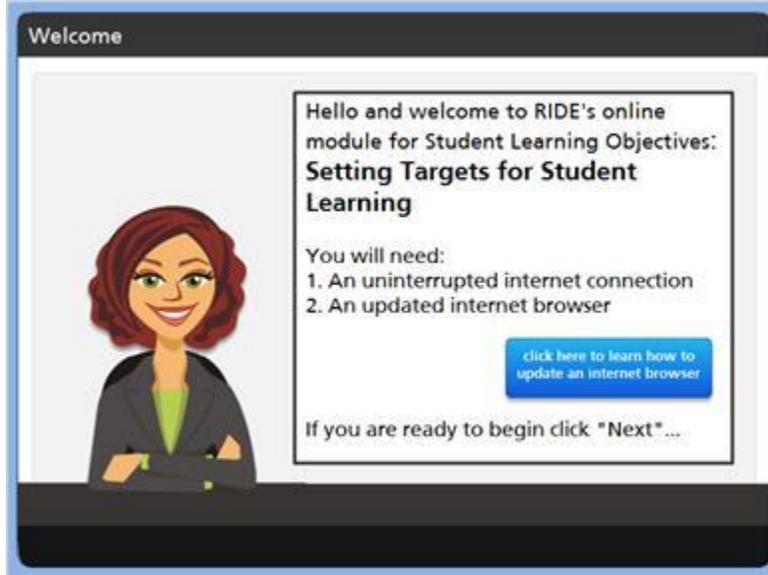




Setting Targets for Student Learning

1. Introduction

1.1 Welcome



Notes:

Hello and welcome to RIDE's online module for Student Learning Objectives: Setting Targets for Student Learning.

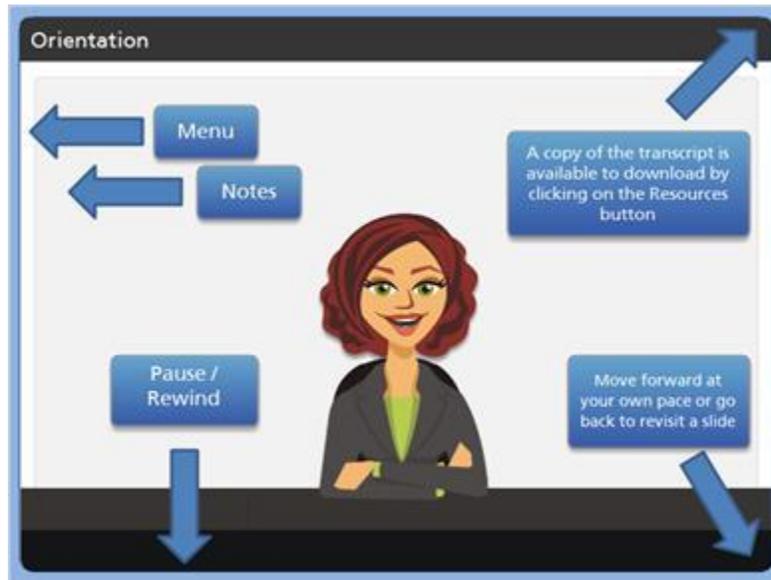
You will need:

- An uninterrupted internet connection
- An updated internet browser

If the module does not appear to be functioning for you, please make sure your browser is up to date. To learn how to update your browser you can click on the link on your screen to launch a youtube video demonstration.

If you are ready to begin click "Next"...

1.2 Orientation



Notes:

Before we get started we want to orient you to a few important areas on the screen.

On the bottom you can pause or rewind any slide at any time.

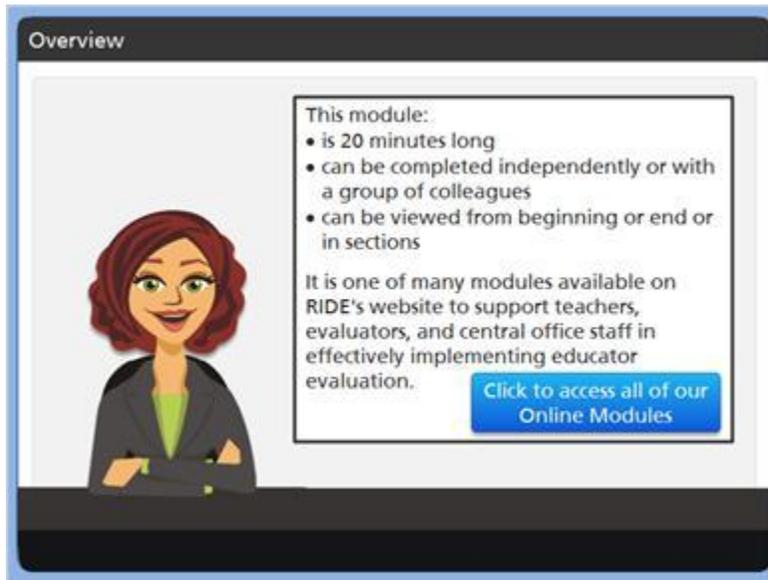
On the left-hand side, you'll see the menu, which shows you where you are in the module and allows you to quickly find any particular slide you may want to go back to. This is particularly helpful if you want to use this module as a reference later and have a specific slide you are looking for.

The second tab, next to the Menu displays the audio transcript for each slide.

The Resources button in the top right links to easy access of any attached materials. A complete transcript of this module with slide images is available to download by clicking on the Resources button.

To move forward, click on the Next Button in the bottom right hand corner.

1.3 Overview



Overview

This module:

- is 20 minutes long
- can be completed independently or with a group of colleagues
- can be viewed from beginning or end or in sections

It is one of many modules available on RIDE's website to support teachers, evaluators, and central office staff in effectively implementing educator evaluation.

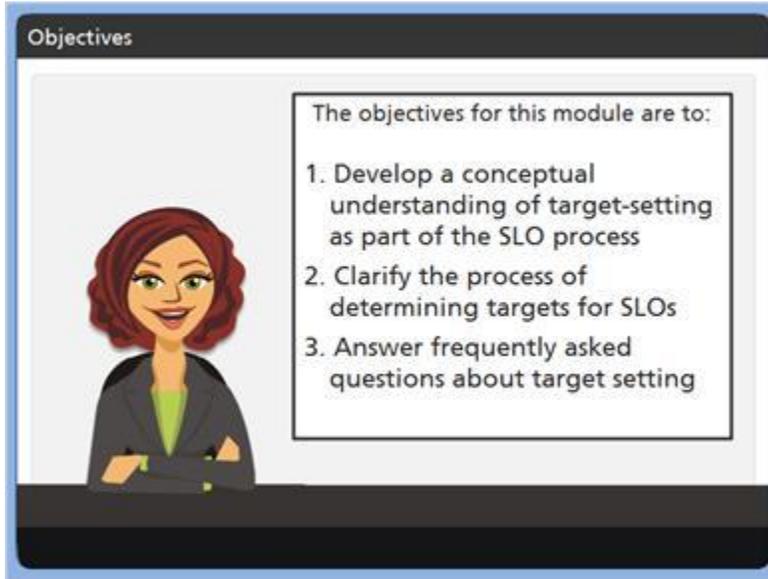
[Click to access all of our Online Modules](#)

Notes:

This module is 20 minutes long and can be completed independently or with a group of colleagues. We strongly encourage grade-level teams and departments to view the module and engage in conversation as a group. The module can also be viewed from beginning to end or you can click through the menu to find a section of interest.

It is one of many modules available on RIDE's website to support teachers, evaluators, and central office staff in effectively implementing educator evaluation.

1.4 Objectives



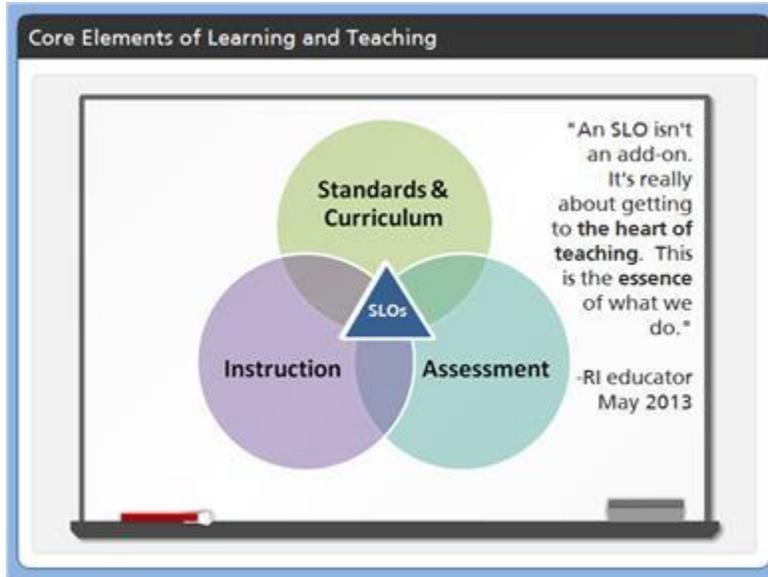
Notes:

The objectives for this module are to:

1. Develop a conceptual understanding of target-setting as part of the SLO process
2. Clarify the process of determining targets for SLOs
3. Answer frequently asked questions about target setting

2. Student Learning Objectives

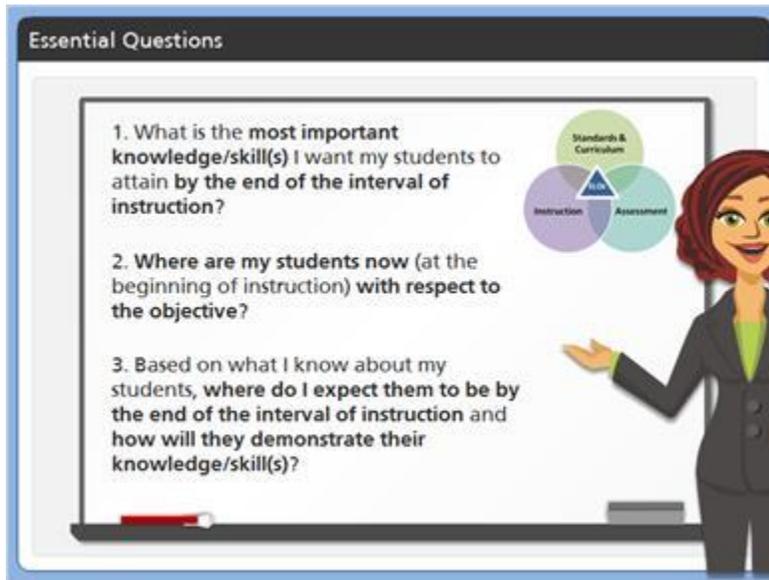
2.1 Core Elements of Learning and Teaching



Notes:

As a goal-setting process, SLOs incorporate the core elements of teaching: they are based on standards & curriculum, their use and results help inform instruction, and they are monitored and measured using assessment. At the intersection of these core elements is strategic data use and SLOs. Through a variety of assessment techniques, teachers constantly use qualitative and quantitative data to monitor student learning and gauge the effectiveness of short and long-term standards-based instruction. The process of setting goals and monitoring progress toward those goals is simply part of strong instructional practice and participating in goal-setting processes increases the impact an educator has on student learning.

2.2 Essential Questions



Notes:

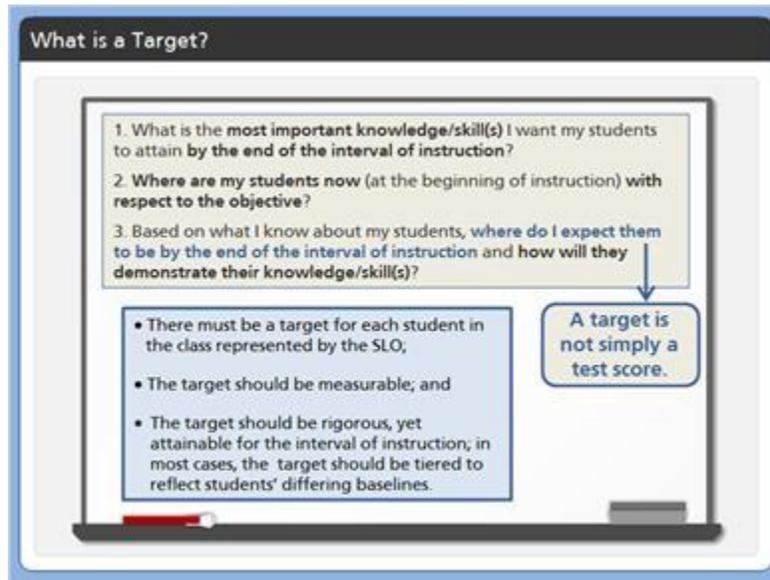
In Rhode Island, educators create SLOs based on long-term learning goals for students. When writing an SLO, teachers ask themselves the following three Essential Questions:

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

Once educators have answered the first two essential questions by identifying the Priority of Content and examining baseline data and information they are ready to answer the third essential question and think about where students should be at the end of the interval of instruction (targets) and how they will demonstrate their skills/knowledge (evidence sources).

3. A Conceptual Understanding of Target-Setting as Part of the SLO Process

3.1 What is a target?



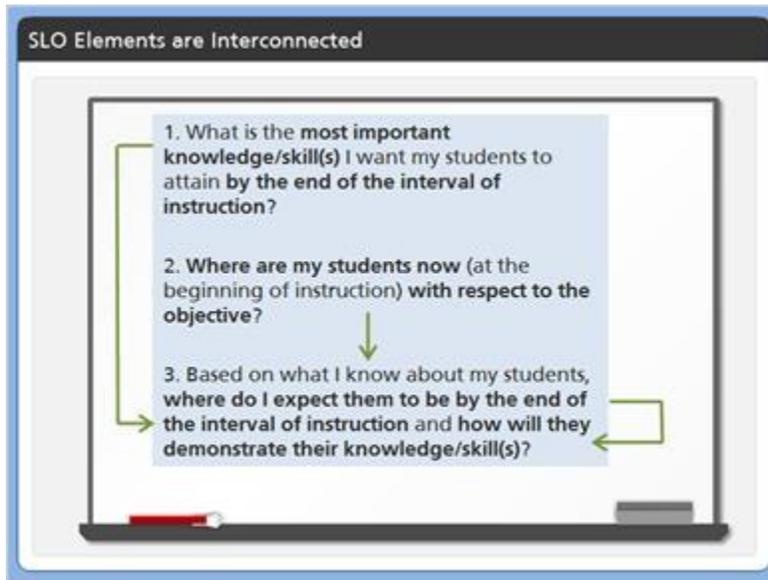
Notes:

The third essential question prompts educators to articulate the level of content knowledge or skills that are critical for students to develop while in the educator's class; this is the target(s). Writing a target involves defining the level of content knowledge and skills that students will have at the end of the interval of instruction. A target is not simply a test score. A target may be expressed as a score on an assessment but that score must represent a level of performance that reflects students' performance on critical content knowledge and skills. Only after you define the knowledge and skills that students will develop can you find or create the right evidence source to allow students to demonstrate these knowledge and skills, along with defining cut scores, if necessary.

Furthermore,

- There must be a target for each student in the class represented by the SLO;
- The target should be measurable; and
- The target should be rigorous yet attainable for the interval of instruction; in most cases, the target should be tiered to reflect students' differing baselines.

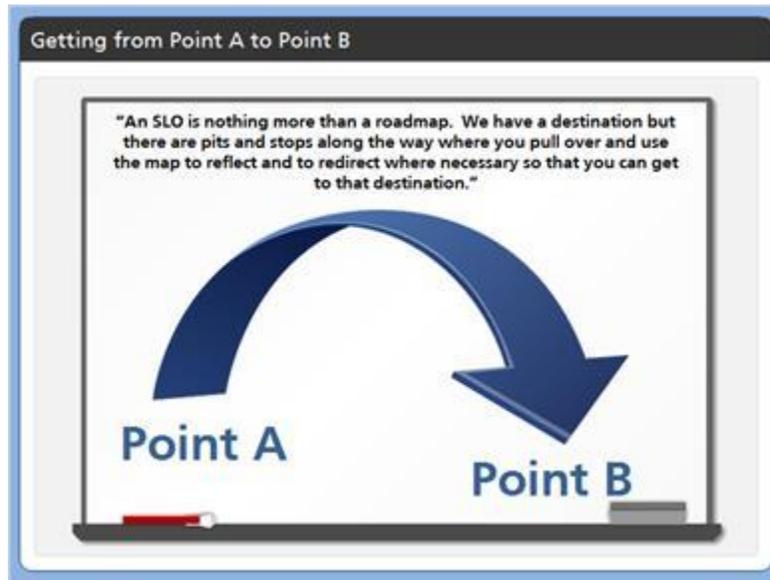
3.2 SLO Elements are Interconnected



Notes:

It is important to note that the elements included (knowledge/skills, baseline data/information, targets and assessments) in the three essential questions are interconnected; targets are connected to student baseline data/information and also to the assessment an educator is using, all of which is related to the content and skills of the objective statement.

3.3 Getting from Point A to Point B



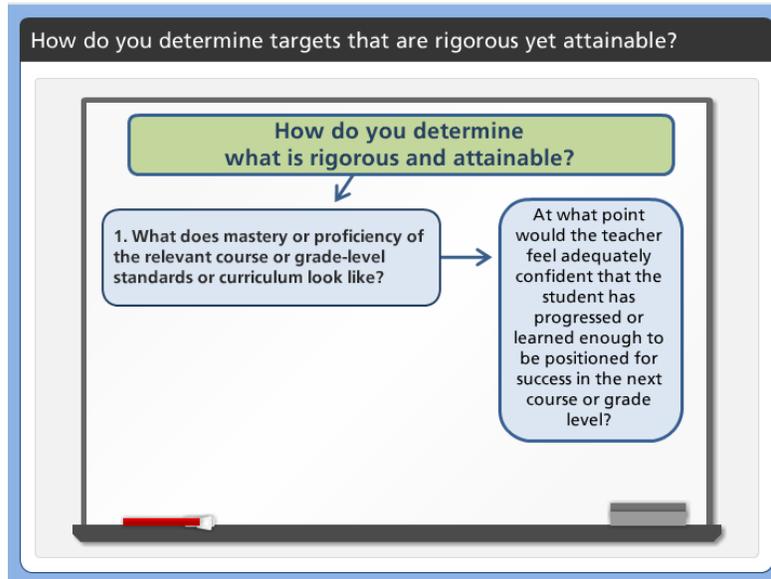
Notes:

At its most basic, target setting for SLOs occurs when educators describe where students are, in regards to the prioritized content knowledge or skills, at the beginning of the interval of instruction (Point A) and then name a goal for where students will be in regards to that knowledge and skills at the end of the interval of instruction (Point B).

One Rhode Island school leader described the SLO process and the act of setting targets as follows: "An SLO is nothing more than a roadmap. We have a destination but there are pits and stops along the way where you pull over and use the map to reflect and to redirect where necessary so that you can get to that destination."

In order to set rigorous but realistic targets, you need at least a basic idea of where students are starting; that is baseline data. Tool #2 in the *Assessment Toolkit*, along with the accompanying online module, discusses baseline data and information and how it can help with the target-setting process. Links to both of these resources can be found by clicking the Resources button in the top right hand corner.

3.4.a How do you determine what is rigorous yet attainable?

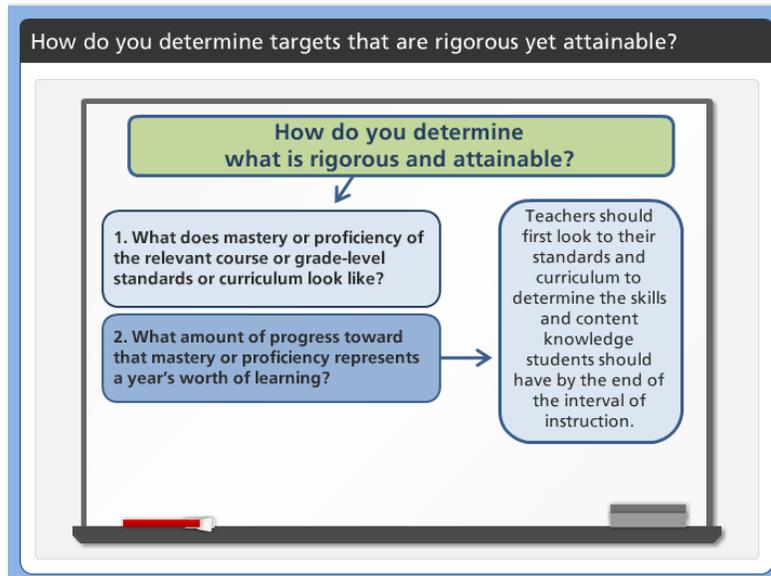


Notes:

In order to get to Point B, educators and evaluators are encouraged to consider what is rigorous yet attainable for students. But, educators often ask, "How do you determine what is rigorous and attainable?" Trying to answer this question directly is rarely fruitful. Alternatively, educators and evaluators should use the following three questions to guide them as they write, review, and approve SLO targets for students in the educator's class or course:

First, what does mastery or proficiency of the relevant course or grade-level standards or curriculum look like? Once the content focus of an SLO has been set, the teacher should think about or, if possible, discuss with colleagues what it would look like for students to demonstrate that learning. Ultimately they should be able to answer, "At what point would the teacher feel adequately confident that the student has progressed or learned enough to be positioned for success in the next course or grade level?"

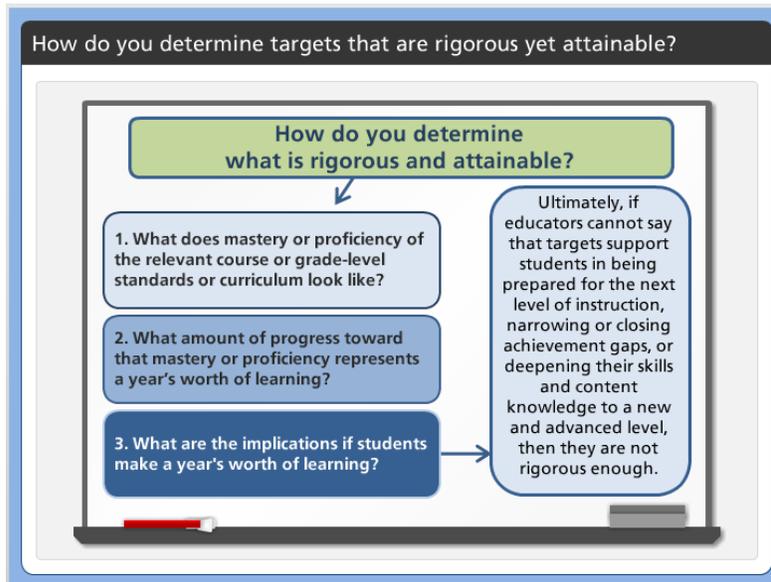
3.4.b How do you determine what is rigorous yet attainable?



Notes:

Second, what amount of progress toward that mastery or proficiency represents a year's worth of learning? A rough metric that can be helpful for teachers to keep in mind when setting preliminary targets is the "year's worth of learning." Courses and curricula are aligned to standards that represent what is expected to be learned over the period of instruction. Teachers should first look to their standards and curriculum to determine the skills and content knowledge students should have by the end of the interval of instruction.

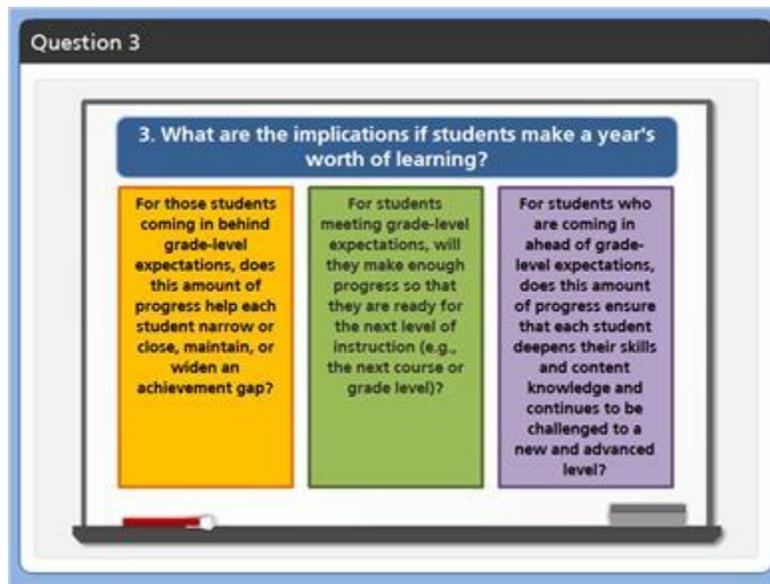
3.4.c How do you determine what is rigorous yet attainable?



Notes:

The third question that helps determine what is rigorous and attainable is: what are the implications if students make a year's worth of learning? Ultimately, if educators cannot say that targets support students in being prepared for the next level of instruction, narrowing or closing achievement gaps, or deepening their skills and content knowledge to a new and advanced level, then they are not rigorous enough. The next slide discusses these implications further.

3.5 What are the implications if students make a year's worth of learning?



Notes:

While determining these implications educators should consider three groups of students:

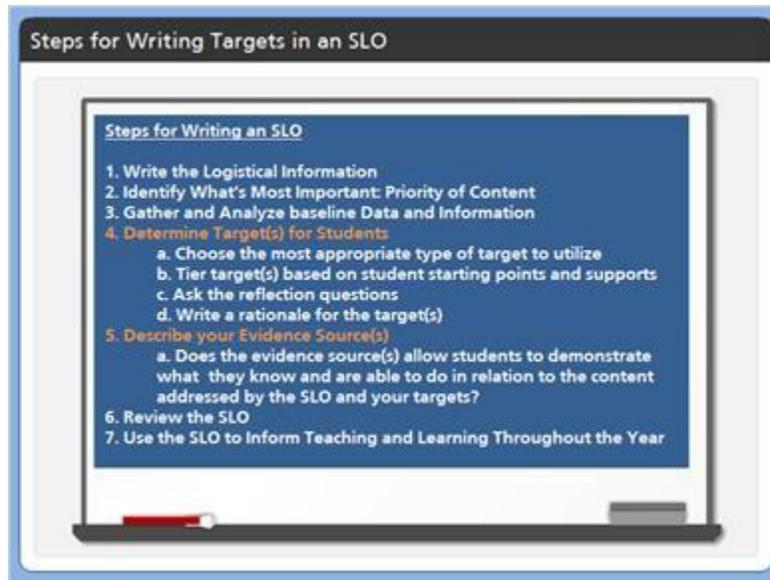
For students meeting grade-level expectations, will they make enough progress so that they are ready for the next level of instruction (e.g., the next course or grade level)? Students who enter a course with the necessary prerequisite knowledge or skills should be expected to master the relevant course or grade-level standards. If they do not, they will fall behind grade-level expectations and an achievement gap will have been created.

For those students coming in behind grade-level expectations, does this amount of progress help each student narrow or close, maintain, or widen an achievement gap? 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). At some point, these students who begin the course behind will need to make more than “a year’s worth of learning” otherwise they will never catch up. Targets can be tiered, but they should not calcify achievement gaps. Obviously, this is a challenge that cannot be addressed solely by an individual teacher setting a target on an SLO. The school and district must identify resources needed to help students who have fallen behind catch up and close the achievement gap.

For students who are coming in ahead of grade-level expectations, does this amount of progress ensure that each student deepens their skills and content knowledge and continues to be challenged to a new and advanced level? Students who enter the course with prerequisite knowledge or skills that exceed what is expected or required should deepen their learning or advance to the next set of grade-level skills. If students do not make this amount of progress then they have lost their advanced development.

4. The Process of Determining Targets for Student Learning Objectives

4.1 Steps for Writing a Student Learning Objective

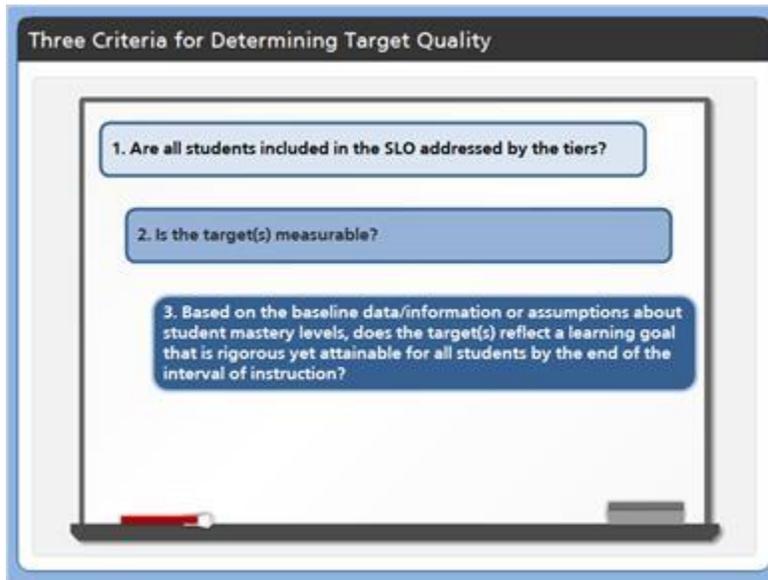


Notes:

There are seven steps for writing an SLO as seen on the screen and they are explained in greater detail in *The Process for Writing a Student Learning Objective: A Guide for Educators in Rhode Island*. When determining target(s) for students first choose the most appropriate type of target to utilize. The appropriateness of the type is very much dependent on the content addressed by the SLO and, in some cases, the instrument available to measure that learning. In addition, a single SLO might employ different types of targets for different groups of students. Second, tier target(s) based on student starting points and supports. Look at baseline data and information and consider what a year's worth of learning would look like for different students based on their starting points. Consider the variety and level of supports students will receive throughout the year. Third, ask the reflection questions. For students entering on grade level, will they make enough progress so that they are ready for the next level of instruction (e.g., the next course or grade level)? For those students coming in behind grade-level expectations, does this amount of progress help each student narrow or close, maintain, or widen an achievement gap? For students who are coming in ahead of grade-level expectations, does this amount of progress ensure that each student deepens their skills and content knowledge and continues to be challenged to a new and advanced level? Lastly, write a rationale for the target(s). The rationale does not need to be overly detailed or complex but should give context to the targets.

When describing your Evidence Source(s) ask if it allows students to demonstrate what they know and are able to do in relation to the content addressed by the SLO and your targets. If multiple evidence sources are used consider the relationship between them.

4.2 Three Criteria for Determining Target Quality



Notes:

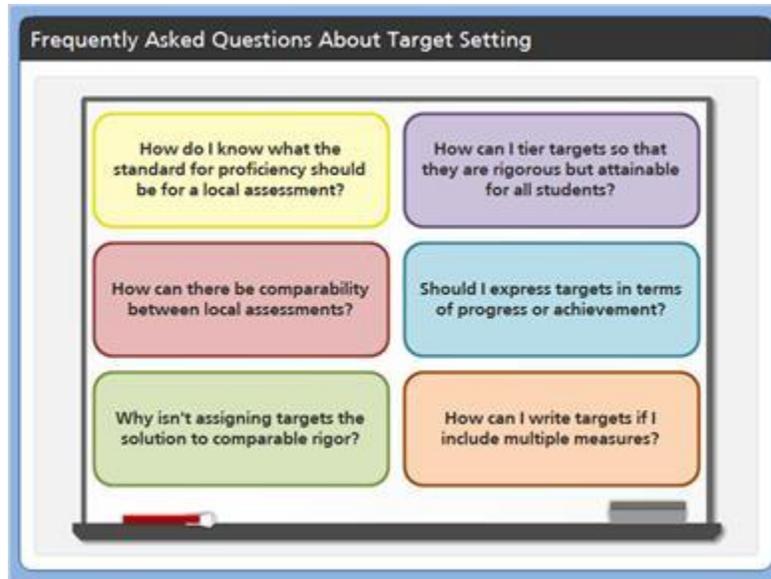
When writing or reviewing targets in an SLO, educators should consider three criteria to determine their quality, including:

1. **Are all students included in the SLO addressed by the tiers?** Every student in the class needs a target. If tiers are being utilized then every student in a specific tier has the same target, whether it defines the amount of progress or level of mastery students will achieve.
2. **Is the target(s) measurable?** Could you track the progress of the students (e.g. X# move from level A to level B) given how the targets are defined? If not, it's not measurable.
3. Based on the baseline data/information or assumptions about student mastery levels, **does the target(s) reflect a learning goal that is rigorous yet attainable for all students** by the end of the interval of instruction? In other words, are you able to answer positively to all three reflection questions?

These three criteria are included on the SLO Self-Audit for LEAs and Schools and are referenced in the SLO Quality Review Tool. Links to these resources can be accessed by clicking the Resources tab.

5. Frequently Asked Questions about Target Setting

5.1 Frequently Asked Questions About Target Setting

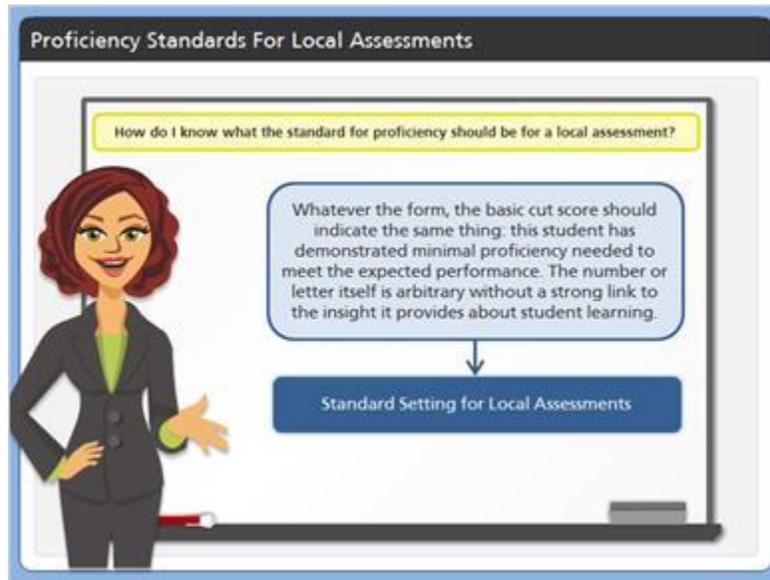


Notes:

Many teachers in Rhode Island have been setting goals for students for a long time, so the process of selecting an instructional focus and articulating the objective of an SLO can feel familiar. Additionally, all teachers assess students and many have been deepening their assessment literacy in recent years through coursework, Professional Growth Goals, and district professional development initiatives. On the other hand, setting specific targets that capture students' progress throughout an extended instructional time is less familiar for most. Through state-wide surveys, trainings, workgroups, and conversations educators have reported that setting targets continues to be a challenging aspect of the SLO process for teachers and administrators in Rhode Island; this is understandable and has resulted in educators raising many important questions that get to the heart of teaching and learning.

On the screen are six questions that educators across the state have been asking as they write SLOs and set targets for student learning. You can click the next button to learn about all 6, or you can use the menu on the left to select one of interest.

5.2 Proficiency Standards For Local Assessments



Notes:

Standard setting is the process of selecting cut scores on an assessment that reflect the target knowledge and skills. A cut score is the score that defines the minimum performance required for a particular level of achievement on an assessment. In the most basic version, a single cut score might define the level of achievement or proficiency necessary to “pass” an assessment. The actual score can take many forms—a “3” on a 4-point rubric, a C on an essay exam, or a 70% on a 100-point test.

Whatever the form, the basic cut score should indicate the same thing: this student has demonstrated minimal proficiency needed to meet the expected performance. The number or letter itself is arbitrary without a strong link to the insight it provides about student learning. How high the standard should be set depends on the difficulty of both the construct (the material being measured) and the assessment’s design. For instance, a health teacher might set a cut score of 90 on a multiple-choice quiz that assesses basic but critical knowledge. For that assessment, earning a score of 90 demonstrates minimal proficiency. In other cases, like an AP exam, minimal proficiency is set at 3 (on a 5 point scale). RIDE has developed *A Process for Local Standard Setting* that groups of educators can use to determine an appropriate cut score on teacher-created assessments. A link to this document can be found by clicking the Resources tab.

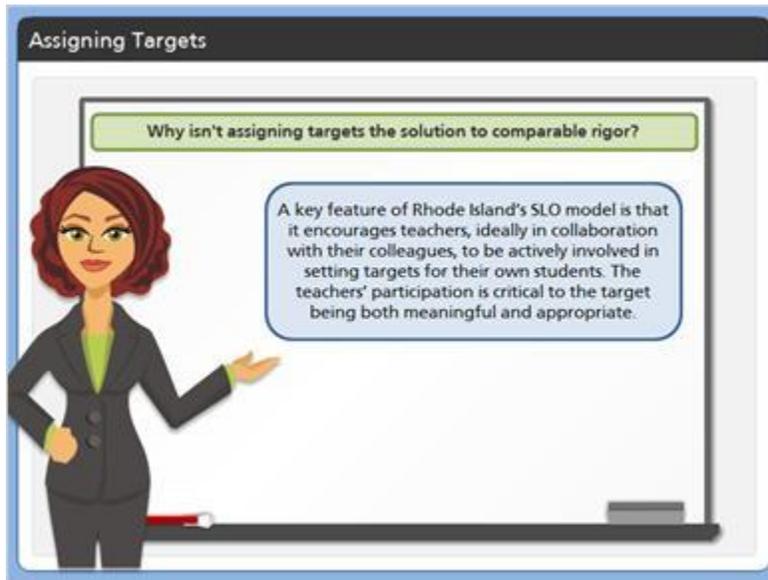
5.3 Comparability Between Local Assessments



Notes:

Many evaluators want to ensure there is comparability across SLOs in terms of their breadth and depth, and the rigor of the assessments and targets. However, scores on different assessments represent very different amounts and types of learning. If one classroom’s students all earn an 80 on one literacy assessment it isn’t necessarily comparable to an 80 on a different math assessment. So, even if everyone in the state had the same cut score, it would not mean that the targets are comparable. Rather, comparability can be achieved when groups of educators work together to examine assessments to ensure they are of high quality and provide evidence of the desired target. Groups of educators participating in standard-setting processes and aligning targets vertically across grades and horizontally across classrooms within grades can also enhance comparability between schools within, and ultimately among, districts.

5.4 Assigning Targets



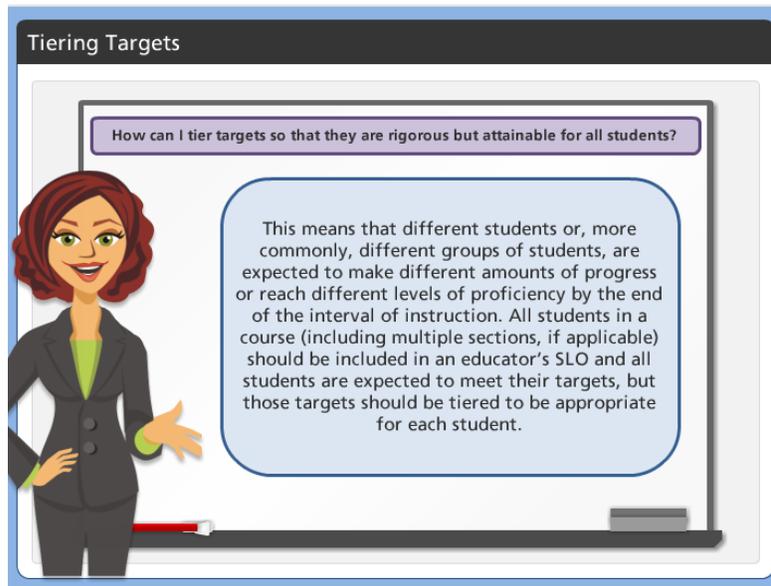
Notes:

Although setting targets is a challenge, it is also the case that assigning targets to teachers is not the solution. Most importantly, when districts, departments, or administrators assign targets educators lose the opportunity to engage, reflect, and learn from the work embedded in the SLO process. The questions and conversations that must be had as part of writing SLOs are meaty and important; in many ways they cut to the heart of teaching and learning. These conversations and the challenges they can unearth are not only worthy, but crucial, for educators, schools, and districts to grapple with.

Additionally, assigned targets often feel arbitrary and/or ill fitting for teachers, who may not have a clear understanding of why a particular target has been chosen by the district, their administrator, or even a group of their colleagues. It can feel more like something that was plucked from thin air than a meaningful guidepost for student learning (e.g., 80% of students will reach X and 20% of students will reach Y). When this occurs, the target feels disconnected from their work and, as a result, the SLO process ceases to be productive and informative.

This is why a key feature of Rhode Island's SLO model is that it encourages teachers, ideally in collaboration with their colleagues, to be actively involved in setting targets for their own students. The teachers' participation is critical to the target being both meaningful and appropriate.

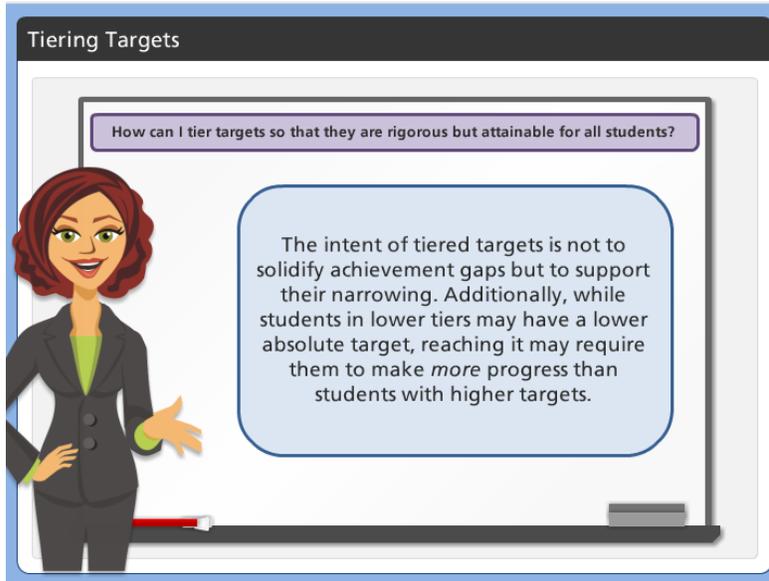
5.5.a Tiering Targets



Notes:

As educators, we know that our students enter our classrooms with a range of knowledge and skills. When a group of students enters a course with great differences in how prepared they are to access the content, the teacher will likely want to set tiered targets. This means that different students or, more commonly, different groups of students, are expected to make different amounts of progress or reach different levels of proficiency by the end of the interval of instruction. All students in a course (including multiple sections, if applicable) should be included in an educator's SLO and all students are expected to meet their targets, but those targets should be tiered to be appropriate for each student.

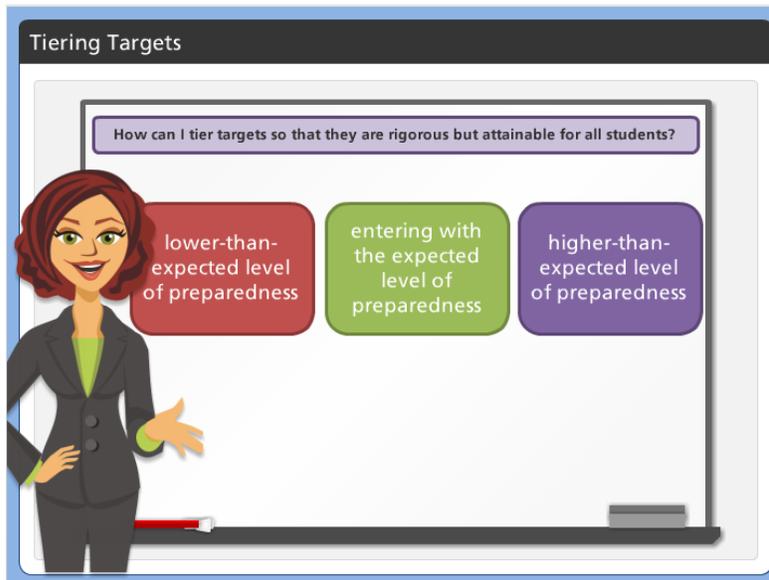
5.5.b Tiering Targets



Notes:

Setting tiered targets based on students' prerequisite knowledge and skills helps to ensure that the targets are rigorous and attainable for all students. Students entering a course with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course with lower proficiency or lacking prerequisite skills, a more modest target may be appropriate in order to ensure that it is reasonably attainable within the interval of instruction. That said, the intent of tiered targets is not to solidify achievement gaps but to support their narrowing. 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.

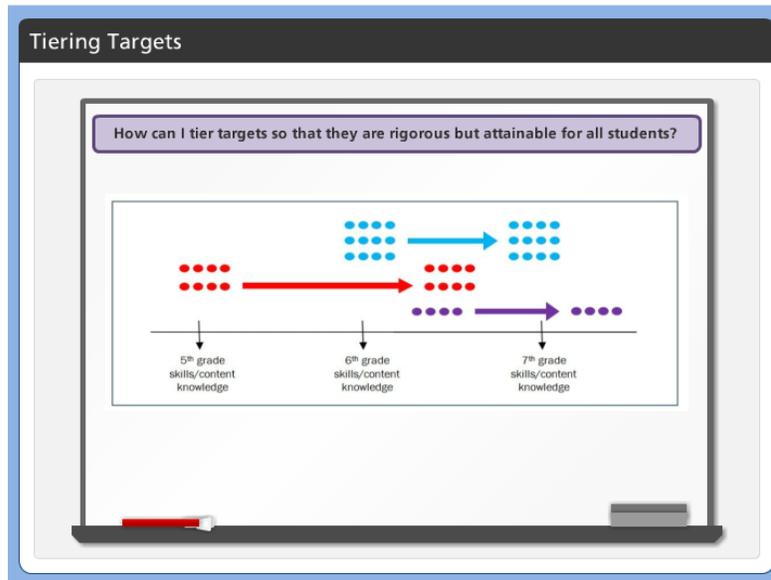
5.5.c Tiering Targets



Notes:

Teachers can set as many tiers as is appropriate to help ensure that each student is appropriately challenged. While they have the option to set a different target for each student, in most cases that is not necessary because students can be grouped into tiers with peers who have similar prerequisite skills or preparedness. In some classes, there may be two distinct groups; in others, there may be four. However, a fairly simple approach that can be used to begin is to group students into one of three categories: those who are entering the course with the expected level of preparedness, those who are entering the course with a lower-than-expected level of preparedness, and those who are entering the course with a higher-than-expected level of preparedness. Of course, in order to do this, the teacher must have a sense of students' incoming knowledge and skills, which underscores the need for sound baseline data and information.

5.5.d Tiering Targets

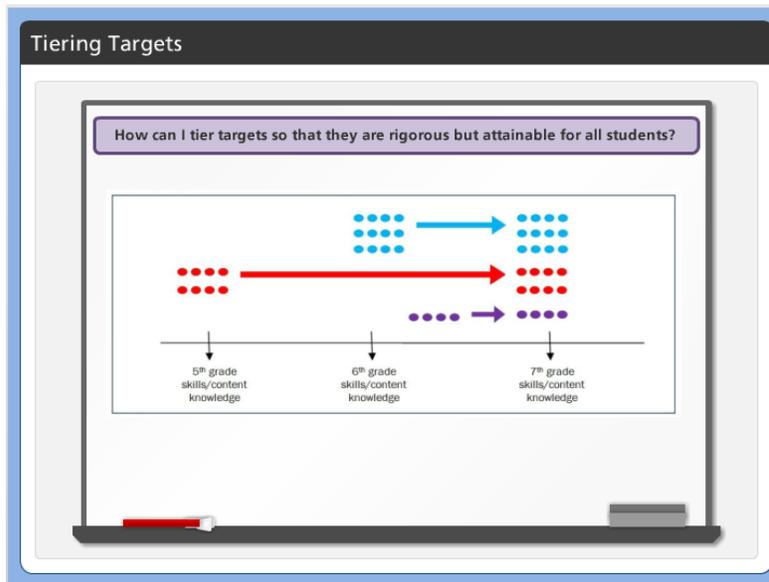


Notes:

The figure on the screen illustrates this concept with a 6th grade math class which includes twenty-four students with three different starting places and targets. The group of students in blue began the year with the prerequisite skills and knowledge for 6th grade. Their targets would get them to a place where they could demonstrate preparedness for 7th grade skills and content knowledge. The students in red who arrived a year behind their on-level peers had targets that would narrow their learning gap. In this case it might have been unattainable to expect students to completely close the gap, but if they reach their targets and make a similar amount of growth the following year they will be able to eliminate the achievement gap and reach proficiency. The four students in purple who started the year with more advanced skills and content knowledge had targets that were comparable in growth to the blue students, setting the expectation that they will improve by a year's worth of learning. If the purple group met their target they would maintain their above grade level status.

As shown, it is unlikely that there will be an equal distribution of students across all three categories. There may not be any students who fall into one of these categories. Or, the teacher may decide that there are important differences among the students in one of the groups and it needs to be disaggregated into a fourth tier. The point of this exercise is not to permanently label students or create tidy groupings. Rather, the point is to give teachers a way to meaningfully differentiate targets so that they are adequately rigorous and reasonably attainable for all students.

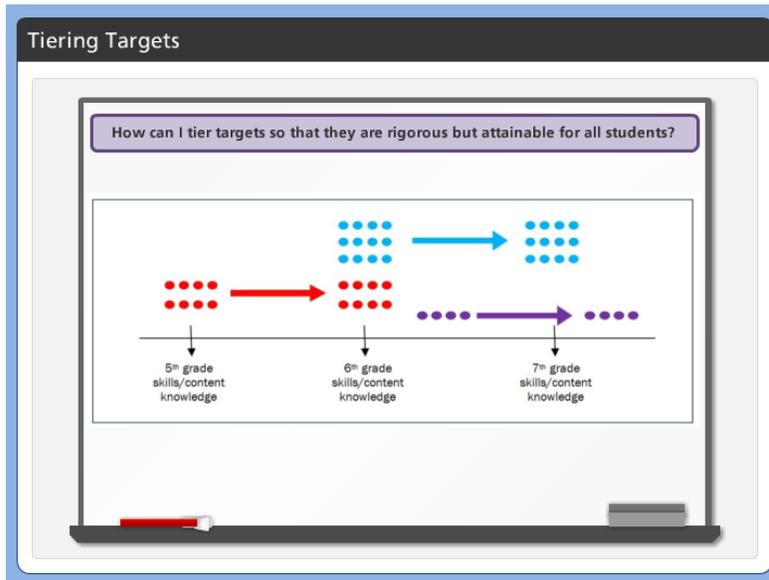
5.5.e Tiering Targets



Notes:

This figure shows what can happen when one mastery target is set for all students. In this example, the target appears to be rigorous and attainable for the blue group, but it does not seem feasible that the red group would completely close their learning gap in a single year. Additionally, if these targets were met, the purple group would make little progress and lose the advanced status they started with.

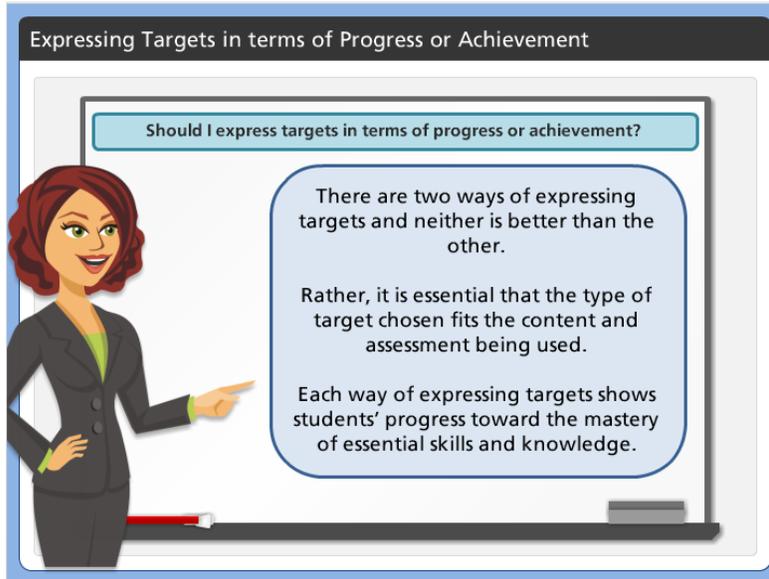
5.5.f Tiering Targets



Notes:

This last figure illustrates an example of an SLO with a common goal that all students make about a year's worth of learning. While this might be rigorous and attainable for some students, it sets the expectation that the red group, which is currently behind grade level, will not make any progress toward narrowing the achievement gap. It is also important to consider what additional supports the group may receive or be eligible for. In other words, if it is important for the red group to make more than a year's worth of learning and they are receiving additional support, then it makes sense for them to have a more rigorous target.

5.6.a Expressing Targets in terms of Progress or Achievement



Notes:

There are two ways of expressing targets and neither is better than the other. Rather, it is essential that the type of target chosen fits the content and assessment being used. Each way of expressing targets shows students' progress toward the mastery of essential skills and knowledge.

5.6.b Expressing Targets in terms of Progress or Achievement

Expressing Targets in terms of Progress or Achievement

Should I express targets in terms of progress or achievement?

A target can be expressed:

in terms of the progress or the amount of improvement the teacher expects the students to make from the beginning to end of a given interval of instruction.	<ul style="list-style-type: none">• Most appropriate for constructs that are linear in nature or that clearly build upon pre-requisite knowledge and skills (like reading levels)• A true pre-test/post-test approach does not have to be utilized
in terms of the achievement expectations students must meet by the end of the interval of instruction in order to be considered proficient or ready to advance to the next course or grade.	<ul style="list-style-type: none">• More appropriate for some content areas without well-established levels or scales (e.g., Chemistry, U.S. History, or Health).• The same level of mastery needn't be set for all students, just as the same amount of progress needn't be identical for all students

Notes:

A target can be expressed in terms of the progress or the amount of improvement the teacher expects the students to make from the beginning to end of a given interval of instruction. Given that they are based largely on students' starting points, describing a target this way is most appropriate for **constructs** (the content being measured) that are linear in nature or that clearly build upon pre-requisite knowledge and skills. Reading levels are a good example of this type of construct because there are many well-established scales that describe sequential levels of attainment. Progress targets can be individual or tiered but the critical piece is that the amount of progress should be based on asking the Core Questions and by following the steps outlined earlier in this module. Lastly, if expressing targets in terms of progress it is important to note that a true pre-test/post-test approach does not have to be utilized. For more guidance on when a pre-test/post-test approach would be appropriate, please see the Using Baseline Data to Set SLO Targets guidance document and online module, which you can access by clicking on the resources tab.

Targets can also be expressed in a way that describes achievement expectations students must meet by the end of the interval of instruction in order to be considered proficient or ready to advance to the next course or grade. Expressing targets in this manner by defining **mastery** of content knowledge or skills may be more appropriate for some content areas without well-established levels or scales (e.g., Chemistry, U.S. History, or Health). It should be noted, however, that the same level of mastery needn't be set for all students, just as the same amount of progress needn't be identical for all students. It may be appropriate, given students' differing levels of background knowledge or preparedness for the course, to expect different groups of students to meet different levels of mastery (e.g., Minimally Proficient, Proficient, Proficient with Distinction) or different levels of progress.

5.6.c Expressing Targets in terms of Progress or Achievement

Expressing Targets in terms of Progress or Achievement

Should I express targets in terms of progress or achievement?

1 No single way of phrasing a target (whether in terms of student progress or achievement) is better or more rigorous than the other. Oftentimes targets can simply be rephrased from one form into another.

Student (or Tier of Students)	Baseline Data / Information	Target
1	Reading Level P	Reading Level S
2	Reading Level R	Reading Level U
3	Reading Level T	Reading Level W

Target(s) expressed in terms of progress:

- All students will make 3 levels worth of progress by the end of the year.

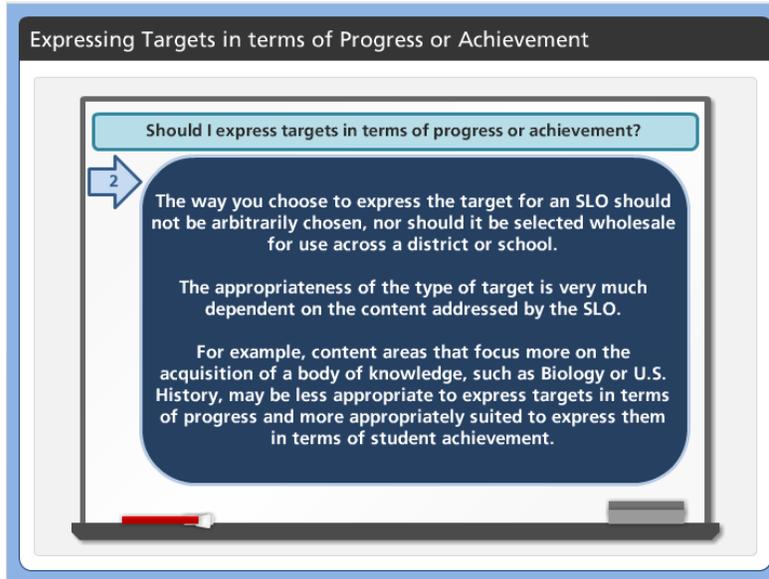
Target(s) expressed in terms of achievement:

- Students in Tier 1 will read at level S by the end of the year.
- Students in Tier 2 will read at level U by the end of the year.
- Students in Tier 3 will read at level W by the end of the year.

Notes:

However a target is expressed there are a few key points that are necessary to highlight. First, no single way of phrasing a target (whether in terms of student progress or achievement) is better or more rigorous than the other. Oftentimes targets can simply be rephrased from one form into another. For instance, an elementary teacher with an SLO focused on literacy development could have targets aimed at increasing student reading levels. While the targets can be in either of two ways, in terms of making three levels of progress or reaching a specific level, the targets remain the same.

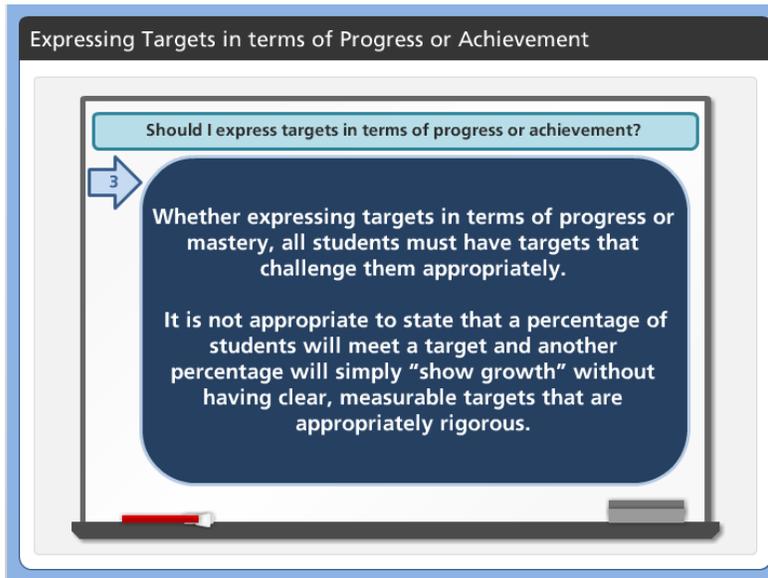
5.6.d Expressing Targets in terms of Progress or Achievement



Notes:

Second, the way you choose to express the target for an SLO should not be arbitrarily chosen, nor should it be selected wholesale for use across a district or school. The appropriateness of the type of target is very much dependent on the content addressed by the SLO. For example, content areas that focus more on the acquisition of a body of knowledge, such as Biology or U.S. History, may be less appropriate to express targets in terms of progress and more appropriately suited to express them in terms of student achievement.

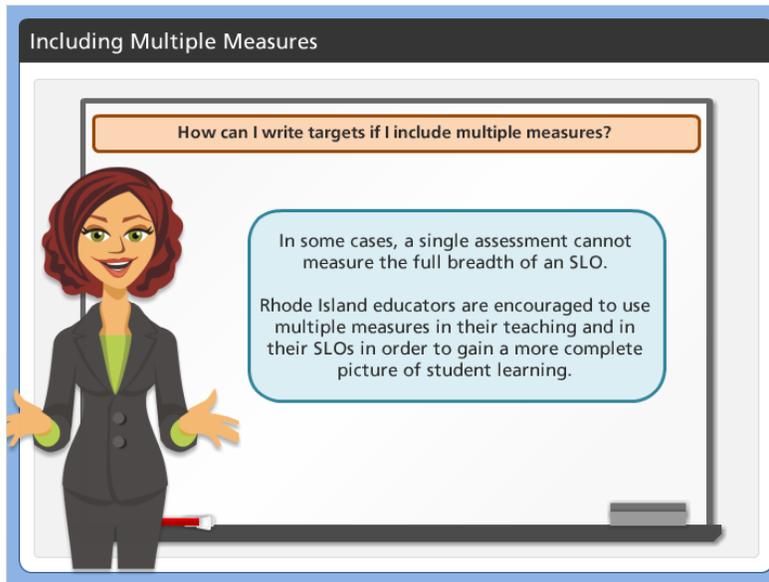
5.6.e Expressing Targets in terms of Progress or Achievement



Notes:

Lastly, whether expressing targets in terms of progress or mastery, all students must have targets that challenge them appropriately, whether they begin the course at, below, or above grade-level expectations. It is not appropriate to state that a percentage of students will meet a target and another percentage will simply “show growth” without having clear, measurable targets that are appropriately rigorous. If above grade-level students are expected to maintain a certain (usually high) level of proficiency across an interval of instruction, then their target should represent student learning across that interval; it should not be the expectation that students will simply not lose the knowledge or skills with which they entered the course. The expectation should be that students arriving above grade-level expectations maintain their high level of proficiency or performance on a new set of standards, on increasingly rigorous texts/content, or according to a more rigorous rubric or assessment.

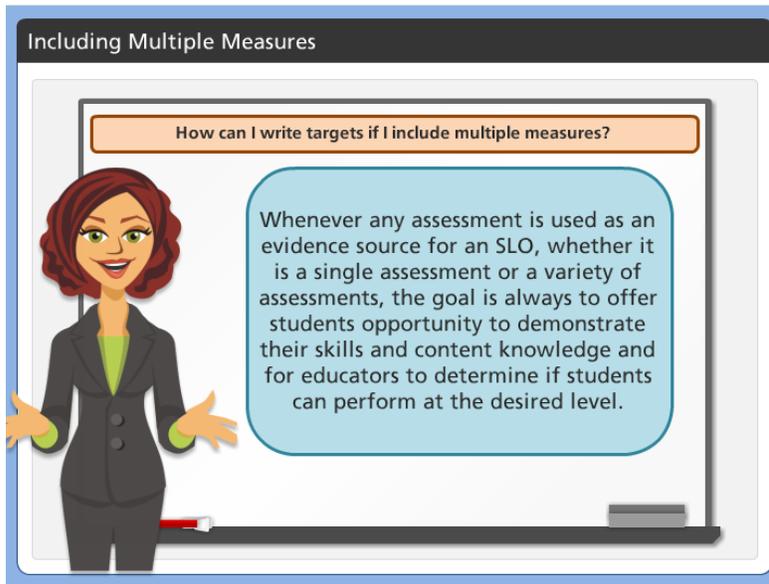
5.7.a Including Multiple Measures



Notes:

In some cases, a single assessment cannot measure the full breadth of an SLO and some educators may worry about putting so much stock in a single assessment. Rhode Island educators are encouraged to use multiple measures in their teaching and in their SLOs in order to gain a more complete picture of student learning. Targets with multiple measures can be interpreted in different ways, though, so this slide attempts to differentiate and discuss the elements of each.

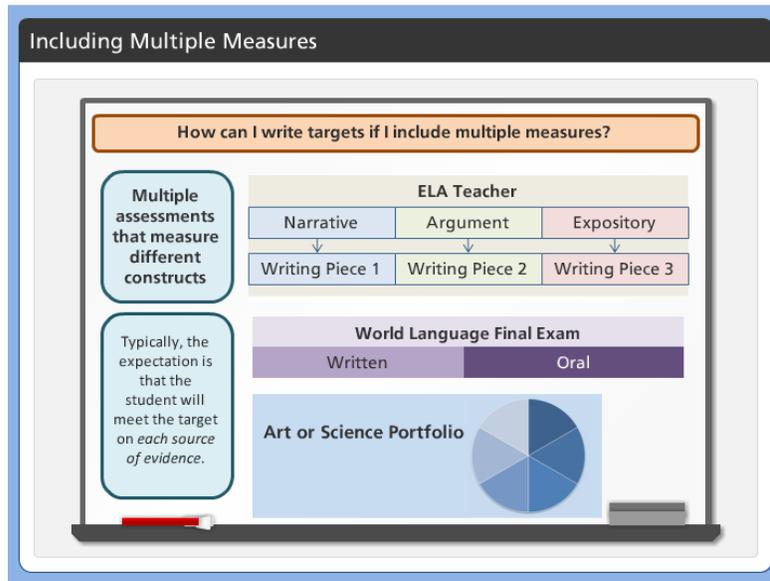
5.7.b Including Multiple Measures



Notes:

Whenever any assessment is used as an evidence source for an SLO, whether it is a single assessment or a variety of assessments, the goal is always to offer students opportunity to demonstrate their skills and content knowledge and for educators to determine if students can perform at the desired level.

5.7.c Including Multiple Measures



Notes:

The most common way multiple measures are used in SLOs is when an educator has multiple assessments that measure different constructs (the content being measured). For example, an ELA teacher might have an SLO that focuses on student progress in narrative, argument, and expository writing. The SLO might be measured by three summative writing pieces, spanning these three types of writing. A World Language final exam might be made up of a written portion and an oral portion. Or, an art or science portfolio assessment might include many pieces of student work, representing a range of skills addressed by the SLO or indicating that students can *consistently* demonstrate a certain level of proficiency. In these examples, it is recommended that the multiple measures be conjunctive, rather than compensatory. Conjunctive measures are used in tandem, because they measure different content or skills that are both addressed by an SLO. Typically, the expectation is that the student will meet the target on *each source of evidence*.

5.7.d Including Multiple Measures

Including Multiple Measures

How can I write targets if I include multiple measures?

Multiple assessments that measure the same constructs

Elementary Teacher - Literacy		
AIMSweb	DRA2	STAR

Are students being over-assessed through redundant testing?

If the assessments truly measure the same construct and new insight into student learning is not provided through additional assessments, then the higher-quality or better-aligned evidence source should be used.

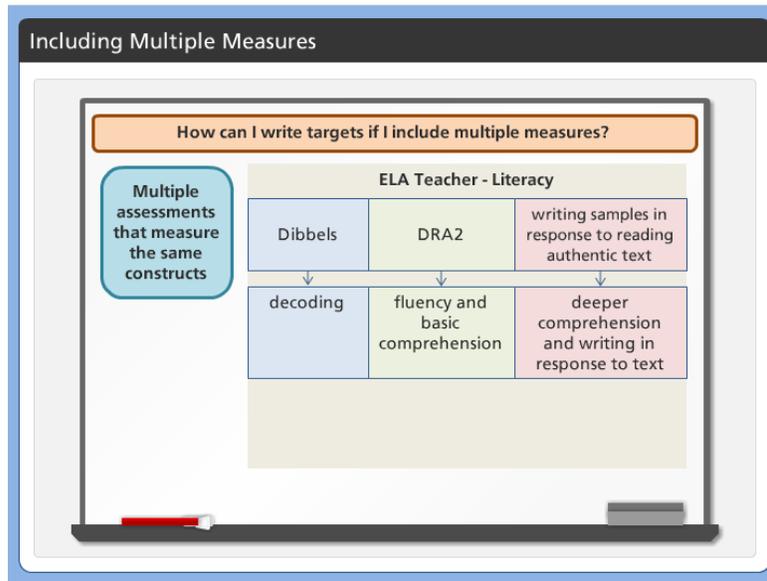
While it might be possible to combine or average scores, taking this approach requires considerable thought and in many cases might be inappropriate.

Notes:

A second way of having multiple measures is by using multiple assessments that measure the same constructs like if an elementary teacher assessing students' literacy skills used AIMSweb, DRA2, and STAR. While these three assessments are not identical, the skills they measure have great overlap. One important caution in this approach is checking to ensure students are not being over-assessed through redundant testing. If the assessments truly measure the same construct and new insight into student learning is not provided through additional assessments, then the higher-quality or better-aligned evidence source should be used.

If these assessments are used conjunctively as described above, then students are expected to reach targets on each independent measure. Educators should consider why it would be appropriate to require students to demonstrate the same knowledge and skills on multiple assessments. If used in a compensatory manner, then the assessments *compensate* for each other and high performance on one measure offsets a low performance on another. If using multiple assessments that measure the same construct, educators should look across assessments to see what students typical level of skills are or to see students' typical behavior at the target level. In some cases educators might take an average score (a compensatory approach). However, while it might be possible to combine or average scores, taking this approach requires considerable thought and in many cases might be inappropriate.

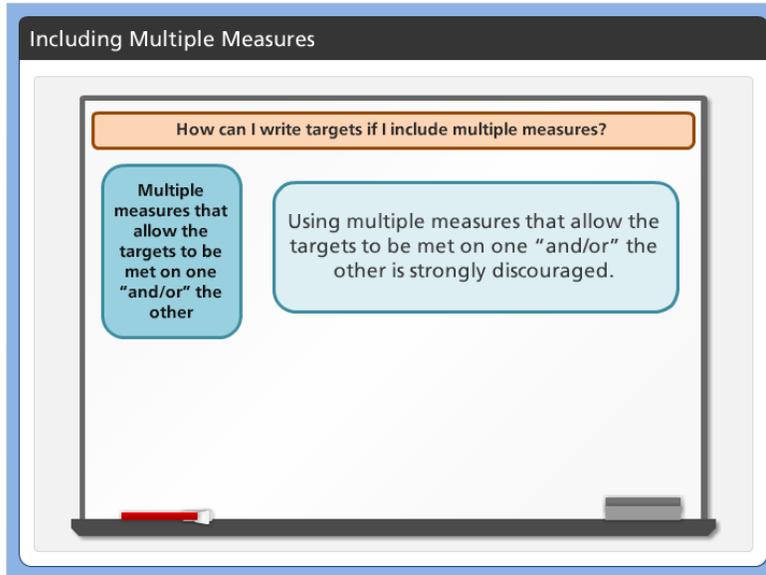
5.7.e Including Multiple Measures



Notes:

In contrast, RIDE encourages educators to utilize multiple assessments that measure connected constructs within a larger content focus. For instance, if an elementary teacher is assessing the literacy development of students he or she might utilize Dibbels (decoding), DRA2 (fluency and basic comprehension), and writing samples in response to reading authentic text (deeper comprehension and writing in response to text). Together they provide a more complete picture of the range of skills and knowledge students have in reading.

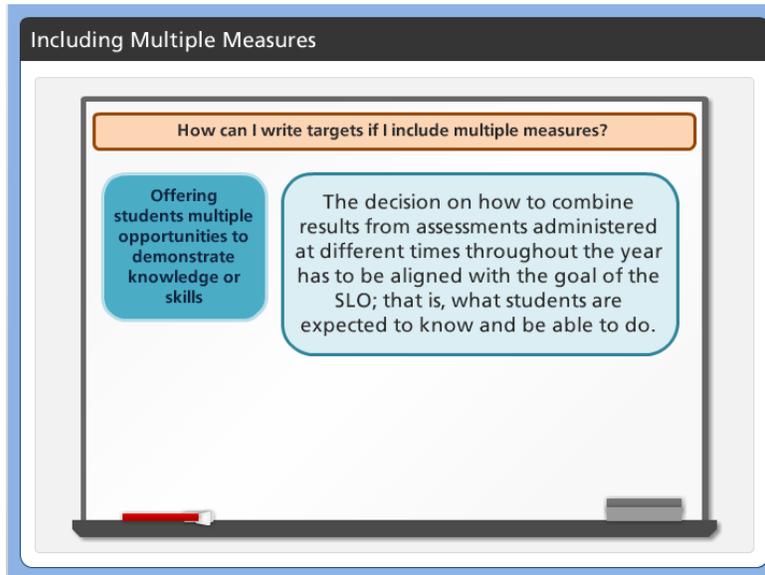
5.7.f Including Multiple Measures



Notes:

Using multiple measures that allow the targets to be met on one "and/or" the other is strongly discouraged. If the two measures assess different constructs, meeting the target for one but not the other would indicate that the student has not learned all of the content or skills addressed by the SLO. Giving two or more assessments of the same construct but only using the results of one will not increase the reliability of the results and might contribute to over-testing.

5.7.g Including Multiple Measures



Notes:

Sometimes a teacher may want students to have multiple opportunities to show what they know and can do across the interval of instruction. For example, when a curriculum is divided into units of study and each unit has a separate assessment, the SLO could be aligned to students' performance across unit assessments. In that example, the multiple opportunities may be more like the case of multiple assessments that measure different constructs. However, for courses in which there is a clear progression of knowledge and skills across units of study, successful student performance on later units might compensate for weaker performance on assessments of early units. The decision on how to combine results from assessments administered at different times throughout the year has to be aligned with the goal of the SLO; that is, what students are expected to know and be able to do.

5.7.h Including Multiple Measures

The slide is titled "Including Multiple Measures" and features a central question: "How can I write targets if I include multiple measures?". It contains three text boxes: a teal box on the left, a light blue box in the middle, and a dark teal box at the bottom.

How can I write targets if I include multiple measures?

Reassessing students on the same measure

In general, reassessing a student using the same measure is not appropriate simply because the student scored just below the cut score needed to meet the target.

In this light, an educator should have just as much reason to retest students who scored just over a cut score as they would to retest students who scored just under the cut score.

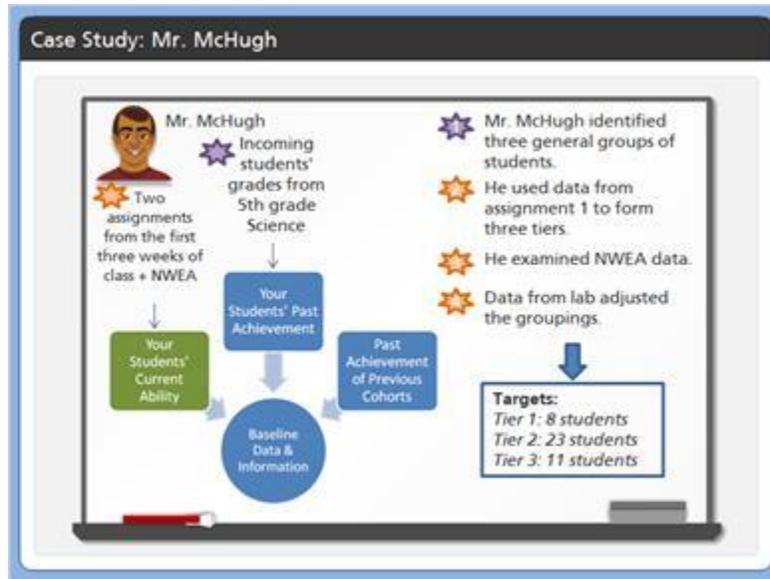
Retesting students should be fueled by a desire to support students in increasing their skills, so districts and schools should consider when retesting on the same assessment makes sense and when it does not.

Notes:

There may be cases when a teacher wants to reassess a student using the same measure. While retesting may be permitted, this should be handled the same way as for any other local assessments. If the teacher has a compelling reason to believe that a particular student's results do not accurately reflect his/her learning—because of an illness or emotional distress the day of testing, for example—the teacher may offer the student the opportunity to retest. In general, reassessing a student using the same measure is not appropriate simply because the student scored just below the cut score needed to meet the target. That practice results in artificially inflating the number of students who have met their target by selecting only the most beneficial data (for SLO results). In this light, an educator should have just as much reason to retest students who scored just over a cut score as they would to retest students who scored just under the cut score. Retesting students should be fueled by a desire to support students in increasing their skills, so districts and schools should consider when retesting on the same assessment makes sense and when it does not.

6. Case Study

6.1.a Case Study



Notes:

Mr. McHugh is a 6th grade science teacher. Prior to the beginning of the school year, he reviewed his incoming students' grades from 5th grade science to get a sense of how prepared they would be for 6th grade Science. Using this information, he was able to identify three groups of students. One group appeared to struggle in grade 5 and another seemed to excel. The third group appeared to have met the 5th grade standards and who should be ready to tackle 6th grade science.

Because his students came to him from two different elementary schools, Mr. McHugh wanted to supplement the information he got from their grades. His course involves a good deal of reading of and writing in response to informational text, so he had students read a nonfiction article about deforestation in Costa Rica and answer two constructed response questions. He reviewed this data and was able to group students into three tiers.

In addition, he reviewed the science NWEA MAP for Science (Measures of Academic Progress). He noticed that overall students performed lower in the life sciences. The data also showed that some students were on grade level, while others are either above or below. Based on the NWEA data he decided to use a life science lab to more deeply understand where students are.

The next week, he analyzed student performance data from a recent mealworm lab to gauge both their background knowledge and their inquiry skills. He used this data to confirm the groupings he made after the first assignment, moving a handful of students up or down within the tiers.

It is important to note that Mr. McHugh did not administer these assessments solely for determining a target for his SLO. Rather, the assessments were part of his regular instructional cycle and the information he received helped him set goals for students and influenced the differentiated instruction and supports he ultimately implemented.

6.1.b Case Study

Case Study: Mr. McHugh



Mr. McHugh

Tier	Baseline	Target
I (8 students)	Eight students entered 6 th grade science with weak academic performance in previous science classes and have large gaps in reading and writing skills and science content knowledge as measured by state and local assessments.	Approaching Proficiency
II (23 students)	Six students entered 6 th grade science with moderately strong academic history in previous science coursework and have adequate reading and writing skills and science content knowledge as measured on state and local assessments.	Proficient
III (11 students)	Seven students entered 6 th grade science with a strong academic history in previous science coursework and have strong reading and writing skills and science content knowledge as measured on state and local assessments.	Advanced

Final Exam & Spring Portfolio

Notes:

By the third week of school, Mr. McHugh felt that he had a solid understanding of his students' preparedness for the course, and was able to group them into a low tier of 8 students, a middle tier of 23 students, and a high tier of 11 students. In terms of the achievement standards established for 6th grade science, he felt that for students in the low tier, demonstrating knowledge and skills consistent with the 'Approaching Proficiency' level would represent a rigorous but attainable target. For the large group of students in the middle tier, meeting the 6th grade standards for Proficient would be an appropriate target. He determined that after *a year's worth of learning* students in the high tier should be able to demonstrate knowledge and skills consistent with the Advanced achievement level. He wrote SLO targets tiered to reflect these three groups of students, and determined cut scores for those targets based on his final exam and spring portfolio.

7. Resources and Closing

7.1 Resources to Support the Target Setting Process



Notes:

There were multiple resources referenced throughout this module that can support educators and evaluators with target setting. All of these resources, along with many others, are available on the RIDE website. Click on the laptop on the screen to link directly to the Educator Evaluation pages. Additionally you can link directly to resources mentioned by clicking on the Resources tab in the upper right-hand corner.

7.2 Evaluation Resources

Evaluation Resources

Click on the sticky notes to find available resources

We encourage you to visit our website to watch other modules in this series including:

1. Understanding SLOs
2. Writing an Objective Statement
3. Deepening Assessment Literacy
4. The Assessment Literacy Toolkit
5. Using Baseline Data/Information to Set SLO Targets
6. **Setting Targets for Student Learning**
7. Special Educators and SLOs/SOOs
8. Building Administrators and SLOs
9. Approving SLOs
10. Scoring SLOs
11. Introduction to the Support Professionals Model

Click to access all of our Online Modules ...and more!

Sticky notes include: Guidebooks, Addenda, and Forms; Student Learning & Outcome Objectives; EPSS; Assessment and Data Use; FAQs & Email the Ed Eval Team

Notes:

There are many resources available for educators. Click on the sticky notes to the right to reveal the resources available in that area so that you can find the ones that will be most helpful to you.

FAQs and Email the Educator Evaluation Team (Slide Layer)

Evaluation Resources

Click on the sticky notes to find available resources

We encourage you to visit our website to watch other modules in this series including:

1. Und
2. Writ
3. Deep
4. The
5. Usin
6. Set
7. Spec
8. Buil
9. App
10. Scori
11. Introduction to the Support Professionals Model

Click to access all of our Online Modules ...and more!

Sticky notes include: Student Learning & Outcome Objectives; EPSS; FAQs & Email the Ed Eval Team

Frequently Asked Questions & Email the Educator Evaluation Team

If you have a question visit our FAQ page by clicking here: [FAQs](#)

If you don't see an answer to your question you can always reach us at:
edeval@ride.ri.gov

Instruction, Assessment, and Data Use (Slide Layer)

The slide is titled "Evaluation Resources" and contains the following text:

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch other modules in this series including:

1. Under
2. Writ
3. Deep
4. The
5. Usin
6. Sett
7. Spec
8. Build
9. Appr
10. Scoring
11. Introduction to the Support Professionals Model

Click to access all of our Online Modules ...and more!

The pop-up window is titled "Instruction, Assessment, and Data Use" and contains the following text:

Below are some links we hope are helpful!

- Instruction & Assessment Page
- Comprehensive Assessment System (CAS) Page
- Common Core - ELA
- Data Use PD

The pop-up also features a cartoon character of a woman in a white lab coat.

SLOs and SOOs (Slide Layer)

The slide is titled "Evaluation Resources" and contains the following text:

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch other modules in this series including:

1. Under
2. Writ
3. Deep
4. The
5. Usin
6. Sett
7. Spec
8. Build
9. Appr
10. Scoring
11. Introduction to the Support Professionals Model

Click to access all of our Online Modules ...and more!

The pop-up window is titled "Student Learning Objectives & Student Outcome Objectives" and contains the following text:

There are a number of resources you can access, including various SLO and SOO samples, by clicking on the link below. We encourage you to look at the variety posted to help you generate ideas for your own.

SLOs and SOOs

The pop-up also features a cartoon character of a woman in a white lab coat.

EPSS (Slide Layer)

The slide layer is titled "EPSS" and features a cartoon woman in a white lab coat. The text on the slide reads: "Looking for information on EPSS? Click on the link below to find information on the system, trainings, FAQs, tutorials and guides." Below the text is a dark button labeled "EPSS". The background shows a "Evaluation Resources" page with a list of 11 items and a sticky note titled "Student Learning & Home Objectives".

Evaluation Resources

Click on the sticky notes to find available resources

We encourage you to visit our website to watch other modules in this series including:

1. Under
2. Writ
3. Deep
4. The
5. Usin
6. Set S
7. Sett
8. Spec
9. App
10. Scoring
11. Introduction to the Support Professionals Model

Click to access all of our Online Modules ...and more!

Student Learning & Home Objectives

EPSS

FAQs & Email the Ed Eval Team

EPSS

Looking for information on EPSS?

Click on the link below to find information on the system, trainings, FAQs, tutorials and guides.

EPSS

Guidebooks, Addenda, and Forms (Slide Layer)

The slide layer is titled "Guidebooks, Addenda, and Forms" and features the same cartoon woman in a white lab coat. The text on the slide reads: "Click on the button below to access guidebooks, addenda, and forms related to the Evaluation and Support System." Below the text is a red button labeled "Guidebooks, Addenda, and Forms". The background is identical to the previous slide, showing the "Evaluation Resources" page and sticky notes.

Evaluation Resources

Click on the sticky notes to find available resources

We encourage you to visit our website to watch other modules in this series including:

1. Under
2. Writ
3. Deep
4. The
5. Usin
6. Set S
7. Sett
8. Spec
9. App
10. Scoring
11. Introduction to the Support Professionals Model

Click to access all of our Online Modules ...and more!

Student Learning & Home Objectives

EPSS

FAQs & Email the Ed Eval Team

Guidebooks, Addenda, and Forms

Click on the button below to access guidebooks, addenda, and forms related to the Evaluation and Support System.

Guidebooks, Addenda, and Forms