

# Measures of Student Learning



**SUPPORT PROFESSIONAL**



**RIDE** Rhode Island  
Department  
of Education

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# 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 support professional 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 p and establish policies to meet their local needs.

The **Online Resource** icon (shown on the right) will be used throughout the Guidebook to indicate that a corresponding resource is available on the RIDE website. Please note additional resources will be developed over time. Educators can directly access the educator evaluation pages on the RIDE website at [www.ride.ri.gov/EdEval](http://www.ride.ri.gov/EdEval).



## Measures of Student Learning

Improving student learning is at the center of all our work and measuring specific outcomes that will increase access to learning for students is a critical part of our support professional's evaluation model. Each educator evaluation system in Rhode Island measures a support professional's impact on student learning in two ways: Student Learning Objectives (SLOs) and/or Student Outcome Objectives (SOOs), and the Rhode Island Growth Model (RIGM). Measures of student learning are included in support professional's evaluations because:

- Support professionals provide services that have a direct impact on access to learning, even if direct instruction is not their primary role.
- Student learning measures, when combined with observations of Professional Practice and evidence of Professional Responsibilities, improve the accuracy of the Final Effectiveness Ratings for support professionals.
- Analyzing student data is a best practice for self-reflection and increased collaboration around improving service delivery and student outcomes.

### Student Learning Objectives and Student Outcome Objectives

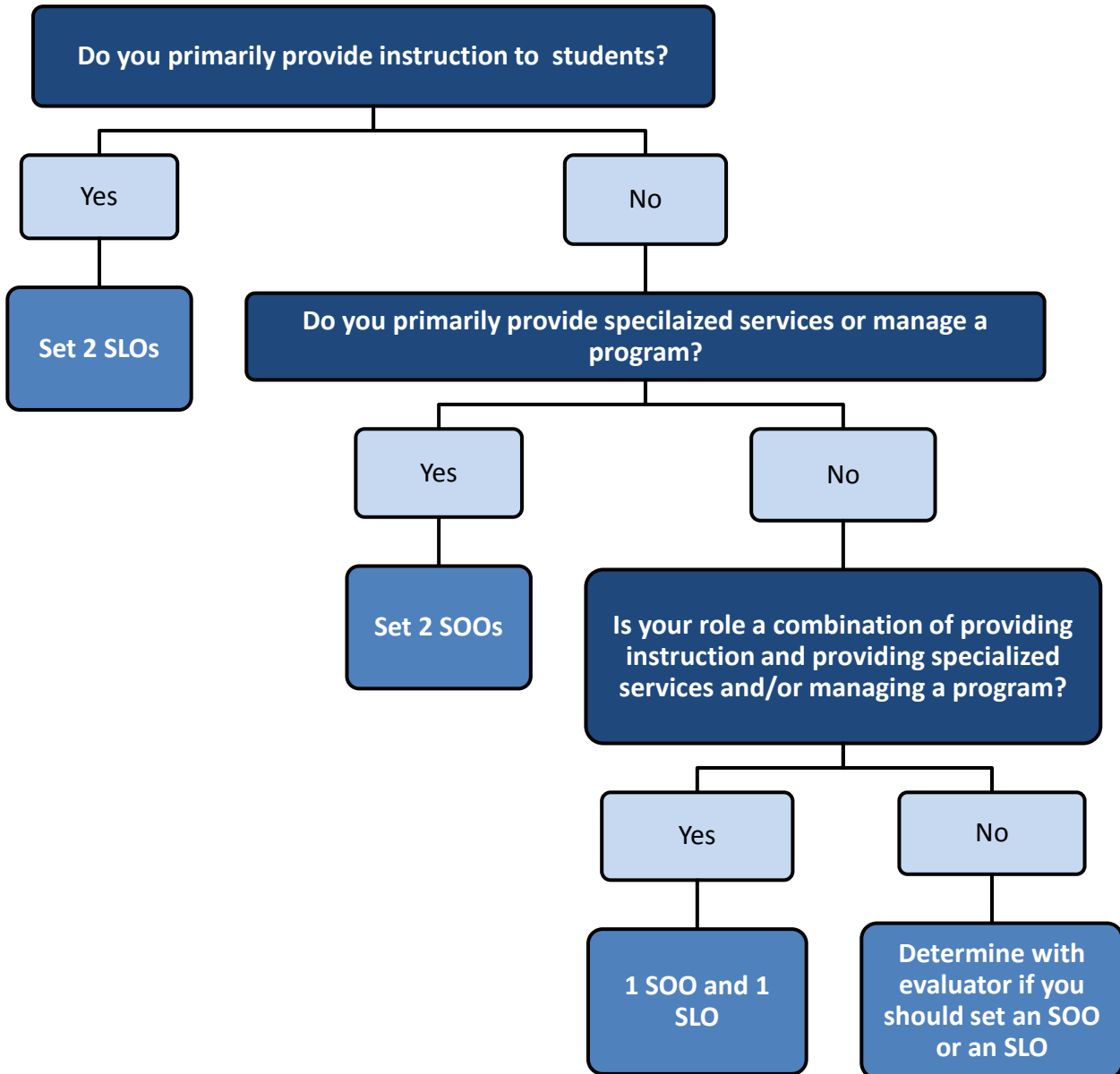
Both SLOs and SOOs can be used as a measure of a support professional's impact on student learning, either directly through demonstrated progress toward specific, measureable goals, or through increasing access to learning. An **SLO** is a long-term academic goal set for groups of students. An **SOO** is a long-term goal that is focused on an outcome that increases access to learning or creates conditions that facilitate learning. Both SLOs and SOOs can be set for the school year or an interval of service delivery/instruction appropriate to their assignment (e.g., a single semester). They must be specific and measureable, based on available student information, and aligned with standards, as well as any school and district priorities where applicable. Additionally:

- **The SLO/SOO process respects the diversity of all support professionals' roles.** The best way to measure student outcomes or student access to learning differs from role to role. These objectives present an opportunity for support professionals to be actively involved in deciding how to best measure the outcomes of goals for their specific population of students, while providing a consistent process for all support professionals across the state.
- **SLOs/SOOs focus educator attention where it matters most: on student outcomes.** Both SOOs and SLOs ask support professionals to think strategically about their impact on student learning, whether through direct instruction or increasing access to learning.

## Student Learning/Outcome Objective Decision Tree

This decision tree is used to assist support professionals in determining whether they should set SLOs, SOOs, or a combination of both. The determination of a support professional's student learning options is based upon the specific role. LEAs need to determine what type of student learning measure is most appropriate for the specific positions in their LEA.

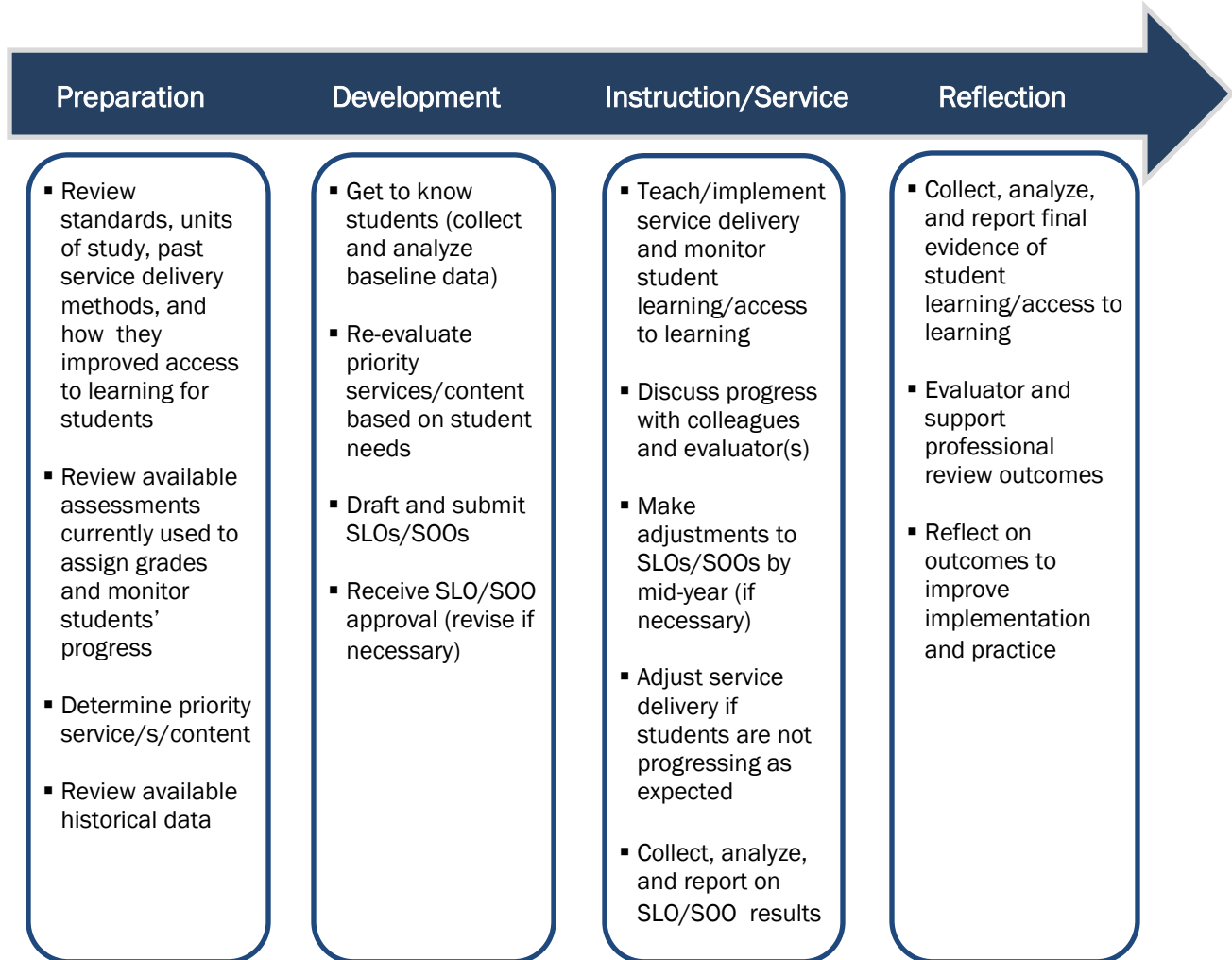
### SLO/SOO Decision Tree



## The Student Learning/Outcome Process

The process for setting SLOs and SOOs is the same, regardless of whether an educator is setting SLOs, SOOs, or a combination of SLOs/SOOs. Support professionals should, whenever possible, work collaboratively with colleagues to set SLOs/SOOs. The process is meant to foster reflection and conversation about the essential curriculum, strategies, and assessment tools used in schools across the state.

The SLO/SOO process mirrors a support professional's planning, instruction/service delivery, and assessment cycle as seen by the chart below:



## **The Anatomy of Student Learning Objectives & Student Outcome Objectives**

The SLO and SOO forms are structured to help educators answer three essential questions.

### **SLO Form:**

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?

### **SOO Form:**

1. What is the most important outcome that will enable students to have better access to education through my services?
2. Where are my students now with respect to this objective?
3. Based on what I know about them, where do I expect my students to be by the end of the interval of service? How will I measure this change?



## 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
<b>Essential Question:</b> 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"> <li>Identifies the priority content and learning that is expected during the interval of instruction</li> <li>Should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured</li> <li>If attained, positions students to be ready for the next level of work in this content area</li> </ul>
	Rationale	<ul style="list-style-type: none"> <li>Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective</li> </ul>
	Aligned Standards	<ul style="list-style-type: none"> <li>Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned</li> </ul>
<b>Essential Question:</b> Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data/ Information	<ul style="list-style-type: none"> <li>Describes students' baseline knowledge, including the source(s) of data/ information and its relation to the overall course objectives</li> </ul>
<b>Essential Question:</b> 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"> <li>Describes where the teacher expects all students to be at the end of the interval of instruction</li> <li>Should be measurable and rigorous, yet attainable for the interval of instruction</li> <li>In most cases, should be tiered to reflect students' differing baselines</li> </ul>
	Rationale for Target(s)	<ul style="list-style-type: none"> <li>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</li> <li>Should be provided for each target and/or tier</li> </ul>
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> <li>Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective</li> <li>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)</li> <li>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)</li> </ul>

## Anatomy of a Student Outcome Objective (Form)

<p><b>Title</b> – A short name for the SOO</p> <p><b>Content Area</b> – The service area(s) to which this SOO applies</p> <p><b>Grade Level</b> – The grade level(s) of the students</p> <p><b>Students</b> – The number of students to whom this SOO applies</p> <p><b>Interval of Service</b> – 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><b>Essential Question:</b> What is the most important outcome that will enable students to have better access to education through your services?</p>		
Priority of Content	<b>Objective Statement</b>	<ul style="list-style-type: none"> <li>Describes the specific outcome that the support professional is working to achieve</li> <li>Should be specific enough to clarify the focus of the SOO</li> </ul>
	<b>Rationale</b>	<ul style="list-style-type: none"> <li>Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or district priority</li> </ul>
<p><b>Essential Question:</b> Where are my students now with respect to the objective?</p>		
	<b>Baseline Data / Information</b>	<ul style="list-style-type: none"> <li>Supports the overall reasoning for the student outcome objective</li> <li>Could include survey data, statistics, participation rates, or references to historical trends or observations</li> </ul>
<p><b>Essential Questions:</b> 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	<b>Target(s)</b>	<ul style="list-style-type: none"> <li>Describes 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</li> <li>Should be measurable and rigorous, yet attainable</li> </ul>
	<b>Rationale for Target(s)</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Rationale should be provided for each target and/or tier</li> </ul>
Quality of Evidence	<b>Evidence Source(s)</b>	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul>
	<b>Strategies</b>	<ul style="list-style-type: none"> <li>Describes the method, strategies, or plan that will be used to achieve your goal</li> </ul>

## Number and Scope of Student Learning/Outcome Objectives

Support professionals and evaluators should work together to determine how many SLOs/SOOs are appropriate for their specific role. The minimum number of SLOs/SOOs a support professional may set is two. Support professionals should discuss their rationale for selecting a particular area of focus with their evaluators at the beginning of the school year.

### Students

A support professional's SLO/SOO may include all of the students in the school or focus on subgroups of students (e.g., caseload, specific grade level, course). An individual SLO/SOO that is focused on a subgroup must include all students in that subgroup with which the objective is aligned. An example for a school psychologist is below:

SOO 1: Stress Management			SOO 2: Bullying Prevention		
Section A	Section B	Section C	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade

SOO 1 includes <u>all students in all three sections of the stress management group</u>	SOO 2 includes <u>all students in all 3 grades</u>
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Keep in mind that percentages or particular groups of students (e.g., students with IEPs) may not be excluded. Support professionals may not include absenteeism clauses into SLOs/SOOs (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/SOO.

Setting tiered targets according to students' starting points is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make gains regardless of where they start. For example, students who begin below expectations may have a target of making substantial progress toward objectives by the end of the interval of service delivery, reducing the gap between their current and expected performance, while students who begin at a higher level may have a target of meeting or exceeding expectations by the end of the service delivery period.

### Baseline Data/Information

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

- Student data from prior years in many cases can be used to inform the support professional's understanding of students' starting points.
- Data collected at multiple points over time (e.g. logs, survey data, immunization records) may be useful because they can show trends.

- Baseline data from a preassessment may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course/service delivery. This assessment could be a locally-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/SOOs; 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.**

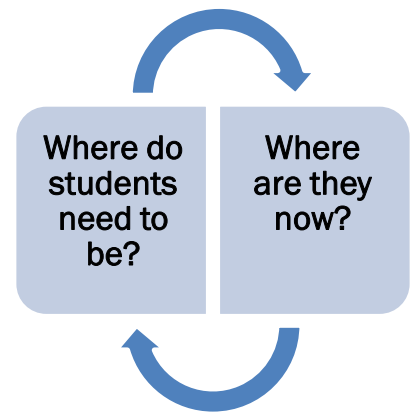
The function of the baseline assessment is to provide information about where students are starting in order to set appropriate targets. This does not mean that it is necessary to pinpoint projected student growth, since some targets may focus on reaching a specific level of proficiency. Support professionals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

For more resources and best practices on gathering baseline data/information, see the online Module: *Using Baseline Data/Information to Set SLO Targets* on the RIDE website at: [www.ride.ri.gov/EdEval-OnlineModules](http://www.ride.ri.gov/EdEval-OnlineModules).



## Rigor of Target

When setting the target(s) for an SLO/SOO, the support professional should start by considering where it is expected for groups of students or the school community as a whole to be at the end of the interval of instruction or the interval of service (objective statement) based on where the students are with respect to the objective statement (baseline data).

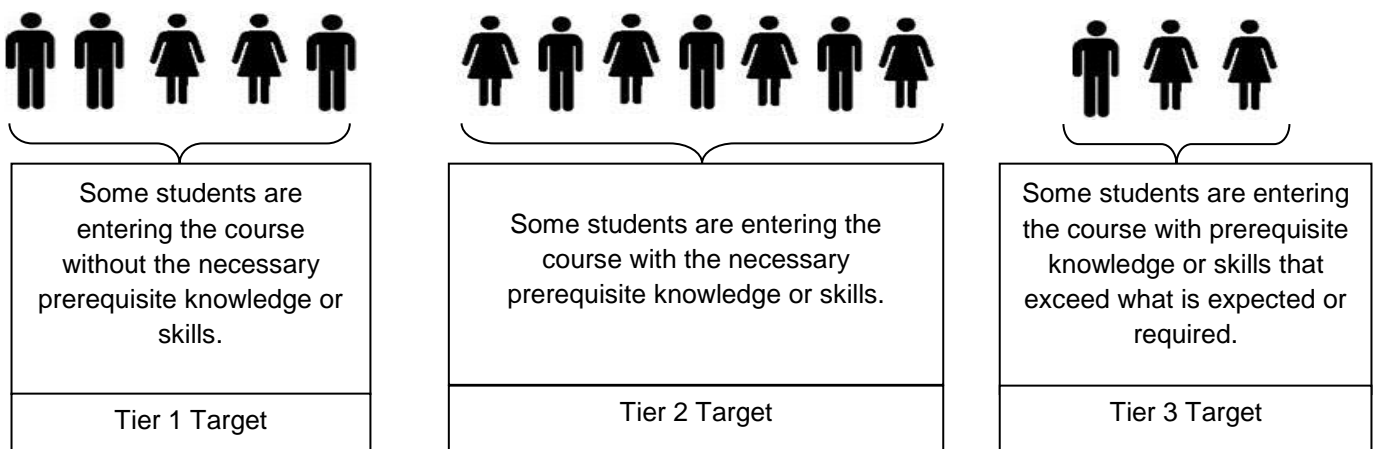


Not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning/outcomes.

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 or grade level with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course or grade level 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/service.

That said, 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 for an SLO based on students' preparedness for the content:



More detailed information about SLO target setting, including the online module *Using Baseline Date and Information to Set SLO Targets*, is available on the RIDE website at [www.ride.ri.gov/EdEval-OnlineModules](http://www.ride.ri.gov/EdEval-OnlineModules).



## Quality of Evidence

High-quality evidence sources are essential for accurately measuring students' learning. **In Rhode Island, a variety of evidence sources may be used for SLOs/SOOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, behavior charts, survey data, attendance records, etc.** A combination of evidence sources may also be used. Evidence sources may be created by individual support professionals, teams, district leaders, or purchased from a commercial vendor. However, all assessments must be reviewed by evaluators.

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

The evidence source for an SOO may include:

- Data on the outcome itself (e.g., truancy rates, survey data on 11<sup>th</sup> grade students' attitudes toward drinking and driving).
- Indicators related to the outcome (e.g., participation in school social events and clubs as an indicator of student engagement).
- Documentation of the action taken on the part of the support professional to move a student, group of students, or the school toward the outcome (e.g., creating a bullying prevention program for students).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the Objective Statement of the SLO/SOO, 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 the Objective Statement. Consider the following examples:

- The **SLO** Objective Statement says that students will improve their reading accuracy, fluency, and comprehension of literary and informational text, and their ability to convey information about what they've read. One assessment might be used to measure reading accuracy, fluency, and some comprehension of both literary and information text. Another assessment might be used to measure deeper reading comprehension and their ability to convey information about what they've read
- The **SOO** Objective Statement says that the overall health, wellness, and safety of students will improve. One evidence source might be used to track immunization records. A second evidence

source may track the vision screening results and follow up. A third assessment may be used to assess the effectiveness of professional development sessions.

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.

More information about creating and selecting assessments can be found in the *Comprehensive Assessment System Criteria & Guidance* document, available on the RIDE website at: [www.ride.ri.gov/CAS](http://www.ride.ri.gov/CAS).



RIDE has also developed an **Assessment Toolkit** to support educators with assessment literacy. The Assessment Toolkit contains four resources:

1. **Creating & Selecting High-Quality Assessments Guidance**
2. **Using Baseline Data and Information Guidance**
3. **Collaborative Scoring Guidance**
4. **Assessment Review Tool**

Educators can access the Assessment Toolkit on the RIDE website at: [www.ride.ri.gov/EdEval-OnlineModules](http://www.ride.ri.gov/EdEval-OnlineModules).

The table on the following page includes further guidance on selecting high-quality assessments. 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

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

## 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**

Some SLOs/SOOs will be approvable upon submission, while others will require revisions. An SLO and an SOO Quality Review Tool have been developed to further clarify expectations and help support professionals and evaluators determine if an SLO/SOO is acceptable or needs revision.



The SLO and SOO Quality Review Tools are available on the RIDE website at:  
[www.ride.ri.gov/EdEval-Best-Practices-Resources](http://www.ride.ri.gov/EdEval-Best-Practices-Resources).

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

The Mid-Year Conference offers an opportunity for support professionals to review and discuss their students' learning progress with their evaluators. Support professionals 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 support professional and evaluator should collaborate to revise the supports and interventions in place to help accelerate student progress.

If at the Mid-Year Conference it becomes clear that an SLO/SOO is no longer appropriate, it may be revised. Revisions should be rare, but adjustments may be made if:

- **The schedule or assignment has changed significantly.**
- **Class or caseload 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 or access to 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.



## Scoring Individual Student Learning/Outcome Objectives

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

<b>Exceeded</b>	<ul style="list-style-type: none"><li>• 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).</li></ul>
<b>Met</b>	<ul style="list-style-type: none"><li>• 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 bar 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).</li></ul>
<b>Nearly Met</b>	<ul style="list-style-type: none"><li>• 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).</li></ul>
<b>Not Met</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>

## Additional Student Learning/Outcome Objective Scoring Guidance

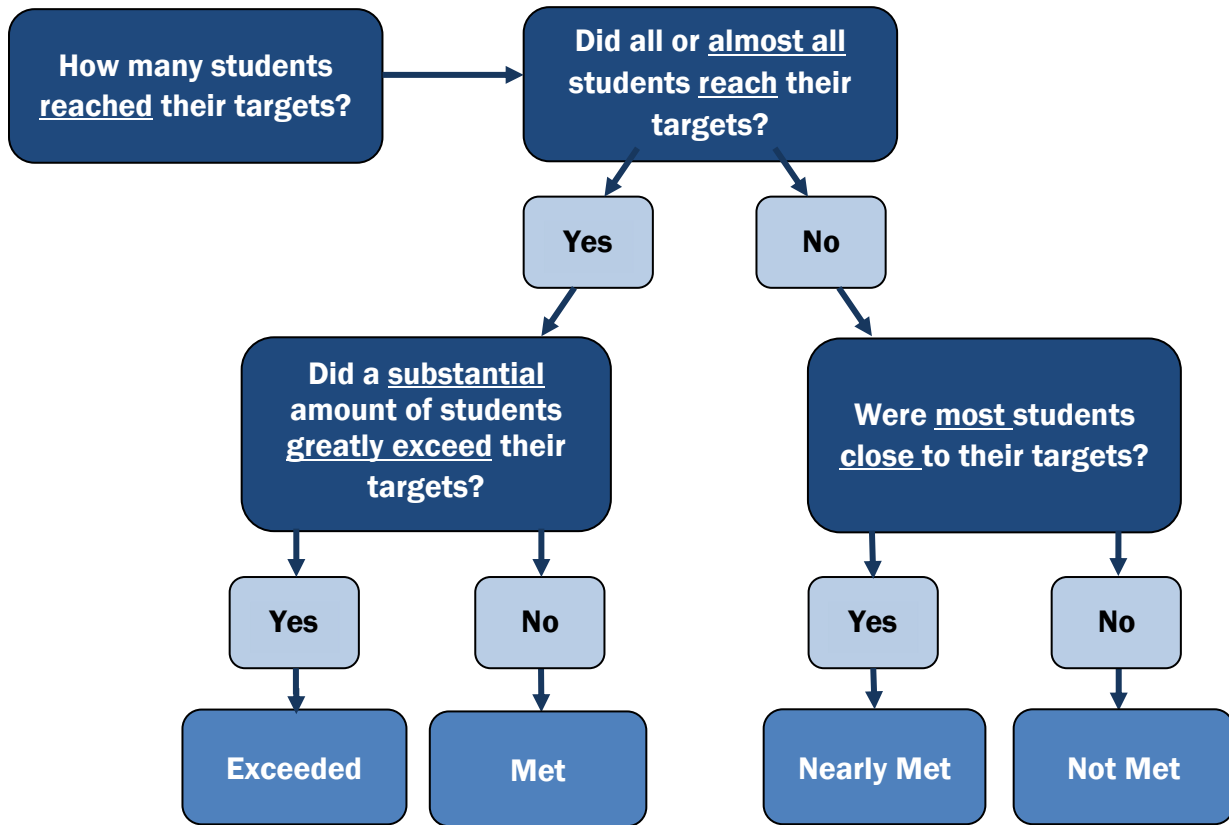
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

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

**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*.



## The Rhode Island Growth Model

The Rhode Island Growth Model (RIGM) is a statistical model that measures students' achievement in reading and mathematics by comparing their growth to that of their academic peers. It does not replace the proficiency data from state assessments. Rather, the RIGM enables us to look at growth in addition to proficiency to get a fuller picture of student achievement.

Using this model, we can calculate each student's progress relative to their academic peers on Statewide Assessments. Academic peers are students who have scored similarly on Statewide Assessments in the past. Because all students' scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement.

In the past, RIGM scores were based on NECAP assessments and were released via the Educator Performance and Support System (EPSS) to provide teachers and school and district leaders with a critical piece of information to improve teaching and learning. Although, these scores did not factor into the Final Effectiveness Rating, they were released so they could be used for self-reflection and to improve teaching and learning.

Looking ahead, RIGM scores will be based on PARCC assessments beginning in 2015-16 and may be expanded to the high school level. We anticipate that median student growth percentiles based on the PARCC assessments will be included in educator evaluations beginning in 2016-17.

Resources on the Rhode Island Growth Model can be accessed on the RIDE website at: [www.ride.ri.gov/RIGM](http://www.ride.ri.gov/RIGM).



## Appendix 1: Student Learning Lookup Tables

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

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

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

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

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

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



