

Handout 1.5: Student Learning Objective (SLO) Annotated Template Checklist – Choir Example

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a checkmark completed by an SLO evaluator.

Baseline and Trend Data	Student Population
<p><i>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?</i></p>	<p><i>Which students will be included in this SLO? Include course, grade level, and number of students.</i></p>
<p><input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of preassessments)</p> <p><input type="checkbox"/> Draws on trend data, if available</p> <p><input type="checkbox"/> Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses</p>	<p><input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO</p> <p><input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth</p> <p><input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded, and if they are covered in another SLO</p>
<p>Probably wouldn’t check first box. She did give a preassessment, but she doesn’t identify its structure, who created it, and what content it covered.</p> <p>Probably no for second box. Doesn’t really go into trend data, such as typically students do poorly in reading music, performance, etc.</p> <p>No for third box. She identifies weaknesses, but not strengths. Also, she needs to summarize the data overall (how did the students score on the pretest?).</p> <p>Questions to ask the teacher:</p> <ul style="list-style-type: none"> • What is the structure of the pretest? • What content attainment does the SLO measure? • Who developed the assessments? • When was the pre-assessment administered? • Were all students assessed? • What were the results of the pre-assessment? • Are performance data available from prior years and, if so, what does it tell you about student performance in the past? 	<p>Yes to first.</p> <p>No for second. Are there any special needs, ELL, TAG, etc.?</p> <p>No for the third box because we are unsure. Teachers should state “No subgroups are excluded” to ensure a check on this box.</p> <p>Questions to ask the teacher:</p> <ul style="list-style-type: none"> • Do any students audition for the elective course? • Are there course prerequisites? • Do students have any special needs or talents? • How representative is this group of students of all the students the teacher instructs? For example, does the teacher generally instruct students in ninth grade, but for this course he or she instructs all grade levels?

Interval of Instruction	Standards and Content
<p><i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i></p>	<p><i>What content will the SLO target? To what related standards is the SLO aligned?</i></p>
<p><input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year)</p>	<p><input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations</p> <p><input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction</p> <p><input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)</p>
<p>Yes, BUT teacher could add whether or not class meets daily and for how long. More information is better than not enough as it benefits the teacher and the approval committee.</p> <p>Questions to ask the teacher:</p> <ul style="list-style-type: none"> • How frequently does the course meet and for how long? 	<p>Yes for the first box. She names revised Ohio standards.</p> <p>No for second box. The content of these standards is unclear.</p> <p><i>How will teacher focus on, teach, and assess ALL indicators? Not enough time in the day for that.</i></p> <p>Questions to ask the teacher:</p> <ul style="list-style-type: none"> • What specific content will this SLO target? • Would you please summarize the main foci of these standards?

Assessment(s)	Growth Target(s)
<i>What assessment(s) will be used to measure student growth for this SLO?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>
<input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended <input type="checkbox"/> Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used <input type="checkbox"/> Follows the guidelines for appropriate assessments	<input type="checkbox"/> All students in the class have a growth target in at least one SLO. <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets
<p>No to first box. She doesn't specify who created and/or reviewed the tests.</p> <p>No to second box. She doesn't state that the test has a prerequisite as well as advanced knowledge/skills to allow sufficient stretch for both low- and high-achieving students.</p> <p>No to third box. Says she will combine scores on tests but doesn't explain how.</p> <p>No to last box because we can't check any of the boxes above. Not sure if it was reviewed by content experts.</p> <p>Questions to ask the teacher:</p> <ol style="list-style-type: none"> 1. Who created and/or reviewed the assessment? 2. How do you know that this assessment is valid and reliable? 3. How do you know that this assessment has enough stretch for both low- and high-achieving students? 4. How will you combine assessments? 5. Will the assessments have different weightings? 6. How will you ensure that the assessments are graded consistently? Are you using a rubric? 	<p>No to first box. She doesn't state this. We do not see specific growth targets. Were there different skill levels based on pretest? We don't know.</p> <p>No to second box. She never specified her baseline or pretest data so she couldn't have referenced it.</p> <p>No to third box. We don't know if the targets are developmentally appropriate because we don't know where kids started and if any have special needs/talents.</p> <p>No for fourth box. She doesn't have specific targets for all kids, much less tiered targets.</p> <p>No for final box. No specific targets, so we can't tell if they are rigorous enough. She said they would grow by 33 percent, but percentages are easy to misinterpret. What if I got an 80 percent on the pretest?</p> <p>Questions to ask the teacher:</p> <ol style="list-style-type: none"> 1. Were there different skill levels based upon the pretest? 2. How was baseline data used to inform the growth targets? 3. How do you know these targets are developmentally appropriate? 4. Can you explain this growth target? How could you better differentiate the targets for your students.

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 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)

No to first box. She should identify their strengths/weaknesses in relation to course content.

No to second box. Her targets are not specific enough to apply to the class ability levels.

The third box is a maybe. She did state their weaknesses earlier, but not here.

No to fourth box. She does not provide a clear explanation for how she selected the growth targets and why these targets are appropriate for students.

No to fifth box. She says nothing about school/district goals.

No for last box. Again, we can't tell if they are rigorous enough because we don't know how they did on the pretest.

Questions to ask the teacher:

1. How does your SLO address identified student needs?
2. How are these targets appropriate?
3. What is your explanation for selecting the growth targets?
4. How do you know these growth targets are appropriate for your students?
5. How does this SLO align with school or district goals?