr. 1 standard |
| 6 | A | 17 | Met the Gr. 1 standard |
| 7 | A | 17 | Met the Gr. 1 standard |
| 8 | A | 17 | Met the Gr. 1 standard |
| 9 | A | 18 | Met the Gr. 1 standard |
| 10 | B | 21 | Met the Gr. 1 standard |
| 11 | B | 18 | Met the Gr. 1 standard |
| 12 | B | 22 | Met the Gr. 1 standard |
| 13 | B | 23 | Met the Gr. 1 standard |
| 14 | B | 23 | Met the Gr. 1 standard |
| 15 | B | 19 | Met the Gr. 1 standard |
| 16 | B | 21 | Met the Gr. 1 standard |
| 17 | B | 19 | Exceeded the Gr. 1 standard |
| 18 | B | 20 | Exceeded the Gr. 1 standard |
| 19 | B | 19 | Exceeded the Gr. 1 standard |
| 20 | B | 20 | Exceeded the Gr. 1 standard |
| 21 | B | 23 | Exceeded the Gr. 1 standard |
| 22 | B | 24 | Exceeded the Gr. 1 standard |
| 23 | B | 23 | Exceeded the Gr. 1 standard |
| 24 | C | 24 | Exceeded the Gr. 1 standard |
| 25 | C | 23 | Exceeded the Gr. 1 standard |
| 26 | C | 22 | Exceeded the Gr. 1 standard |
| 27 | C | 26 | Exceeded the Gr. 1 standard |
| 28 | C | 27 | Exceeded the Gr. 1 standard |

**Scenario 2:** *The SLO includes a very small group of students, so percentages might not help when scoring with the Process Map.*

**Title of SLO:**

Special Education—ELA

**Objective Statement:**

All students will show growth in reading comprehension, oral reading, and fluency.

**Targets(s):**

By the end of the year 8/8 students will be reading on or above grade level. While it seems inappropriate to attempt predicting each student’s exact DRA2 reading level, I have instead created target ranges for each student depending on their baseline.

**Results and Summary:**

7/8 (87.5%) students met their target and one did not.

**Scenario 2 Attached Artifact:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Baseline** | **Target** | **Result** |
| 1 | A-1 | 10-14 | 10 |
| 2 | A-1 | 10-14 | 12 |
| 3 | A-1 | 16-18 | 16 |
| 4 | A-1 | 16-18 | 12 |
| 5 | 2 | 16-18 | 16 |
| 6 | 2 | 16-18 | 16 |
| 7 | 2 | 16-18 | 18 |
| 8 | 4 | 16-18 | 18 |

**Scenario 3:** *You approved this SLO at the beginning of the year but had not thoroughly examined the assessment that was being used for the Evidence Source. You’ve discovered that the end of year assessment being used is not as rigorous as you had previously thought. Because of this, the targets do not seem to be rigorous enough and the teacher has far exceeded them.*

**Title of SLO:**

Middle School Math Student Learning Objective

**Objective Statement:**

Students will demonstrate mastery of proportional relationships and operations with rational numbers, two critical elements of the revised 7th grade district curriculum aligned to the Common Core State Standards.

**Targets(s):**

By the end of the year, students will take a cumulative assessment that focuses on the two critical areas of proportional relationships and operations with rational numbers. The tiered targets are as follows:

* Group A: 10% of students will show mastery of both critical areas (earning 85% or higher)
* Group B: 60% of students will show proficiency of both critical areas (earning 70%-84%)
* Group C: 30% of students will show proficiency in one critical area and a need for remediation in the other (earning 70%-84% on one section and less than 70% on the other)

**Results and Summary:**

* 25% of students showed mastery of both critical areas (earning 85% or higher)
* 70% of students showed proficiency of both critical areas (earning 70%-84%)
* The remaining 3 students (5%) showed proficiency in one critical area and a need for remediation on the other, though each student increased their score for each section by approx 20 points.

All students met their targets and 30% of students exceeded their targets so I believe this SLO has been EXCEEDED.

**Artifact is attached****on next two pages.**

**Scenario 3 Attached Artifact:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student** | **Group**  | **Baseline Prop. Relat.** | **Baseline Oper. w/ Rat. Num.** | **EOY Prop. Relat.** | **EOY Oper. w/ Rat. Num.** | **Met, Exceeded, Did Not Meet Target?** |
| 1 | A | 85 | 85 | 91 | 88 | Met |
| 2 | A | 87 | 89 | 95 | 91 | Met |
| 3 | A | 91 | 86 | 92 | 89 | Met |
| 4 | A | 85 | 88 | 85 | 90 | Met |
| 5 | A | 92 | 91 | 86 | 92 | Met |
| 6 | A | 86 | 85 | 87 | 85 | Met |
| 7 | B | 72 | 84 | 91 | 88 | Exceeded |
| 8 | B | 84 | 81 | 95 | 91 | Exceeded |
| 9 | B | 81 | 79 | 92 | 89 | Exceeded |
| 10 | B | 75 | 77 | 85 | 90 | Exceeded |
| 11 | B | 79 | 73 | 86 | 92 | Exceeded |
| 12 | B | 70 | 75 | 87 | 85 | Exceeded |
| 13 | B | 72 | 79 | 85 | 90 | Exceeded |
| 14 | B | 76 | 78 | 86 | 92 | Exceeded |
| 15 | B | 74 | 71 | 87 | 85 | Exceeded |
| 16 | B | 81 | 82 | 83 | 84 | Met |
| 17 | B | 82 | 83 | 84 | 81 | Met |
| 18 | B | 80 | 74 | 83 | 80 | Met |
| 19 | B | 78 | 70 | 80 | 75 | Met |
| 20 | B | 76 | 73 | 79 | 75 | Met |
| 21 | B | 75 | 79 | 81 | 80 | Met |
| 22 | B | 70 | 78 | 73 | 83 | Met |
| 23 | B | 72 | 71 | 77 | 75 | Met |
| 24 | B | 76 | 82 | 78 | 81 | Met |
| 25 | B | 74 | 83 | 78 | 82 | Met |
| 26 | B | 81 | 74 | 84 | 80 | Met |
| 27 | B | 82 | 70 | 82 | 78 | Met |
| 28 | B | 80 | 73 | 81 | 76 | Met |
| 29 | B | 78 | 77 | 80 | 81 | Met |
| 30 | B | 76 | 73 | 79 | 75 | Met |
| 31 | B | 75 | 68 | 80 | 75 | Met |
| 32 | B | 81 | 62 | 85 | 85 | Met |
| 33 | B | 82 | 60 | 81 | 80 | Met |
| 34 | B | 80 | 68 | 73 | 83 | Met |
| 35 | B | 78 | 69 | 77 | 75 | Met |
| 36 | B | 67 | 81 | 78 | 81 | Met |
| 37 | B | 65 | 75 | 78 | 82 | Met |
| 38 | B | 63 | 78 | 84 | 80 | Met |
| 39 | B | 57 | 74 | 82 | 78 | Met |
| 40 | B | 55 | 71 | 81 | 76 | Met |
| 41 | B | 59 | 73 | 80 | 81 | Met |
| 42 | B | 67 | 81 | 73 | 83 | Met |
| 43 | B | 67 | 69 | 77 | 75 | Met |
| 44 | B | 55 | 56 | 78 | 81 | Met |
| 45 | B | 49 | 67 | 78 | 82 | Met |
| 46 | B | 68 | 60 | 84 | 80 | Met |
| 47 | B | 65 | 59 | 70 | 78 | Met |
| 48 | B | 62 | 63 | 81 | 76 | Met |
| 49 | C | 63 | 65 | 72 | 76 | Exceeded |
| 50 | C | 60 | 62 | 79 | 75 | Exceeded |
| 51 | C | 59 | 69 | 75 | 80 | Exceeded |
| 52 | C | 68 | 56 | 73 | 79 | Exceeded |
| 53 | C | 65 | 67 | 77 | 75 | Exceeded |
| 54 | C | 62 | 60 | 78 | 81 | Exceeded |
| 55 | C | 63 | 59 | 78 | 82 | Exceeded |
| 56 | C | 60 | 63 | 77 | 75 | Exceeded |
| 57 | C | 59 | 65 | 72 | 75 | Exceeded |
| 58 | C | 48 | 55 | 68 | 75 | Met |
| 59 | C | 39 | 68 | 69 | 88 | Met |
| 60 | C | 49 | 66 | 69 | 85 | Met |

**Scenario 4:** *A teacher wanted to set rigorous targets in their SLO and so, you approved it. At the end of the year, the targets seem to be inappropriately rigorous and the teacher did not meet their SLO, even though their students made significant progress.*

**Title of SLO:**

8th Grade Visual Arts Student Learning Objective

**Targets(s):**

1. All students (50/50) will pass the final exam with a score of 80% or better. In addition, 40% of students (20/50) will pass with a score of 90% or better.
2. All students (50/50) will meet the minimum proficiency requirements for the Visual Arts Portfolio. In addition, 40% (approximately 20/50) of students will earn “proficient with distinction” on the portfolio.

**Results and Summary:**

1. 60% of students passed with a score of 80% or better:

10% of students passed with a score of 90% or better.

50% of students passed with a score of 85-89%.

40% of students passed with a score of 70-79%.

1. All students (50/50) met the minimum proficiency requirements for the portfolio.

26% (13/50) of students earned “proficient with distinction” on the portfolio.

**Scenario 4 Attached Artifact:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student** | **Final** | **Portfolio** |  | **Student** | **Final** | **Portfolio** |  | **Student** | **Final** | **Portfolio** |
| 1 | 90 | Prof w/ D |  | 21 | 89 | Prof |  | 41 | 72 | Prof |
| 2 | 91 | Prof |  | 22 | 86 | Prof |  | 42 | 71 | Prof |
| 3 | 92 | Prof w/ D |  | 23 | 87 | Prof w/ D |  | 43 | 70 | Prof |
| 4 | 93 | Prof w/ D |  | 24 | 88 | Prof |  | 44 | 76 | Prof |
| 5 | 90 | Prof |  | 25 | 85 | Prof |  | 45 | 73 | Prof |
| 6 | 95 | Prof |  | 26 | 85 | Prof |  | 46 | 74 | Prof |
| 7 | 96 | Prof w/ D |  | 27 | 89 | Prof w/ D |  | 47 | 74 | Prof |
| 8 | 98 | Prof |  | 28 | 86 | Prof |  | 48 | 75 | Prof |
| 9 | 91 | Prof |  | 29 | 86 | Prof |  | 49 | 79 | Prof |
| 10 | 92 | Prof |  | 30 | 88 | Prof w/ D |  | 50 | 72 | Prof |
| 11 | 85 | Prof w/ D |  | 31 | 85 | Prof |  |  |  |  |
| 12 | 89 | Prof |  | 32 | 85 | Prof |  |  |  |  |
| 13 | 86 | Prof |  | 33 | 87 | Prof w/ D |  |  |  |  |
| 14 | 87 | Prof |  | 34 | 88 | Prof |  |  |  |  |
| 15 | 88 | Prof |  | 35 | 85 | Prof |  |  |  |  |
| 16 | 85 | Prof w/ D |  | 36 | 70 | Prof |  |  |  |  |
| 17 | 85 | Prof w/ D |  | 37 | 78 | Prof w/ D |  |  |  |  |
| 18 | 89 | Prof w/ D |  | 38 | 74 | Prof |  |  |  |  |
| 19 | 86 | Prof |  | 39 | 75 | Prof |  |  |  |  |
| 20 | 86 | Prof |  | 40 | 79 | Prof |  |  |  |  |

**Scenario 5:** *Multiple extenuating circumstances in which evaluator must use professional judgment while scoring.*

**Title of SLO:**

 8th Grade Science Student Learning Objective

**Objective Statement:**

Students will be able to analyze scientific texts and craft written responses supported by textual evidence in the four Areas of Inquiry: Formulating Questions & Hypothesizing, Planning & Critiquing Investigations, Conducting Investigations, and Developing and Evaluating Explanations

**Targets(s):**

All students (87) will complete an Inquiry Portfolio, which is composed of 10 tasks completed throughout the year (2 per quarter, midterm, and final).

1. Group A (21) will demonstrate partial proficiency (or better) on at least 7 tasks.
2. Group B (58) will demonstrate partial proficiency (or better) on all 10 tasks and will demonstrate proficiency on at least 3 tasks.
3. Group C (8) will demonstrate proficiency (or better) on at least 7 tasks.

**Results and Summary:**

73 out of 87 students met or exceeded their target, which is approx 84% of the students, resulting in a “Nearly Met” SLO. 7 out of 14 of the students who did not meet their target had extenuating circumstances that I believe should be taken into account when scoring this SLO. If those 7 students are not counted then 73/80 or approximately 91% of the students met their targets and this SLO will be considered “Met”.

*Student 1:* This student (SL) enrolled late in the school after moving from a different district. She arrived with very low skills and showed growth but then became very sick in the middle of the year and missed 24 days of school over from December through February. As you can see, once she started attending school regularly in April she made great progress, but her chronic absences meant she could not meet the target.

*Student 6:* JR was chronically late to school in the fall and so often missed my class. I worked with the school counselor, social worker, and principal to support JR and all winter his attendance and achievement were positive, but then he moved to live with his grandmother in April and he was chronically late and missed so many classes.

*Student 24:* GH was on a great trajectory but her parents divorced in the spring and she began splitting time between both of their houses. This was very hard for her and her performance in my class, and in all her other classes took a dive.

*Student 37:* RS was tested in early winter and an IEP was put into place afterwards. Once we started implementing her accommodations she really started to shine and ended the year strong, but that process took time.

*Student 50:* PH enrolled in late November and we added him to the SLO at the mid-year. He showed a lot of growth, but had I been able to teach him the first three months of school I'm certain he would have met his target.

*Student 59:* GS refused to do work at the beginning of the year and failed first quarter, but after working with her, her family, and the social worker, she showed incredible improvement

*Student 61:* AP was struggling, but working hard and making progress before moving out of district in the winter. He moved back in the spring, but had a difficult time getting back on track. I worked hard with the school counselor and called home every two weeks.

**Scenario 5 Attached Artifact:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student** | **Group** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Task 6** | **Task 7** | **Task 8** | **Task 9** | **Task 10** | **Met Target?** |
| 1 | A | ---- | SBP | PP | SBP | SBP | SBP | PP | PP | PP | PP | N |
| 2 | A | SBP | SBP | PP | SBP | PP | PP | P | PP | P | PP | Y |
| 3 | A | SBP | SBP | PP | PP | SBP | PP | PP | PP | PP | PP | Y |
| 4 | A | SBP | SBP | PP | PP | PP | PP | PP | P | PP | P | Y |
| 5 | A | SBP | PP | PP | SBP | PP | P | P | PP | PP | SBP | Y |
| 6 | A | SBP | SBP | PP | PP | PP | PP | PP | SBP | SBP | SBP | N |
| 7 | A | SBP | PP | PP | SBP | PP | PP | PP | P | P | PP | Y |
| 8 | A | SBP | PP | SBP | PP | PP | PP | PP | P | PP | PP | Y |
| 9 | A | SBP | P | SBP | PP | PP | P | PP | PP | PP | P | Y |
| 10 | A | SBP | PP | SBP | SBP | PP | PP | PP | PP | P | P | Y |
| 11 | A | SBP | PP | SBP | PP | P | PP | P | PP | P | PP | Y |
| 12 | A | SBP | PP | SBP | PP | PP | SBP | PP | P | P | PP | Y |
| 13 | A | SBP | PP | PP | SBP | PP | PP | PP | PP | PP | PP | Y |
| 14 | A | SBP | PP | PP | SBP | PP | PP | PP | PP | PP | P | Y |
| 15 | A | SBP | PP | SBP | PP | PP | PP | PP | P | PP | PP | Y |
| 16 | A | SBP | P | SBP | PP | PP | P | P | PP | PP | P | Y |
| 17 | A | SBP | PP | SBP | PP | PP | P | P | P | P | P | Y |
| 18 | A | SBP | PP | SBP | PP | PP | PP | P | PP | P | PP | Y |
| 19 | A | SBP | PP | SBP | PP | PP | SBP | PP | P | P | PP | Y |
| 20 | A | SBP | PP | PP | SBP | PP | PP | PP | PP | PP | PP | Y |
| 21 | A | PP | PP | PP | PP | PP | PP | PP | PP | PP | PP | Y |
| 22 | B | PP | PP | PP | P | P | PP | PP | P | P | P | Y |
| 23 | B | PP | PP | PP | PP | PP | P | P | P | P | P | Y |
| 24 | B | PP | PP | PP | P | P | PwD | P | P | PP | PP | N |
| 25 | B | PP | PP | PP | SBP | PP | PP | SBP | SBP | PP | PP | N |
| 26 | B | PP | PP | P | P | PP | PP | PP | PP | PP | PP | Y |
| 27 | B | PP | PP | PP | SBP | SBP | SBP | PP | PP | SBP | PP | N |
| 28 | B | P | P | P | P | P | P | PP | PP | PP | P | Y |
| 29 | B | PP | PP | PP | P | P | P | P | P | P | P | Y |
| 30 | B | PP | P | P | P | P | PP | PP | P | P | P | Y |
| 31 | B | PP | PP | PP | PP | P | P | P | P | PwD | PwD | Y |
| 32 | B | P | PP | PP | PP | P | P | PP | PP | PP | PP | Y |
| 33 | B | P | P | PwD | PwD | P | P | P | PP | PP | PP | Y |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34 | B | PP | PP | PP | PP | P | P | P | P | PwD | PwD | Y |
| 35 | B | PwD | PwD | P | P | P | P | P | PP | PP | PP | Y |
| 36 | B | PP | PP | PP | PP | PP | PP | PP | PP | PP | PP | Y |
| 37 | B | PP | PP | PP | SBP | SBP | PP | PP | PP | P | P | N |
| 38 | B | P | P | P | P | P | P | PP | PP | PP | P | Y |
| 39 | B | PP | PP | PP | P | P | P | P | P | P | P | Y |
| 40 | B | PP | P | P | P | P | PP | PP | P | P | P | Y |
| 41 | B | PP | PP | PP | PP | P | P | P | P | PwD | PwD | Y |
| 42 | B | P | PP | PP | PP | P | P | PP | PP | PP | PP | Y |
| 43 | B | P | P | PwD | PwD | P | P | P | PP | PP | PP | Y |
| 44 | B | PP | PP | PP | PP | P | P | P | P | PwD | PwD | Y |
| 45 | B | PwD | PwD | P | P | P | P | P | PP | PP | PP | Y |
| 46 | B | PP | PP | PP | PP | PP | PP | PP | PP | PP | PP | Y |
| 47 | B | ---- | ---- | PP | PP | PP | PP | PP | P | P | P | Y |
| 48 | B | PwD | PwD | P | P | P | P | P | PP | PP | PP | Y |
| 49 | B | PP | PP | PP | PP | PP | PP | PP | PP | PP | PP | Y |
| 50 | B | ---- | ---- | ---- | PP | PP | PP | PP | PP | P | P | N |
| 51 | B | PP | PP | PP | PP | PP | PP | PP | PP | PP | PP | N |
| 52 | B | ---- | PP | PP | PP | PP | P | P | P | P | P | Y |
| 53 | B | P | P | P | P | P | P | PP | PP | PP | P | Y |
| 54 | B | PP | PP | PP | P | P | P | P | P | P | P | Y |
| 55 | B | PP | P | P | P | P | PP | PP | P | P | P | Y |
| 56 | B | PP | PP | PP | PP | P | P | P | P | PwD | PwD | Y |
| 57 | B | ---- | ---- | ---- | P | P | P | P | PP | PP | PP | Y |
| 58 | B | PP | PP | P | P | PP | PP | PP | SBP | SBP | PP | N |
| 59 | B | PP | SBP | SBP | PP | PP | P | P | P | PwD | PwD | N |
| 60 | B | PP | PP | PP | P | P | P | ---- | ---- | ---- | ---- | Y |
| 61 | B | PP | PP | PP | PP | PP | ---- | ---- | ---- | SBP | SBP | N |
| 62 | B | P | P | P | P | P | P | PP | PP | PP | P | Y |
| 63 | B | PP | PP | PP | P | P | P | P | P | P | P | Y |
| 64 | B | PP | P | P | P | P | PP | PP | P | P | P | Y |
| 65 | B | PP | PP | PP | PP | P | P | P | P | PwD | PwD | Y |
| 66 | B | P | P | P | PP | PP | PP | PP | SBP | SBP | SBP | N |
| 67 | B | P | P | P | P | P | P | PP | PP | PP | P | Y |
| 68 | B | PP | PP | PP | P | P | P | P | P | P | P | Y |
| 69 | B | PP | P | P | P | P | PP | PP | P | P | P | Y |
| 70 | B | PP | PP | PP | PP | P | P | P | P | PwD | PwD | Y |
| 71 | B | P | PP | PP | PP | P | P | PP | PP | PP | PP | Y |
| 72 | B | P | P | PwD | PwD | P | P | P | PP | PP | PP | Y |
| 73 | B | PP | PP | PP | PP | PP | PP | PP | PP | P | P | N |
| 74 | B | PP | P | PP | P | PP | PP | PP | PP | PP | P | Y |
| 75 | B | P | P | PP | PP | P | P | PP | PP | PP | PP | Y |
| 76 | B | PP | PP | PP | PP | PP | PP | PP | PP | PP | PP | N |
| 77 | B | PP | P | P | P | P | P | PP | P | PP | P | Y |
| 78 | B | PP | PP | P | PP | P | PP | P | PP | P | P | Y |
| 79 | B | PP | PP | P | P | P | P | P | PwD | PwD | PwD | Y |
| 80 | C | P | P | P | PwD | PwD | PwD | PwD | PP | PP | PP | Y |
| 81 | C | P | P | P | P | P | P | P | P | P | P | Y |
| 82 | C | P | PP | PP | PP | P | P | PwD | P | P | P | Y |
| 83 | C | PP | PP | P | P | P | P | P | P | P | P | Y |
| 84 | C | P | P | P | PP | P | P | P | P | PwD | PwD | Y |
| 85 | C | P | P | P | P | P | P | P | PwD | PwD | PwD | Y |
| 86 | C | PwD | PwD | P | P | PwD | P | P | P | P | PwD | Y |
| 87 | C | PwD | P | PwD | PwD | PwD | PwD | PwD | P | P | P | Y |

**Scenario 6:** *The teacher went on a medical leave for two months (but has been present 140 days) and the teacher does not meet their SLO.*

**Title of SLO:**

9th Grade Spanish Student Learning Objective

**Objective Statement:**

Students will be able to read, write, and speak simple words, phrases, and sentences in basic Spanish in the present tense and immediate future tense, including:

* Introductions and greetings
* Vocabulary related to food, family, school, appearance, age, destinations, and hobbies
* Conjugation of regular –ar, -er, and –ir verbs
* Simple interactions and formulaic questions (ordering food, asking where things are)
* Common pronouns and connectors
* Basic time
* Numbers to 100
* Basic knowledge of the geography and customs of the Spanish-speaking world

**Targets(s):**

All students (42/42) will meet basic proficiency in speaking Spanish by scoring at least an 80% on the final exam. The exam involves two parts: a written component and an oral one, each of which is worth half of the total possible points. (An 80% on this final represents basic proficiency and this is an introductory course in which all students entered with no prior Spanish knowledge or significant skill differences.)

**Results and Summary:**

Please note: I set my SLOs in October, but I did not know at that time I needed knee surgery and had to take medical leave for the months of February and March. Before I left I created clear lesson plans, with materials and assessments for the permanent substitute teacher and met with my department chair to discuss the students and the upcoming units. When I returned in April, I was disappointed to find my students far behind where they should have been. The substitute was not a certified foreign language teacher, and did not speak Spanish. It is also clear to me that the substitute did not adhere to the plans and pacing. My students were on track when I left to meet my targets, but because of my leave they were not able to meet the targets I had anticipated prior to my surgery.

As you can see in the first attached spreadsheet, 21/42 students did not meet their targets. When I returned from medical leave to find the students far behind I did as much as I could to catch them up and re-teach the units but there was limited time left in the year and additional units needed to be covered. In the spreadsheet I broke down the sections of the written test and saw that the two units in which I was absent (Interactions/Questions and Pronouns/Connectors) were the two units that students performed substantially worse.

As you can see in the second attached spreadsheet, if I remove those two units from the data and only include the data from when I was present, then all but one of my students met their targets.

**Scenario 6 Attached Artifact A:** includes all sections (all sections were worth 10 points)

**Scenario 6 Attached Artifact B:** only includes sections that I taught (all sections were worth 10 points)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student** | **Final** | **Oral** | **Written** | **Intro, greetings** | **Vocab** | **Verb Conj.** | **Interactions, Questions**  | **Pronouns, connectors** | **Basic time**  | **Numbers** | **Geography, customs** |
| **ARTIFACT A** | **AVG** | 9.0 | 8.2 | 8.3 | 5.4 | 4.7 | 8.1 | 8.8 | 8.6 |
| 1 | 78% | 85% | 71% | 8 | 8 | 8 | 5 | 4 | 7 | 9 | 8 |
| 2 | 78% | 80% | 75% | 9 | 8 | 8 | 4 | 6 | 8 | 9 | 8 |
| 3 | 78% | 80% | 76% | 10 | 8 | 7 | 5 | 5 | 10 | 9 | 7 |
| 4 | 74% | 80% | 73% | 7 | 8 | 8 | 6 | 3 | 8 | 7 | 8 |
| 5 | 76% | 80% | 73% | 8 | 7 | 8 | 5 | 5 | 7 | 10 | 8 |
| 6 | 84% | 90% | 78% | 8 | 7 | 9 | 6 | 4 | 9 | 10 | 9 |
| 7 | 86% | 95% | 78% | 8 | 9 | 9 | 7 | 3 | 7 | 10 | 9 |
| 8 | 78% | 80% | 75% | 7 | 9 | 9 | 5 | 4 | 7 | 10 | 9 |
| 9 | 78% | 85% | 71% | 7 | 8 | 9 | 6 | 5 | 6 | 7 | 9 |
| 10 | 81% | 85% | 78% | 9 | 9 | 7 | 7 | 4 | 8 | 8 | 10 |
| 11 | 88% | 100% | 75% | 9 | 10 | 8 | 5 | 3 | 8 | 8 | 9 |
| 12 | 76% | 75% | 78% | 10 | 9 | 8 | 4 | 7 | 8 | 8 | 8 |
| 13 | 79% | 85% | 73% | 8 | 8 | 8 | 5 | 4 | 8 | 9 | 8 |
| 14 | 80% | 85% | 75% | 8 | 7 | 8 | 5 | 6 | 9 | 9 | 8 |
| 15 | 86% | 95% | 76% | 9 | 8 | 8 | 5 | 5 | 9 | 9 | 8 |
| 16 | 84% | 90% | 79% | 10 | 8 | 8 | 6 | 5 | 9 | 9 | 8 |
| 17 | 75% | 75% | 75% | 10 | 7 | 8 | 4 | 5 | 7 | 10 | 9 |
| 18 | 85% | 95% | 75% | 10 | 7 | 9 | 5 | 4 | 8 | 8 | 9 |
| 19 | 88% | 95% | 81% | 10 | 8 | 9 | 7 | 6 | 8 | 8 | 9 |
| 20 | 81% | 85% | 76% | 10 | 8 | 9 | 5 | 5 | 7 | 8 | 9 |
| 21 | 89% | 100% | 79% | 10 | 8 | 10 | 5 | 4 | 8 | 8 | 10 |
| 22 | 90% | 100% | 80% | 8 | 8 | 10 | 6 | 5 | 7 | 10 | 10 |
| 23 | 92% | 100% | 84% | 8 | 9 | 10 | 6 | 6 | 9 | 9 | 10 |
| 24 | 88% | 95% | 81% | 9 | 10 | 10 | 6 | 6 | 8 | 8 | 8 |
| 25 | 79% | 85% | 74% | 10 | 7 | 8 | 4 | 4 | 8 | 9 | 9 |
| 26 | 86% | 95% | 78% | 9 | 7 | 9 | 7 | 4 | 8 | 9 | 9 |
| 27 | 86% | 95% | 76% | 9 | 8 | 10 | 4 | 4 | 7 | 9 | 10 |
| 28 | 76% | 75% | 76% | 9 | 8 | 7 | 5 | 5 | 8 | 10 | 9 |
| 29 | 79% | 80% | 78% | 8 | 9 | 9 | 6 | 6 | 8 | 8 | 8 |
| 30 | 76% | 75% | 78% | 8 | 8 | 9 | 8 | 3 | 9 | 8 | 9 |
| 31 | 79% | 85% | 74% | 8 | 9 | 8 | 4 | 3 | 9 | 10 | 8 |
| 32 | 79% | 85% | 74% | 8 | 10 | 7 | 5 | 5 | 9 | 8 | 7 |
| 33 | 80% | 85% | 75% | 9 | 10 | 7 | 4 | 4 | 10 | 9 | 7 |
| 34 | 78% | 80% | 75% | 9 | 8 | 7 | 5 | 5 | 7 | 9 | 10 |
| 35 | 79% | 85% | 74% | 10 | 8 | 8 | 4 | 5 | 8 | 8 | 8 |
| 36 | 81% | 85% | 76% | 10 | 8 | 7 | 5 | 5 | 8 | 8 | 10 |
| 37 | 78% | 80% | 75% | 10 | 8 | 8 | 6 | 4 | 8 | 8 | 8 |
| 38 | 91% | 100% | 81% | 10 | 8 | 9 | 5 | 6 | 9 | 9 | 9 |
| 39 | 85% | 90% | 80% | 10 | 8 | 8 | 5 | 5 | 10 | 10 | 8 |
| 40 | 78% | 80% | 76% | 10 | 9 | 8 | 5 | 4 | 7 | 10 | 8 |
| 41 | 87% | 95% | 79% | 10 | 7 | 7 | 7 | 6 | 8 | 8 | 10 |
| 42 | 76% | 75% | 76% | 10 | 9 | 8 | 6 | 4 | 8 | 9 | 7 |
| **ARTIFACT B** | **Student** | **Final** | **Oral** | **Written** | **Intro, greetings** | **Vocab** | **Verb Conj.** | **Basic time**  | **Numbers** | **Geography, customs** |
|  | 1 | 83% | 85% | 80% | 8 | 8 | 8 | 7 | 9 | 8 |
|  | 2 | 82% | 80% | 83% | 9 | 8 | 8 | 8 | 9 | 8 |
|  | 3 | 83% | 80% | 85% | 10 | 8 | 7 | 10 | 9 | 7 |
|  | 4 | 78% | 80% | 82% | 7 | 8 | 8 | 8 | 7 | 8 |
|  | 5 | 80% | 80% | 80% | 8 | 7 | 8 | 7 | 10 | 8 |
|  | 6 | 88% | 90% | 87% | 8 | 7 | 9 | 9 | 10 | 9 |
|  | 7 | 91% | 95% | 87% | 8 | 9 | 9 | 7 | 10 | 9 |
|  | 8 | 83% | 80% | 85% | 7 | 9 | 9 | 7 | 10 | 9 |
|  | 9 | 81% | 85% | 77% | 7 | 8 | 9 | 6 | 7 | 9 |
|  | 10 | 85% | 85% | 85% | 9 | 9 | 7 | 8 | 8 | 10 |
|  | 11 | 93% | 100% | 87% | 9 | 10 | 8 | 8 | 8 | 9 |
|  | 12 | 80% | 75% | 85% | 10 | 9 | 8 | 8 | 8 | 8 |
|  | 13 | 83% | 85% | 82% | 8 | 8 | 8 | 8 | 9 | 8 |
|  | 14 | 83% | 85% | 82% | 8 | 7 | 8 | 9 | 9 | 8 |
|  | 15 | 90% | 95% | 85% | 9 | 8 | 8 | 9 | 9 | 8 |
|  | 16 | 88% | 90% | 87% | 10 | 8 | 8 | 9 | 9 | 8 |
|  | 17 | 80% | 75% | 85% | 10 | 7 | 8 | 7 | 10 | 9 |
|  | 18 | 90% | 95% | 85% | 10 | 7 | 9 | 8 | 8 | 9 |
|  | 19 | 91% | 95% | 87% | 10 | 8 | 9 | 8 | 8 | 9 |
|  | 20 | 85% | 85% | 85% | 10 | 8 | 9 | 7 | 8 | 9 |
|  | 21 | 95% | 100% | 90% | 10 | 8 | 10 | 8 | 8 | 10 |
|  | 22 | 94% | 100% | 88% | 8 | 8 | 10 | 7 | 10 | 10 |
|  | 23 | 96% | 100% | 92% | 8 | 9 | 10 | 9 | 9 | 10 |
|  | 24 | 92% | 95% | 88% | 9 | 10 | 10 | 8 | 8 | 8 |
|  | 25 | 85% | 85% | 85% | 10 | 7 | 8 | 8 | 9 | 9 |
|  | 26 | 90% | 95% | 85% | 9 | 7 | 9 | 8 | 9 | 9 |
|  | 27 | 92% | 95% | 88% | 9 | 8 | 10 | 7 | 9 | 10 |
|  | 28 | 80% | 75% | 85% | 9 | 8 | 7 | 8 | 10 | 9 |
|  | 29 | 82% | 80% | 83% | 8 | 9 | 9 | 8 | 8 | 8 |
|  | 30 | 80% | 75% | 85% | 8 | 8 | 9 | 9 | 8 | 9 |
|  | 31 | 86% | 85% | 87% | 8 | 9 | 8 | 9 | 10 | 8 |
|  | 32 | 83% | 85% | 82% | 8 | 10 | 7 | 9 | 8 | 7 |
|  | 33 | 86% | 85% | 87% | 9 | 10 | 7 | 10 | 9 | 7 |
|  | 34 | 82% | 80% | 83% | 9 | 8 | 7 | 7 | 9 | 10 |
|  | 35 | 84% | 85% | 83% | 10 | 8 | 8 | 8 | 8 | 8 |
|  | 36 | 85% | 85% | 85% | 10 | 8 | 7 | 8 | 8 | 10 |
|  | 37 | 82% | 80% | 83% | 10 | 8 | 8 | 8 | 8 | 8 |
|  | 38 | 95% | 100% | 90% | 10 | 8 | 9 | 9 | 9 | 9 |
|  | 39 | 90% | 90% | 90% | 10 | 8 | 8 | 10 | 10 | 8 |
|  | 40 | 83% | 80% | 87% | 10 | 9 | 8 | 7 | 10 | 8 |
|  | 41 | 89% | 95% | 83% | 10 | 7 | 7 | 8 | 8 | 10 |
|  | 42 | 80% | 75% | 85% | 10 | 9 | 8 | 8 | 9 | 7 |