# Handout 6.3. SLO Feedback Form

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| **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:** |

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| **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:** |

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| **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:** |

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| **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:**