Measures of Student Learning

Approaches for Selecting and Using Multiple Measures in Teacher Evaluation

COLORADO Department of Education

Guidance: Measures of Student Learning in Teacher Evaluation (version 3.0)

The purpose of this document is to highlight possible approaches for districts and BOCES to consider when constructing their approach to select measures of student learning for use in educator evaluations. The Colorado Department of Education (CDE) will be collecting on-going feedback to improve this guidance. Please use this Provide Feedback link to submit feedback to CDE. This guidance will be revised annually with refined versions released each summer in order to reflect new learning and emerging best practices.

In an effort to improve the quality of education provided to all students in the state, Colorado has: implemented the Colorado Academic Standards (CAS) that represent what students should know and be able to do at each level of their schooling; implemented school and district accountability strategies that are tied to unified improvement planning; and adopted Educator Quality Standards that describe the actions of effective educators in Colorado. Each of these efforts has the shared purpose of improving student learning and raising student achievement levels. It is important to recognize the interdependence of each of these strategies so that they can be implemented as parts of a cohesive and aligned system. It is also important to ensure that these strategies address how all educators in the system, individually and collectively, can contribute to the desired outcomes for Colorado students.

The focus of this guidance is on the student academic growth requirements outlined in Senate Bill 10-191, the Great Teachers and Leaders Act. Senate Bill 10-191 requires that fifty percent of an educator's evaluation in Colorado be based on educator impact on student learning determined by using multiple measures in relationship to the Colorado Academic Standards. In Colorado, the term "academic growth" is closely associated with results from the Colorado Growth Model (CGM) as reported in the School and District Performance Frameworks. The phrase "*measures of student learning"* or *"MSL"* is employed throughout this document to ensure that districts understand that evaluating student learning for educator evaluations is not confined to results from the CGM, but is inclusive of results from multiple types of measures that districts may use in educator evaluation and to support instructional goals.

Colorado Requirements

There are four basic requirements outlined in State Board Rules to be considered as districts design systems to incorporate the results from multiple measures of student learning into their educator evaluation systems:

1. Each educator is required to have at least one measure of student learning that is individually attributed, meaning that results are attributed to an individual educator.
2. Each educator is required to have at least one measure that is collective, meaning that the student results on the measure are attributed to more than one educator.
3. Results from statewide assessments must be included, when available and appropriately connected to the subject, grade, or course for each educator. *(The 2014-15 statewide assessment results that are available for use in evaluations in subsequent school years, per HB 15-1323, are Colorado ACT and WIDA ACCESS achievement and growth. All other 2014-15 statewide assessments can only be used as baseline data when constructing measures of student learning.)*
4. Results from the Colorado Growth Model must be included for subjects with statewide results in two consecutive years. *(2014-15 Colorado Growth Model results for English Language Arts [ELA] and math will NOT be available for use in evaluations in subsequent school years, per HB 15-1323. However, Colorado Growth Model Results for WIDA ACCESS will be available.)*

Districts are encouraged to use local measures that are included in, and aligned with, district and school Unified Improvement Plan goals and the Colorado Academic Standards. For subjects that are assessed in consecutive years, growth results may be available depending on the assessment. Click here to read more about the impact of HB15-1323 on Educator Evaluations.

Table 1 summarizes each of the four requirements and provides examples. It is important to note that the third and fourth requirements may be applied either individually or collectively as illustrated below:

Table 1: Requirements and Examples

Requirement 1: Individual Attribution	**Requirement 2: Collective Attribution**
Student results on a measure are attributed to one licensed person. (Example: The results of a history final may be attributed to the history teacher who taught the students who took the assessment.)*	Student results on a measure are attributed to more than one licensed person. (Example: Grade-level reading results from a district interim assessment may be attributed to all the teachers in the grade.)*
Requirement 3: Statewide Assessment Results, when available	
Include results from state assessments, when available, and appropriately connected to the subject, grade, and course (*could be used for individual and/or collective attribution*). (Example: An elementary teacher responsible for science may use results from CMAS Science, if available.)* *NOTE: The 2014-15 statewide assessment results that are available for use in evaluations in subsequent school years, per HB 15-1323, are Colorado ACT and WIDA ACCESS achievement and growth. All other 2014-15 statewide assessments can only be used as baseline data when constructing measures of student learning.*	
Requirement 4: Results from Colorado Growth Model (CGM), when available	
Include CGM when state assessment results are available in two consecutive years and appropriately connected to the subject, grade, and course (*could be used for individual and/or collective attribution*). (Example: WIDA ACCESS growth could be used as a measure for all teachers in a school that has identified growth for English Language Learners as a priority.)* *NOTE: 2014-15 Colorado Growth Model results for ELA and math will NOT be available for use in evaluations in subsequent school years, per HB 15-1323. However, Colorado Growth Model Results for WIDA ACCESS will be available.* The Department recommends the judicious use of Median Growth Percentiles for a given grade level, school or specific content area. Some cautions to consider are discussed in recommendations from the National Center for the Improvement of Educational Assessment [NCIEA] and the Center for Assessment, Design, Research and Evaluation [CADRE] Executive Summary and Technical Report. CGM data can be obtained by using SchoolView to access the school and district growth summary reports, the Colorado Growth Model Visualization Tool, Data Center, and the Data Lab. WIDA ACCESS summary results and growth results can be found on CDE's website.	

* Assessment results (whether local or state) may be used in the current year's evaluations as long as results are available two weeks prior to the end of the school year. If results are not available within that timeframe they can be used in subsequent school years.

The transition in state assessments and 2015 legislation has created an opportunity for districts to emphasize results from a variety of local measures in educator evaluations. See Textbox 1 for a description of the legislation and possible implications.

Textbox 1:

An important note about the timing and release of state assessment results:

The timing of results from state assessments is an important consideration for use in educator evaluations.

- House Bill 15-1323 clarifies that beginning with the 2015-16 school year, and in subsequent years, local boards may use "same year" statewide assessment results as a measure of student learning for that year's evaluation rating only if the results are available two weeks prior to the last class day of the school year, or evaluation cycle.
- If the "same year" results are not available in time to use them to inform an educator's "same year" evaluation, the statewide assessment results must be included, as available and appropriate, as a measure in the educator's evaluation the following school year.
- For educators who are new to a district, state growth measures from the prior year will not be available.

Results from other measures, such as locally-developed interim assessments, may generate results that are available at the end of each instructional period and that are directly related to the group of students that the educator taught in the current year. This means that the measures of student learning portion of an educator's evaluation will likely consist of both prior year and current year data. It is important to understand this in order to weight each measure so that there is relevance for the educator and so that results from the prior year are not weighted such that a higher rating negates local measures, or that a low rating prohibits an educator from overcoming it with local measures.

Measuring Student Learning, a Step by Step Process

The sections in this document consist of recommended steps for identifying and determining the measures of student learning that may be included in a district's educator evaluation system. Taken together, these steps detail a sample process that may be used by districts to determine measures of student learning in order to generate a performance rating for Teacher Quality Standard VI.

The steps are as follows:

Step 1: Begin with the Colorado Academic Standards to identify what students are expected to know and be able to do.

Step 2: Identify available assessments being used in your district to evaluate student learning throughout the year.

Step 3: Group available assessments according to teacher types.

Step 4: Select measures and assign weights to measures for use in educator evaluations.

Step 5: Determine success criteria for results from included measures of student learning.

Step 6: Combine weighted ratings from individual measures into an overall measure of student learning (MSL) rating.

As districts follow the steps outlined in this guidance, they will find that, for many subjects and grades, districts will need to work with their teachers to establish student learning objectives (SLOs). Student learning objectives are a participatory method of setting measurable goals or objectives for a specific assignment or class in a manner aligned with the subject matter taught and in a manner that allows for the evaluation of the baseline performance of students and the measureable gain in student performance during the course of instruction (1 CCR 301-87-1.23).

Step 1: Begin with the Colorado Academic Standards to identify what students are expected to know and be able to do.

Colorado has implemented academic standards that describe what students should know and be able to do at the end of their schooling in order to ensure that they are prepared for college and the workforce. Districts can use the standards to support teachers in the identification of learning goals in each course and/or grade level.

Defining student expectations, by identifying the knowledge and skills students are expected to master by taking a particular course (or courses), can help districts narrow the types of measures selected for use in educator evaluation. This step of defining expectations is critical in order to provide clarity on the expected outcomes for students, and to understand the different ways in which students should be able to apply and demonstrate their knowledge.

The identification of expectations starts with a simple question that can be asked at the school and classroom levels: **"What do we expect our students to know and be able to do as a result of the instruction received in each (content/course/grade) that is offered in our district?"** Beginning with this question allows everyone in the district to think concretely about what it is they want to accomplish with their instruction and to think about what aspirations they have for their students. Making explicit connections to the state standards will help teachers realize and appreciate that their aspirations are consistent with state and district expectations. Only after the expectations for students are defined and are connected to standards can the process of identifying and selecting assessments for teacher evaluations begin.

Click here to access CDE's resource page for the Colorado Academic Standards.

Step 2: Identify available assessments being used in your district to evaluate student learning throughout the year.

In Step 1, districts determined what they expected their students to know and be able to do. In Step 2, districts identify different types of assessments commonly used across multiple schools/grades/courses to measure what students know and are able to do. The purpose of this step is to help districts identify:

- The assessments that are measuring what students are expected to know and be able to do
- Which assessments are being used to measure student learning across the district, and
- Grades and subjects where no formal assessment exists to evaluate student learning.

The inventory of assessments used by the district will likely consist of a range of assessments teachers use to evaluate student learning in their classrooms every day as well as other standardized assessments selected by the school or district. Teachers use the information generated from these types of assessments to inform instruction, check student progress, determine a student's level of mastery by the end of the instructional period, and to assign grades.

Once an assessment inventory has been completed, districts may use the following questions to identify the assessments that will be considered in educator evaluation:

- Which assessments are aligned to the Colorado Academic Standards?
- Which assessments best measure student progress toward district/school/course learning expectations, described in Step 1?
- Which assessments are deemed most valuable by educators to provide information to help inform their instructional decisions?

To further assist districts as they answer the above questions, CDE has provided an Assessment Review Tool. This tool allows users to evaluate the quality of assessments based on the following criteria: Alignment to Colorado Academic Standard and Depth of Knowledge, Scoring, Fair and Unbiased, and Opportunities to Learn.

Districts are advised to keep the assessment selection process simple by selecting the assessments that are aligned with school and district goals, generate results that educators use to make the greatest impact on student learning, and most importantly, are aligned with what students are expected to know and be able to do.

Tools/resources to assist with Step 2:

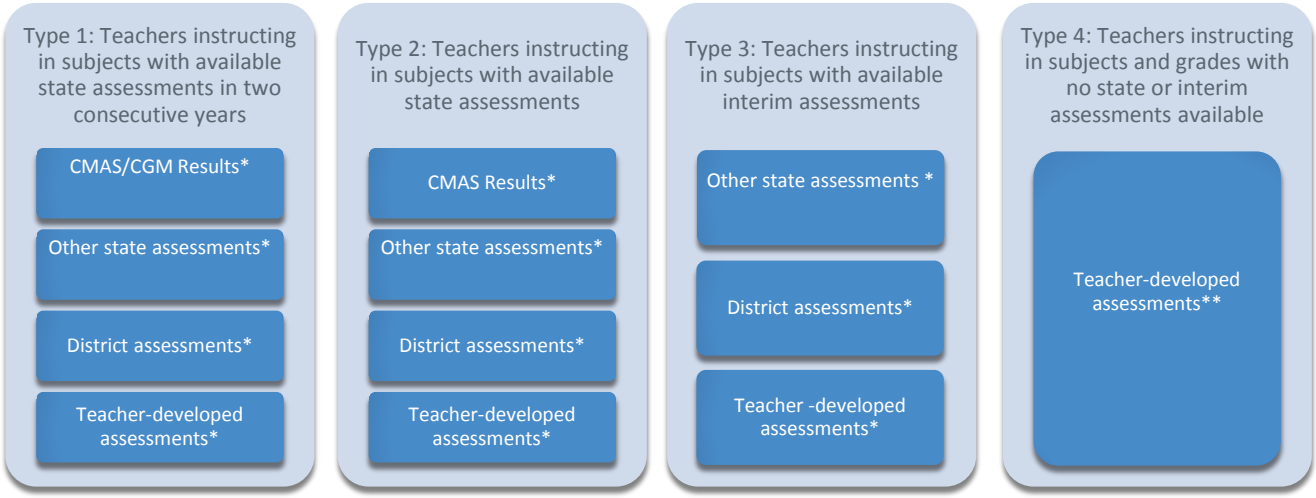
- The Assessment Inventory tool is an Excel spreadsheet that helps teachers and district staff identify assessments that might be used in educator evaluation.
- The Assessment Review Tool is an Excel spreadsheet that walks educators through a series of criteria to help ensure whether an assessment is fair, valid and reliable. The criteria includes: Alignment to Colorado Academic Standard and Depth of Knowledge, Scoring, Fair and Unbiased, and Opportunities to Learn.
- The District Questions to Consider document is a series of questions for districts to support their work in determining measures of student learning.
- The MSL Guiding Questions document (developed by the Colorado Education Initiative [CEI]) presents questions for districts to consider while developing and improving their systems.

Step 3: Group available assessments according to teacher type

In the previous step, it is recommended that districts conduct an assessment inventory to identify which assessments are available and used to evaluate student learning across grades and content areas. In Step 3, districts may choose to classify teacher types according to the types of assessments available and appropriate to each identified group. Information from the assessment inventory can be used by districts to identify the types of assessments available to teachers instructing in different content areas and grades. This approach to classifying educators according to available assessments is used to inform district policy for requiring certain types of assessments for specific educator types and determining which measures should be attributed individually or collectively. This categorization can also help make expectations clear to all teachers about how different types of assessments will be applied in their evaluations.

Figure 1 presents *one* example of how teacher types can be defined according to the types of assessment results available for types of teachers. Note that results from any of the measures summarized below may be applied either individually OR collectively depending on district policy and values.

Figure 1: Teacher types based on types of assessments available for each group



***** When available and appropriately connected to the subject, grade, or course.
****** Teachers in subjects or grades without state or district assessments available may contribute to the content being measured by state or district assessments and have the results included in their evaluations when appropriate.

In the above example, for Type 1 teachers a district may elect to include available CMAS results as well as results from the district assessments and teacher-developed assessments for evaluating what students are expected to know and be able to do.

Other approaches districts may consider for classifying teacher types may include grouping by: grade level, content area, or by elementary/middle/high schools. When configuring these groupings, clarity should be established with teachers regarding policy on whether the results from each measure will be attributed to them individually or collectively.

When considering at what level (e.g., individual or collective) to attribute results from measures identified in Figure 1, districts may decide to use selected results (e.g., results from just math and reading) for collective attribution across all teacher types. For collective attribution, schools are encouraged to use the interim measures that align with targets set in their school's Unified Improvement Plan (UIP) since staff should already be familiar with the UIP targets and should be working together toward meeting those targets.

Design considerations for collective attribution

There are additional design considerations for collective attribution, including:

1. Identify which measures could be used to encourage partnerships or teams where teachers have an opportunity to impact student learning. For example, a district may want to develop a team goal to encourage a group of teachers instructing in the same grade to emphasize the same set of learning goals in a specific content area and align those to targets and/or interim measures in the school's Unified Improvement Plan.

2. Identify which assessments could be used to help foster and support a district's focus on a specific priority area. For example, a district with a growing population of English Language Learners (ELLs) may want to use the growth results from the WIDA ACCESS assessment in the evaluation of all teachers. Using WIDA ACCESS as a "collective attribution" measure may incentivize all teachers to work collaboratively to support the growth of all English Language Learners.

3. When available, identify appropriate results included in the School Performance Framework (SPF) for use as collective attribution in the evaluation. The SPF consists of additional results besides growth, including academic achievement and post-secondary and workforce readiness information for high schools. CDE has developed a resource to provide districts with sample approaches and considerations on the Use of School and District Performance Frameworks in Educator Evaluations.

4. When assigning weights to measures, note that an excessively high weight on collective measures may decrease the school's or district's ability to recognize high-performing teachers (who may be held back by the average) and/or to identify struggling teachers (who may be "propped up" by the average). Therefore, it is important for districts to find the right balance between weighting measures that reflect individually- and collectively-attributed results.

5. Be aware that "double-dipping" of measures, for example counting CMAS math as a collective grade level measure and then counting it again as an individually-attributed measure, means that those measures may have a disproportionate influence on the overall performance rating.

6. Identify minimum N sizes (number of data points for consideration) for individually and collectively attributing results from any measure used in educator evaluation. The Department recommends that results from the Colorado Growth Model only be used when there are at least 20 individual student growth percentiles in the data set and that districts also explore policy and technical considerations such as inclusion rules and N size. For example, districts may investigate different approaches for increasing the N size such as pooling multiple years of data. NCIEA and CADRE have provided two resources for districts considering using CGM results in educator evaluations: Executive Summary/Technical Report

(*See also the State Council for Educator Effectiveness' Student Growth Work Group report, found within the full report and recommendations.*)

Step 4: Select measures and assign weights to measures for use in educator evaluations.

After taking an inventory of available assessments and determining which assessments apply to different teacher types, the next step entails narrowing down the selection of assessments in order to select those that meet quality criteria. The Assessment Review Tool may be valuable in assisting educators with this process. Any MSL used in educator evaluations should be closely related to the standards being taught, curriculum, scope and sequence, and expected outcomes for a given class/course. Districts are also encouraged to consider the use of district assessments that are identified as interim measures and are aligned with targets in the Unified Improvement Plans (UIP) as progress monitoring tools during the school year. A district decision to use interim measures specified in the UIP should be based on a close examination of whether those assessments are tightly aligned with course expectations and whether a good rationale can be established to use results from those assessments individually or collectively.

For example, results from a district math test may not serve as an appropriate measure for individual attribution for a social studies teacher since the test content may not have a clear relationship to the course expectations taught by the social studies teacher. To continue with this example, the results from the same math test may be considered for use as a collective attribution measure for the same social studies teacher if a clear argument can be made by the district that all teachers are required to incorporate some level of math practices across content areas and those practices are captured by the math test being considered. Districts are advised to select assessments that are aligned with school and district goals, generate results educators use to inform their instruction, and most importantly, are aligned with the student learning expectations specified in Step 1.

Assigning weights to measures

By assigning weights to each measure in educators' evaluations, districts are signaling which measures in the system are deemed to have more value than others, are better aligned with expectations for learning, or are more appropriate for measuring educator impact.

As districts identify measures of student learning they may want to consider assigning more weight to:

- Results from measures deemed to be of higher technical quality;
- Results reflecting collective efforts from a team of teachers (note that the statute and rules do not specify a minimum weight for either individual or collective attribution measures but do suggest that each must have a "measurable influence"); or,
- Results from measures deemed by district stakeholders to have higher value for teachers.

Districts will also want to find the right balance between weighting individual and collective measures to ensure that individual performance is not masked.

Example: MSL weights

Table 2 provides an illustration of how districts may consider distributing the weights assigned to each MSL.

Table 2: MSL weighting example as shown in COPMS (refer to Tables 3 and 4 for example success criteria)

Measures of Student Learning/Outcomes		
Name	**Weight**	**Description**
ELA MGP	10	The ELA median growth percentile for the school, as reflected in the SPF
Math MGP	10	The math median growth percentile as reflected in the SPF.
Content / Subject Area Measure	30	Grade level reading (all educators in the grade share responsibility for reading instruction for all students in the grade)
Content / Subject Area Measure	50	Cross content project / performance assessment
Total Weight	**100**	

Note that the individual MSLs add up to a total weight of 100% of the MSL side of an educator's evaluation, but only 50% of an educator's entire evaluation (once combined with the professional practice side).

Table 2 illustrates that the district has decided to attribute Colorado Growth Model results from ELA and math to all teachers in the school. The district has decided the set of combined Colorado Growth Model results should also be weighted equally (15% each). Further, all teachers will have two additional measures of student learning based on their specific content/subject area. In this example, the district has decided that each of the results from their content/subject area measure should be weighted equally (35% each) with one measure being attributed collectively (across the grade) and the other attributed individually. (The combination of scores from the weighted measures is discussed in Step 6).

Step 5: Determine success criteria for results from included measures of student learning.

In the previous steps, districts would have: identified expectations for student learning; conducted assessment inventories to find assessments teachers can use to measure student learning; classified educators into groups to determine the set of common assessments available for different teacher types; and identified which assessments would be included collectively and individually. In Step 5, educators work together (with their evaluator, team, or other staff) to determine, for each measure, the success criteria for the established performance categories. The Department has identified a rating scale for the state model system that has four performance categories: much less than expected, less than expected, expected, and more than expected.

When establishing success criteria for a measure of student learning it is important to consider baseline results and growth toward proficiency. Two examples for determining the success criteria for a sample measure included in an educator's evaluation are included below.

Example 1: Colorado Growth Model

Depending on district size and school size, districts will need to choose an approach to using growth model results. For school-level collective attribution, districts may choose to use the median growth percentile (MGP) as reported on the School Performance Frameworks (SPF) for each available content area (ELA and math). Districts may also choose to use the median growth percentiles for disaggregated groups of students within a school that are also included in the SPF. For individual attribution, educators may have an MGP for each subject included, or all three. See the NCIEA/CADRE guidance on approaches for combining MGPs from multiple content areas.

In this example the district has decided to use results from the Colorado Growth Model as a collectively-attributed measure for all teachers within each school (districts may access school and district growth summary reports on SchoolView). Table 3 presents the performance category ratings associated with the MGP ranges defined in the SPFs.

Note that the SPF can include growth results for content areas (ELA and math) assessed in consecutive years depending on the size of the school. If a school does not have any growth scores reported on the SPF due to small N size, the district may want to include results from the District Performance Framework (DPF) for each included content area.

Table 3: Determining a rating using results from the Colorado Growth Model, when available

	Performance Category			
	Much less than expected	**Less than expected**	**Expected**	**More than expected**
	Score = 0	Score = 1	Score = 2	Score = 3
Example Success Criteria for ELA CMAS growth	The School MGP for the students on the ELA CMAS was between 1 and 34	The School MGP for the students on the ELA CMAS was between 35 and 49	The School MGP for the students on the ELA CMAS was between 50 and 64	The School MGP for the students on the ELA CMAS was between 65 and 99

CMAS=Colorado Measures of Academic Success; MGP=Median Growth Percentile

Example 2: Local measures including interim assessments, end-of-course exams, performance tasks, etc.

In selecting multiple measures for use in educator evaluation, districts can work with their educators to determine the success criteria for student learning for each measure. The measures and targets should be established based on local context within a district, school, or classroom. Districts may establish processes for educators to use the results on the selected measures to determine success criteria for different groups of students in their classroom(s) at the beginning of the class/course/grade. Student performance will then be evaluated relative to the success criteria set for each of the measures included. At the end of the evaluation cycle, districts will have to compare measure results to the success criteria to determine a rating for each measure, for each educator.

The sample success criteria shown in Table 4 illustrate how expected student performance may be used as the criteria for defining expected educator performance. The district in this example has decided to use these targets for spring interim exams in a range of content areas. At the beginning of the year teachers in multiple content areas identified expected performance for each student (based on baseline data). In the spring the interim exam results will be used to identify which students demonstrated expected performance. Teachers will then compute the percentage of students who demonstrated expected performance and this figure will be used to determine which performance category is earned by the teacher.

Table 4: Determining a rating using results on locally-selected measures and/or targets

	Performance Category			
	Much less than expected	**Less than expected**	**Expected**	**More than expected**
	Score = 0	Score = 1	Score = 2	Score = 3
Example Success Criteria	Less than 64% of students demonstrated expected performance	65-74% of students demonstrated expected performance	75-84% of students demonstrated expected performance	Greater than 85% of students demonstrated expected performance

Tools/resources for completing Step 5:

- The Setting Student Learning Targets and Scales activity walks participants through the steps in determining a target and scale based on given sets of data.

Step 6: Combine weighted ratings from individual measures into an overall MSL rating.

By assigning weights to each of the multiple measures in educator evaluations, districts are signaling which results or measures in the system are deemed to have more value than others, are better aligned with student learning expectations, and are more appropriate for measuring educator impact. Districts may preliminarily weight each measure at the beginning of the school year, however the weights must be finalized before a measure of student learning rating can be determined. Districts are encouraged to continuously evaluate the impact of weighting decisions and make revisions as needed in the upcoming evaluation cycles.

Table 5 provides an illustration of how districts may consider distributing the weights assigned to each MSL (which was also shown in Table 2), and how the ratings from individual measures sum for a single overall MSL rating (for the technical information on summing to an overall rating see the end of Step 6). Each of the columns is described below:

Name: Measure name (general)
Weight: Weight of the measure
Description: Measure description including more specific information
Attribution: Attribution (need at least one individual and one collective measure)
Rating: Rating (much less than expected, less than expected, expected, and more than expected)

Table 5: MSL weighting and combining ratings example as shown in COPMS (refer to Tables 3 and 4 for example success criteria)

Measures of Student Learning/Outcomes

Name	Weight	Description	Attribution	Rating	Evidence	
ELA MGP	10	The ELA median growth percentile for the school, as reflected in the SPF	Collective	Much Less Than Expected	0	View
Math MGP	10	The math median growth percentile as reflected in the SPF.	Collective	Less Than Expected	0	View
Content / Subject Area Measure	30	Grade level reading (all educators in the grade share responsibility for reading instruction for all students in the grade)	Collective	Expected	0	View
Content / Subject Area Measure	50	Cross content project / performance assessment	Individual	Expected	0	View
Total Weight	**100**		**Overall MSL/MSO Rating**	**Expected**		

A description of the measures and weights illustrated in Table 5 was described in Step 4. Sample success criteria for measures were given in Step 5. After determining which performance category the teacher earned on each measure, the final step is to combine the weighted ratings in order to determine an overall MSL *score,* which is used to determine an overall MSL *rating* shown in the bottom right of the table (the specific math for combining the ratings into an overall MSL score and the conversion of that score into an overall MSL rating is illustrated in Table 6). For more detailed information on how to calculate an overall MSL score and combine the overall MSL score with the overall professional practice score, please see Determining Final Effectiveness Ratings Using the Colorado State Model Evaluation.

Table 6: Combining MSL ratings into a weighted score and converting to an overall MSL rating

Measure	Rating	Score (0-3)	Weight	Weighted Score
ELA MGP	Much Less Than Expected	0	.10	(0 * .10) = **0.00**
Math MGP	Less Than Expected	1	.10	(1 * .10) = **.10**
Content / Subject Area Measure	Expected	2	.30	(2 * .30) = **.60**
Content / Subject Area Measure	Expected	2	.50	(2 * .50) = **1.00**
			Total Score	(0.00 + .10 + .60 + 1.00) = **1.70**

	Overall MSL/MSO Rating			
	Much less than expected	Less than expected	Expected	More than expected
Total score	0.0 to 0.49	0.50 to 1.49	1.50 to 2.49	2.50 to 3.0

Tools/resources for completing Step 6:

- Measures of Student Learning Tool: This Microsoft Excel tool is one sample approach designed to help Colorado educators input the measures that will be used in their evaluations, see the impact of the weighting decisions for each measure, input the desired learning targets that are expected as a result of their instruction, and synthesize the evidence from multiple measures into one score that will be used in educator evaluation. It includes the requirements included in S.B. 10-191, the rationale for decisions made, and creates sample graphics for various groups of teachers.
- Determining Final Effectiveness Ratings Using the Colorado State Model Evaluation: Technical document for combining MSL scores with professional practice scores.

Summary

The purpose of this document is to illuminate a step-by-step process for districts to consider as they determine their approaches and design considerations for evaluating measures of student learning for use in educator evaluations. As districts develop their approach, they will want to keep the following principles in mind:

- The process begins with districts, in collaboration with educators, identifying what they expect students to know and be able to do in each content area and grade. Knowing what the expected learning outcomes are serves as the foundation for selecting the set of appropriate measures of student learning to use in teacher evaluations and is consistent with the intended vision that each of the measures of student learning included in an educator evaluation system provide meaningful and useful information for educators.
- The guiding principles and values for selecting measures of student learning and an approach/method for combining measures are made transparent and clear to all stakeholders.
- Educator evaluator systems employed by districts are continuously monitored and improved based on data analyses, and feedback from educators.

Resources for districts to review related to the design and improvement of their educator evaluator system:

1. The Assessment Inventory tool is an Excel spreadsheet that helps teachers and district staff identify assessments that might be used in educator evaluation.
2. The Assessment Review Tool is an Excel spreadsheet that walks educators through a series of criteria to help ensure whether an assessment is fair, valid and reliable.
3. Colorado State Board of Education Rules for Written Evaluation Systems
4. The District Questions to Consider document is a series of questions for districts to support their work in determining measures of student learning.
5. Determining Final Effectiveness Ratings Using the Colorado State Model Evaluation is a technical document for combining MSL scores with professional practice scores.
6. The Measures of Student Learning Tool is an Excel tool designed to help Colorado educators input the measures that will be used in their evaluations, see the impact of the weighting decisions for each measure, input the desired learning targets that are expected as a result of their instruction, and synthesize the evidence from multiple measures into one score that will be used in educator evaluation.
7. The CEI MSL Guiding Questions document, which presents questions for districts to consider while developing and improving their systems.
8. The Setting Student Learning Targets and Scales activity walks participants through the steps in determining a target and scale based on given sets of data.
9. Use of CGM in Educator Evaluations Executive Summary/Technical Report: NCIEA/CADRE resources for districts considering alternative methods for using CGM results in educator evaluations.
10. Use of the SPF/DPF in Educator Evaluations (when SPF/DPF are available)
11. User's Guide for Evaluating Colorado's Educators