

WHAT TYPE OF ASSESSMENT MUST BE USED AS EVIDENCE WITH AN SLO AS A COMPARABLE GROWTH MEASURE?

- Each SLO needs at least one source of evidence, but multiple sources are allowable.
- If a course/section requiring an SLO has a State-provided growth score, the SLO must use the State-provided growth score for these students.
- State assessments (including Regents examinations, Regents equivalents, and/or any NYSED approved equivalents) must be used as evidence if one of the courses required to have an SLO has a State assessment. (For example, if the course ends in a Regents exam and there is no State-provided growth or value-added measure for that examination, and it is a course that requires a student learning objective, then the SLO must use the Regents Exam as evidence.)
- For core subjects: 6-8 science and social studies, high school ELA, math, science and social studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, Districts *must* use the State-determined growth goal setting process (student learning objectives) with:
 - State assessment if one exists (or Regent equivalents).
 - If not, District-determined assessment from list of State-approved 3rd party assessments and Regents equivalents.
- For all other grades/subjects: Districts *must* use the State-determined growth goal setting process (student learning objectives) with any of the following four options/assessments rooted within the goal:
 - [List of State-approved 3rd party assessments.](#)
 - District- or BOCES-developed assessments provided the District or BOCES verifies comparability and rigor.
 - School-wide, group, or team results based on State assessments.
 - School or teacher-created assessment.

HOW MAY SCHOOL-WIDE, GROUP OR TEAM MEASURES BE USED AS COMPARABLE GROWTH MEASURES WITH SLOs?

- School-wide, group, or team measures are an option as a comparable growth measure SLO but they must be based on State assessments.
- Provides a means of providing measures of student learning for teachers who do not have a common, district-wide or State assessment that covers their content area.
- Examples include:
 1. A district may decide to set an SLO based on school-wide growth on the State ELA tests as a measure of student growth for all arts teachers within a district since growth in the various arts is difficult to measure and ELA skills could be enhanced by course work in the arts. In this case, all arts teachers in a school would earn the same score for the growth component of their evaluations.
 2. A district may decide to measure all elementary school push-in and pull-out teachers on school-wide growth on ELA and/or Math because the districts believes it will help promote collaboration, and it is difficult at this point to determine their individual contribution to specific students' growth.