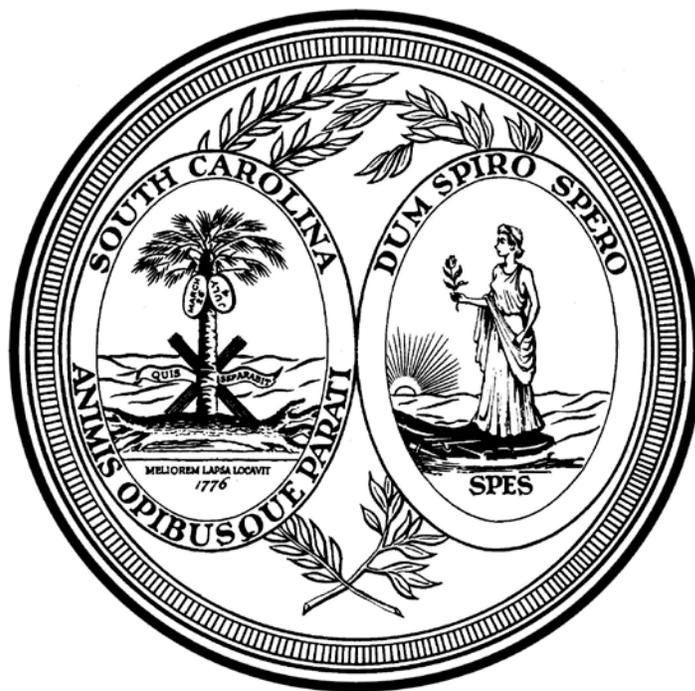


# The Evaluator's Role in the SLO Process

## Participant Packet

### Day One



South Carolina Department of Education  
Division of Educator Effectiveness  
Office of Teacher Evaluation

## Evaluator's Role in the SLO Process Day One Agenda

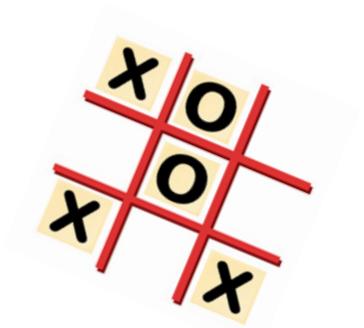
8:30- 8:40	Welcome, Introductions Day One Agenda Housekeeping
8:40 – 9:30	SLOs and Teacher Evaluation
9:30 – 10:30	Interpreting Cognitive Demands of the State Standards- Depth of Knowledge (DOK)
10:30 – 10:45	BREAK
10:45 – 11:45	Learning Goal Alignment
11:45 – 12:45	Lunch on Your Own
1:00 – 2:15	Assessment and Scoring
2:15 – 2:30	BREAK
2:30 – 3:30	Growth Targets
3:30 – 4:00	Closure

# Tic-Tac-Toe GOGO



## Directions:

1. Find the SLO Tic-Tac-Toe sheet in your participant packet.
2. Each person selects a row, column, or diagonal of questions/tasks to answer/respond.
3. Use the SLO Guidebook to locate the responses to the tasks in the boxes.
4. When you've completed your three, get up and visit with others to share and find answers to all the questions on the grid.



# Tic-Tac-Toe GOGO

<p>List the approaches to SLO writing and the strengths associated with each approach.</p>	<p>Why can't IEP goals be used as SLO goals?</p>	<p>What takes place during the Preliminary Conference?</p>
<p>What steps should the evaluator take to prepare for the Summative Conference with a teacher?</p>	<p>Describe what takes place during the Mid-Course Conference.</p>	<p>What data/evidence are appropriate for teachers to collect to monitor students' progress towards their growth goals?</p>
<p>What takes place during the Summative Conference?</p>	<p>What is the purpose of the Teacher Professional Growth and Development Plan? How is it incorporated into the SLO process?</p>	<p>List the types of growth targets and the situations for which they are most appropriate.</p>

Depth + thinking	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
<b>Remember</b>	- Recall, locate basic facts, details, events			
<b>Understand</b>	- Select appropriate words to use when intended meaning is clearly evident	- Specify, explain relationships - summarize - identify main ideas	- Explain, generalize, or connect ideas using supporting evidence (quote, example...)	- Explain how concepts or ideas specifically relate to other content domains or concepts
<b>Apply</b>	- Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	- Use context to identify meaning of word - Interpret information using text features or graphs	- Use concepts to solve non-routine problems	- Devise an approach among many alternatives to research a novel problem
<b>Analyze</b>	- Identify whether information is contained in a graph, table, etc.	- Compare literary elements, terms, facts, events - analyze format, organization, & text structures	- Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to critique a text with justification of reasoning	- Analyze multiple sources - Analyze complex/abstract themes
<b>Evaluate</b>			- Cite evidence and develop a logical argument for conjectures	- Evaluate relevancy, accuracy, & completeness of information
<b>Create</b>	- Brainstorm ideas about a topic	- Generate conjectures based on observations or prior knowledge	- Synthesize information within one source or text	- Synthesize information across multiple sources or texts

## Rubric for Rating the Quality of Student Learning Objectives

**Purpose of this Rubric:** This rubric is for use by teachers, school administration, and district administration in evaluating the different aspects of Student Learning Objectives (SLOs) to make sure the SLO meets an “acceptable quality” rating on this rubric before it is used for teacher performance ratings.

	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
<p><b>Learning Goal</b> A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.</p> <p>Acceptable Quality</p> <p>Quality Needs Improvement</p> <p>Insufficient Quality</p>	<p>Appropriately identifies and thoroughly describes an important and meaningful learning goal, with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and the standard(s) clearly aligned to and measured by the learning goal,</li> <li>➤ a clear explanation of the critical nature of the learning goal for all students in the specific grade/ course,</li> <li>➤ a clear description of how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and</li> <li>➤ specific and appropriate instruction and strategies described to teach the learning goal.</li> </ul>	<p>Generally identifies and describes a learning goal with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and/or standards minimally aligned to the learning goal,</li> <li>➤ some explanation of the importance of the learning goal for students in the specific grade/ course,</li> <li>➤ a general description of how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span, and/or</li> <li>➤ some generic instruction and strategies used to teach the learning goal.</li> </ul>	<p>Identifies and describes a learning goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and/or standards not aligned to the learning goal,</li> <li>➤ lack of information of the importance of the learning goal for students in the specific grade/course,</li> <li>➤ little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or</li> <li>➤ questionable and/or vague instruction and strategies used to teach the learning goal.</li> </ul>
<p><b>Assessments and Scoring</b> Assessments should be standards-based, of high quality, and be designed to best measure the knowledge and skills found in the learning goal of this SLO. They should be accompanied by clear criteria or rubrics to determine student learning from the assessment.</p> <p>Acceptable Quality</p> <p>Quality Needs Improvement</p> <p>Insufficient Quality</p>	<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> <li>➤ high quality assessments*, with evidence to support how the appropriateness and quality of the assessments has been established</li> <li>➤ scoring rubrics that appropriately differentiate student performance, including evidence to support these rubrics have been validated, and</li> <li>➤ progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information.</li> </ul>	<p>Identifies and provides some description, which may lack specificity, of the:</p> <ul style="list-style-type: none"> <li>➤ assessments, with partial explanation and no evidence to support how the appropriateness and quality of the assessments have been established,</li> <li>➤ scoring rubrics that partially differentiate student performance, with no evidence to support how the rubrics have been validated, and/or</li> <li>➤ progress-monitoring measures used with little detail in how instruction will be differentiated based on this information.</li> </ul>	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> <li>➤ assessments, which minimally measure the learning goal, with no reference to how the appropriateness and quality of the assessments have been established,</li> <li>➤ scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or</li> <li>➤ progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information.</li> </ul>
<p><b>Targets</b> Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.</p> <p>Acceptable Quality</p> <p>Quality Needs Improvement</p> <p>Insufficient Quality</p>	<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> <li>➤ appropriate baseline data/information used to establish and differentiate expected performance, and</li> <li>➤ rigorous expectations that are realistic and attainable for each group of students using the documented high quality assessments.</li> </ul>	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>➤ unclear baseline data/information used to establish and differentiate expected performance,, and/or</li> <li>➤ expectations that are imprecise, somewhat realistic and/or attainable for each group of students.</li> </ul>	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>➤ no baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or</li> <li>➤ low expectations, for each group of students.</li> </ul>

A high quality assessment has been determined to be aligned to identified standards and depth of knowledge, has a rubric or scoring guide that allows for reliable scoring, and is fair and unbiased.

SLO Evaluation Criteria. Part of the Center for Assessment’s SLO Toolkit (2013)

## SLO Rubric for Rating Quality - Descriptor Comparison

Compare and Contrast the different language within the three quality levels

	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
<b>Learning Goal</b> A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.			

# Student Learning Objective Template

## SLO ONE

<b>Teacher Name:</b>	Ms. Sandy Long O'Brian	
<b>School District/School Name:</b>	Wonderland School District  Alice Elementary	
<b>Principal/Evaluator:</b>	Mr. Mad Hatter	
<b>Content Area for SLO:</b>  Visual Arts	<b>Type/Approach of SLO:</b>  <input type="checkbox"/> Individual <input type="checkbox"/> Team <input checked="" type="checkbox"/> Course <input type="checkbox"/> Targeted <input type="checkbox"/> Class <input type="checkbox"/> Tiered	
<b>Grade Level:</b>  3 <sup>rd</sup> Grade	<b>SLO Team Members (if applicable):</b>	
<b>School Year:</b> 2015-2016		
<b>SLO Objective Statement:</b> Students will be able to create portraits from observation in a variety of mediums.		
<b>Assessment Window Dates:</b>	<b>Pre-Assessment Date:</b> Week of September 8-11 and 14-18, 2015	<b>Post-Assessment Date:</b> Week of April 11-15 and 18-22, 2016
<b>SLO Interval of Instruction:</b> I will work with all students once per week, for 60 minutes, throughout the year.	<b>Beginning Instruction Date:</b>	<b>Ending Instruction Date:</b>

<p><b>I. Rationale:</b> Provide a basis for the work to be accomplished. Why was this focus for an SLO selected? What background work has been done in this area? How does this target align with the school or district goals? What is the expected outcome? Is the objective broad enough to capture the major content but focused enough to be measurable? Provide details related to assessment analysis and how that relates to the student population within the SLO.</p>	<p>At this grade level, students should expand the ways they draw and know that there is more than one way to depict figures. It is developmentally appropriate for students to hone their ability to make conscious choices utilizing media, concepts and technique to represent the observable world. It is also critical that students become more mindful of how these choices affect their artwork and can describe these choices verbally. Students will be exposed to new mediums, including oil pastels and printmaking.</p>
<p><b>II. Baseline and Trend Data:</b> Describe the data used to identify assessment and growth targets. Explain how this data helped you identify the growth targets for your students.  Baseline data: Information about students' level of performance prior to the start of the interval of instruction. How was the assessment done? When? Baseline data are used to establish SLO growth targets.</p>	<p>During the first week of class, I asked students to draw a self-portrait from memory. I asked each student to reflect on the choices they made regarding concept and technique and to explain those choices verbally.</p>
<p><b>III. Growth Targets:</b> The growth targets set for this SLO must be rigorous for all students, yet attainable. Connect the baseline data that you collected at the beginning of the learning interval to your target data. Be sure to tier your growth targets so that you are able to demonstrate growth for students that perform at various levels. Considering all available data with baseline and trending data, what targets are you expecting your students to reach based upon their starting points? Explain how these targets were determined.</p>	<p>In final portfolio presentations students will show their pieces and discuss their choices of technique and medium selection with the class, one visiting artist, and me. The portfolio and presentation will be scored by the class, visiting artist, myself, and students will also complete a self-assessment using a 10-point rubric.  All students will increase in their overall score.</p>
<p><b>IV. Student Population:</b> Provide an in-depth description of the student population included in the SLO. At least six students are to be involved in an SLO. Describe any exceptionalities and special needs of this student group.</p>	<p>This objective applies to all 65 3rd grade students.</p>
<p><b>V. Standards/Content and Interval of Instruction</b> Describe the content and content standards that are addressed by the SLO. Refer to the state content area standards to complete this section. Provide a data-driven explanation for the focus of the SLO. Also, describe the instructional period for this SLO.</p>	<p>VA3-1.1 Use his or her own ideas in creating works of visual art.  VA3-2.4 Describe, both orally and in writing, the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.  VA3-5.2 Describe, discuss, and evaluate the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.</p>

**VI. Assessment (Pre- and Post-) and Scoring:**  
 Describe the assessments (pre- and post-) that will be used to determine student growth. How do they measure the identified content/skills of the SLO? How will they be administered and by whom? Include information on how the assessment(s) will be scored. Assessments reviewed and discussed by a school team will verify the appropriateness of the instrument. Consider state-, district-, school-, and individual teacher-created assessments. Will these assessment be tied to grades, and if so, how?

All students will create a portfolio, consisting of 6 final portraits completed from observation. The holistic portfolio must illustrate use of all named techniques from the objective statement including visual composition, color, shape, as well as a mixture of representational and expressive techniques including the four mediums consisting of drawing with oil pastels, printmaking, collage, and painting.

**VII. Instructional Strategies :**  
 Describe the best instructional practices and/or grouping strategies that you will use to teach this content to students. Discuss the varying baselines among your students. **How will instruction be differentiated based on data?** Have teachers in appropriate grades/subjects linked their SLOs? What interventions will be used if more assistance is needed during the learning process?

All students will create a portfolio, consisting of 6 final portraits completed from observation. All pieces of the portfolio will be completed during class time, as will final portfolio presentations which will take place at the end of the year during the last two weeks of classes.

**VIII. Progress Monitoring:**  
 How frequently will you progress monitor students' mastery of standards taught? How and with what instruments will you assess students to measure their progress over time toward the learning goal? What will you do if students do not show adequate progress toward the learning goal? Who will be sharing and discussing the results of this data collection during the instructional period?

Throughout the year, the teacher will monitor the students as they demonstrate use of various mediums. Students will use a self-evaluation rubric on a weekly basis.

**IX. Teacher Professional Growth and Development Plan and Action Research (S.C. Code Ann. Section 59-26-30):**  
 Describe the learning that the teacher will complete to successfully complete the plan. How will this learning occur? Will this be compiled as action research to add to the profession? What reading and reflection will be done during the SLO process? What teaching skills and techniques will be improved through the project?

Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference		
SLO Summative Conference		

# Student Learning Objective Template

## SLO TWO

<b>Teacher Name:</b>	Ms. Sandy Long O'Brian	
<b>School District/School Name:</b>	Wonderland School District Alice Elementary	
<b>Principal/Evaluator:</b>	Mr. Mad Hatter	
<b>Content Area for SLO:</b>  Visual Arts	<b>Type/Approach of SLO:</b>  <input type="checkbox"/> Individual <input type="checkbox"/> Team <input checked="" type="checkbox"/> Course <input type="checkbox"/> Targeted <input type="checkbox"/> Class <input type="checkbox"/> Tiered	
<b>Grade Level:</b>  3 <sup>rd</sup> Grade	<b>SLO Team Members (if applicable):</b>	
<b>School Year:</b> 2015-2016		
<b>SLO Objective Statement:</b> Students will be able to create portraits from observation in a variety of mediums (including drawing with oil pastels, printmaking, collage, and painting) that show evidence of problem solving using basic visual arts concepts (including visual composition, color, shape, as well as a mixture of representational and expressive techniques). Students will concurrently describe, discuss, and evaluate the different qualities and characteristics of his or her own artworks and those of others.		
<b>Assessment Window Dates:</b>	<b>Pre-Assessment Date:</b> Week of September 8-11 and 14-18, 2015	<b>Post-Assessment Date:</b> Week of April 11-15 and 18-22, 2016
<b>SLO Interval of Instruction:</b> I will work with all students once per week, for 60 minutes, throughout the year.  All pieces of the portfolio will be completed during class time, as will final portfolio presentations which will take place at the end of the year during the last two weeks of classes.	<b>Beginning Instruction Date:</b>	<b>Ending Instruction Date:</b>

<p><b>I. Rationale:</b> Provide a basis for the work to be accomplished. Why was this focus for an SLO selected? What background work has been done in this area? How does this target align with the school or district goals? What is the expected outcome? Is the objective broad enough to capture the major content but focused enough to be measurable? Provide details related to assessment analysis and how that relates to the student population within the SLO.</p>	<p>At this grade level students should expand the ways they draw and know that there is more than one way to depict figures. As the art teacher for grades 3-5, I work closely with the K-2 art teacher. In 2nd grade students begin to develop exposure to drawing from observation, but this is the first year this skill is explicitly discussed along with the differences of drawing from memory. In the past, learning how to look carefully at a subject has been a real challenge for students but drawing from observation is a crucial skill and students are often eager to develop their ability. It is developmentally appropriate for students to hone their ability to make conscious choices utilizing media, concepts and technique to represent the observable world. It is also critical that students become more mindful of how these choices affect their artwork and can describe these choices verbally. Students will be exposed to new mediums, including oil pastels and printmaking, whereas in the earlier grades they mainly utilized other drawing materials, cut paper, and paint. This expands their opportunity to make choices in their artwork and experiment with technique.</p>
<p><b>II. Baseline and Trend Data:</b> Describe the data used to identify assessment and growth targets. Explain how this data helped you identify the growth targets for your students.  Baseline data: Information about students' level of performance prior to the start of the interval of instruction. How was the assessment done? When? Baseline data are used to establish SLO growth targets.</p>	<p>At the end of last year I examined this cohort's portfolios with the K-2 art teacher. This showed that while students were working with line, color, and shape, and pattern, they were not obviously constructing composition, relating parts to the whole, developing attention to detail, or mixing representational and expressive techniques. During the first week of class, I asked students to draw a self-portrait from memory and then gave students individual mirrors to do an observation of their face and draw a self-portrait with paper and pencil. I asked each student to reflect on the choices they made regarding concept and technique and to explain those choices verbally. Through this assessment I was able to determine which techniques students relied on utilizing in their art, which they were comfortable using in descriptive speech, and how they articulated their process and choices.</p>

<p><b>III. Growth Targets:</b>  The growth targets set for this SLO must be rigorous for all students, yet attainable. Connect the baseline data that you collected at the beginning of the learning interval to your target data. Be sure to tier your growth targets so that you are able to demonstrate growth for students that perform at various levels. Considering all available data with baseline and trending data, what targets are you expecting your students to reach based upon their starting points? Explain how these targets were determined.</p>	<p>In final portfolio presentations students will show their pieces and discuss their choices of technique and medium selection with the class, one visiting artist, and me. The portfolio and presentation will be scored by the class, visiting artist, myself, and students will also complete a self-assessment using a 10-point rubric.</p> <p>a. All students will achieve a score of 7 or better using a rubric described below.</p> <p>b. Ten students have had more experience with making art from observation through participation in an afterschool program. All of these students will have a target score of 8.</p> <p>c. I have one student who has delayed fine motor skills and hand-eye coordination. I expect him to show awareness of all techniques in his work, though his ability to create representational drawings will be significantly affected based upon the fact that he is simultaneously working to develop the artistic skills and content as well as the fine motor skills needed to demonstrate his ability. An accommodated rubric that weighs his explanation of choices slightly more heavily will be used during scoring.</p>
<p><b>IV. Student Population:</b>  Provide an in-depth description of the student population included in the SLO. At least six students are to be involved in an SLO. Describe any exceptionalities and special needs of this student group.</p>	<p>This objective applies to all 65 3rd grade students.</p>

## V. Standards/Content and Interval of Instruction

Describe the content and content standards that are addressed by the SLO. Refer to the state content area standards to complete this section. Provide a data-driven explanation for the focus of the SLO. Also, describe the instructional period for this SLO.

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

VA3-1.1 Use his or her own ideas in creating works of visual art.

VA3-1.2 Identify and describe the materials, techniques, and processes used in a variety of artworks.

VA3-1.3 Use and combine a variety of materials, techniques, and processes to create works of visual art.

VA3-1.4 Select and use the most effective materials, techniques, and processes to communicate his or her ideas, experiences, and stories through works of visual art.

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

VA3-2.3 Select and use various elements and principles of design to communicate his or her ideas and feelings in works of visual art.

VA3-2.4 Describe, both orally and in writing, the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

VA3-5.2 Describe, discuss, and evaluate the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.

<p><b>VI. Assessment (Pre- and Post-) and Scoring:</b></p> <p>Describe the assessments (pre- and post-) that will be used to determine student growth. How do they measure the identified content/skills of the SLO? How will they be administered and by whom? Include information on how the assessment(s) will be scored. Assessments reviewed and discussed by a school team will verify the appropriateness of the instrument. Consider state-, district-, school-, and individual teacher-created assessments. Will these assessment be tied to grades, and if so, how?</p>	<p>A rubric that indicates evidence of technique and medium choice, as well as evident decision making as seen through the art and in explanation will be used. Student portfolio reviews, including the presentation, will be scored by the teacher, the class, visiting artist, and the individual student. These ratings will be weighted and combined to determine the final score. The weights are as follows: self-assessment = 2, peer-assessment=1, visiting artist’s assessment=1, my assessment=6.</p> <p>All students will create a portfolio, consisting of 6 final portraits completed from observation. The holistic portfolio must illustrate use of all named techniques from the objective statement including visual composition, color, shape, as well as a mixture of representational and expressive techniques including the four mediums consisting of drawing with oil pastels, printmaking, collage, and painting.</p>
<p><b>VII. Instructional Strategies :</b></p> <p>Describe the best instructional practices and/or grouping strategies that you will use to teach this content to students. Discuss the varying baselines among your students. <b>How will instruction be differentiated based on data?</b> Have teachers in appropriate grades/subjects linked their SLOs? What interventions will be used if more assistance is needed during the learning process?</p>	<p>Teacher will model using think-alouds on how to critique a student’s work using the elements of art and principles of design. (self and peer evaluation rubric)</p> <p>The teacher will model the effective use of drawing with oil pastels, printmaking, collage, and painting.</p> <p>The teacher will provide small group instruction and one-on-one instruction in response to progress monitoring.</p> <p>All students will create a portfolio, consisting of 6 final portraits completed from observation. The holistic portfolio must illustrate use of all named techniques from the objective statement including visual composition, color, shape, as well as a mixture of representational and expressive techniques including the four mediums consisting of drawing with oil pastels, printmaking, collage, and painting.</p> <p>All pieces of the portfolio will be completed during class time, as will final portfolio presentations which will take place at the end of the year during the last two weeks of classes.</p>

<p><b>VIII. Progress Monitoring:</b>  How frequently will you progress monitor students' mastery of standards taught? How and with what instruments will you assess students to measure their progress over time toward the learning goal? What will you do if students do not show adequate progress toward the learning goal? Who will be sharing and discussing the results of this data collection during the instructional period?</p>	<p>Throughout the year, the teacher will monitor the students as they demonstrate use of various mediums.</p> <p>Students will use a self-evaluation rubric on a weekly basis.</p> <p>Students will use a peer-assessment rubric at least twice during the interval of instruction.</p> <p>The visiting artist will be used to evaluate student artworks as well.</p>	
<p><b>IX. Teacher Professional Growth and Development Plan and Action Research (S.C. Code Ann. Section 59-26-30):</b></p> <p>Describe the learning that the teacher will complete to successfully complete the plan. How will this learning occur? Will this be compiled as action research to add to the profession? What reading and reflection will be done during the SLO process? What teaching skills and techniques will be improved through the project?</p>		
<p><b>Conference</b></p>	<p><b>Date</b></p>	<p><b>Signatures</b></p>
<p>SLO Preliminary Conference</p>		
<p>SLO Mid-Course Conference</p>		
<p>SLO Summative Conference</p>		

## **ASSESSMENT CASE STUDY**

You and Mr. Wright, the 3rd grade teacher, are meeting to review the assessments he has used to measure his SLO on reading comprehension. When you meet, he presents you with two assessments. One is the assessment he created and administered at the beginning of the semester. This assessment included a brief paragraph about animals at the zoo. After reading the passage, students responded to 10 multiple-choice items about it. The other assessment he has selected is the spring MAP assessment. As you look at the scores on the assessment that he administered at the beginning of the semester, you see that almost all students got all of the items right. However, the scores on the MAP assessment show a wider range of student performance.

### **Discussion Questions**

What has Mr. Wright done well?

What advice would you offer Mr. Wright to help him improve his assessment system?

What other ways could Mr. Wright assess students' reading comprehension?

# Baseline and Trend Activity Packet

*Scenario: You are a 2<sup>nd</sup> grade teacher. You have both baseline and trend data to support SLO development. On this page, you have baseline that you collected this year on your current students. On the next page, you have trend data from students your current students and from other classrooms of students you taught in previous years.*

## Baseline Data:

Student	2 <sup>nd</sup> Grade Fall MAP Reading	2 <sup>nd</sup> Grade Fall DIBELS Results
	RIT Score and Percentile	Composite Score
1	182 (65 <sup>th</sup> percentile)	125
2	165 (25 <sup>th</sup> percentile)	65
3	206 (97 <sup>th</sup> percentile)	185
4	158 (13 <sup>th</sup> percentile)	52
5	188 (78 <sup>th</sup> percentile)	135
6	167 (29 <sup>th</sup> percentile)	95
7	186 (75 <sup>th</sup> percentile)	118
8	187 (76 <sup>th</sup> percentile)	107
9	192 (86 <sup>th</sup> percentile)	158
10	160 (16 <sup>th</sup> percentile)	86

**From the above data, what can you infer about your current students readiness for learning?**

- **How are students performing overall? Are most students consistently demonstrating proficiency?**
- **Are there clear student groupings (e.g. high, mid or low performers)? If so, what are they?**
- **What other data would be useful to include when determining student readiness (consider potential interventions, extra- curricular supports, home, health, and behavioral conditions)?**

**Trend Data:**

Student	1 <sup>st</sup> Grade Fall MAP Reading RIT Score	1 <sup>st</sup> Grade Winter MAP Reading RIT Score	1 <sup>st</sup> Grade Spring MAP Reading RIT Score	2 <sup>nd</sup> Grade Fall MAP Reading
1	166 (67 <sup>th</sup> percentile)	177 (68 <sup>th</sup> percentile)	185 (72 <sup>nd</sup> percentile)	182 (65 <sup>th</sup> percentile)
2	147 (16 <sup>th</sup> percentile)	160 (22 <sup>nd</sup> percentile)	171 (34 <sup>th</sup> percentile)	165 (25 <sup>th</sup> percentile)
3	187 (98 <sup>th</sup> percentile)	190 (93 <sup>rd</sup> percentile)	201 (95 <sup>th</sup> percentile)	206 (97 <sup>th</sup> percentile)
4	148 (18 <sup>th</sup> percentile)	159 (20 <sup>th</sup> percentile)	162 (16 <sup>th</sup> percentile)	158 (13 <sup>th</sup> percentile)
5	168 (73 <sup>rd</sup> percentile)	181 (78 <sup>th</sup> percentile)	189 (80 <sup>th</sup> percentile)	188 (78 <sup>th</sup> percentile)
6	154 (32 <sup>nd</sup> percentile)	165 (33 <sup>rd</sup> percentile)	170 (33 <sup>rd</sup> percentile)	167 (29 <sup>th</sup> percentile)
7	167 (71 <sup>st</sup> percentile)	177 (69 <sup>th</sup> percentile)	187 (76 <sup>th</sup> percentile)	186 (75 <sup>th</sup> percentile)
8	161 (54 <sup>th</sup> percentile)	171 (52 <sup>nd</sup> percentile)	177 (51 <sup>st</sup> percentile)	187 (76 <sup>th</sup> percentile)
9	173 (84 <sup>th</sup> percentile)	185 (85 <sup>th</sup> percentile)	190 (82 <sup>nd</sup> percentile)	192 (86 <sup>th</sup> percentile)
10	151 (24 <sup>th</sup> percentile)	159 (20 <sup>th</sup> percentile)	162 (16 <sup>th</sup> percentile)	160 (16 <sup>th</sup> percentile)

Range of Student Scores	Last Year: 2 <sup>nd</sup> Grade MAP Reading			Two Years Ago: 2 <sup>nd</sup> Grade Map Reading		
	Fall	Winter	Spring	Fall	Winter	Spring
	159 – 163	165 – 169	172 – 178	160 - 163	169 – 171	173 – 178
	164 – 172	172 – 181	179 – 185	164 - 172	170 – 180	178 – 186
	173 – 180	180 – 188	185 – 193	173 – 180	178 – 187	186 – 195
	181 – 189	186 – 194	190 – 197	181 – 189	187 – 192	193 – 200
	190 – 206	195 – 206	202 – 209	190 - 198	194 – 202	204 – 211

From the above data, what can you infer about the growth trends of your current and former students?

- Are there some students whose performance has changed or been inconsistent in the last year or two?
- What kind of growth have students been making? Have students been consistently meeting or missing expectations?
- Does the trend data here inform the groupings of students you developed from the baseline data? If yes, how?

# Growth Target Setting

**Critical information for target setting in this example:**

- **The mean growth score for students last year was just over 16 points. The median growth score was 15 points.**
- **Looking at the growth students have made in previous years, and the growth these students would need to make to score in a similar percentile or higher at the end of the year, we can see that most students grew 12 or more points in past years.**

Pre-assessment Baseline Score	Target Score on Post-assessment
<b>Low performers: Baseline Raw Score 158 – 167 29<sup>th</sup> Percentile or Below</b>	15 points or higher than baseline score

As you complete this activity consider the following questions:

- 1) **What groupings or tiers make the most sense given your analysis of the baseline and trend data?**
  
- 2) **Given what you know about how students generally perform on the summative assessment, what is a reasonable range for student growth in each tier?**
  
- 3) **Given what you know about your current students' readiness to learn, are the ranges you set rigorous enough? Too rigorous? Will additional supports be needed to meet these targets?**
  
- 4) **Are low performing students likely to meet proficiency with the targets set? If not, what can be done to get students to proficiency as soon as possible?**
  
- 5) **Will high performing students be challenged by the growth targets set in these ranges? Will additional assessments be necessary to allow students to show additional growth?**
  
- 6) **Finally, please check your work: Look at the students on the edge of each cut point, does each have reasonable and rigorous targets given the range of possible scores?**

**Northwest Evaluation Association**  
**Fall Reading RIT Score to Percentile Rank Conversion**  
 (At approximately 4 instructional weeks)

<b>%ile</b>	<b>Kdg</b>	<b>G 1</b>	<b>G 2</b>	<b>G 3</b>	<b>G 4</b>	<b>G 5</b>	<b>G 6</b>	<b>G 7</b>	<b>G 8</b>	<b>G 9</b>	<b>G 10</b>	<b>G 11</b>	<b>%ile</b>
1	120	132	142	157	168	176	181	185	187	188	189	190	1
2	122	135	145	160	171	179	184	188	190	191	193	193	2
3	123	137	147	162	173	181	186	190	192	193	195	195	3
4	124	138	149	164	175	183	187	192	194	195	197	197	4
5	125	139	151	165	176	184	189	193	195	197	198	198	5
6	126	140	152	167	178	185	190	194	196	198	200	200	6
7	127	141	153	168	179	186	191	195	197	199	201	201	7
8	128	142	154	169	180	187	192	196	198	200	202	202	8
9	128	143	155	170	181	188	193	197	199	201	203	203	9
10	129	144	156	171	181	189	194	198	200	202	204	204	10
11	129	144	157	171	182	190	195	199	201	203	204	205	11
12	130	145	158	172	183	190	195	199	202	203	205	205	12
13	130	146	158	173	184	191	196	200	202	204	206	206	13
14	131	146	159	174	184	192	197	201	203	205	207	207	14
15	131	147	160	174	185	192	197	201	204	206	207	208	15
16	132	147	160	175	185	193	198	202	204	206	208	208	16
17	132	148	161	175	186	193	198	202	205	207	208	209	17
18	133	148	162	176	186	194	199	203	205	207	209	209	18
19	133	149	162	177	187	194	199	204	206	208	210	210	19
20	133	149	163	177	188	195	200	204	207	208	210	210	20
21	134	150	163	178	188	195	200	205	207	209	211	211	21
22	134	150	164	178	188	196	201	205	208	209	211	212	22
23	134	151	164	179	189	196	201	206	208	210	212	212	23
24	135	151	165	179	189	197	202	206	209	210	212	212	24
25	135	151	165	180	190	197	202	206	209	211	213	213	25
26	135	152	166	180	190	198	203	207	209	211	213	214	26
27	136	152	166	180	191	198	203	207	210	212	214	214	27
28	136	153	167	181	191	199	204	208	210	212	214	214	28
29	136	153	167	181	192	199	204	208	211	213	214	214	29
30	137	153	168	182	192	199	204	209	211	213	215	215	30
31	137	154	168	182	192	200	205	209	212	214	215	216	31
32	137	154	168	183	193	200	205	209	212	214	216	216	32
33	138	154	169	183	193	201	206	210	212	214	216	216	33
34	138	155	169	183	194	201	206	210	213	215	217	217	34
35	138	155	170	184	194	201	206	211	213	215	217	217	35
36	138	155	170	184	194	202	207	211	214	216	217	217	36
37	139	156	170	185	195	202	207	211	214	216	218	218	37
38	139	156	171	185	195	202	208	212	214	216	218	218	38
39	139	156	171	185	195	203	208	212	215	217	219	219	39
40	140	157	172	186	196	203	208	212	215	217	219	219	40
41	140	157	172	186	196	204	209	213	216	218	219	219	41
42	140	157	172	187	197	204	209	213	216	218	220	220	42
43	140	158	173	187	197	204	209	213	216	218	220	220	43
44	141	158	173	187	197	205	210	214	217	219	221	221	44
45	141	158	174	188	198	205	210	214	217	219	221	221	45
46	141	159	174	188	198	205	211	215	217	220	221	222	46
47	141	159	174	188	198	206	211	215	218	220	222	222	47
48	142	159	175	189	199	206	211	215	218	220	222	222	48
49	142	160	175	189	199	206	212	216	219	221	223	223	49
50	142	160	176	190	199	207	212	216	219	221	223	223	50

**Northwest Evaluation Association**  
**Fall Reading RIT Score to Percentile Rank Conversion**  
 (At approximately 4 instructional weeks)

%ile	Kdg	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10	G 11	%ile
51	142	160	176	190	200	207	212	216	219	221	223	224	51
52	143	161	176	190	200	207	213	217	220	222	224	224	52
53	143	161	177	191	201	208	213	217	220	222	224	225	53
54	143	161	177	191	201	208	213	217	220	223	224	225	54
55	144	162	178	191	201	209	214	218	221	223	225	225	55
56	144	162	178	192	202	209	214	218	221	223	225	226	56
57	144	162	178	192	202	209	215	218	222	224	226	226	57
58	144	163	179	193	202	210	215	219	222	224	226	227	58
59	145	163	179	193	203	210	215	219	222	225	226	227	59
60	145	163	180	193	203	210	216	220	223	225	227	228	60
61	145	164	180	194	203	211	216	220	223	225	227	228	61
62	146	164	180	194	204	211	216	220	224	226	228	228	62
63	146	164	181	195	204	212	217	221	224	226	228	229	63
64	146	165	181	195	205	212	217	221	224	227	228	229	64
65	146	165	182	195	205	212	218	221	225	227	229	230	65
66	147	165	182	196	205	213	218	222	225	227	229	230	66
67	147	166	182	196	206	213	218	222	226	228	230	231	67
68	147	166	183	197	206	213	219	223	226	228	230	231	68
69	148	166	183	197	207	214	219	223	226	229	231	232	69
70	148	167	184	197	207	214	220	223	227	229	231	232	70
71	148	167	184	198	207	215	220	224	227	230	231	233	71
72	149	167	185	198	208	215	220	224	228	230	232	233	72
73	149	168	185	199	208	216	221	225	228	230	232	234	73
74	149	168	186	199	209	216	221	225	229	231	233	234	74
75	150	169	186	200	209	216	222	226	229	231	233	235	75
76	150	169	187	200	210	217	222	226	230	232	234	235	76
77	150	169	187	201	210	217	223	227	230	232	234	236	77
78	151	170	188	201	211	218	223	227	231	233	235	236	78
79	151	170	188	202	211	218	224	228	231	233	235	237	79
80	151	171	189	202	212	219	224	228	232	234	236	238	80
81	152	171	189	203	212	219	225	229	232	234	236	238	81
82	152	172	190	203	213	220	225	229	233	235	237	239	82
83	153	172	190	204	213	220	226	230	233	236	238	240	83
84	153	173	191	205	214	221	226	230	234	236	238	240	84
85	154	173	192	205	214	222	227	231	235	237	239	241	85
86	154	174	192	206	215	222	228	231	235	238	240	242	86
87	155	174	193	207	216	223	228	232	236	238	240	243	87
88	155	175	194	207	216	224	229	233	237	239	241	244	88
89	156	176	195	208	217	224	230	234	237	240	242	245	89
90	156	177	196	209	218	225	231	234	238	241	243	246	90
91	157	177	197	210	219	226	232	235	239	242	244	247	91
92	158	178	198	211	220	227	233	236	240	243	245	248	92
93	159	179	199	212	221	228	234	237	241	244	246	249	93
94	160	180	200	213	222	229	235	239	243	245	247	251	94
95	161	181	202	215	224	231	236	240	244	247	249	252	95
96	162	183	203	217	225	232	238	242	246	248	250	255	96
97	164	185	206	219	227	234	240	244	248	251	253	257	97
98	167	187	209	222	230	237	243	247	251	254	256	262	98
99	177	193	215	228	236	243	249	252	257	260	262	264	99

Note: Shaded cell values were generated assuming a normal distribution from the mean and SD of the SCI-weighted RIT scores.

**Northwest Evaluation Association  
Winter Reading RIT Score to Percentile Rank Conversion**  
(At approximately 18 instructional weeks)

%ile	Kdg	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10	G 11	%ile
1	126	141	151	163	172	179	183	187	189	188	189	190	1
2	128	144	154	166	175	182	186	190	192	191	192	193	2
3	129	146	156	168	177	184	188	192	194	194	195	195	3
4	131	148	158	170	179	185	190	194	196	195	196	197	4
5	132	149	159	171	180	187	191	195	197	197	198	198	5
6	133	150	161	172	181	188	192	196	199	198	199	200	6
7	133	151	162	173	183	189	193	197	200	199	200	201	7
8	134	152	163	174	183	190	194	198	201	200	202	202	8
9	135	153	164	175	184	191	195	199	202	201	202	203	9
10	135	153	165	176	185	192	196	200	202	202	203	205	10
11	136	154	165	177	186	192	197	201	203	203	204	205	11
12	137	155	166	177	187	193	197	201	204	204	205	206	12
13	137	155	167	178	187	194	198	202	205	205	206	206	13
14	138	156	167	179	188	194	199	203	205	205	206	207	14
15	138	157	168	179	188	195	199	203	206	206	207	208	15
16	139	157	169	180	189	196	200	204	206	207	208	208	16
17	139	158	169	181	190	196	200	205	207	207	208	209	17
18	140	158	170	181	190	197	201	205	208	208	209	210	18
19	140	159	170	182	191	197	201	206	208	208	210	211	19
20	140	159	171	182	191	198	202	206	209	209	210	211	20
21	141	160	171	183	192	198	203	207	209	209	211	211	21
22	141	160	172	183	192	199	203	207	210	210	211	212	22
23	142	161	172	184	193	199	203	208	210	210	212	212	23
24	142	161	173	184	193	200	204	208	211	211	212	212	24
25	142	161	173	185	193	200	204	208	211	211	213	213	25
26	143	162	174	185	194	200	205	209	212	212	213	214	26
27	143	162	174	185	194	201	205	209	212	212	214	214	27
28	143	163	175	186	195	201	206	210	212	213	214	214	28
29	144	163	175	186	195	202	206	210	213	213	215	215	29
30	144	163	176	187	196	202	206	211	213	214	215	215	30
31	144	164	176	187	196	203	207	211	214	214	215	216	31
32	145	164	176	188	196	203	207	211	214	214	216	216	32
33	145	165	177	188	197	203	208	212	214	215	216	217	33
34	145	165	177	188	197	204	208	212	215	215	217	217	34
35	146	165	178	189	197	204	208	212	215	216	217	218	35
36	146	166	178	189	198	204	209	213	216	216	218	218	36
37	146	166	178	189	198	205	209	213	216	217	218	218	37
38	147	166	179	190	199	205	210	214	216	217	218	219	38
39	147	167	179	190	199	206	210	214	217	217	219	219	39
40	147	167	180	191	199	206	210	214	217	218	219	220	40
41	148	167	180	191	200	206	211	215	218	218	220	220	41
42	148	168	180	191	200	207	211	215	218	219	220	221	42
43	148	168	181	192	200	207	211	215	218	219	220	221	43
44	149	168	181	192	201	207	212	216	219	219	221	221	44
45	149	169	181	192	201	208	212	216	219	220	221	222	45
46	149	169	182	193	201	208	213	216	219	220	222	222	46
47	149	169	182	193	202	208	213	217	220	220	222	222	47
48	150	170	183	194	202	209	213	217	220	221	222	222	48
49	150	170	183	194	203	209	214	218	221	221	223	223	49
50	151	171	184	195	203	210	214	218	221	222	223	223	50

**Northwest Evaluation Association  
Winter Reading RIT Score to Percentile Rank Conversion**

(At approximately 18 instructional weeks)

<b>%ile</b>	<b>Kdg</b>	<b>G 1</b>	<b>G 2</b>	<b>G 3</b>	<b>G 4</b>	<b>G 5</b>	<b>G 6</b>	<b>G 7</b>	<b>G 8</b>	<b>G 9</b>	<b>G 10</b>	<b>G 11</b>	<b>%ile</b>
51	151	171	184	195	203	210	214	218	221	222	223	224	51
52	151	171	184	195	204	210	215	219	222	222	224	224	52
53	151	171	184	195	204	211	215	219	222	223	224	225	53
54	152	172	185	196	204	211	215	219	222	223	225	225	54
55	152	172	185	196	205	211	216	220	223	224	225	225	55
56	152	172	186	196	205	212	216	220	223	224	225	226	56
57	152	173	186	197	205	212	217	220	223	224	226	226	57
58	153	173	186	197	206	212	217	221	224	225	226	227	58
59	153	173	187	198	206	213	217	221	224	225	227	227	59
60	153	174	187	198	206	213	218	221	225	225	227	228	60
61	154	174	187	198	207	213	218	222	225	226	227	228	61
62	154	174	188	199	207	214	218	222	225	226	228	228	62
63	154	175	188	199	208	214	219	223	226	227	228	229	63
64	155	175	189	199	208	215	219	223	226	227	229	229	64
65	155	176	189	200	208	215	220	223	227	227	229	230	65
66	155	176	189	200	209	215	220	224	227	228	230	230	66
67	156	176	190	201	209	216	220	224	227	228	230	231	67
68	156	177	190	201	209	216	221	224	228	229	230	231	68
69	156	177	191	201	210	216	221	225	228	229	231	232	69
70	157	177	191	202	210	217	222	225	229	230	231	232	70
71	157	178	191	202	211	217	222	226	229	230	232	233	71
72	157	178	192	203	211	218	222	226	229	231	232	233	72
73	158	179	192	203	212	218	223	227	230	231	233	234	73
74	158	179	193	204	212	219	223	227	230	231	233	234	74
75	158	179	193	204	212	219	224	227	231	232	234	235	75
76	159	180	194	205	213	219	224	228	231	232	234	235	76
77	159	180	194	205	213	220	225	228	232	233	235	236	77
78	160	181	195	206	214	220	225	229	232	233	235	236	78
79	160	181	195	206	214	221	226	229	233	234	236	237	79
80	160	182	196	207	215	221	226	230	233	235	236	238	80
81	161	182	196	207	215	222	227	230	234	235	237	238	81
82	161	183	197	208	216	222	227	231	234	236	237	239	82
83	162	183	197	208	216	223	228	231	235	236	238	240	83
84	162	184	198	209	217	224	228	232	236	237	239	240	84
85	163	184	199	209	218	224	229	233	236	238	239	241	85
86	163	185	199	210	218	225	230	233	237	238	240	242	86
87	164	186	200	211	219	225	230	234	238	239	241	243	87
88	165	186	201	212	220	226	231	235	238	240	242	244	88
89	165	187	202	212	220	227	232	235	239	241	242	245	89
90	166	188	202	213	221	228	233	236	240	241	243	246	90
91	167	189	203	214	222	229	233	237	241	242	244	247	91
92	167	189	204	215	223	230	234	238	242	243	245	248	92
93	168	190	205	216	224	231	235	239	243	245	246	250	93
94	169	192	207	217	225	232	237	240	244	246	248	252	94
95	171	193	208	219	226	233	238	242	245	247	249	253	95
96	172	194	210	220	228	235	240	243	247	249	251	256	96
97	174	196	212	223	230	237	242	245	249	251	253	258	97
98	177	199	215	226	233	240	245	248	252	255	257	263	98
99	189	205	221	231	239	245	251	254	258	261	263	265	99

Notes: Shaded values were generated assuming a normal distribution from the mean and SD of the SCI-weighted RIT scores. Shaded *italicized* values were interpolated from RIT scores at the corresponding percentiles from fall and spring.

**Northwest Evaluation Association**  
**Spring Reading RIT Score to Percentile Rank Conversion**  
 (At approximately 28 instructional weeks)

<b>%ile</b>	<b>Kdg</b>	<b>G 1</b>	<b>G 2</b>	<b>G 3</b>	<b>G 4</b>	<b>G 5</b>	<b>G 6</b>	<b>G 7</b>	<b>G 8</b>	<b>G 9</b>	<b>G 10</b>	<b>G 11</b>	<b>%ile</b>
1	127	145	157	167	176	181	184	188	190	188	187	190	1
2	130	148	160	170	179	184	187	191	193	191	191	193	2
3	132	150	162	173	181	186	189	193	195	193	193	195	3
4	133	152	164	174	182	188	191	195	197	195	195	197	4
5	135	153	165	176	184	189	193	196	198	197	197	198	5
6	136	154	167	177	185	190	194	197	199	198	198	200	6
7	137	155	168	178	186	191	195	199	201	199	199	201	7
8	138	156	169	179	187	192	196	200	202	200	200	202	8
9	138	157	170	180	188	193	197	200	202	201	201	203	9
10	139	158	170	181	189	194	198	201	203	202	202	204	10
11	140	159	171	181	189	195	198	202	204	203	203	205	11
12	141	160	172	182	190	195	199	203	205	204	204	206	12
13	141	160	173	183	191	196	200	203	206	205	205	206	13
14	142	161	173	183	191	197	200	204	206	206	206	207	14
15	142	162	174	184	192	197	201	205	207	206	206	208	15
16	143	162	175	185	192	198	202	205	207	207	207	208	16
17	143	163	175	185	193	198	202	206	208	207	208	209	17
18	144	163	176	186	194	199	203	206	209	208	208	210	18
19	144	164	176	186	194	200	203	207	209	209	209	211	19
20	145	164	177	187	195	200	204	207	210	209	210	211	20
21	145	165	177	187	195	201	204	208	210	210	210	211	21
22	146	165	178	188	196	201	205	208	211	210	211	212	22
23	146	166	178	188	196	202	205	209	211	211	211	212	23
24	147	166	179	189	196	202	206	209	212	211	212	212	24
25	147	167	179	189	197	202	206	210	212	212	212	213	25
26	147	167	180	190	197	203	207	210	213	212	213	214	26
27	148	168	180	190	198	203	207	211	213	213	213	214	27
28	148	168	181	191	198	204	208	211	213	213	214	214	28
29	149	169	181	191	199	204	208	211	214	214	214	215	29
30	149	169	182	191	199	205	208	212	214	214	215	215	30
31	149	169	182	192	199	205	209	212	215	215	215	216	31
32	150	170	182	192	200	205	209	213	215	215	216	216	32
33	150	170	183	193	200	206	210	213	216	216	216	217	33
34	150	171	183	193	201	206	210	213	216	216	217	217	34
35	151	171	184	193	201	207	210	214	216	216	217	218	35
36	151	171	184	194	201	207	211	214	217	217	218	218	36
37	151	172	184	194	202	207	211	215	217	217	218	218	37
38	152	172	185	194	202	208	212	215	218	218	218	219	38
39	152	173	185	195	202	208	212	215	218	218	219	219	39
40	152	173	186	195	203	208	212	216	218	219	219	220	40
41	153	173	186	196	203	209	213	216	219	219	220	220	41
42	153	174	186	196	204	209	213	216	219	219	220	221	42
43	153	174	187	196	204	209	214	217	219	220	221	221	43
44	154	174	187	197	204	210	214	217	220	220	221	222	44
45	154	175	187	197	205	210	214	218	220	221	221	222	45
46	154	175	188	197	205	211	215	218	221	221	222	222	46
47	155	175	188	198	205	211	215	218	221	221	222	222	47
48	155	176	189	198	206	211	215	219	221	222	223	223	48
49	155	176	189	199	206	212	216	219	222	222	223	223	49
50	156	177	190	199	207	212	216	220	222	223	224	224	50

**Northwest Evaluation Association**  
**Spring Reading RIT Score to Percentile Rank Conversion**  
 (At approximately 28 instructional weeks)

%ile	Kdg	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10	G 11	%ile
51	156	177	190	199	207	212	216	220	222	223	224	225	51
52	156	177	190	200	207	213	217	220	223	223	224	225	52
53	157	178	190	200	207	213	217	220	223	224	225	225	53
54	157	178	191	200	208	213	218	221	224	224	225	225	54
55	157	178	191	201	208	214	218	221	224	225	226	226	55
56	158	179	192	201	209	214	218	222	224	225	226	226	56
57	158	179	192	201	209	214	219	222	225	225	226	227	57
58	158	180	192	202	209	215	219	222	225	226	227	227	58
59	159	180	193	202	210	215	219	223	225	226	227	228	59
60	159	180	193	203	210	216	220	223	226	227	228	228	60
61	159	181	193	203	210	216	220	223	226	227	228	228	61
62	160	181	194	203	211	216	221	224	227	227	229	229	62
63	160	181	194	204	211	217	221	224	227	228	229	229	63
64	160	182	195	204	211	217	221	225	227	228	230	230	64
65	161	182	195	204	212	217	222	225	228	229	230	230	65
66	161	183	195	205	212	218	222	225	228	229	230	231	66
67	161	183	196	205	213	218	223	226	229	230	231	231	67
68	162	183	196	206	213	219	223	226	229	230	231	232	68
69	162	184	197	206	213	219	223	227	229	231	232	232	69
70	162	184	197	206	214	219	224	227	230	231	232	233	70
71	163	185	198	207	214	220	224	227	230	231	233	233	71
72	163	185	198	207	215	220	225	228	231	232	233	234	72
73	164	186	198	208	215	221	225	228	231	232	234	234	73
74	164	186	199	208	215	221	226	229	232	233	234	235	74
75	164	187	199	209	216	222	226	229	232	233	235	235	75
76	165	187	200	209	216	222	226	230	233	234	235	236	76
77	165	187	200	210	217	223	227	230	233	234	236	237	77
78	166	188	201	210	217	223	227	231	234	235	236	237	78
79	166	188	201	211	218	224	228	231	234	236	237	238	79
80	167	189	202	211	218	224	228	232	235	236	238	238	80
81	167	190	202	212	219	225	229	232	235	237	238	239	81
82	168	190	203	212	219	225	230	233	236	237	239	240	82
83	168	191	204	213	220	226	230	233	236	238	240	240	83
84	169	191	204	213	220	226	231	234	237	239	240	241	84
85	169	192	205	214	221	227	231	234	238	239	241	242	85
86	170	193	206	215	222	228	232	235	238	240	242	243	86
87	170	193	206	215	222	228	233	236	239	241	243	244	87
88	171	194	207	216	223	229	233	236	240	242	243	244	88
89	172	195	208	217	224	230	234	237	241	242	244	245	89
90	173	196	209	218	225	230	235	238	241	243	245	246	90
91	173	196	210	218	226	231	236	239	242	244	246	248	91
92	174	197	211	219	226	232	237	240	243	245	247	249	92
93	175	199	212	221	228	233	238	241	244	247	249	250	93
94	176	200	213	222	229	235	239	242	246	248	250	252	94
95	178	201	214	223	230	236	241	244	247	249	252	254	95
96	179	203	216	225	232	238	242	245	249	251	254	256	96
97	181	205	218	227	234	240	245	247	251	254	256	259	97
98	184	208	221	230	237	243	248	250	254	257	260	263	98
99	189	214	227	236	242	249	253	256	260	264	266	266	99

Note: Shaded cell values were generated assuming a normal distribution from the mean and SD of the SCI-weighted RIT scores.

## Second Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	141 +	190 +	238 +
	Below Benchmark	Likely to Need Strategic Support	109 - 140	145 - 189	180 - 237
	Well Below Benchmark	Likely to Need Intensive Support	0 - 108	0 - 144	0 - 179
NWF-CLS	At or Above Benchmark	Likely to Need Core Support	54 +		
	Below Benchmark	Likely to Need Strategic Support	35 - 53		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 34		
NWF-WWR	At or Above Benchmark	Likely to Need Core Support	13 +		
	Below Benchmark	Likely to Need Strategic Support	6 - 12		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 5		
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	52 +	72 +	87 +
	Below Benchmark	Likely to Need Strategic Support	37 - 51	55 - 71	65 - 86
	Well Below Benchmark	Likely to Need Intensive Support	0 - 36	0 - 54	0 - 64
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	90% +	96% +	97% +
	Below Benchmark	Likely to Need Strategic Support	81% - 89%	91% - 95%	93% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 80%	0% - 90%	0% - 92%
Retell	At or Above Benchmark	Likely to Need Core Support	16 +	21 +	27 +
	Below Benchmark	Likely to Need Strategic Support	8 - 15	13 - 20	18 - 26
	Well Below Benchmark	Likely to Need Intensive Support	0 - 7	0 - 12	0 - 17
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support		2 +	2 +
	Below Benchmark	Likely to Need Strategic Support		1	1
	Well Below Benchmark	Likely to Need Intensive Support			

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

# 2 Second Grade DIBELS® Next Composite Score Worksheet

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The DIBELS Composite Score is used to interpret student results for DIBELS Next. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Beginning of Year	
DORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93
97% – 98%	99
99% – 100%	105

### Beginning of Year Benchmark

NWF WWR Score \_\_\_\_\_ **x 2** = \_\_\_\_\_ [1]

DORF Words Correct = \_\_\_\_\_ [2]

DORF Accuracy Percent: \_\_\_\_\_ %  
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = \_\_\_\_\_ [3]

**DIBELS Composite Score (add values 1–3) =**

Do not calculate the composite score if any of the values are missing.

Middle and End of Year	
DORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

### Middle of Year Benchmark

DORF Words Correct = \_\_\_\_\_ [1]

Retell Score \_\_\_\_\_ **x 2** = \_\_\_\_\_ [2]

DORF Accuracy Percent: \_\_\_\_\_ %  
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = \_\_\_\_\_ [3]

**DIBELS Composite Score (add values 1–3) =**

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

### End of Year Benchmark

DORF Words Correct = \_\_\_\_\_ [1]

Retell Score \_\_\_\_\_ **x 2** = \_\_\_\_\_ [2]

DORF Accuracy Percent: \_\_\_\_\_ %  
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = \_\_\_\_\_ [3]

**DIBELS Composite Score (add values 1–3) =**

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.