

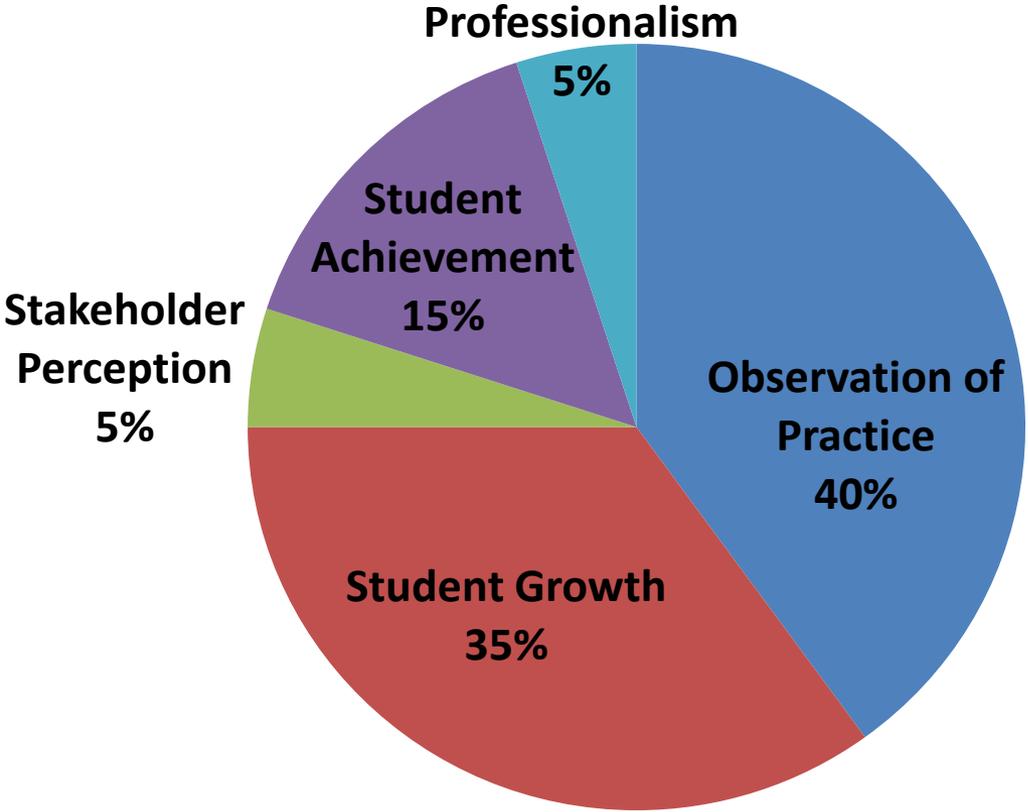
# World Language Growth Measure

Shelby County Schools

“This pilot process has pushed me to think more carefully about how I understand student growth and what I can do to enhance learning in my classroom.”

-SCS World Language Teacher

# TEM 3.0: The Shelby County School District Evaluation Model



# An Alternate Student Growth Measure

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**THE GOAL:** A holistic and meaningful picture of the *value* your teaching adds to your students, using the work that is *already* happening in your classroom.

**THE SOLUTION:** A *flexible but rigorous* portfolio of student work samples that demonstrate growth across the World Language learning domains of Perform, Connect and Reflect.

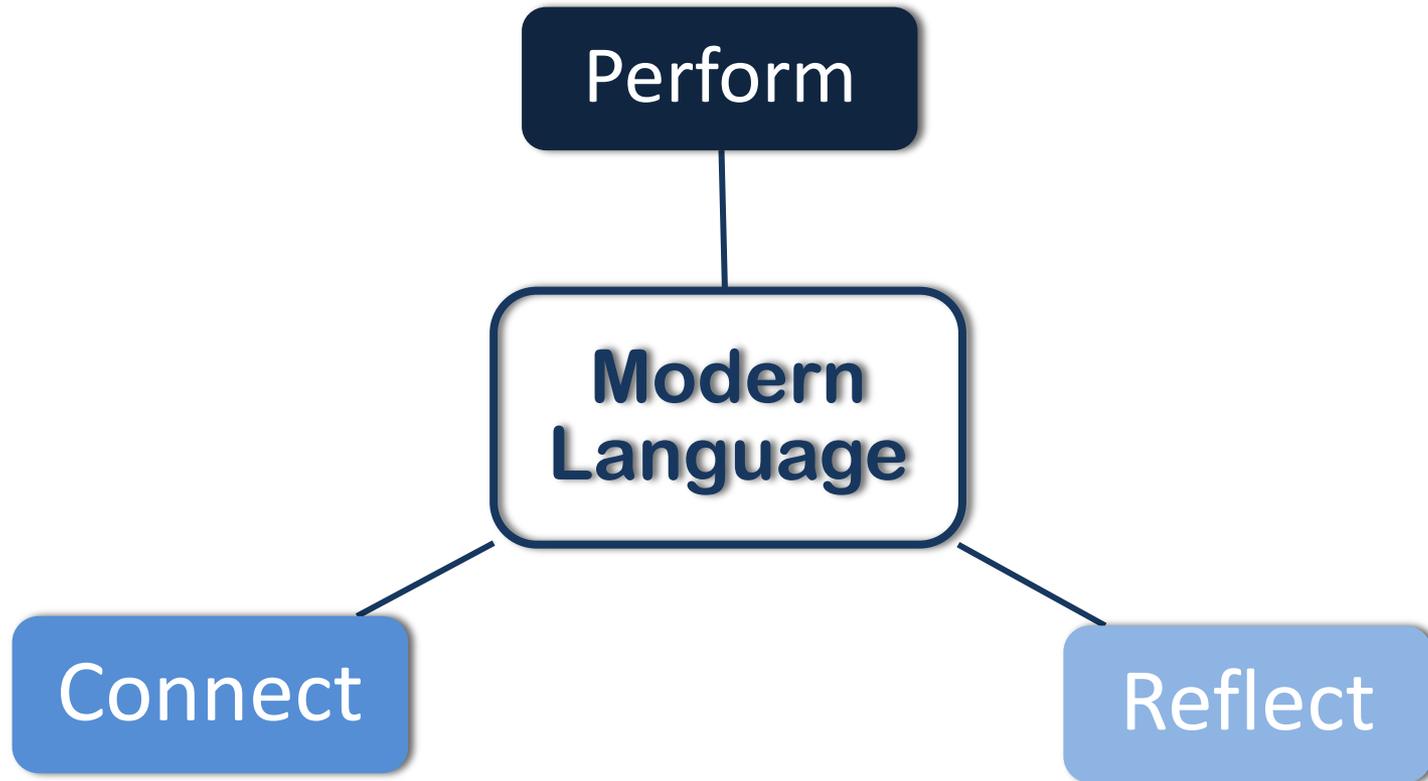
# The World Language Student Growth Model

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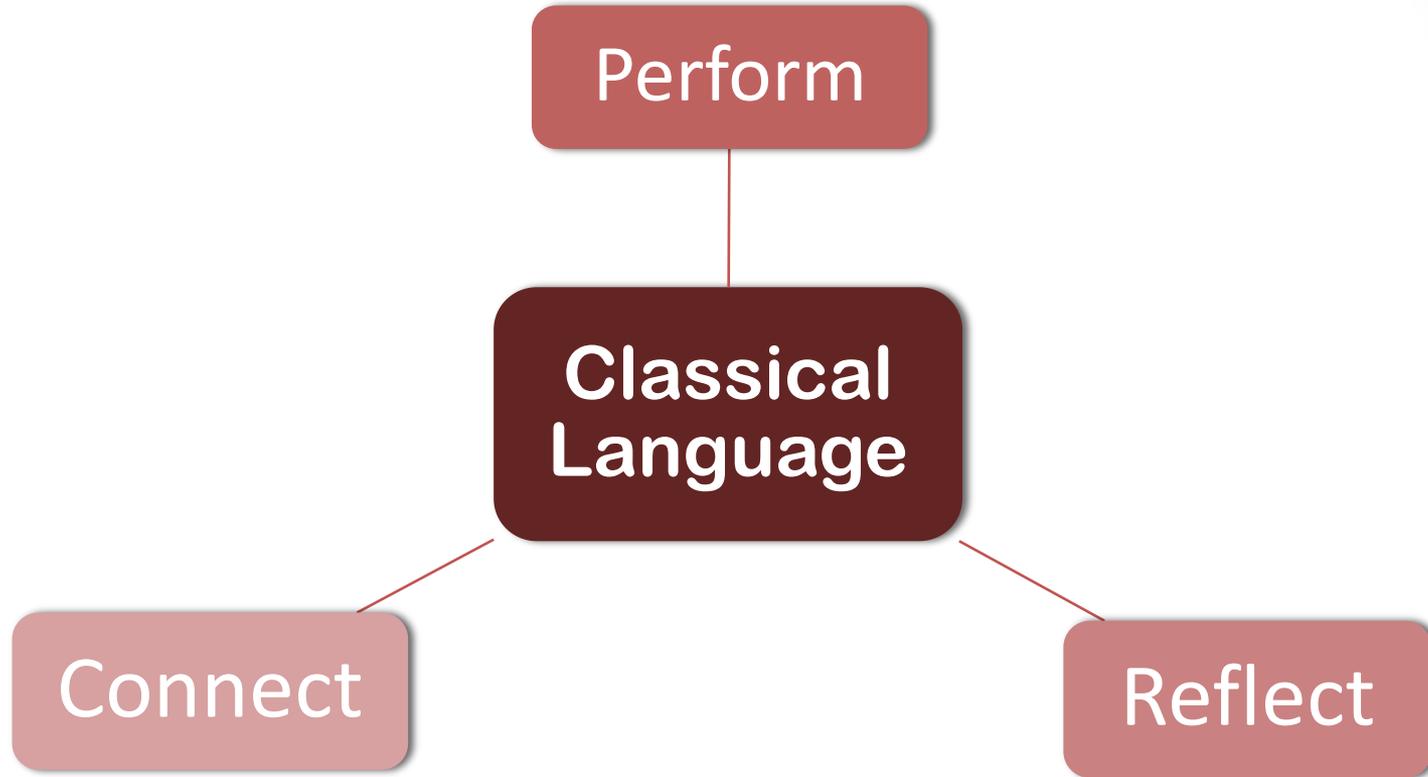
# How Does this Portfolio Work?

- ✓ **SIX** bodies of evidence across the three domains  
(**FIVE** bodies of evidence for Classical Languages)
- ✓ Each collection should contain evidence of student growth (pre and post lesson/unit/year), and any supplementary materials
- ✓ One collection of evidence uses standardized assessment data to provide an objective *backbone* to the portfolio
- ✓ Evidence of *purposeful sampling*
- ✓ Evidence is entered in GLADiS
- ✓ Self-rated, then evaluated by a peer educator

# Portfolio Structure: Learning Domains



# Portfolio Structure: Classical Language

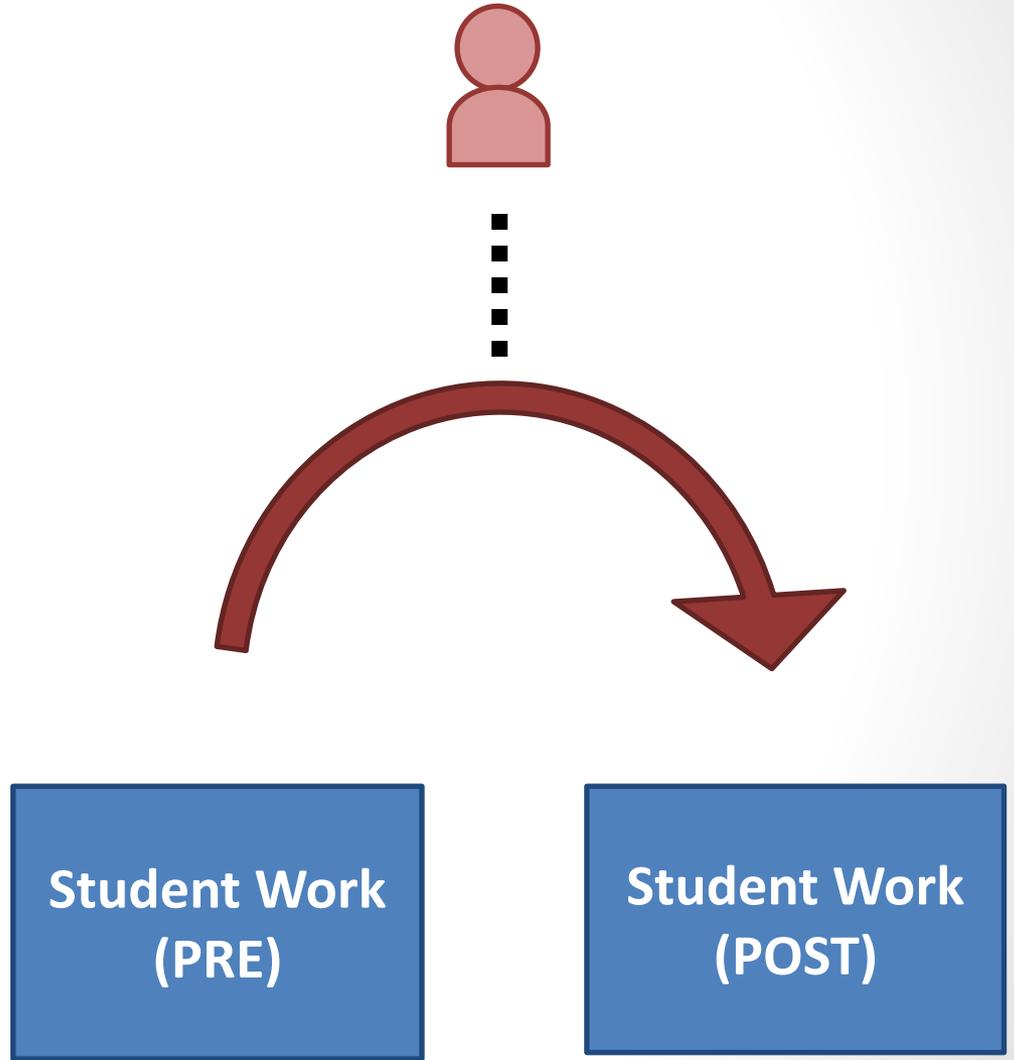


# Principals of Scoring: The Framework

**Teacher Effectiveness**

**Student Growth**

**Student Achievement as Defined by the Proficiency Guidelines**



**Student Work (PRE)**

**Student Work (POST)**

# Principals of Scoring: The Framework

We expect that our students will grow approximately one level each year:

Level 1 – **Significantly Below Expectations** – No/Limited student growth

Level 2 – **Below Expectations** – On average, less than one level of student growth.

Level 3 – **Meets Expectations** – On average, one level of student growth.

Level 4 – **Above Expectations** – On average, significantly more than one level of student growth.

Level 5 - **Significantly Above Expectations** – Significantly more than one level of student growth, AND demonstration of: meta-cognitive processes; knowledge and skills; risk taking, imagination and voice; and a range of abilities with technique, problem solving and ideation.

# Principals of Scoring: Proficiency Targets

A level of student growth is defined by the following proficiency targets:

Entry Proficiency	Exit Proficiency
Novice Low	Novice High or higher
Novice Mid	Novice High or higher
Novice High	Intermediate Low or higher
Intermediate Low	Intermediate Mid or higher
Intermediate Mid♦	Intermediate Mid or higher
Intermediate High	Advanced Low or higher

**\* based on one academic year of instruction**

- ♦ Intermediate Mid performance should still improve toward Intermediate high performance even though intermediate high may not be attained in one academic year.

# Principals of Scoring: The Scoring Guide

## Modern Language Peer Review Portfolio Scoring Guide

Modern Language		Holistic Portfolio Scoring Guide		
5	4	3	2	1
<p>Nearly all students evidence demonstrate adequate progress toward the target</p> <p>-----&amp;-----</p> <p>A majority of the student evidence demonstrates students exceeding the target.</p>	<p>Many bodies of evidence demonstrate students exceeding the target.</p> <p>-----&amp;-----</p> <p>Most of the remaining student evidence demonstrated adequate progress toward the target.</p>	<p>The majority of student evidence demonstrates adequate progress toward the target.</p>	<p>The majority of student evidence demonstrates students are not making adequate growth toward the target.</p>	<p>Majority of student evidence demonstrate minimal growth toward the target.</p>

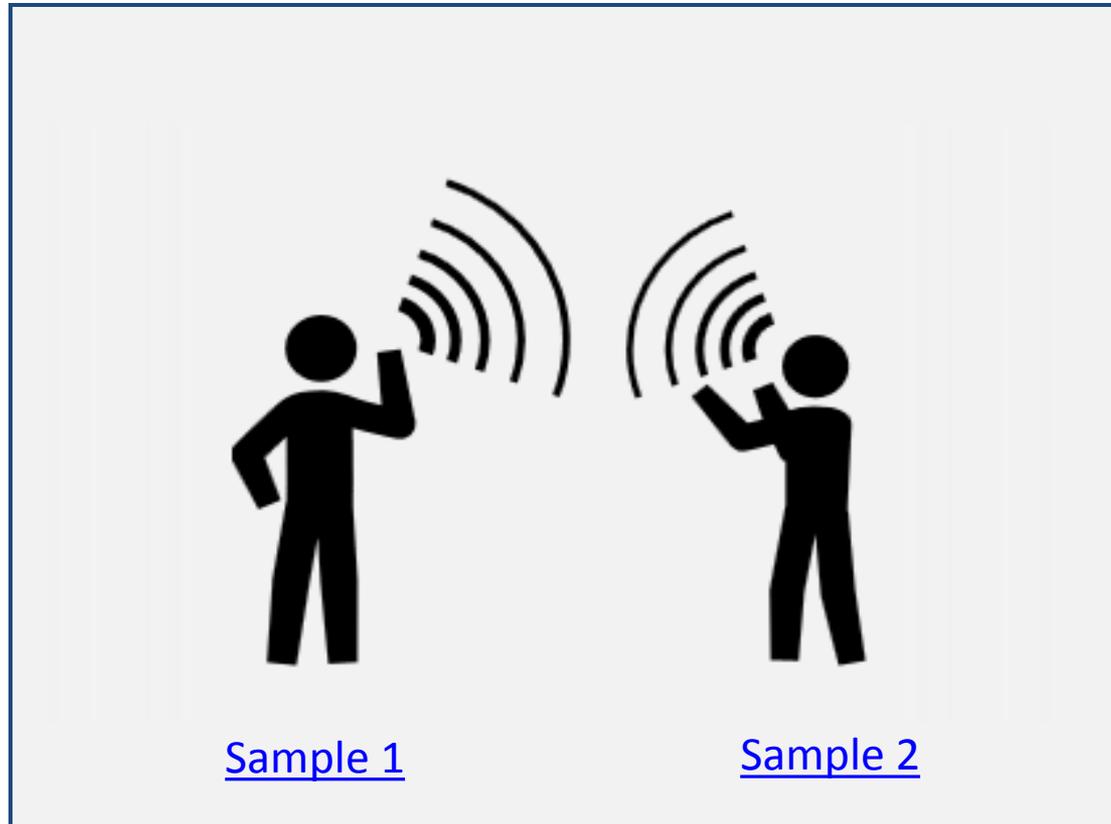
Annual Targets	
Level 1	Novice High
Level 2	Intermediate Low
Level 3	Intermediate Mid
Level 4	Intermediate Mid-High
AP	Intermediate High

Entry Proficiency	Exit Proficiency
Novice Low	Novice High or higher
Novice Mid	Novice High or higher
Novice High	Intermediate Low or higher
Intermediate Low	Intermediate Mid or higher
Intermediate Mid♦	Intermediate Mid or higher
Intermediate High	Advanced Low or higher

\* based on one academic year of instruction

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# Understanding Proficiency: Speaking



[Sample 1](#)

[Sample 2](#)

# The Mechanics of Scoring: GLADiS

## GLADiS

### Featured Clients:



The Growth in Learning Determination Information System (GLADIS) is designed to support schools operating a Portfolio-based Assessment System. Combining functionality allowing teachers to upload student growth evidence with real-time online evaluation, the GLADIS web interface simplifies file management, reduces administrative paperwork and gives program coordinators greater visibility.

Whether you are a teacher or an administrator, GLADIS will improve communication and feedback for your Portfolio-based Assessment System. Upload your files or complete reviews from wherever you are without installing any specialized software or equipment. All you need is a web browser to get started!



### LOGIN

**UserId:**

**Password:**

Login

[forgot password](#)

Supported Browsers

- Mozilla Firefox 16 & up
- Internet Explorer 8 and up

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Bravenet Free Counter

[VIEW SITE STATS](#)

# Pilot Plan & Lessons

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# World Language Pilot: Structure & Set-Up

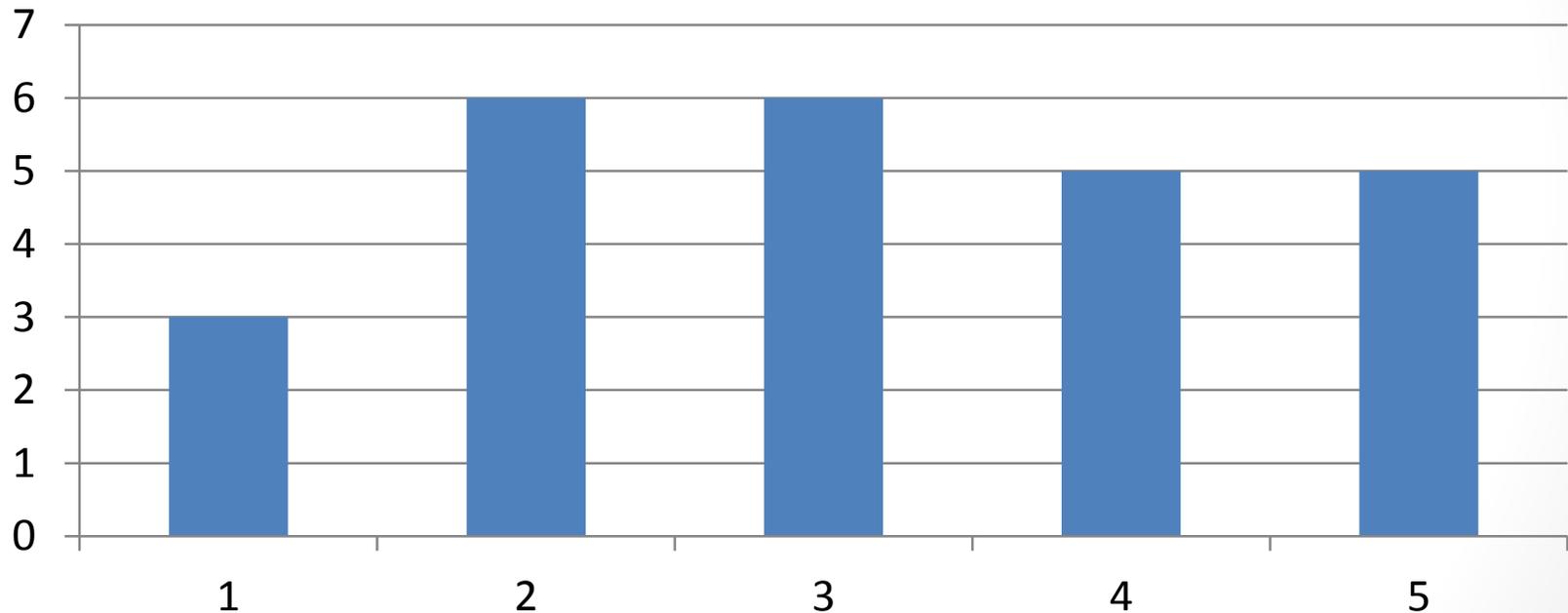
'11-'12: District administrators and teachers began developing a growth measure, which was ultimately not approved.

'12 '13: Based on the approval of the Fine Arts Growth Model, the district team redesigns the World Language Model.

'12 '13: 25 teachers completed a full portfolio.

# Pilot: Teachers' Score Distribution

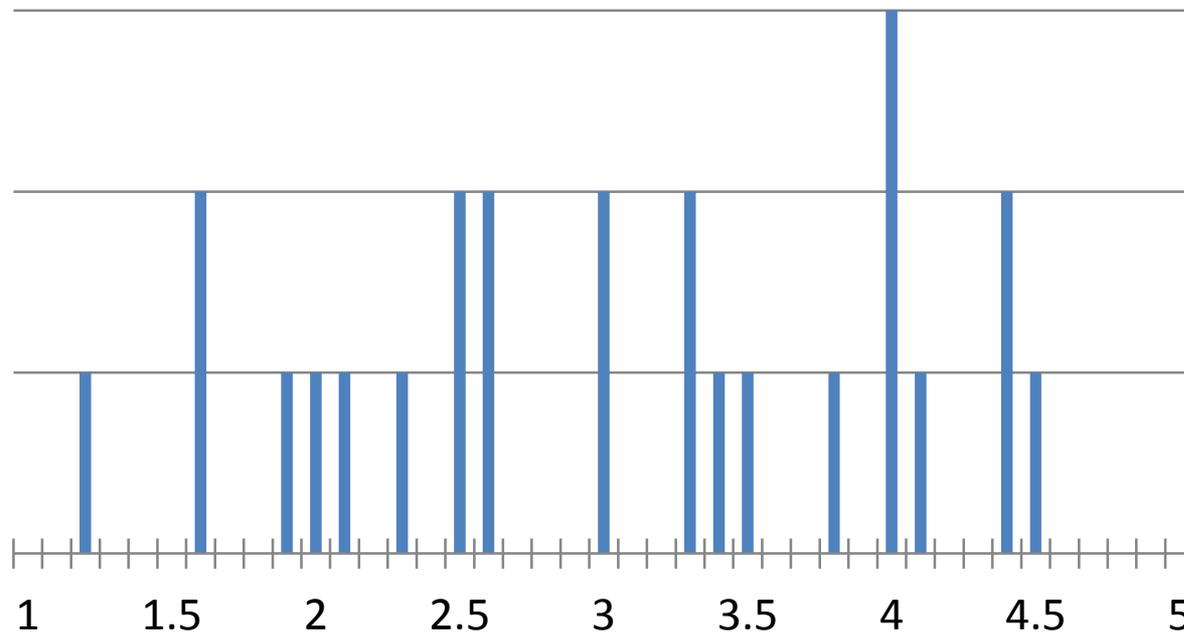
**Teachers' Growth Scores**  
(*N=25*)



Based on an equal score scoring protocol in which the ranges are as follows:  
1- 1.79, 1.8 – 2.59, 2.6 – 3.40, 3.41 – 4.12, 4.21 - 5

# Pilot: Teachers' Raw Score Distribution

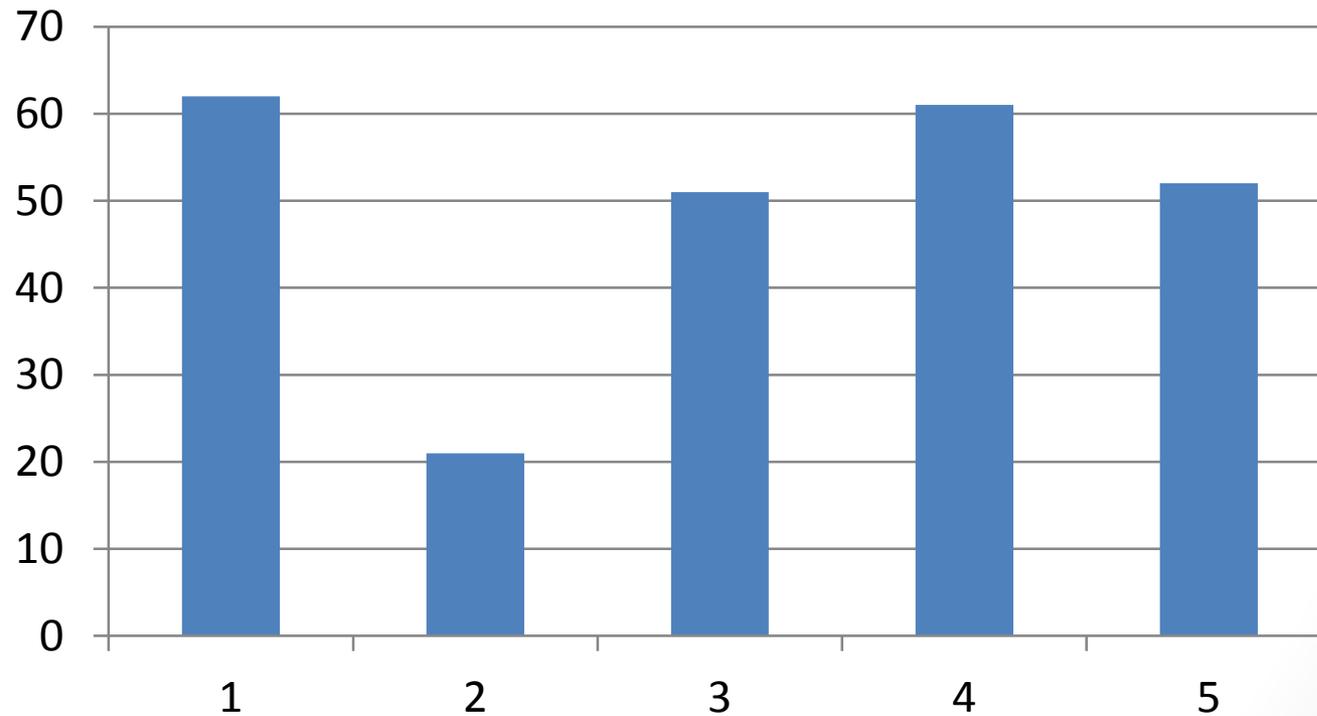
**Teachers' Raw Growth Scores**  
( $N=25$ )



*Scores rounded to the nearest hundredth*

# Pilot: Evidence Collection Score Distribution

**Scores Across All Evidence Collections**  
(*N*=247)



*Scores rounded to the nearest hundredth*

# World Language Pilot: Lessons Learned

- ✓ Ensure capacity before including less common languages
- ✓ Provide evaluator norming in target language
- ✓ Support teachers in understanding and implementing assessments (STAMP, AAPL) and technology
- ✓ Build teachers' capacity to embed authentic and meaningful assessment that demonstrates student growth
- ✓ Ensure clarity on domains and scoring; reconfigure technology to support unique World Language elements

# World Language Pilot: Benefits

- ✓ Authentic, individualized growth scores for nearly 200 more teachers
- ✓ Growth model evaluates *and* contributes to professional learning and development for teachers
- ✓ Builds meaningful opportunity for collaboration and professional learning communities across the state
- ✓ Provides career opportunities for teachers
- ✓ Increases credibility of district human capital efforts

# Thank You!

Please contact us with any questions.

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