



Student Learning Objectives

Indicators of a Strong SLO

This document highlights the three main criteria, and corresponding elements and descriptors, included in strong SLOs. Educators may find this guide helpful as they write SLOs and evaluators may find it helpful as they review and approve SLOs.

PRIORITY OF CONTENT

Objective Statement: Describe the overall objective, including whether it focuses on progress (i.e., students' content knowledge and skills will grow within an interval of instruction) or mastery (i.e., students will meet a particular bar or standard within an interval of instruction).

The objective is:

- focused on major area(s) of learning at the grade level
- addresses important curriculum targets, school or district priorities, or an important objective based upon recent trends or results from data
- broad enough that it captures the major content of an extended instructional period
- focused enough that it can be measured
- written by a content-alike team of educators or administrative team, if possible/appropriate

Rationale: Describe the reasoning for this objective, including whether it is aligned to a school-wide SLO, and what data informed this decision.

- The rationale provides a clear description of the importance of the selected content, including a justification for and explain why the objective was chosen—for example, baseline evidence suggested students were struggling with specific clusters of the CCSS in Math.
- The priority of the content has been agreed upon by a grade-level or content-alike team of educators whenever possible.
- For school-wide SLOs: The priority of the content has been informed by school and district priorities and agreed upon by the administrative team.

Aligned Standards: Specify the CCSS, RI GSEs/GLEs, or other RI/national standards to which this objective is aligned.

- The objective is aligned to all appropriate grade level or grade span standards.
- The objective incorporates grade level literacy or numeracy standards, when applicable.

Students: Specify the number of and grade/class of students to whom this objective applies.

- The exact number of students is articulated for each grade, level, or section while recognizing that the exact number of students may shift across the school year.

Interval of Instruction: Specify whether this objective applies to the entire academic year, one semester, or some other interval of instruction.

- The objective applies to a long-term instructional period, such as an academic year or semester.
- For educators who work with students on a shorter cycle, the length of the interval of instruction is explained/justified.

RIGOR OF TARGET(S)

Baseline Data: Describe the pre-test or baseline information/data available for this student population that informed the target(s) (e.g., are students entering without, with, or above the necessary prerequisite knowledge or skills?).

- The objective incorporates the use of information from students' past performance or baseline data. This may include pre-test data from the beginning of the year, or may include data from these students in their previous grade
- If baseline data isn't available for this specific student population, data about a similar student group is referenced.
 - This may include a different group of students that the teacher taught in previous years. For example, a teacher can identify trends areas where students typically struggle on this content.
 - This may include reference to national norms about student achievement in this area.

Target(s): Describe where you expect students to be at the end of the interval of instruction. If baseline data suggest meaningful differences in prerequisite knowledge or skills, targets should be tiered to be both rigorous and attainable for students at various levels.

- The target is measureable and rigorous, yet attainable for the interval of instruction.
- If necessary, the target is tiered so as to be both rigorous and attainable for all students included in the SLO.

Rationale for Target(s): Explain how the target(s) was/were determined (e.g., pre-test, baseline, or historical data on your current students, or historical data from past students). Explain why it is appropriate (both rigorous and attainable) for all students.

- The Rationale for Target explains how the specific targets were determined. This should include an explanation of the following:
 - available baseline data, or
 - historical data for current students, or
 - historical data for similar or comparable past students,
 - rate of progress norms,
 - or a combination of this information, as available

QUALITY OF EVIDENCE

Evidence Source(s): Describe what assessment(s) you will use to measure student learning and why the assessment(s) is/are appropriate for measuring the objective. At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.

- When possible, the attainment of the objective will be measured by a common assessment or measure, developed or selected by a grade level or content-alike team of educators, or the District. If such a measure does not exist, efforts should be made to develop/select a common assessment as soon as possible.
 - The assessment may be in the form of a traditional test, a performance assessment, a common project, a research assignment, a presentation, or another type of assessment
 - Above all else, the type of assessment chosen should be sufficient to measure the objective; sometimes the objective will need more than one source of evidence to be adequately measured
- The evidence measures the standards addressed by the objective.
- The evidence requires students to demonstrate a high level of cognitive processing, including higher-order thinking skills such as analysis, evaluation and synthesis. These skills fall into Webb's Depth of Knowledge Level 3: Strategic Thinking and Level 4: Extended Thinking. For more information see CAS Criteria & Guidance, page 15.
- The evidence provides multiple ways for students to demonstrate their knowledge/understanding.

Administration: Describe how the assessment will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else).

- A thorough explanation of the assessment's administration, including how often and when it is administered (e.g., at the beginning of the year and every six weeks thereafter), is provided.
- The assessment is administered in the most appropriate manner for the specific assessment. This may include:
 - according to the assessment's administration protocol (if available)
 - in a standardized manner (students are assessed under the same conditions, or in the same amount of time)
 - In a non-standardized manner (students are assessed under different but appropriate conditions, such as with accommodations for reading or extended time).

Scoring: Describe how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

- Evidence sources with automatic or objective scoring (such as an online test or multiple-choice items) are scored using those processes.
- Evidence sources with teacher-based scoring, such as essays, projects, presentations, etc., are scored using a scoring guide or rubric. Ideally the scoring guide or rubric was created collaboratively by grade level or content-alike teams of educators.
 - The scoring process uses examples of student work that illustrate different levels of performance and guide the scoring process.
 - When possible, a percentage of the evidence will be scored by more than one educator, either through collaborative scoring, blind scoring, or double scoring.