# Student Learning Objective (SLO) Rubric

**Teacher Name:** **Grade Level(s**):

**Content Area and Course(s):** **Academic Year:**

**Baseline and Trend Data**

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

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| □ Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) | □ Draws upon trend data, if available | □ Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses |

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**Student Population**

*Which students will be included in this SLO? Include course, grade level, and number of students.*

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| □ Identifies the class or subgroup of students covered by the SLO | □ Describes the student population and considers any contextual factors that may impact | □ If subgroups are excluded, explains which students, why they are excluded and if they are |

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**Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

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| □ Matches the length of the course (e.g., quarter, semester, year |  |  |

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**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

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| □ 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 | □ Represents the big ideas or domains of the content taught during the interval of instruction | □ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted) |

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**Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

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| □ 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 |

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**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

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| □ 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 |

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**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

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| □ Demonstrates teacher knowledge of students and content | □ Sets rigorous expectations for students and teacher(s) | □ 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 |

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