

Quality Continuum – Teacher SLOs

High Quality

| BASELINE AND TREND DATA | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Either provides data which indicate students have learned the learning content or does not provide data which indicate student need for the learning content. | Provides baseline evidence which indicate student need for the learning content. | Meets criteria of preceding level and provides a description of data from an additional source indicating student need for the learning content. | Meets criteria of preceding level and provides a description of data from a third data source indicating student need for the learning content. |
| STUDENT POPULATION(S) | | | |
| Lists student names and/or identification numbers and includes all students in a Class SLO, or a majority of students with a common need for a Targeted Group SLO. | Meets criteria of preceding level and describes general characteristics of the student population. | Meets criteria of preceding level and describes specific, relevant characteristics of the student population including abilities and needs. | Meets criteria of preceding level and describes specific, relevant characteristics of the student population including experiences and interests. |
| INTERVAL OF INSTRUCTION | | | |
| Selects a start and stop date. | Meets criteria of preceding level and quantifies average daily/weekly instructional time. | Meets criteria of preceding level and allows for depth and complexity of the learning content. | Meets criteria of preceding level and articulates a learning progression for the learning content. |
| LEARNING CONTENT | | | |
| Names the course(s) and cites content at the most specific level of applicable standards. | Meets criteria of preceding level and selects focused content by including multiple items but not a majority of course content items. | Meets criteria of preceding level and selects coherent content by including content that has a common theme or connection. | Meets criteria of preceding level and selects pivotal content by including content most essential to the course for the student population. |
| ASSESSMENT | | | |
| Provides all students the opportunity to demonstrate learning of the content and includes a scoring methodology and scoring materials that are clear and accurate. | Meets criteria of preceding level and aligns all aspects of the pre- and post-assessments to the learning content, using a common assessment if possible. | Meets criteria of preceding level and challenges students using higher-order and/or performance items (e.g., visual, oral, written, physical tasks) for a majority of the pre- and post-assessments. | Meets criteria of preceding level and measures most of the learning content with multiple measures. |
| INSTRUCTIONAL STRATEGIES | | | |
| Identifies two or three key strategies to be used that are aligned to the learning content. | Meets criteria of preceding level and describes how the strategies will be used in the classroom. | Meets criteria of preceding level and demonstrates evidence of effectiveness for the strategies. | Meets criteria of preceding level and articulates an ongoing plan for using data to inform instruction. |
| GROWTH TARGET | | | |
| Sets individual growth targets of unacceptable rigor based on baseline scores and the justification of targets. | Sets individual growth targets of low rigor based on baseline scores and the justification of targets. | Sets individual growth targets of sufficient rigor based on baseline scores and the justification of targets. | Sets individual growth targets of high rigor based on baseline scores and the justification of targets. |
| RATIONALE | | | |
| Describes the thinking behind the SLO development. | Meets criteria of preceding level and cites baseline data as evidence for the direction of the SLO. | Meets criteria of preceding level and states how the SLO aligns to the direction of the overall school goals. | Meets criteria of preceding level and articulates the importance of this SLO for the student population, including college and career readiness. |



STUDENT LEARNING OBJECTIVES

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