

## DETERMINING STUDENTS' END OF COURSE EXPECTATION LEVELS

**Context:** Use this protocol if you have a body of evidence to track student growth over time, and you are confident that you can use this evidence to determine students' end-of-course expectation levels.

### **Guiding Questions\*:**

1. What was most important for your students to learn this year? (Review your objective statement and performance criteria.)
2. When did I teach this material, and when did students practice it? (This is where you will find evidence of student learning.)
3. For each student: Based on the available evidence, to what extent has the student mastered this material? (What is the student's expectation level at end-of-course?)

**Process:** Use multiple sources of evidence **and** your learning progression rubric to answer Guiding Question #3.

→**OFTEN, EVIDENCE OF STUDENT LEARNING WILL CLEARLY INDICATE A STUDENT'S EXPECTATION LEVEL.**

→**What if your sources of evidence don't clearly indicate the student's end-of-course expectation level?**

You will need to draw your best conclusion based on your informed professional judgment and the quality of the evidence you have. Below are four guidelines to consider:

#### **1. Weigh stronger data more.**

Rank evidence of student learning based on the quality of information each one provides, by asking:

- How aligned is it with the content and rigor of the SLO?
- How much of the SLO does it cover? (e.g., Just one Performance Criterion? All?)
- How consistent is this evidence with the evidence from other trusted assessments?
- If a colleague evaluated this work, how likely is it that s/he would come up with a similar score?  
*If your answer is "not very" for some of these questions, you should be less confident in this evidence.*

#### **2. Weigh evidence from later in the course more.**

Since learning builds upon itself, evidence of standards mastery that happens later in the course is generally more rigorous and more aligned with the "Met Expectations" level. Your end-of-course performance-based task *should be* the most heavily weighted component within your body of evidence.

#### **3. Determine appropriate end-of-course expectation levels.**

Using the ranked and weighted assessments, the SLO learning progression rubric, and your\* informed professional judgment, determine the appropriate end-of-course expectation level for each student.

#### **4. Review decisions; scrutinize and adjust as needed.**

- Ask: Do I see any unexpected results? Am I surprised by any expectation levels I've\* determined?  
*If yes, ask: Why are the results unexpected for this student?*
  - *Do I have other evidence of learning related to this SLO to consider for this decision?*

#### **5. If necessary and there is time remaining, collect more or better evidence.**

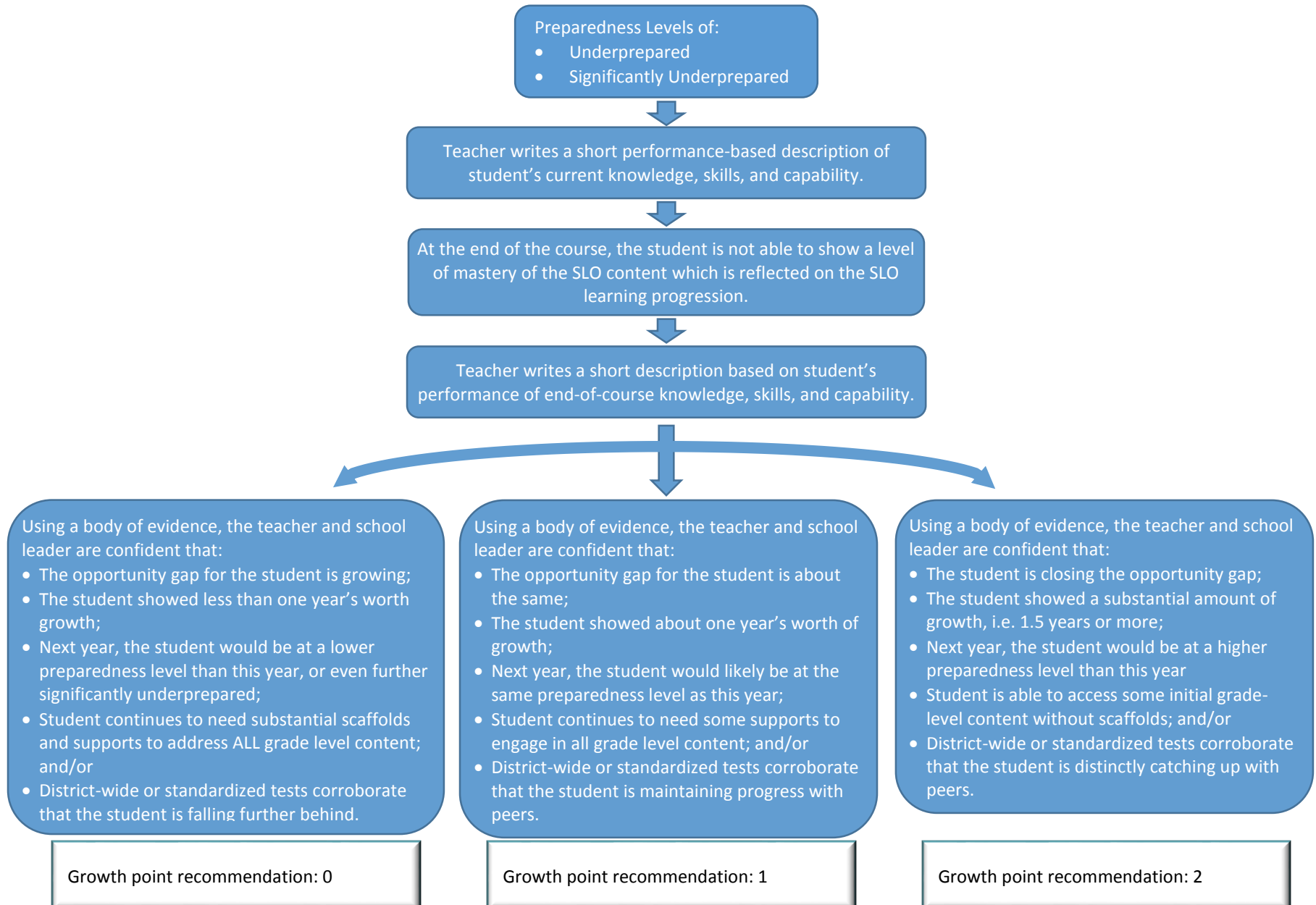
### **Reflection:**

- Did I teach this material enough and at the best time(s)?
- Did students get enough practice to master this material and enough opportunities to show what they know?
- Did I differentiate my instruction and assessments appropriately (for example, according to language level)?
- What would I do differently next year?

\*Collaboration is highly encouraged among subject/grade-level peers at every step of the SLO process.

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### DECISION BOX FLOW CHARTS



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