Developing Student Growth Measures (SGM’s) and Student Learning Objectives (SLO’s) for Students With Significant Cognitive Disabilities

Essential Questions

• What resources are available to assist in the design of teacher team created SGMs?
• What formats might be used to provide active engagement and participation in SGM data gathering?
• Are there any vendor-approved assessments that are accessible to the wide range of students who take the AA?
Guidance from ODE

Types of Student Growth Measures

1. Value-Added
   If available, teachers must include Value-Added data in the student growth measure. If allowed by law, the local education agency may also use local student growth measures.

2. Approved Vendor Assessments
   If Value-Added data is not available, districts or schools can use other assessments provided by national testing vendors and approved for use in Ohio.

3. Locally Determined Measures
   For subjects where traditional assessments are not an option (such as art or music), districts or schools should establish a process to create locally determined measures, including student learning objectives, to measure student progress. Types of locally determined measures include:
   - Student Learning Objectives
   - Shared Attribution
   - Approved Vendor Assessments (for Category A teachers only)

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**Assessment** | **Vendor** | **Grade** | **Subject**
---|---|---|---
Qual Core | ACT | 4-12 | End of Course Exams (English, Algebra 1, Geometry, Pre-Calculus, Biology, Chemistry, Physics, US History)
CMAS | ACT | 11-12 | ELA, Math, Science
Obits AD | Amplify | K-3 | ELA
Tierra Nova 3 | CTB | 2-12 | Science, Social Studies, Math, ELA
Ready Diagnostic | Curriculum Associates | K-12 | ELA, Math, Reading
MIP | NWEA | 2-5 | Language Usage, Math, Reading
Career Tech | OME CTE | 6-12 | Vocational Technical
Aims Web | Pearson | K-3, 6-12 | ELA, Math
PROCore | ProCore | 2-11 | Science, Social Studies
PRO Core | ProCore | 2-5, 9-11 | Reading, Math
STAAR Early Literacy | Renaissance | K-3 | ELA
STAAR Math Enterprise | Renaissance | K-3, 5-12 | Math
STAAR Reading Enterprise | Renaissance | K-3, 5-12 | Reading
TerraVia Assessments | Riverside | K-12 | Science, Social Studies, ELA, Math
RiverSide Interim Assessments | Riverside | 2-5, 9-11 | ELA, Math


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Are there any vendor-approved SGM assessments that are accessible to the wide range of students who take the AA?

The short answer is, no.

But...

Some districts are using curriculum based and teacher created quarterly assessments.

As most of the assessment questions are designed by the companies, many of these assessments, while standards-based, they are not accessible to a wide range of students taking the AA.

So, what resources are available to assist in the design of teacher-team created SGMs?

- One of the best resources we have is the current AA.

But we can also use:

- Curriculum Materials
- Co-planning materials from content specialists
- Online sample assessment items

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What specific formatting details might be used to provide active engagement and participation in SGM data gathering?

- AA formatted questions and answers
- Citation of standards on each question
- Levels of complexity within each standard (tiered questions per standard)
- Based on coverage of a years units of study
ONLS and ONLS-E
(the foundation of each question)

<table>
<thead>
<tr>
<th>Standards Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards Addressed in Assessment:</strong></td>
</tr>
<tr>
<td><strong>Reading Standards for Literature: (RL)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>RL.3.2</th>
<th>RL.3.5.2 Summarize text and identify theme.</th>
<th>RL.3.5.2b Retell a story including theme and key details.</th>
<th>RL.3.5.2c Identify the central message or theme in a story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.2.</td>
<td>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>Grade 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.4.2.</td>
<td>Determine the theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>Grade 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.5.2.</td>
<td>Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to the challenges or the speaker in a poem reflects upon a topic; summarize the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Two Paths to SGM Development

SGM

Targeted Needs - Standards across the grade band

Yearly Standards (3-5year Rotation Of Units)

SGM Based on Targeted Needs

TBT Protocol

<table>
<thead>
<tr>
<th>Standard</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R/2.1 and R.3</td>
<td>Data textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Data textual evidence in text to support answers to literal or inferential questions.</td>
<td>More than one text to support the answers to literal questions.</td>
</tr>
</tbody>
</table>

Reading - Informational Text

Learning Targets:

- Identify the evidence and make references from the text.
- Identify the evidence to support the position.
- Identify textual evidence related to the topic/position.
- Identify textual evidence related to the text.
- Identify the position/topic of a text.
- Identify evidence related to the topic/position.
- Analyze textual information from the text.

Based district selected high priority standards

Or on whole group needs data

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014
SGM Based on Standards Selected Yearly Units of Study

Step 1
Unit Theme: Animal Ecosystems

Science Standards

<table>
<thead>
<tr>
<th>General Standard</th>
<th>Most</th>
<th>Complexity</th>
<th>Least</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Benson, OCALICON 11/14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social Studies Standards

<table>
<thead>
<tr>
<th>General Standard</th>
<th>Most</th>
<th>Complexity</th>
<th>Least</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Benson, OCALICON 11/14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SGM Items Should Stretch Complexity
What is tested should be taught.

Let's Focus on Locally Determined Measures

3. Locally Determined Measures
For subjects where traditional assessments are not an option (such as art or music) districts or schools should establish a process to create locally determined measures, including student learning objectives, to measure student progress.
District Developed Format

Student Growth Measure
English Language Arts

Syracuse City Schools
for students who qualify for participation in the Response to Intervention and/or the Supportive Services Initiative

Grade Band 3-5

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Directions:
1. Check students' IEP for accommodations
2. Present the assessment 1:1 in a quiet, distraction-free environment
3. Present the assessment with a familiar intervention specialist
4. Follow the highlighted script as close as possible
5. Repeat question if needed and allow for wait time
6. Complete the data collection page as you give each question
7. Allow for reasonable breaks

Along with the results from the assessment include:
Submit 3 pieces of writing in a portfolio with the attached rubric:
- 1 piece: personal narrative
- 1 piece: creative writing or poetry
- 1 piece: research report

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AA formatted questions and answers

What is the theme of this reading passage?

The Beach

The story is about a boy named Chet who goes on vacation to a beach with his family. They enjoy the sun, sand, and water. Chet is very happy because he loves playing in the ocean. However, he gets washed away by a strong current and is rescued by a lifeguard. Returning home, Chet talks about his vacation with his family and friends.

ELA 1: Reading Standards for Literature (RL.3.5.c)

Playing video games is the best!
Playing soccer is the best!
Relaxing at the beach is the best!

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Standards Linkage

Standards Addressed in Assessment:

Reading Standards for Literature: (RL)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>RL.3.2</td>
<td>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
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<td>Grade 4</td>
<td>RL.4.2</td>
<td>Determine the theme of a story, drama, or poem from details in the text; summarize the text.</td>
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<tr>
<td>Grade 5</td>
<td>RL.5.2</td>
<td>Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to the challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.2a</td>
<td>Summarize text and identify theme.</td>
<td></td>
</tr>
<tr>
<td>RL.3.2b</td>
<td>Retell a story including theme and key details.</td>
<td></td>
</tr>
<tr>
<td>RL.3.2c</td>
<td>Identify the central message or theme in a story.</td>
<td></td>
</tr>
</tbody>
</table>

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Standard Citation for Each Question

ELA 1: Reading Standards for Literature (RL.3.2c)

What is the theme of this reading passage?

- Playing video games is the best!
- Playing soccer is the best!
- Relaxing at the beach is the best!

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Flexible Response Choice Cards

ELA 1: Reading Standards for Literature (RL.3.5.2c)

What is the theme of this reading passage?

- Playing video games is the best!
- Playing soccer is the best!
- Relaxing at the beach is the best!

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Video

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Progress Monitoring Questions

**Mathematics Standards: Grades K – 2**

**Domain: Numbers and Operations in Base Ten**

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with numbers 11-19 to gain foundations for place value. 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (e.g., 8 + 5 = 13). Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</td>
<td>Extend the counting sequence. a. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</td>
<td>Understand place value. 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</td>
</tr>
</tbody>
</table>

**Extended Standards:**

**Most Complex**

NBT.K2.1a. Compose (put together) and decompose (break apart) a three-digit number (e.g., 328 = 3 hundreds, 2 tens and 8 ones).

NBT.K2.1b. Compose (put together) and decompose (break apart) a two-digit number (e.g., 56 = 5 tens and 6 ones).

**Least Complex**

NBT.K2.1c. Identify a model or object representation for a two-digit number up to 20.

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Engagement Questions

**Mathematics Standard**

**Domain: Counting and Cardinality**

**Standard 1**

Extended Standards

WD.K2.1a. Add or subtract using a number line.

WD.K2.2b. Concretely that moving forward in addition and moving backwards is subtraction on a number line.

WD.K2.2c. Identify numbers on a number line.

**Text Question 1: WD.K2.2c**

Script: Hold up a number line. Say: "This is a number line." Say: "We are going to be using a number line to count and solve problems." "Would you like to look at or touch the number line?" Offer number line to student.

1. This item is worth 1 point.
2. If the student shows engagement with the number line score of 1.
3. Score of 0 if student shows no response.

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**NBT.K2.1c** Identify a model or object representation for a two-digit number

**Test Question 13: NBT.K2.1c**

*Script:* Point to the model. Say: "This number is 16. What number model represents 16?" Point to each answer box. Say: "Does this one show 16 (box 1), or does this one represent 16 (box 2), or does this one represent 16 (box 3)?"

![Image of 16 with model options]

**NBT.K2.1b** Compose (put together) and/or decompose (break apart) a two-digit number

**Test Question 14: NBT.K2.1b**

*Script:* Point to the number in the box. Say: "This is the number sixty-four. Show me how many tens and how many ones are in the number forty six?"

Point to each box. Say: "8 tens and 2 ones?, or 4 tens and 6 ones, or 6 tens and 4 ones?"

![Image of 64 with tens and ones options]
NBT.K2.1a Compose (put together) and decompose (break apart) a three-digit number (e.g., 328 = 3 hundreds, 2 tens and 8 ones).

Data used for TBT, SLO and Grades

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Expanding TBT’s

TBT Protocol

Date: January 3, 2013
Team/Subject: 1st Grade Language Arts
Facilitator: Ms. G
Time Keeper: Ms. L
Recorder: Ms. J
Process Manager: Mr. P
Participants: Ms. S, Ms. W, Ms. J, Mr. P

Ground Rules:
- Everyone has a voice
- Data Driven
- Assume positive intent

Taggability:
- Reading - Informational Text
- Writing

Steps:
1. Construct a rubric to support the assessment.
2. Analyze the evidence to support the outcomes.
3. Identify characteristics related to the top position.
4. Identify characteristics related to the bottom position.
5. Identify characteristics related to the top position.
6. Identify characteristics related to the bottom position.
7. Identify characteristics related to the top position.
8. Identify characteristics related to the bottom position.

Sub-Learning Targets:
- Reading - Informational Text
- Writing

Example of Taggability:
- Reading - Informational Text
- Writing

Steps:
1. Construct a rubric to support the assessment.
2. Analyze the evidence to support the outcomes.
3. Identify characteristics related to the top position.
4. Identify characteristics related to the bottom position.
5. Identify characteristics related to the top position.
6. Identify characteristics related to the bottom position.
7. Identify characteristics related to the top position.
8. Identify characteristics related to the bottom position.

Developing SLO’s

Targeted Student Learning Objective Template

This template should be completed while referring to the Student Learning Objective Template Checklist.

Teacher Name:
Content Area and Course(s):
English Language Arts (Reading Informational and Writing)
Grade Level(s):
6th Academic Year:
2014-2015

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Key:
Ohio’s New Learning Standards = Grade-Level Standard
Ohio’s New Learning Standards Extended = Extended Standards
RL = Reading Informational
W = Writing
LP = Learning Progressions (task analyses)

The table below represents the stretch of the standards from most complex (grade-level) to least complex (learning progressions).

<table>
<thead>
<tr>
<th>Most Complex</th>
<th>Intermediate</th>
<th>Least Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio’s New Learning Standards Grade-Level Standard</td>
<td>Ohio’s New Learning Standards Extended</td>
<td>Learning Progressions (task analyses)</td>
</tr>
</tbody>
</table>

Baseline and Trend Data

Provide information on the trend of the baseline data that will inform the creation of the student learning objective and establish the amount of growth that should take place.

There are eight students in my classroom with a variety of disabilities, including significant cognitive, autism, and other low incidence disabilities within a grade band ranging from sixth through eighth grade.

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Sample Student Learning Objectives

These sample Student Learning Objectives indicate what makes a high-quality SLO and provide a template for writing your own SLO.

- Arts
- District-Level
- English Language Arts
- English Language Learners
- Financial Literacy
- Gifted and Talented
- Math
- Music
- Physical Education
- Psychology
- Science
- Social Studies
- Special Education
- Technology
- World Languages

Last Modified: 9/3/2014 1:36:44 PM

Student Learning Objectives - Special Education

Sample Student Learning Objectives
- Mathematics Grades K-2 Low Incidence Students
- Literacy Grades K-2 Low Incidence Students
- English Language Arts 6-8 Low Incidence Students

We will post more examples as they are reviewed.
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Using SGM Data in SLO’s

- Full ONLS/ONLS-E Range

<table>
<thead>
<tr>
<th>Most complex</th>
<th></th>
<th></th>
<th>Least Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio’s New Learning Standards Grade Level Standard</td>
<td>Extended Standards (4-5-6-7-8)</td>
<td>Learning Progressions (task analyses) (1-2-3-4)</td>
<td></td>
</tr>
</tbody>
</table>

- Inclusion of AA Data

Ohio’s Alternate Assessment was given for the first time last spring, and in the future will reveal some helpful trend data.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Basic</th>
<th>Proficient</th>
<th>Accelerated</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>377</td>
<td>400</td>
<td>422</td>
<td>449</td>
</tr>
<tr>
<td>OGT</td>
<td>393</td>
<td>413</td>
<td>437</td>
<td>456</td>
</tr>
</tbody>
</table>

This table, provided in the document: AASCD_Performance_Standards_June2013, shows the cut scores for English language arts. The reference grade band (6-8) for my class is highlighted.

Table 1: AASCD Scale Score Standards in English Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>Basic</th>
<th>Proficient</th>
<th>Accelerated</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td>360</td>
<td>392</td>
<td>411</td>
<td>439</td>
</tr>
<tr>
<td>6-8</td>
<td>377</td>
<td>400</td>
<td>422</td>
<td>449</td>
</tr>
<tr>
<td>OGT</td>
<td>393</td>
<td>413</td>
<td>437</td>
<td>456</td>
</tr>
</tbody>
</table>
• Data tables

This table provides an overview of the data described above. To see the full chart, please reference Appendix A.

<table>
<thead>
<tr>
<th>Sixth Grade</th>
<th>Pre-assessment</th>
<th>Pre-assessment</th>
<th>Growth Target</th>
<th>Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Ri.68.10c, WLP3</td>
<td>9</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Student B</td>
<td>RILP1, WLP4</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Student C</td>
<td>Ri.68.4b, Ri.68.10b</td>
<td>12</td>
<td>11</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seventh Grade</th>
<th>Pre-assessment</th>
<th>Pre-assessment</th>
<th>Growth Target</th>
<th>Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student D</td>
<td>RILP3, WLP4</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Student E</td>
<td>RILP2, WLP3</td>
<td>10</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eighth Grade</th>
<th>Pre-assessment</th>
<th>Pre-assessment</th>
<th>Growth Target</th>
<th>Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student F</td>
<td>Ri.68.10c, W.68.2c</td>
<td>37</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Student G</td>
<td>RILP2, WLP4</td>
<td>8</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Student H</td>
<td>Ri.68.10c, &quot;WLP3&quot;</td>
<td>18</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

Standards Based Grade Card

Social Studies - Economics

Production and Consumption

<table>
<thead>
<tr>
<th>ECON 3.3</th>
<th>A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 35.3a</td>
<td>Explain decisions producers and consumers must make (e.g. how much to produce, how to price goods, how much a consumer can spend).</td>
</tr>
<tr>
<td>ECON 35.3b</td>
<td>Identify types of products and consumers (e.g., producers make goods to provide services, consumers buy goods).</td>
</tr>
<tr>
<td>ECON 35.3c</td>
<td>Identify examples of producers and consumers (e.g., farmer, shopper).</td>
</tr>
</tbody>
</table>

Key

- This indicates where the student started out before the unit began based on pre-assessments.
- This symbol represents a re-response from the child we able to test.
- The highlighted area is the projected growth target for this standard.

S. Benson, OCAICON 11/14 This sample provided by Kathy Pero
Let’s Review The Formula

Your local process could include:
- AA like template
- Standard citation on each item
- Engagement items
- Increased complexity per standard – to provide stretch
- Use of SGM data

For More Information

OACS-E modules now available

Language Arts  Mathematics  Social Studies  Science

S. Benson, OCAICON 11/14
Please feel free to contact me:

Shawna Benson
Program Director Center for Teaching Diverse Learners
OCALI
330-464-4294
shawna_benson@ocali.org