

Measures of Student Learning



Support Professional

Edition II



RIDE Rhode Island
Department
of Education

Table of Contents

Introduction	2
Measures of Student Learning	3
Student Learning Objectives and Student Outcome Objectives	3
Student Learning/Outcome Objective Decision Tree	4
The Student Learning/Outcome Process	5
The Anatomy of Student Learning Objectives & Student Outcome Objectives	6
Anatomy of a Student Learning Objective (Form)	7
Anatomy of a Student Outcome Objective (Form)	8
Student Learning Flexibilities	9
Number and Scope of Student Learning/Outcome Objectives	10
Baseline Data/Information	10
Rigor of Target	11
Quality of Evidence	12
Approving Student Learning/Outcome Objectives	14
Reviewing Student Learning/Outcome Objectives at the Mid-Year Conference	14
Scoring Individual Student Learning/Outcome Objectives	17
Student Learning/Outcome Objective Scoring Process Map	18
Appendix 1: Student Learning Lookup Tables	19

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.

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. The Rhode Island Model measures a support professional's impact on student learning in two ways: Student Learning Objectives (SLOs) and/or Student Outcome Objectives (SOOs). 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

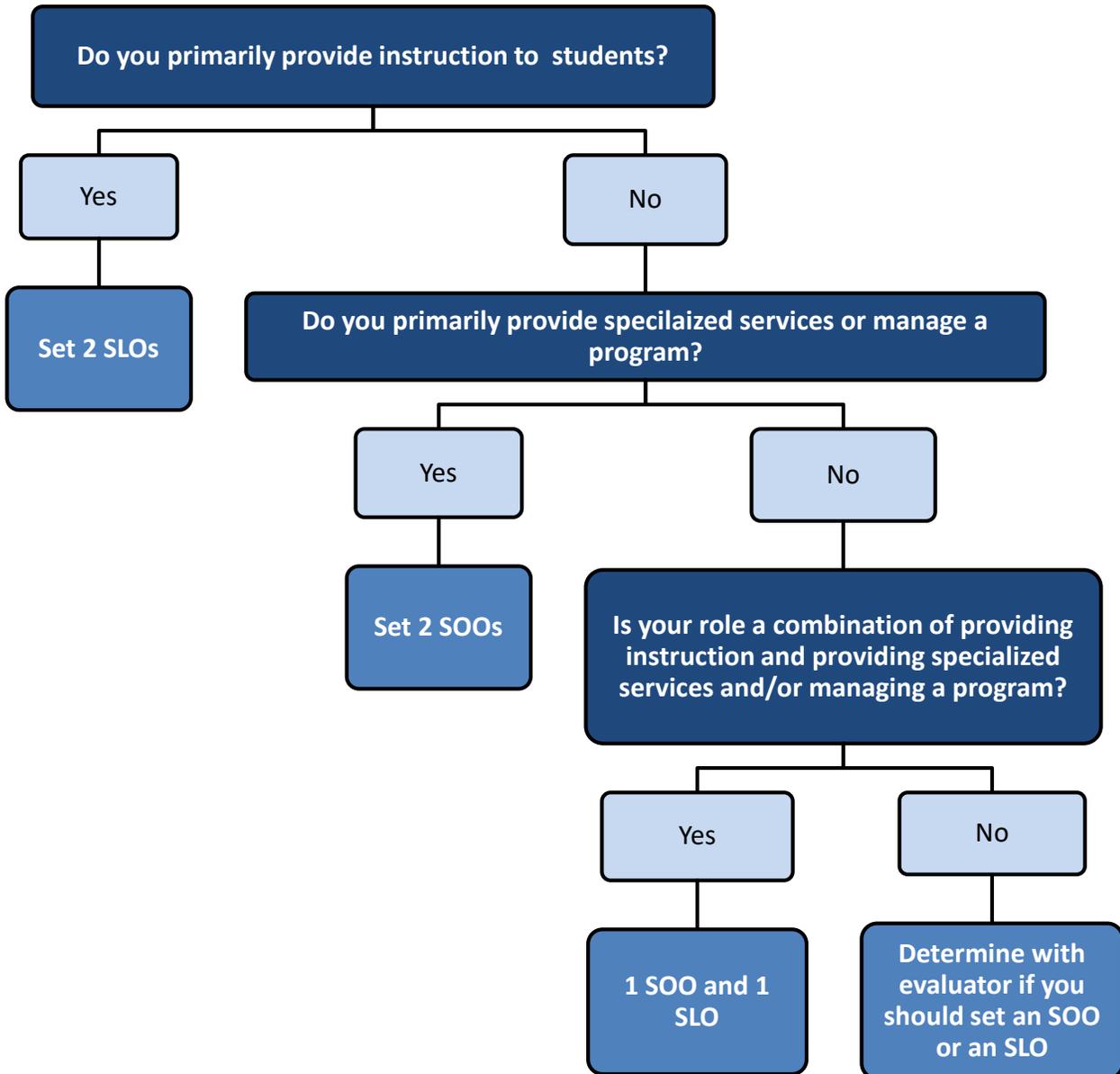
Both SLOs and SOOs can be used as a measure of a support professional's impact on student learning, either directly through demonstrated progress toward specific, measurable goals, or through increasing access to learning. An **SLO** is a long-term academic goal set for groups of students. An **SOO** 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 measurable, 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.

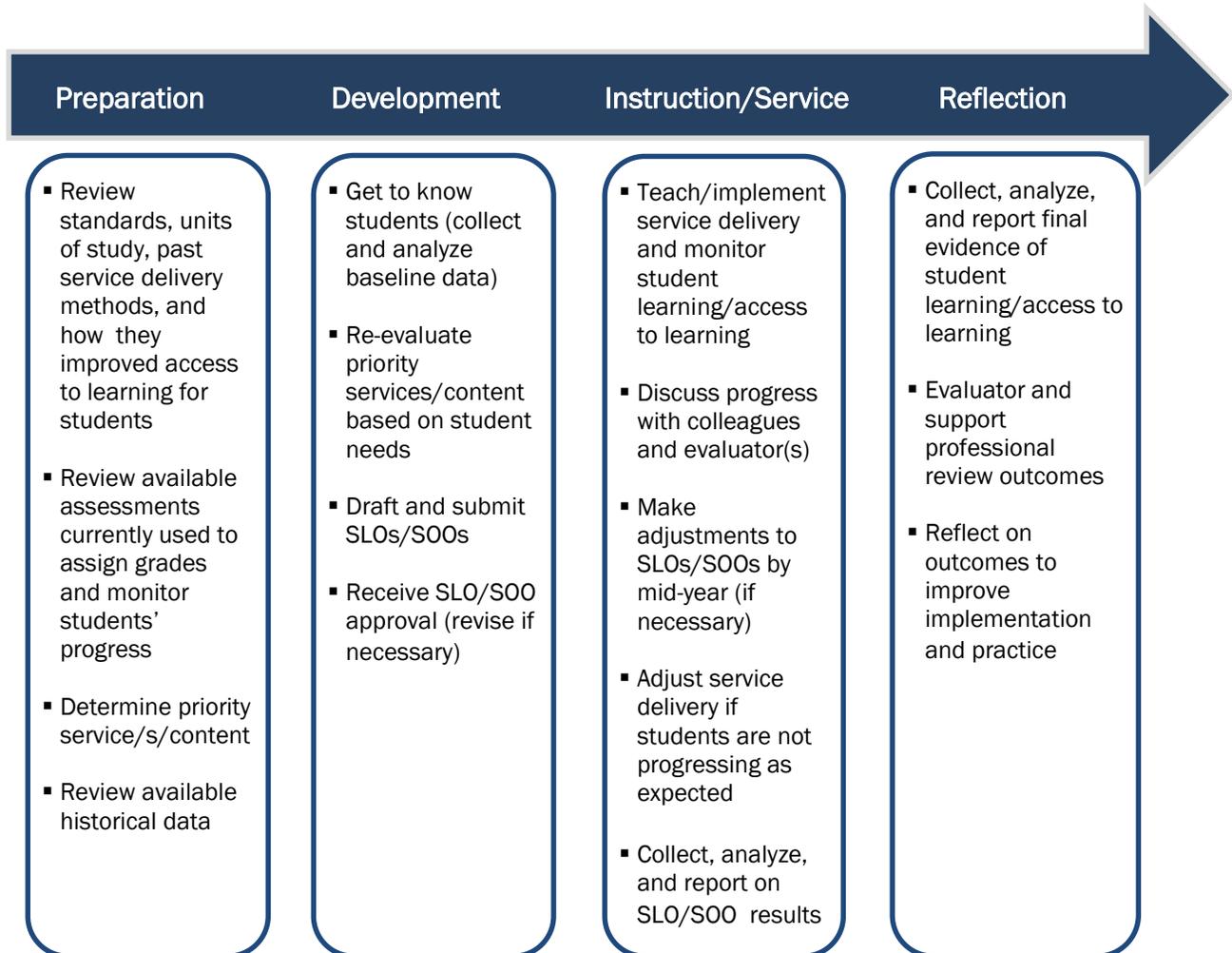
SLO/SOO Decision Tree



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

Anatomy of a Student Outcome Objective (Form)

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

Student Learning Flexibilities

Beginning with the 2019-20 school year, LEAs will be able to implement new student learning flexibilities: The SLO Flex and the SOO Flex. For both SLOs and SOOs, support professionals now have the option to employ flexible processes and procedures in measuring their impact on student learning, either directly through demonstrated progress toward specific, measureable goals, or through increasing access to learning.

The new flexibilities are the result of feedback from the field – both educators and evaluators have wanted the option to tailor SLOs/SOOs in ways that align with specific school goals and/or local context. For example, support professionals now have the option of focusing on a smaller subset of students instead of including everyone on their caseload. Additionally, they could set several shorter cycle goals that support an interval of service versus setting one year-long goal that may not prove practical given the focus. Finally, it is perfectly allowable to revise a target based on data/evidence from a shorter cycle of instruction. In this case, the new data-driven target would support the next cycle of instruction.

As with any flexibility offered in the evaluation system, support professionals must first seek leadership approval before taking advantage of any of the following flexibilities:

SLO Flex	SOO Flex
<ul style="list-style-type: none">• Flexible processes and procedures using the SLO original template:<ul style="list-style-type: none">• All students or a targeted subset• One or more content standards• Year-long or shorter cycles of instruction• Targets may be adjusted based on data/evidence from shorter cycles of instruction	<ul style="list-style-type: none">• Flexible processes and procedures using the SOO original template:<ul style="list-style-type: none">• All students or a targeted subset• Year-long or shorter cycles of instructional support• Strategies may be adjusted based on data/evidence from shorter cycles of instruction• Targets may be adjusted based on data/evidence from shorter cycles of instruction

Please know that whether or not the support professional – with approval from their evaluator – takes advantage of these new flexibilities, student learning continues to comprise a percentage of the Final Effectiveness Rating based on local evaluation systems.

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 if SLO/SOO Flex is not in effect. An example for a school psychologist is below:

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

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.

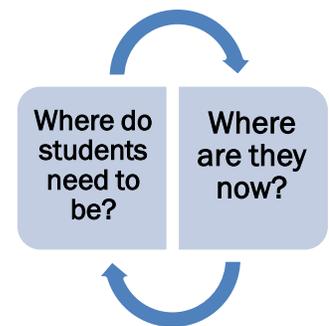
- Data collected at multiple points over time (e.g. logs, survey data, immunization records) may be useful because they can show trends.
- Baseline data from a pre-assessment may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course/service delivery. 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.

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).

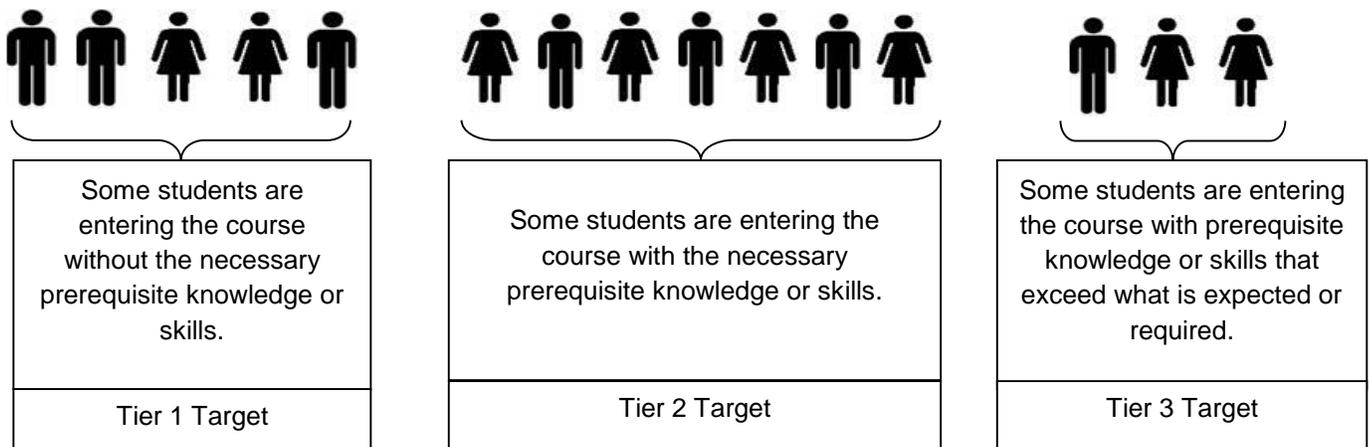


Not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning/outcomes.

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:



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, evaluators must review all assessments.

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 11th 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. The following table 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 for SLOs:

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

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**

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

Whether using the original SLO/SOO or the SLO/SOO Flex options, 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 with the original SLO/SOO, 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. Additionally, when a support professional is using the SLO/SOO Flex options, they have the "built-in" option of adjusting targets and/or strategies based on student data; in these cases, the circumstance need not be extenuating when exercising the option of revising student learning targets and/or strategies. For example, when changing targets based on data from instruction, support professionals should consult with the evaluator as part of ongoing data discussions. In most cases, these discussions include not only a rationale for the change based on the data, but the instructional strategies that will be continued and/or adjusted based on the needs of students.

Multilingual Learner (MLL) / English Learner (EL) Students

Like general educators, support professionals should incorporate Multilingual Learners (MLLs) and English Learners (ELs) in their SLOs/SOOs. Support Professionals may set differentiated targets to ensure that all students are meeting a rigorous, yet attainable, target. In some cases, evidence may need to be differentiated for MLL/EL students to account for how they currently use language to demonstrate content skills and knowledge. Where applicable, support professionals should ensure their content targets for MLL/EL students are aligned to both grade level state adopted content standards and the [WIDA English Language Development \(ELD\) standards](#).

As noted in [WIDA's Guiding Principles of Language Development](#), language is learned within context, as one learns content. Therefore, teachers need both language and content objectives for MLL/EL students. For more information regarding language and content objectives for MLLs/ELs, please visit [Essential Actions: A Handbook for Implementing WIDA's Framework for English Language Development Standards](#).

MLL/EL program models vary across schools in RI. In the vast majority of cases, educators working with ELs will need to align the SLO objectives to both content *and* WIDA standards. In the few cases where teachers are solely delivering core English Language Development (ELD), they may focus on alignment to WIDA standards. In both cases, evidence should include ACCESS for ELs, the WIDA Model, LasLinks English, or other Language Proficiency Assessments. Regardless of which assessment is used, scoring approaches should be calibrated with local and national methods.

We encourage all educators and administrators to visit the [Multilingual Learners \(MLLs\)/ English Learners \(ELs\) page on our RIDE website](#) for current information and resources.

Students with Disabilities

Special educators provide specially designed instruction in a variety of settings and delivery models to meet the diverse needs of their students. Because of the unique needs of the students, special educators' impact on their students' learning **may be measured through the use of SLOs and/or Student Outcome Objectives (SOOs)**. Please use the decision tree on Page 25 to determine when it makes sense to set SLOs or a combination of an SLO/SOO.

SLOs for students with disabilities should be based on Common Core State Standards or other appropriate content standards, historical performance data, and other academic information. Educators working to support students' skills across grade levels in core content can refer to the [interactive CCSS coherence map for math skills](#), the [K-5 \(pp. 11-17\) and 6-12 \(pp. 36-40\) standards in ELA](#), the [Next Generation Science Standards \(NGSS\) resources for science skills and RIDE's graduation proficiencies and performance indicators for History and Social Studies](#). Those educators who instruct students who participate in alternative assessments should refer to the [Tested Essential Elements page on the RIDE website](#) for information that can be used to inform instructional planning and goal-setting.

Although there may be overlap in the content, assessments, or evidence used, Individualized Education Program (IEP) goals cannot be used as SLOs. **SLOs include a complete roster of students, whereas IEP goals are independently crafted for each student.** IEPs can inform a teacher's, support professional's, or an instructional team's SLO/SOO by providing data to inform Baseline

Data/Information and Targets. IEP goals, assessments, and other evidence may inform the SLOs/SOOs on specific content areas.

SOOs for students with disabilities are long-term goals set by special educators that are focused on outcomes that increase access to learning. The focus of an SOO is to foster academic success for students. SOOs could be set for the full academic year or the length of time services are provided. An SOO must be specific and measurable, and should be aligned to standards or school or LEA priorities, when applicable. For example, [SEL Standards](#) and [Indicators](#) in the areas of functional skills such as self-management, responsible decision making, and relationship skills which are necessary for students' access to the general education curriculum may be used for SOOs because they focus on outcomes that increase access to learning.

Special educators may tier their SLO or SOO targets based on student baseline data/information to ensure the targets are rigorous, yet attainable for all students included within the SOO. There is no maximum number of tiers an educator can create for a set of students. Some educators with smaller caseloads may write SLOs/SOOs in which each student has his or her own target based on individualized starting points and rate of progress. This data may be found within the IEP. Special educators, support professionals, and general educators must collaborate when setting targets for students with disabilities.

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*.

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

Additional Student Learning/Outcome Objective Scoring Guidance

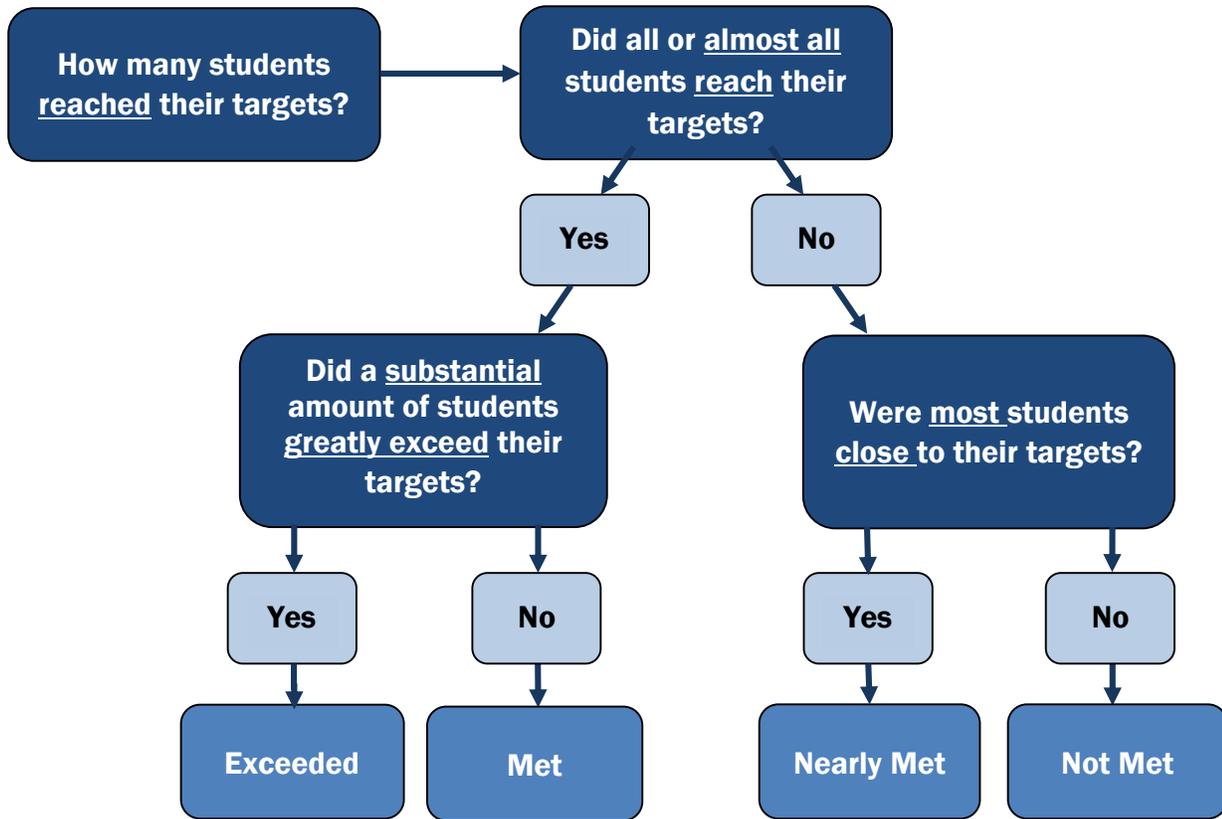
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

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

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*.



Appendix 1: Student Learning Lookup Tables

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

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

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

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

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

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