# Handout 6.3. SLO Feedback Form

|  |  |
| --- | --- |
| **Baseline and Trend Data** | **Student Population** |
| *What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?* | *Which students will be included in this SLO? Include course, grade level, and the number of students.* |
| * Identifies sources of information about students (e.g., test scores from prior years and results of preassessments).
* Draws on trend data, if available.
* Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses.
 | * Identifies the class or the subgroup of students covered by the SLO.
* Describes the student population and considers any contextual factors that may impact student growth.
* If subgroups are excluded, it explains which students, why they are excluded, and if they are covered in another SLO.
 |
| **Feedback:**  | **Feedback:** |

|  |  |
| --- | --- |
| **Interval of Instruction** | **Standards and Content** |
| *What is the duration of the course that the SLO will cover? Include beginning and end dates.* | *What content will the SLO target? To what related standards is the SLO aligned?*  |
| * Matches the length of the course (e.g., quarter, semester, or year).
 | * Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) the Common Core State Standards, (2) the Ohio Academic Content Standards, or (3) national standards put forth by education organizations.
* Represents the big ideas or domains of the content taught during the interval of instruction.
* Identifies core knowledge and skills that students are expected to attain as required by the applicable standards (if the SLO is targeted).
 |
| **Feedback:**  | **Feedback:**  |

|  |  |
| --- | --- |
| **Assessment(s)** | **Growth Target(s)** |
| *What assessment(s) will be used to measure student growth for this SLO?*  | *Considering all available data and content requirements, what growth target(s) can students be expected to reach?*  |
| * Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.
* Selects measures with sufficient stretch so that all students may demonstrate learning or identifies supplemental assessments to cover all ability levels in the course.
* Provides a plan for combining assessments if multiple summative assessments are used.
* Follows the guidelines for appropriate assessments.
 | * All students in the class have a growth target in at least one SLO.
* Uses baseline or pretest data to determine appropriate growth.
* Sets developmentally appropriate targets.
* Creates tiered targets when appropriate so that all students may demonstrate growth.
* Sets ambitious yet attainable targets.
 |
| **Feedback:**  | **Feedback:**  |

|  |
| --- |
| **Rationale for Growth Target(s)** |
| *What is your rationale for setting the target(s) for student growth within the interval of instruction?* |
| * Demonstrates teacher knowledge of students and content.
* Explains why the target is appropriate for the population.
* Addresses observed student needs.
* Uses data to identify student needs and determine appropriate growth targets.
* Explains how targets align with broader school and district goals.
* Sets rigorous expectations for students and teacher(s).
 |
| **Feedback:**  |

**Notes to Teacher:**