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**Step 3: SLO Data**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Measurement Model used (circle/bold): A1 A2 C1 D1 D2

\* Please submit the appropriate **Measurement Model Sheet**, showing student baseline and growth target data.

|  |
| --- |
| **Population**   * All students in the class are included unless excluded based on selection criteria. * How many students are in the class? * How many students will be included in the growth target? * What student characteristics might have an impact in determining growth? |
|  |

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| --- |
| **Baseline Data**   * What baseline data was collected? * How did you determine the starting points for students? |
|  |

|  |
| --- |
| **Targeted Growth**   * Explains factors used to establish growth targets.   (i.e. measurement model used, attendance data, past classroom performance, etc)   * What growth targets can students be expected to reach? * Do these targets reflect appropriate gains for each student based on all available data? |
|  |

* **Baseline/Population/Targeted Growth Approval**

Based on review, the SLO approval status is one of the following:

|  |
| --- |
| **Approved** |
| * The teacher has collected baseline date that identifies student strengths and weaknesses as well as indicates individual starting points. * The SLO clearly identifies the students who are included in the growth targets. * The SLO logically relates to improved student learning. * The SLO establishes growth targets that are developmentally appropriate and based on pre-test data * The SLO meets all procedural expectations. |

|  |
| --- |
| **Not Approved** |
| The SLO does not meet the criteria and expectations outlined in the SLO Framework.   * The SLO requires revision in the areas identified below:   \_\_\_\_\_ Baseline Data \_\_\_\_\_ Population \_\_\_\_\_ Targeted Growth  Evaluator Feedback/Suggestions: |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Signature Date

**Model A1: Using Type 1 Assessments that are based on Normed Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Baseline** | **Setting Growth Target** | **Actual** | **Growth?** |
| Student Score (numeric value) | Use predicted values if provided by the program; if not provided, determine targets based on historical data and/or student characteristics | Student Score (numeric value) | Student Score – Student Score  AND  Count the number of students who met the predicted target |

Example:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Beginning Score | Expected Score | Actual | Growth? |
| Student 1 | 142.5 | 182.5 | 172.5 | N |
| Student 2 | 160.3 | 200.3 | 200.3 | Y |
| Student 3 | 175.9 | 215.9 | 220.0 | Y |
| Student 4 | 120.0 | 160.0 | 150.0 | N |
| Student 5 | 89.0 | 129.0 | 175.0 | Y |
| Student 6 | 51.0 | 91.0 | 100.0 | Y |
| Student 7 | 200.5 | 240.5 | 220 | N |
| Student 8 | 189.0 | 229.0 | 230.0 | Y |
| Student 9 | 110.5 | 150.5 | 150.5 | Y |
| Student 10 | 130.5 | 170.5 | 175.5 | Y |

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**Step 3: Growth and Data Sheet – A1**

(turn in with Step 3)

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| Student Name | Beginning Score | Expected Score | Actual | Growth? |
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**Model A2: Using Type I Assessments that Predict Student Growth, Allowing for Additional Student Trend Data to Set a Realistic Target**

|  |  |  |  |
| --- | --- | --- | --- |
| **Baseline** | **Setting Growth Target** | **Actual** | **Growth?** |
| Student Score (numeric value) | Use predicted values provided & past data about student growth to set more realistic target | Student Score (numeric value) | Student Score – Student Score  AND  Count the number of students who met the predicted target |

Example:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Beginning Score | Expected Score  (score or range provided by assessment developer) | Additional Information about Student | Revised Target | Actual | Growth? |
| Student 1 | 142.5 | 182.5 | -10 | 172.5 | 172.5 | Y |
| Student 2 | 160.3 | 200.3 | 0 | 200.3 | 200.3 | Y |
| Student 3 | 175.9 | 215.9 | +5 | 220.9 | 220.0 | N |
| Student 4 | 120.0 | 160.0 | -10 | 150.0 | 150.0 | Y |
| Student 5 | 89.0 | 129.0 | +20 | 149.0 | 175.0 | Y |
| Student 6 | 51.0 | 91.0 | +5 | 96.0 | 100.0 | Y |
| Student 7 | 200.5 | 240.5 | -25 | 215.5 | 220 | Y |
| Student 8 | 189.0 | 229.0 | 0 | 229.0 | 230.0 | Y |
| Student 9 | 110.5 | 150.5 | 0 | 150.5 | 150.5 | Y |
| Student 10 | 130.5 | 170.5 | 0 | 170.5 | 175.5 | Y |

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**Step 3: Growth and Data Sheet – A2**

(turn in with Step 3)

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessments: Type 1 (Aimsweb, MAP, STAR)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student: | Beginning Score | Expected Score  (score or range provided by assessment developer) | Additional Information about Student | Revised Target | Actual | Growth? |
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**Model C1: Using several different forms of data to determine the student’s level of understanding of the Learning Goal**

|  |  |  |  |
| --- | --- | --- | --- |
| **Baseline** | **Setting Growth Target** | **Actual** | **Growth?** |
| Determined through the use of Assessment Data, historical data, observation, conferencing, etc.  Based on the data collected, individual students are placed into categories. | Individual student growth is determined by how many columns the student advances through. Category of proficiency is predicted for EACH individual student. | Individual student performance can be determined using the same method of data collection as used in the baseline collection. (assessments, observation, conferencing, etc.) | Did individual students grow as expected based on category of performance?  Multiple pieces of evidence may be considered to demonstrate growth. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Beginning | Emerging | Developing | Capable | Experienced | Exceptional | Growth? |
| Student 1 | B | T | A |  |  |  | Yes |
| Student 2 | B, A | T |  |  |  |  | No |
| Student 3 |  | B | T, A |  |  |  | Yes |
| Student 4 |  | B | T | A |  |  | Yes |
| Student 5 |  | B, A | T |  |  |  | No |
| Student 6 |  | B | T, A |  |  |  | Yes |
| Student 7 |  | B | T, A |  |  |  | Yes |
| Student 8 |  | B | T | A |  |  | Yes |
| Student 9 |  | A | B | T |  |  | No |
| Student 10 |  | B | T |  | A |  | Yes |

**Example:**

**It is estimated that all students will gain 1 level.**

B = Baseline T = Growth Target A = Actual Result

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**Step 3: Growth and Data Sheet – C1**

(turn in with Step 3)

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessments: Type 3 (Teacher Selected; textbook, teacher created, rubrics)**

*(Create your own descriptors for each column heading. Columns and heading can be adjusted to meet the needs of your SLO.)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student : | Beginning: | Emerging: | Developing: | Capable: | Experienced: | Exceptional: | Growth? |
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B = Baseline T = Growth Target A = Actual Result

**Model D1: Using a Parallel Assessment with the Austin Model**

**Conditions for Use:**

Applicable for Type II or Type III Assessment

Any assessment which provides a student score on a Pre/Post assessment which are equivalent (same test, alternate form)

|  |  |  |  |
| --- | --- | --- | --- |
| **Baseline** | **Setting Growth Target** | **Actual** | **Growth?** |
| Student Score (numeric value) from parallel pre-test | Use an approved formula, applied to the pretest score (ex. below: students are expected to improve 70% of the distance to 100%, based on the pre-test score)  \* district can apply any formula desired to determine targets – 60% to 100, 50% to 100, etc. **(SM = .5)** | Student Score (numeric value) | Student Score – Student Score |

Example:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Pre | Anticipated | Post | Growth |
| Student 1 | 10/100 | 55/100  (100-10=90 x .5=45+10) | 70/100 | Y |
| Student 2 | 15/100 | 57.5/100  (100-15=85 x .5=42.5+15) | 92/100 | Y |
| Student 3 | 20/100 | 60/100  (100-20=80 x .5=40+20) | 95/100 | Y |
| Student 4 | 5/100 | 52.5/100  (100-5=95 x .5=47.5+5) | 95/100 | Y |
| Student 5 | 5/100 | 52.5/100  (100-5=95 x .5=47.5+5) | 50/100 | N |
| Student 6 | 12/100 | 56/100  (100-12=88x.5=44+12) | 80/100 | Y |

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**Step 3: Growth and Data Sheet – D1**

(turn in with Step 3)

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessments: Type 3 (Teacher Selected that equal 100 points; textbook, teacher made, rubrics)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student: | Pre | Anticipated (use .5)  (100- pre = n x .5 = p+pre)  \*Round targets to nearest whole number. | Post | Growth |
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**Model D2: Using a Parallel Assessment with the Austin Model , Considering Additional Student Data to Set a Realistic Target**

|  |  |  |  |
| --- | --- | --- | --- |
| **Baseline** | **Setting Growth Target** | **Actual** | **Growth?** |
| Student Score (numeric value) from parallel pre-test | Same as D1  AND  Review student historical data and current learning levels to make adjustments to the formula’s targets | Student Score (numeric value) | Student Score – Student Score |

Example:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Pre | Anticipated | Additional Information about Student | Revised Target | Post | Growth? |
| Student 1 | 10/100 | 55/100  (100-10=90 x.5=45+10) | -10 | 45/100 | 70/100 | Y |
| Student 2 | 15/100 | 57.5/100  (100-15=85x.5=42.5+15) | 0 | 57.5/100 | 92/100 | Y |
| Student 3 | 20/100 | 60/100  (100-20=80 x.5=40+20) | +5 | 65/100 | 95/100 | Y |
| Student 4 | 5/100 | 52.5/100  (100-5=95 x .5=47.5+5) | +15 | 67.5/100 | 95/100 | Y |
| Student 5 | 5/100 | 52.5/100  (100-5=95 x .5=47.5+5) | -5 | 47.5/100 | 60/100 | Y |
| Student 6 | 12/100 | 56/100  (100-12=88 x.5=44+12) | -5 | 51/100 | 80/100 | Y |
| Student 7 | 8/100 | 54/100  (100-8=92 x .5=46+8) | 0 | 54/100 | 75/100 | Y |
| Student 8 | 2/100 | 51/100  (100-2=98 x .5=49+2) | +10 | 61/100 | 60/100 | N |
| Student 9 | 17/100 | 58.5/100  (100x17=83x.5=41.5+17) | -15 | 43.5/100 | 76/100 | Y |
| Student 10 | 0/100 | 50/100  (100-0=100 x .5=50+0) | +10 | 60/100 | 90/100 | Y |

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**Step 3: Growth and Data Sheet – D2**

(turn in with Step 3)

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessments: Type 3 (Teacher Selected that equal 100 points; textbook, teacher made, rubrics)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name | Pre | Anticipated  \*Round all targets to nearest whole number. | Additional Information about Student | Revised Target | Post | Growth? |
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