



Illinois State Board of Education

# Measuring Student Growth

ILMEA Summer Learning Series

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# What is Assessment?

- Assessment is the process of collecting and interpreting information that informs educators, students, and parents/guardians about students' progress in attaining the knowledge, skills, attitudes, and behaviors to be learned or acquired in school.

(JCSEE, 2013)



# Assessment and Evaluation

- An assessment system that uses multiple and varied measures of student performance provides more valid and reliable evidence of the influence that educators have on student growth.
  - [Resource: Classroom Assessment Standards](#)

(JCSEE, 2013)



# Authentic Assessment

- A form of assessment that demonstrates meaningful application of essential knowledge and skills.

(Adapted from John Mueller, Authentic Assessment Toolbox)





# Validity

- Classroom assessment practices should provide **accurate information** that supports sound decisions about each student's knowledge and skills.
  - Resource: [Classroom Assessment Standards](#)

(JCSEE, 2013)



# Reliability

- Classroom assessment practices should provide **consistent, dependable information** that supports sound decisions about each student's knowledge and skills.
  - Resource: Classroom Assessment Standards

(JCSEE, 2013)



# PERA: Student Growth





# Illinois Administrative Code Part 50

- Establishes the minimum requirements for the establishment of valid and reliable performance evaluation plan for certified employees.
  - Resource: [www.isbe.state.il.us/rules/archive/default.htm](http://www.isbe.state.il.us/rules/archive/default.htm)



# Definitions

- “Joint Committee” means a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



# Definitions

- “Assessment” means any instrument that measures a student’s acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



# Definitions

- “Student growth” means a demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



# Definitions

- “Teacher” means full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educators license endorsed for a teaching field issued in accordance with Article 21B of the School Code.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



# Student Growth Components

- Student growth shall represent at least 25 percent of a teacher's performance evaluation rating in the first and second years of a school district's implementation of a performance evaluation system.
  - Thereafter, student growth shall represent at least 30 percent of the rating assigned.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)



# Student Growth Components

- The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher and
  - One or more measurement models to be used to determine student growth that are specific to each assessment chosen.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)



# Definitions

- “Measurement model” means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student’s knowledge or skills over time.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)





# Definitions

- “Type I assessment” means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



# Definitions

- “Type II assessment” means any assessment developed or adopted and approved for use by the school district and used on a district wide basis by all teachers in a given grade or subject area.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



# Definitions

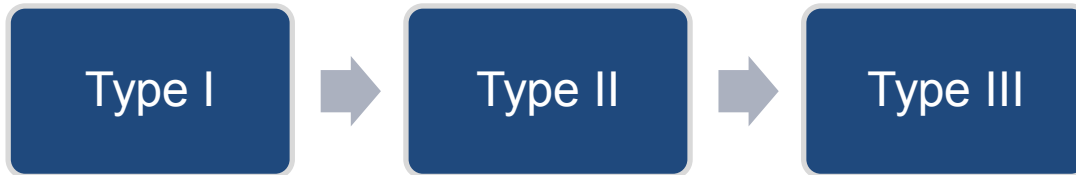
- “Type III assessment” means any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



# Definitions

- A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.



(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



# Student Growth Components

- The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment.
  - In addition, the administrative code states that assessments used for each data point in a measurement model may be different provided that they address the same instructional content.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)



# Student Growth Components

- The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.
  - The evaluation plan shall require that at least one Type III assessment be used for each category of teacher.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)



# Student Growth Components

- If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)



# Student Growth Components

- A school district required to use two Type III assessments for any category of teachers may delay the use of the second Type III assessment until the second year of implementation.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)





# Midpoint Check-In

- Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)



# Remember the Goal

- The goal of a performance evaluation plan that includes measures of student growth is to improve teaching and learning.





# The SLO Process



# Student Learning Objective

- A SLO is a detailed process used to organize evidence of student growth over a specified period of time.
  - The SLO process is an organizational and planning tool.





# SLO Template

- The SLO template includes questions and statements that guide teachers and evaluators through the process of measuring student growth for the purpose of performance evaluation.
  - [Resource: Guidebook on the SLO Process](#)



# Benefits for Students

- Student learning is the foundation of the SLO process.
  - The use of assessment data within SLOs help teachers pinpoint the academic strengths and weaknesses of students, and provides clear indications of when and how to adjust instruction to meet students' needs.



# Benefits for Teachers

- SLOs acknowledge the value of teacher knowledge and skills.
  - SLOs reinforce the best assessment and teaching practices of setting goals for students, using data to assess student progress and adjusting instruction based on that progress.
  - SLOs respect the diversity of grades, subjects, and courses by allowing teachers to decide how to measure learning from one grade, subject, or course to the next.



# Benefits for Evaluators

- SLOs facilitate conversation and collaboration.
  - SLOs increase the quality of discussions evaluators and teachers have about student learning in individual classrooms.
  - SLOs promote collaboration among teachers across classrooms and grade levels.





# Benefits for District Leaders

- SLOs are a practical measurement tool.
  - SLOs provide a scaffold for measuring student growth for teachers of all grades and subjects while promoting strong instructional practice.



# SLO Elements and Cycle

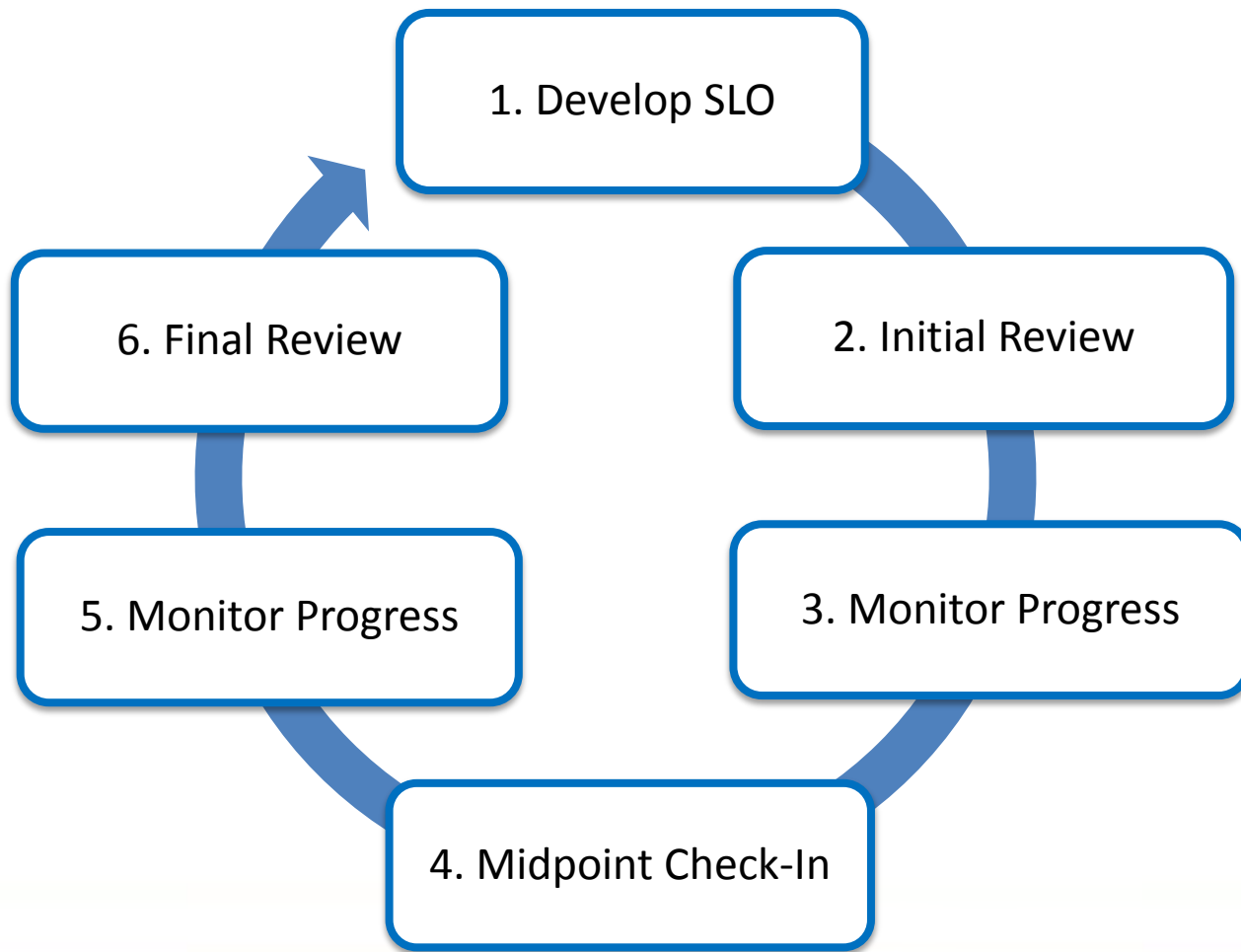


# SLO Elements

- Element 1: Learning Goal
- Element 2: Assessments and Scoring
- Element 3: Growth Targets
- Element 4: Actual Outcomes
- Element 5: Teacher Rating



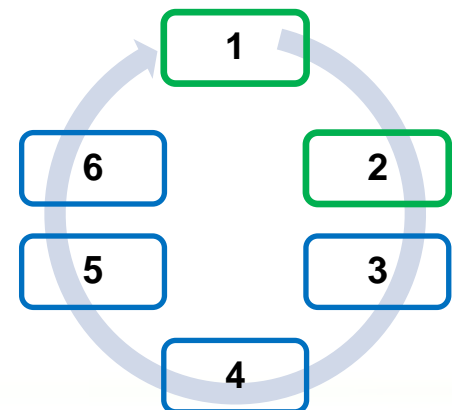
# SLO Cycle





# SLO Elements

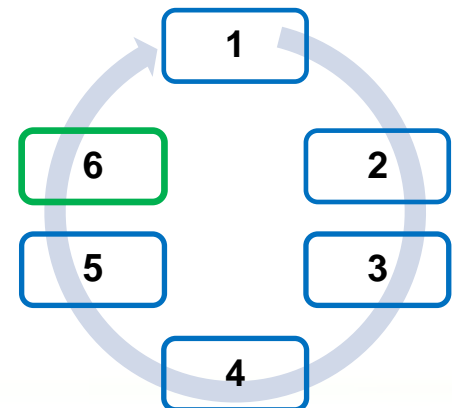
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# SLO Elements

- Element #1: Learning Goal
- Element #2: Assessments and Scoring
- Element #3: Growth Targets
- Element #4: Actual Outcomes
- Element #5: Teacher Rating





# Learning Goals



# SLO Elements

- Element 1: Learning Goal
- Element 2: Assessments and Scoring
- Element 3: Growth Targets
- Element 4: Actual Outcomes
- Element 5: Teacher Rating





# Learning Goal

- A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards.
  - The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment.



# Big Idea

- The learning goal may include one big idea.
  - A big idea integrates multiple content standards, and links units of instruction together.





# Big Idea

- The big idea chosen should be representative of the most important learning and typical student growth in a specific content area, grade level, or classroom.
  - A teacher covers many big ideas over the course of a school year, but chooses one big idea per SLO.





# Template

- The guiding questions and statements included within this element help teachers and evaluators reflect on all of the components necessary to develop a meaningful learning goal.
  - [Resource: Guidebook on the SLO Process, Appendix A](#)



# Learning Goal Example

- Describe the learning goal.
  - Students will apply concepts of meter to perform rhythm patterns on non-pitched percussion instruments.





# Learning Goal Example

- What big idea is supported by the learning goal?
  - The big idea supported by the learning goal is meter. Meter is a recurring pattern of stresses or accents that provides the beat of music.





# Learning Goal Example

- Which content standards are associated with this big idea?
  - **National Standards of Music Education**
    - 2. Performing on instruments, along and with others, a varied repertoire of music.
    - 5. Reading and notating music.
    - 6. Listening to, analyzing, and describing music.
  - **Illinois Learning Standards**
    - 25.A.1c Music: Identify differences in elements and expressive qualities.
    - 26.B.1c Music: Sing or play on classroom instruments a variety of music representing diverse cultures and styles.





# Learning Goal Example

- Why is this learning goal important and meaningful for students to learn?
  - Meter provides a foundation for music learning and is incorporated into all modes of music performance including singing, moving, chanting, playing instruments, and music reading.



# Assessments and Scoring



# SLO Elements

- Element 1: Learning Goal
- Element 2: Assessments and Scoring
- Element 3: Growth Targets
- Element 4: Actual Outcomes
- Element 5: Teacher Rating



# Assessments and Scoring

- Assessments and scoring procedures should be used to support and measure the learning goal.
  - The guiding questions and statements included within this element help teachers and evaluators determine how appropriate assessments and scoring procedures will be used to measure student growth.



# Template

- The guiding questions and statements included within this element help teachers and evaluators reflect on the assessments and scoring procedures that are most appropriate to support and measure the learning goal.
  - [Resource: Guidebook on the SLO Process, Appendix A](#)



# Assessments and Scoring: Example

- Describe the assessments and scoring procedures that measure students' understanding of the learning goal.
  - Common Performance Tasks (Type II or III)
    - Rubrics
  - Formative Assessment
    - Self and Peer Assessment
    - Checklists



# Assessments and Scoring: Example

- How often will you collect data to monitor student progress toward this learning goal?
  - **Common Performance Tasks**
    - Prior to Instruction/Beginning of School Year
    - Completion of Each Unit of Instruction
  - **Formative Assessment**
    - Throughout Each Unit of Instruction



# Rubrics





# Rubrics

- Rubrics focus on instruction and learning.
  - Rubrics are not used to identify a specific score or grade on an assignment.
  - A quality rubric connects multiple authentic assessments over time to demonstrate a student's growth in learning.



# Rubrics

- Rubrics provide clear instruction about expectations for an assignment or task.
  - Rubrics improve the clarity of feedback.
  - A quality rubric provides students with a clear description of their strengths and weaknesses, and what they can do to improve.



# Rubrics

- Rubrics enable multiple graders to evaluate student work consistently and reliably.
  - Rubrics engage students in the learning process.
  - Students may use rubrics to assess their own work (e.g., self and peer assessment), and track their progress over time.



# Rubrics

- Rubrics are not used for competition.
  - The focus is on the individual and rubrics are not used to compare an individual to a larger group.





# SLO Elements

- Element 1: Learning Goal
- Element 2: Assessments and Scoring
- Element 3: Growth Targets
- Element 4: Actual Outcomes
- Element 5: Teacher Rating



# Example Measurement Model



# Example Measurement Model

- Step 1: Collect Baseline Data
  - Teachers collect baseline data at the beginning of the school year or interval of instruction.
    - Baseline data provides measures of student understanding and ability to apply content knowledge.



# Example Measurement Model

- Many teachers already collect baseline data at the start of the school year in order to appropriately differentiate instruction.
  - Baseline data may include:
    - Early Coursework
    - Pre-Assessment(s)
    - Student Surveys
    - IEP
    - English Language Proficiency
    - Attendance





# Example Measurement Model

- Step 2 (Optional): Select Starting Groups
  - Next, the teacher places students into initial starting groups using the collected baseline data.
    - The starting groups should be appropriate based on students' needs.



# Example Measurement Model

- Some students may not fit into a group.
  - Therefore, these students would each have their own “group.”
    - These initial starting groups are identified within Element #3 of the SLO template.



# Example Measurement Model

- Step 3: Determine Growth Targets
  - Student growth targets are then differentiated according to starting group or individual student.
    - Growth targets are also identified within Element #3 of the SLO template.



# Example Measurement Model

- At the midpoint in the SLO cycle, the collected data should be examined to determine if students are on track to meet their growth targets.
  - Do growth targets need to be adjusted due to over or underestimation, and/or justifiable circumstances for individual students or certain groups of students?



# Example Measurement Model

- Step 4: Document Actual Outcomes
  - Finally, the teacher documents how many students met their growth targets.
    - This step is completed as part of Element #4 of the SLO template, and discussed during Step 6, final review, of the SLO Cycle.



# Example Student Growth Table: Baseline

	EL	LD	Group 1	Group 2	Group 3
Below		1	10		
Approaching	1	1		35	
Meeting					2
Exceeding					



# Example Student Growth Table: Targets

	EL	LD	Group 1	Group 2	Group 3
Below					
Approaching		1	10		
Meeting	1	1		35	
Exceeding					2



# Summary and Conclusions





# Questions





# Contact

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# Resources

- Illinois State Board of Education
  - [www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm](http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm)
- Illinois Administration Code Part 50
  - [www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf](http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf)
- Center for Assessment SLO Toolkit
  - [www.nciea.org/](http://www.nciea.org/)
- Douglas County School District. *What is balanced assessment*. Retrieved from:
  - <https://sites.google.com/a/dcsdk12.org/bas/>
- Joint Committee on Standards for Educational Evaluation. *Classroom assessment standards: Sound assessment practices for K-12 teachers*. Retrieved from:
  - [www.jcsee.org/standards-development](http://www.jcsee.org/standards-development)
- Rubric Development
  - [http://educationnorthwest.org/webfm\\_send/1435](http://educationnorthwest.org/webfm_send/1435)



# Resources

- Authentic Assessment Toolbox
  - <http://jfmuller.faculty.noctrl.edu/toolbox/>
- Marion, S., DePascale, C., Domaleski, C., Gong, B., Diaz-Bilello, E. (2012). Considerations for analyzing educators' contributions to student learning in non-tested subjects and grades with a focus on student learning objectives. *Center for Assessment*.
  - [www.nciea.org/publication\\_PDFs/Measurement%20Considerations%20for%20ONTSG\\_052212.pdf](http://www.nciea.org/publication_PDFs/Measurement%20Considerations%20for%20ONTSG_052212.pdf)
- Perie, M., Marion, S., Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practice*, 28(3), 5-13.
  - [www.nwea.org/sites/www.nwea.org/files/aldocs/Perie%20-%20Moving%20Toward%20a%20Comprehensive%20Assessment%20System%20-%20A%20F\\_1.pdf](http://www.nwea.org/sites/www.nwea.org/files/aldocs/Perie%20-%20Moving%20Toward%20a%20Comprehensive%20Assessment%20System%20-%20A%20F_1.pdf)