

# Multiple Measures, Multiple Meanings

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# Multiple Measures

- The importance of multiple measures is well-established and universally acknowledged:
  - Code of Professional Responsibilities (1985)
  - Joint Standards (1999)
  - IASA (1994) and NCLB (2001)

*Code of Professional Responsibilities in Educational Measurement (Section 6.7), NCME (1995)*

- Section 6.7
  - The interpretation, use, and communication of assessment results should promote valid inferences and minimize invalid ones. Persons who interpret, use, and communicate assessment results have a professional responsibility to use **multiple sources and types of relevant information** about persons or programs whenever possible in making educational decisions.

*Standards for Educational and Psychological Testing*  
(AERA, APA, NCME, 1999)

- Standard 13.7
  - In educational settings, a decision or characterization that will have major impact on a student **should not be made on the basis of a single test score**. Other relevant information should be taken into account if it will enhance the overall validity of the decision.

# IASA (1994) → NCLB (2001)

- Section 1111(b)3.
  - Assessments.--Each State plan shall demonstrate that the State has developed or adopted a set of high-quality, yearly student assessments, including assessments in at least mathematics and reading or language arts, that will be used as the primary means of determining the yearly performance of each local educational agency and school served under this part in enabling all children served under this part to meet the State's student performance standards. Such assessments shall--
    - ``(A) be the same assessments used to measure the performance of all children, if the State measures the performance of all children;
    - ``(B) be aligned with the State's challenging content and student performance standards and provide coherent information about student attainment of such standards;`
    - `(C) be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards for such assessments;
    - ``(D) measure the proficiency of students in the academic subjects in which a State has adopted challenging content and student performance standards and be administered at some time during--
      - ``(i) grades 3 through 5;
      - ``(ii) grades 6 through 9; and
      - ``(iii) grades 10 through 12;
    - ``(E) involve multiple up-to-date measures of student performance, including measures that assess higher order thinking skills and understanding;
    - ``(F) provide for--
      - ``(i) the participation in such assessments of all students;
      - ``(ii) the reasonable adaptations and accommodations for students with diverse learning needs, necessary to measure the achievement of such students relative to State content standards; and
      - ``(iii) the inclusion of limited English proficient students who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such students' mastery of skills in subjects other than English;
    - ``(G) include students who have attended schools in a local educational agency for a full academic year but have not attended a single school for a full academic year, however the performance of students who have attended more than one school in the local educational agency in any academic year shall be used only in determining the progress of the local educational agency;
    - ``(H) provide individual student interpretive and descriptive reports, which shall include scores, or other information on the attainment of student performance standards; and
    - ``(I) enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.
  - ``(4) Special rule.--Assessment measures that do not meet the requirements of paragraph (3)(C) may be included as one of the multiple measures, if a State includes in the State plan information regarding the State's efforts to validate such measures.

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# NCLB – Special Rule

*Under NCLB, additional measures may be used only to identify more schools.*

- (4) SPECIAL RULE- Academic assessment measures in addition to those in paragraph (3) that do not meet the requirements of such paragraph may be included in the assessment under paragraph (3) as additional measures, but may not be used in lieu of the academic assessments required under paragraph (3). Such additional assessment measures may not be used to reduce the number of or change, the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if such additional indicators were not used, but may be used to identify additional schools for school improvement or in need of corrective action or restructuring except as provided in paragraph (2)(I)(i).

Several prominent educators and organizations have expressed support for multiple measures and call for expanded use of multiple measures in the reauthorization of ESEA

- National Education Association
  - <http://www.nea.org/home/16874.htm>
- Selected Civil Rights groups
  - [http://www.edaccountability.org/MultipleMeasuresCRletter%20 5 .pdf](http://www.edaccountability.org/MultipleMeasuresCRletter%205.pdf)
- National Conference of State Legislatures
  - <http://www.ncsl.org/documents/educ/NCLBRecommendations.pdf>
- ASCD
  - <http://www.ascd.org/news-media/ASCD-Policy-Positions/ASCD-Positions.aspx>



# Multiple Meanings

- Despite the widespread agreement about the importance of multiple measures, there is less agreement, some confusion, and even a bit of controversy about what is meant by multiple measures
- In the 1951 edition of Educational Measurement, Charles Mosier provides a detailed description of three distinct purposes of multiple measures.

- In almost every situation in which psychological measurement is applied, more than one measurement is involved. The introduction of multiple measures of the same individual, or set of individuals, raises questions concerning how these several measures should be chosen, in what terms they should be expressed, and how they can be combined into a meaningful whole. The combination of the several scores for one individual may either merge the several parts or preserve their respective identities.
  - Charles I Mosier (Educational Measurement, 1951)

## 3 distinct purposes

1. Provide finer degrees of discrimination
2. Increase the reliability of measurement
3. Provide measures of unrelated aspects of the behavior-to-be-predicted

# And a 4<sup>th</sup> purpose

## 4. As an alternative measure

- Use of an alternative measure of the same construct with NO intent of using information from both measures.
- Could be considered within the framework of the other purposes, but it may be best to treat separately from “multiple measures”

Not noted in Mosier's 3 purposes is the recent use of the term multiple measures to refer to an alternate measure offered for accessibility.

# 1. Finer degrees of discrimination

- The most simple concept...
- But can lead to the most complex designs
- Adding more measures allows for more distinctions among performances.
- More distinctions among performances can lead to
  - More precision in measurement
  - Improved interpretation

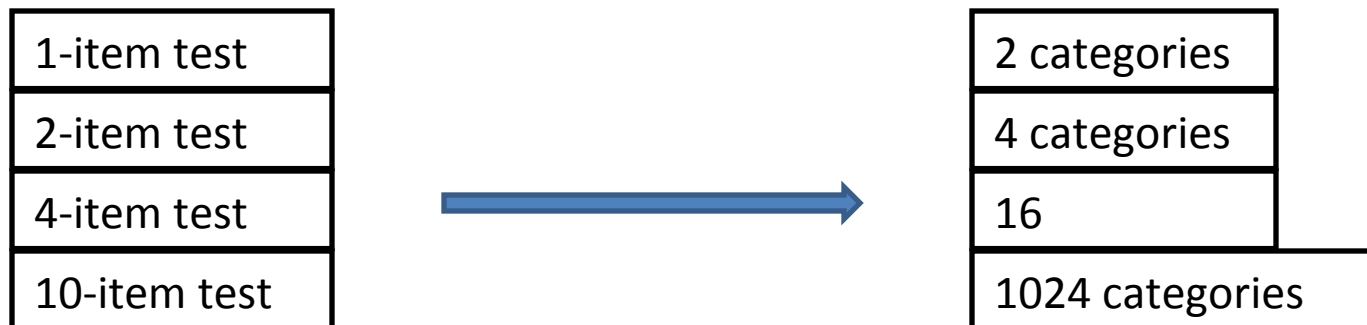
Under traditional designs, the number of items needed for reliability is generally more than would be needed for finer degrees of discrimination.

### With Number Correct Scoring



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### With Pattern Scoring



But????

$$\begin{array}{cccccc}
 & & & & & & 1 \\
 & & & & & & 1 & 1 \\
 & & & & & 1 & 2 & 1 \\
 & & & 1 & 3 & 3 & 1 \\
 & & 1 & 4 & 6 & 4 & 1 \\
 1 & 5 & 10 & 10 & 5 & 1
 \end{array}$$

- The number of categories quickly increases as items or components are added.
- How many meaningful distinctions can be made?
  - What are the relationships among components?
  - What combinations can be expected?

Under current assessment design, adaptive testing may be considered an example of increasing discrimination by adding carefully selected measures.

## 2. Increase reliability of measurement

- Each observation has some elements of unreliability
  - The reliability of the composite is increased by increasing the number of observations\*
  - The measures should be highly intercorrelated, since all are intended to be measures of the same fundamental characteristic.
- \* Increasing the number of observations or components is not a guarantee of increased reliability.



## 2. Increase reliability (Variation 1)

- Multiple tests of a common factor
  - Minimize chance error
  - Minimize systematic effects of a large number of uncorrelated factors as well
- Each test measures a common factor, but some other factor as well
  - “other” factor not shared across tests
- Aggregate minimizes the impact of the “other” factors

## 2. Increase Reliability (Variation 2)

- Multiple opportunities to pass the same test
  - In theory, multiple opportunities would provide a more reliable estimate of a student's true score than a single observed score.
  - In practice, only the highest single observed score is used as the indicator of student achievement
    - Graduation/exit exams
    - Admissions tests
  - Using the highest score, does not increase reliability. Indicates more concern for “false negatives” than “false positives”

### 3. Unrelated Aspects

- Unrelated = uncorrelated
- Purpose is to measure *different* aspects of the criterion, each related to the criterion, but not duplicating each other.
- Substantial correlation with the criterion and “absence” or “lack” of correlation with each other.

# Mosier's comparison of assessment designs

2. Increased Reliability  
(Related Aspects)

$$R = F_1(X)$$

$$A = F_2(X, U_A)$$

$$B = F_3(X, U_B)$$

$$C = F_4(X, U_C)$$

3. Unrelated aspects

$$R = F_1(X, Y, Z)$$

$$A = F_2(X, U_A)$$

$$B = F_3(Y, U_B)$$

$$C = F_4(Z, U_C)$$

# “Many a slip between scoring model and score interpretation” – Messick (1989)

- A scoring or measurement model describes the way in which item responses are combined to form test scores, along with any control procedures taking account of conditions of testing that influence score interpretation.
- Model compounding – two or more scoring or measurement models are combined, or one is overlaid on the other, so that one aspect of test interpretation derives from one model and another aspect from the overlay.
  - Leads to confusion as to what construct theory to reference.
  - Leads to confusion about the forms of evidence needed for the construct validation of the compound interpretation.
  - Compound score interpretations require compounded sources of evidence...
- Model slippage – scores derived by one measurement model are interpreted in terms of a different measurement model.
  - Scores designed to distinguish among groups (class model) are interpreted to make inferences about the amount of some characteristic or trait (cumulative model)
- “One person’s inadvertent model slippage may be another’s deliberate creative leap”

# Alternative Models for scoring and score interpretation – Messick (1989)

- Cumulative Quantitative
  - Higher scores associated with more of the trait
- Quality or intensity of a response
  - Non-compensatory; highest rating attained
- Class models
  - Higher score indicates greater probability of class membership
  - Criterion-referenced or domain-referenced interpretations
- Dynamic Models
  - Two or more manifestations of the same trait may be mutually exclusive or negatively correlated
- Ipsative Models
  - Comparisons within individuals (relative strengths and weaknesses)
- Normative
  - Comparisons across individuals
- Criterion-referenced or domain-referenced

# Composite Score v. Score Profile

- Either can support a summative decision
- Choice requires a policy decision which may be based on several factors
  - Policy/politics, measurement, cost, ease
- Choice should be
  - related to the reason for having multiple measures
  - consistent with the assessment system design
  - consistent with the proposed uses of the system

# Composite Scores

- Tend to reflect a compensatory model
- Require decisions about weighting of components
  - There are no “non-decisions” about weighting
  - Weightings are not as simple and straightforward as they may appear.
  - Certain weightings may improve reliability or validity, but not both



# Profile Scores

- Tend to reflect a non-compensatory model
  - Conjunctive, Disjunctive or Complementary
- Can focus on patterns of performance as well as individual components
- Usually require some type of processing of individual component scores to support appropriate comparisons
- May defer complex considerations to the judgment of the interpreter – beware of “seeming simplicity” of profiles

# Variations on Composites and Profiles

- Tiers, Screening, Successive Hurdles,
  - Components are administered consecutively and only those who “meet” or “fail to meet” a specified criteria on one component are administered the following component.
  - Under a conjunctive system, each component measures critical, necessary knowledge/skills
  - Efficiency is a prime consideration in determining order of administration.
- Dashboards

# Time

- Introduction of time impacts measurement and the interpretation of scores.
- Across short time periods
- Across longer time periods “growth” becomes a factor. Are we interested in
  - Growth from Time A to Time B
  - Achievement at Time B
  - “Typical” performance across Time A to Time B

# Examples

- Grades
- High school graduation
- College Admission
  - SAT and ACT
  - College admissions process
- Teacher Evaluation
  - DC Impact
  - Rhode Island
- Race to the Top

# Grades

## Rocky River High School

### HIGH SCHOOL GRADING POLICY

Grades are quantitative statements reflecting instructor assessment of student performance. Grades represent the degree of mastery of the prescribed curriculum of a given content area or course at a given point in time in a student's educational development. Measurement of a student's performance provides a means for educators to communicate with students and parents. *Grades indicate academic achievement of a student, not necessarily one's ability.* Assessment is to be a daily function so that feedback, both written and verbal, is constant. Grades reflect actual student's academic performance. Parameters include authentic assessments, tests, class work, homework, and class participation. Teachers will follow additional guidelines in the courses of study when determining a grade. Grades are interpreted as follows:

#### GRADES IN GPA

|                  |   |                         |
|------------------|---|-------------------------|
| <b>A+</b>        | = | <b>Superior</b>         |
| <b>A, A-, B+</b> | = | <b>Excellent</b>        |
| <b>B, B-, C+</b> | = | <b>Good</b>             |
| <b>C, C-, D+</b> | = | <b>Average</b>          |
| <b>D, D-</b>     | = | <b>Below Average</b>    |
| <b>F</b>         | = | <b>Failing</b>          |
| <b>WF</b>        | = | <b>Withdrew Failing</b> |

#### GRADES NOT IN GPA

|           |   |                         |
|-----------|---|-------------------------|
| <b>I</b>  | = | <b>Incomplete</b>       |
| <b>p</b>  | = | <b>Passed</b>           |
| <b>EX</b> | = | <b>Excused</b>          |
| <b>WP</b> | = | <b>Withdrew Passing</b> |

School districts commonly have policies identifying a variety of measures to be included in determining student grades. The interpretation of measures averaged over a marking period or school year can be difficult.

# Grades

## Calcasieu Parish School Board

### GRADE COMPUTATION

Reports related to student progress will be made to parents of regular and special education students at the end of each marking period throughout the session. Teachers are expected to evaluate at least ten (10) different times during the period to arrive at a fair grade (tests, class participation, homework, reports, experiments, themes, etc.) Teachers shall not assign multiple grades to individual tasks in order to meet the required number of evaluations. Special projects like term papers, which include multiple steps that are graded separately, do not violate the spirit of this policy. The grade for the marking period will be an average of these grades. All grades shall be recorded numerically.

# High School Graduation

## Darling-Hammond et al. (2005)

**M**ultiple measures approaches to graduation provide diverse opportunities for students to demonstrate what they have learned, including research papers, projects, exhibitions, and other performance assessments that evaluate a wide range of skills. The concept of multiple measures is routinely used by policymakers to make critical decisions about such matters as employment and economic forecasting (for example, the Dow Jones Index or the GNP), as well as admission to universities, where grades, essays, activities, and accomplishments are considered along with test scores. Successful businesses use a “dashboard” set of indicators to evaluate their health and progress, aware that no single indicator is sufficient to understand their operations. This concept was embraced in successive revisions of the Elementary and Secondary Education Act, including the No Child Left Behind Act in 2002, which calls for multiple measures of student performance, extending beyond test scores.

# ACT and SAT

In reporting test scores, ACT uses a composite and SAT a profile

## ACT

- Composite
  - English
  - Mathematics
  - Reading
  - Science
- Composite score is an average of test scaled scores (“equal” weights)
- Separate scales were designed to have consistent relationship between scaled scores and standard error

## SAT

- Profile
  - Critical Reading
  - Mathematics
  - Writing
- Separate scales were designed to have the same mean and standard deviation



# ACT and SAT College Readiness

## ACT

- Profile
- Compute benchmarks for individual tests
- Related to probability of success in particular credit-bearing courses

## SAT

- Composite
- Compute a college readiness score based on an aggregate of Critical Reading, Mathematics, and Writing scores
- Related to first-year college GPA

For their college readiness benchmark, however, ACT focuses on individual tests and SAT uses a composite index.

Many colleges report using a holistic approach to evaluate student profiles for admissions

**APPLYING ONLINE:** Both the Common Application and the Universal College Application ([www.commonapp.org](http://www.commonapp.org) and [www.universalcollegeapp.com](http://www.universalcollegeapp.com)) allow students to apply online. The Duke Student Supplement is also available at these Web sites and can be submitted online.

**ESSAY AND SHORT ANSWER QUESTIONS:** Your essay is an important part of your application. It is your primary chance to speak to us in your own voice and a way for us to learn about you as a person, so write from the heart and be yourself. We encourage you to take time with your essay; don't simply write it online and submit it. Print it out, have others read it, and submit it only when you are completely satisfied that it represents you and your best effort. Applicants to Trinity College may also choose to answer the short answer question on the Duke Student Supplement; applicants to the Pratt School of Engineering are required to answer this question. In either case, please be sure to give your responses thoughtful consideration.

**TEACHER RECOMMENDATIONS:** Duke requires two teacher recommendations. Complete the student portion of the Teacher Evaluations and give the forms to teachers who have taught you within the last two years of secondary school in major academic courses (English, mathematics, social studies, sciences, foreign language). If you are applying to the Pratt School of Engineering, one recommendation should be from a math or science teacher.

**TESTING:** All candidates for admission must complete one of the following and arrange to have official test score reports sent to Duke:

- **ACT, including the writing exam**

OR

- **SAT plus two SAT Subject Tests**

*Applicants to the Trinity College of Arts & Sciences who take the SAT may take any two SAT Subject Tests. Applicants to the Pratt School of Engineering who take the SAT must take one SAT Subject Test in Mathematics.*

**SCHOOL REPORTS:** Complete the student portions of the School Report and the Midyear Report, and give these forms to your guidance counselor or advisor. Be sure to request that an official transcript be sent to Duke. If you are applying Early Decision, you should also give your counselor or advisor Duke's First Quarter Grade Report (available at [www.admissions.duke.edu](http://www.admissions.duke.edu)). If you apply via the Common Application, your counselor and teachers will have the option to complete their forms online through the Common Application Online School Forms system.

**OPTIONAL ARTISTIC MATERIAL:** If you have exceptional talent in art, dance, music, theater, photography, or film/video/digital media, you may submit an artistic material form along with supplementary material to be evaluated by an appropriate faculty member.

Both the Common Application and Universal College Application provide material forms. For specific guidelines about what to submit, please visit [www.admissions.duke.edu](http://www.admissions.duke.edu) and click on "How to Apply," then "Optional Artistic Material."

# DCPS Impact

The teacher evaluation system for the Washington, DC public schools includes ratings on many multiple standards across multiple time periods.

*SAMPLE SCORE CHART*  
**TEACHING AND LEARNING FRAMEWORK (TLF)**

| TEACHING AND LEARNING FRAMEWORK (TLF)  | ADMIN CYCLE ENDS 12/1 | ADMIN CYCLE ENDS 3/1 | ADMIN CYCLE ENDS 6/15 | ME CYCLE ENDS 2/1 | ME CYCLE ENDS 6/15 | OVERALL ANNUAL COMPONENT SCORE<br><i>(Average of Cycles)</i> |
|--|-----------------------|----------------------|-----------------------|-------------------|--------------------|--|
| <b>TLF SCORE</b> <i>(Average of Teach 1 to Teach 9)</i>                          | 3.7                   | 3.8                  | 3.7                   | 3.7               | 3.8                | 3.7  |
| <b>Teach 1:</b> Lead Well-Organized, Objective-Driven Lessons                    | 3.0                   | 4.0                  | 4.0                   | 4.0               | 4.0                |  |
| <b>Teach 2:</b> Explain Content Clearly  | 4.0                   | 3.0                  | 4.0                   | 4.0               | 4.0                |  |
| <b>Teach 3:</b> Engage Students at All Learning Levels in Rigorous Work          | 4.0                   | 4.0                  | 4.0                   | 4.0               | 4.0                |  |
| <b>Teach 4:</b> Provide Students Multiple Ways to Engage with Content            | 3.0                   | 4.0                  | 3.0                   | 3.0               | 4.0                |  |
| <b>Teach 5:</b> Check for Student Understanding                                  | 4.0                   | 4.0                  | 4.0                   | 3.0               | 3.0                |  |
| <b>Teach 6:</b> Respond to Student Misunderstandings                             | 4.0                   | 3.0                  | 4.0                   | 4.0               | 4.0                |  |
| <b>Teach 7:</b> Develop Higher-Level Understanding through Effective Questioning | 4.0                   | 4.0                  | 4.0                   | 4.0               | 4.0                |  |
| <b>Teach 8:</b> Maximize Instructional Time                                      | 3.0                   | 4.0                  | 3.0                   | 3.0               | 4.0                |  |
| <b>Teach 9:</b> Build a Supportive, Learning-Focused Classroom Community         | 4.0                   | 4.0                  | 3.0                   | 4.0               | 3.0                |  |

Multiple ratings are averaged into a composite score on major dimensions

Composite scores on each dimension are weighted to compute an overall composite score on a 100 – 400 scale. Nominal weights are expressed in terms of “pie chart percentages” totalling 100.

### SAMPLE SCORE

| COMPONENT   | COMPONENT SCORE | PIE CHART PERCENTAGE | WEIGHTED SCORE |
|---|-----------------|----------------------|----------------|
| Individual Value-Added Student Achievement Data (IVA) | 3.5             | x 50                 | = 175          |
| Teaching and Learning Framework (TLF)                 | 3.7             | x 35                 | = 130          |
| Commitment to the School Community (CSC)              | 3.5             | x 10                 | = 35           |
| School Value-Added Student Achievement Data (SVA)     | 3.3             | x 5                  | = 17           |
| <b>TOTAL</b>  |                 |                      | <b>357</b>     |

Value-Added Student Achievement Data is assigned a nominal weight of 50%.

## Step 4

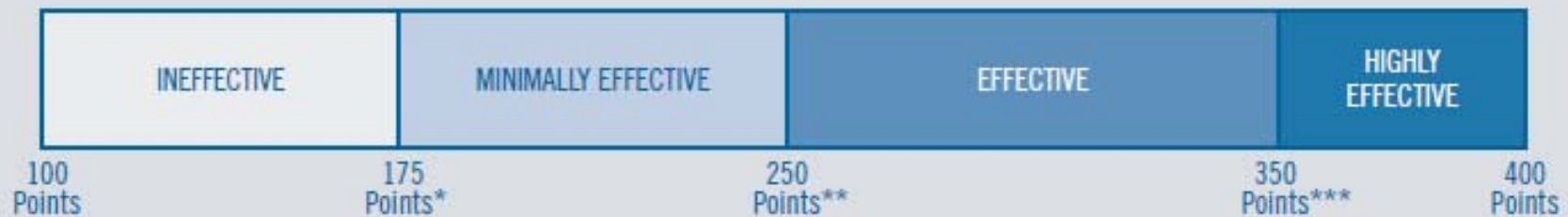
We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual's rating for all cycles is Meets Standard, so no points have been subtracted.

SAMPLE SCORE CHART  
CORE PROFESSIONALISM (CP)

| CORE PROFESSIONALISM (CP)         | CYCLE ENDS 12/1 | CYCLE ENDS 6/15 | OVERALL        |
|-----------------------------------|-----------------|-----------------|----------------|
| CP SCORE (Lowest of CP 1 to CP 4) | MEETS STANDARD  | MEETS STANDARD  | MEETS STANDARD |
| CP 1: Attendance                  | MEETS STANDARD  | MEETS STANDARD  |                |
| CP 2: On-Time Arrival             | MEETS STANDARD  | MEETS STANDARD  |                |
| CP 3: Policies and Procedures     | MEETS STANDARD  | MEETS STANDARD  |                |
| CP 4: Respect                     | MEETS STANDARD  | MEETS STANDARD  |                |

Outside of the weighting and computation system, up to 20 points can be deducted from the overall composite score based on performance on the “Core Professionalism” dimension. No additional points can be earned for core professionalism.

## OVERALL IMPACT SCALE



*\*A score of exactly 175 would be classified as Minimally Effective.*

*\*\*A score of exactly 250 would be classified as Effective.*

*\*\*\*A score of exactly 350 would be classified as Highly Effective.*

Standard Setting decisions also play a major role in the interpretation of composite scores and interact with weighting decisions.



# Rhode Island Model

|                               |                            | Professional Practice |            |          |                |
|-------------------------------|----------------------------|-----------------------|------------|----------|----------------|
|                               |                            | Exemplary             | Proficient | Emerging | Unsatisfactory |
| Professional Responsibilities | Exceeds Expectations       | 4                     | 3          | 2        | 2              |
|                               | Meets Expectations         | 4                     | 3          | 2        | 1              |
|                               | Does Not Meet Expectations | 3                     | 2          | 1        | 1              |

|              |                  | Student Learning Objectives |                 |                         |                    |                       |
|--------------|------------------|-----------------------------|-----------------|-------------------------|--------------------|-----------------------|
|              |                  | Exceptional Attainment      | Full Attainment | Considerable Attainment | Partial Attainment | Minimal/No Attainment |
| Growth Model | High Growth 3    | 5                           | 5               | 4                       | 3                  | 2                     |
|              | Typical Growth 2 | 5                           | 4               | 3                       | 2                  | 1                     |
|              | Low Growth 1     |                             |                 |                         |                    |                       |

| PP x PR | STUDENT LEARNING |    |    |   |    |    |
|---------|------------------|----|----|---|----|----|
|         | 5                | 4  | 3  | 2 | 1  |    |
|         | 4                | HE | HE | E | E* | D* |
|         | 3                | HE | E  | E | D  | I* |
|         | 2                | E* | E  | D | D  | I  |
| 1       | D*               | D* | D  | I | I  |    |

The Rhode Island Growth Model will not be used for ratings in school year 2011-2012

The Rhode Island Educator Evaluation Model under development uses a series of profile matrices to arrive at composite ratings.

# Race to the Top

## II. Points Overview

The chart below shows the maximum number of points that may be assigned to each criterion.

| Selection Criteria   | Points      | Percent     |
|--|-------------|-------------|
| <b>A. State Success Factors</b>  | 125         | 25%         |
| (A)(1) Articulating State's education reform agenda and LEAs' participation in it                      | 65          |             |
| (i) Articulating comprehensive, coherent reform agenda   | 5           |             |
| (ii) Securing LEA commitment   | 45          |             |
| (iii) Translating LEA participation into statewide impact  | 15          |             |
| (A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans           | 30          |             |
| (i) Ensuring the capacity to implement   | 20          |             |
| (ii) Using broad stakeholder support   | 10          |             |
| (A)(3) Demonstrating significant progress in raising achievement and closing gaps                      | 30          |             |
| (i) Making progress in each reform area  | 5           |             |
| (ii) Improving student outcomes  | 25          |             |
| <b>B. Standards and Assessments</b>  | 70          | 14%         |
| (B)(1) Developing and adopting common standards  | 40          |             |
| (i) Participating in consortium developing high-quality standards                                      | 20          |             |
| (ii) Adopting standards  | 20          |             |
| (B)(2) Developing and implementing common, high-quality assessments                                    | 10          |             |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments                    | 20          |             |
| <b>C. Data Systems to Support Instruction</b>  | 47          | 9%          |
| (C)(1) Fully implementing a statewide longitudinal data system   | 24          |             |
| (C)(2) Accessing and using State data  | 5           |             |
| (C)(3) Using data to improve instruction   | 18          |             |
| <b>D. Great Teachers and Leaders</b>   | 138         | 28%         |
| Eligibility Requirement (b)  | eligibility |             |
| (D)(1) Providing high-quality pathways for aspiring teachers and principals                            | 21          |             |
| (D)(2) Improving teacher and principal effectiveness based on performance                              | 58          |             |
| (i) Measuring student growth   | 5           |             |
| (ii) Developing evaluation systems   | 15          |             |
| (iii) Conducting annual evaluations  | 10          |             |
| (iv) Using evaluations to inform key decisions   | 28          |             |
| (D)(3) Ensuring equitable distribution of effective teachers and principals                            | 25          |             |
| (i) Ensuring equitable distribution in high-poverty or high-minority schools                           | 15          |             |
| (ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas                     | 10          |             |
| (D)(4) Improving the effectiveness of teacher and principal preparation programs                       | 14          |             |
| (D)(5) Providing effective support to teachers and principals  | 20          |             |
| <b>E. Turning Around the Lowest-Achieving Schools</b>  | 50          | 10%         |
| (E)(1) Intervening in the lowest-achieving schools and LEAs  | 10          |             |
| (E)(2) Turning around the lowest-achieving schools   | 40          |             |
| (i) Identifying the persistently lowest-achieving schools  | 5           |             |
| (ii) Turning around the persistently lowest-achieving schools  | 35          |             |
| <b>F. General</b>  | 55          | 11%         |
| Eligibility Requirement (a)  | eligibility |             |
| (F)(1) Making education funding a priority   | 10          |             |
| (F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools | 40          |             |
| (F)(3) Demonstrating other significant reform conditions   | 5           |             |
| Competitive Preference Priority 2: Emphasis on STEM  | 15          | 3%          |
| <b>TOTAL</b>   | <b>500</b>  | <b>100%</b> |
| Subtotal: Accomplishments  | 260         | 52%         |
| Subtotal: Plans  | 240         | 48%         |

Ratings for the Race to the Top competition were based on a 500-point composite which was an aggregate of multiple rating scales.

Nominal Weighting of components was built into the number of points possible for each component.



| <b>Selection Criteria</b>  | <b>Points</b> | <b>Percent</b> |
|--|---------------|----------------|
| <b>A. State Success Factors</b>  | <b>125</b>    | <b>25%</b>     |
| (A)(1) Articulating State's education reform agenda and LEAs' participation in it            | 65            |                |
| (i) Articulating comprehensive, coherent reform agenda                                       | 5             |                |
| (ii) Securing LEA commitment   | 45            |                |
| (iii) Translating LEA participation into statewide impact                                    | 15            |                |
| (A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans | 30            |                |
| (i) Ensuring the capacity to implement   | 20            |                |
| (ii) Using broad stakeholder support   | 10            |                |
| (A)(3) Demonstrating significant progress in raising achievement and closing gaps            | 30            |                |
| (i) Making progress in each reform area  | 5             |                |
| (ii) Improving student outcomes  | 25            |                |
| <b>B. Standards and Assessments</b>  | <b>70</b>     | <b>14%</b>     |
| (B)(1) Developing and adopting common standards  | 40            |                |
| (i) Participating in consortium developing high-quality standards                            | 20            |                |
| (ii) Adopting standards  | 20            |                |
| (B)(2) Developing and implementing common, high-quality assessments                          | 10            |                |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments          | 20            |                |
| <b>C. Data Systems to Support Instruction</b>  | <b>47</b>     | <b>9%</b>      |
| (C)(1) Fully implementing a statewide longitudinal data system                               | 24            |                |
| (C)(2) Accessing and using State data  | 5             |                |
| (C)(3) Using data to improve instruction   | 18            |                |