Student Learning Objective (SLO) Development Checklist

Based on the Community Training and Assistance Center (CTAC) rubric and based on the experiences of SLO development, this checklist has been designed to guide the construction of SLOs.

Student Population

Essence: These are the students included in the SLO.

Task: Specify the assigned students who are included in this SLO along with the course sections and student names and/or identification numbers. (Full class rosters of all students must be provided for all included course sections.)

- ☐ Provides information about course sections and enrollment.
- ☐ Includes all students in selected course sections.

Learning Content

Essence: This is the content to be taught in the SLO.

Task: Identify the course name and source of standards (Common Core, national, state, local) associated with this SLO, and specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.

- ☐ Uses the appropriate body of standards (Common Core, national, state, local).
- ☐ Names the exact standards, performance indicators, etc.
- ☐ Selects specific and measurable standards, indicators, etc.
- ☐ Selects the most important standards, indicators, etc., for the course (including the examination of data from previous years), rather than a complete list of Standards from the course.
- ☐ Includes Common Core standards to supplement NYS Learning Standards for courses other than ELA or math (e.g., Literacy in History/Social Studies, Science, and Technical Subjects).
- ☐ Aligns to district and/or school priorities.
- ☐ Aligns to future coursework, as well as college and career readiness.

Interval of Instructional Time

Essence: This is the timeframe within which the learning content will be taught. (This is generally one academic year, unless the course is set as a semester, quarter, etc.)

Task: Specify when the teaching for this learning content will begin and end. (Rationale is required if less than the typical year-long interval is set.)

- ☐ Indicates a clear start and end date.
- ☐ Provides a rationale if the interval is less than one year (e.g., course length is less than one year).

Evidence

Essence: These are the assessments used for determining students' levels of learning.

Task: List the specific diagnostic assessment(s) and summative assessment(s) that will be used for providing baseline and summative data for the SLO. (Districts and BOCES must verify comparability and rigor for any assessments they develop.)

- ☐ Identifies diagnostic assessment(s) and summative assessment(s).
- ☐ Aligns tightly to the selected learning content using authentic measures.
- ☐ Employs a clear rubric, scoring guide, and/or answer key to minimize subjectivity of scoring.
- ☐ Matches score reporting to the specificity of learning content.
- ☐ Demands higher order thinking of students.
- ☐ Provides an opportunity for real-world application of knowledge and skill.
- ☐ Includes a constructed response and/or performance measures as much as possible.

Baseline

Essence: This is the level of students' knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.

Task: Describe how students performed on the identified baseline assessment(s) for the learning content, including any additional data that informed SLO development. (Actual baseline scores for each student are necessary.)

- ☐ Describes how students performed on the identified diagnostic assessment(s).
- ☐ Provides a baseline score for each student in the SLO.

Target(s)

Essence: This is the numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time.

Task: Define numeric growth goals for student performance on identified summative assessment(s) which measure student knowledge and skill in the learning content. (Actual final scores for each student are required.)

- ☐ Provides a target statement.
- ☐ Sets targets consistent with district-level expectations for target-setting in this grade/subject.
- ☐ Considers all student populations to ensure that are equally challenging and rigorous as those for other students, considering each student's starting point.

HEDI Criteria

Essence: This is how different levels of student growth will translate into one of four rating categories: Highly effective, Effective, Developing, and Ineffective.

Task: Provide specific descriptions of student learning for each rating category.

- ☐ Allocates points clearly and objectively within a HEDI rating category (with it mathematically possible for the teacher to obtain every point value within a rating category).
- ☐ Categorizes all possible scoring results in the HEDI structure such that
  - o Highly effective = exceeds district expectations
  - o Effective = meets district expectations
  - o Developing = is below district expectations
  - o Ineffective = is well below district expectations
- ☐ Defines HEDI rating categories that are rigorous, attainable, and in-line with district growth expectations or goals.
- ☐ Includes special populations in the HEDI structure.

Rationale

Essence: This describes the reasoning behind the choices regarding learning content, evidence, and target.

Task: Describe the selection of the elements (learning content, evidence, and target) and how they will be used together to prepare students for future growth and development, as well as college and career readiness.

- ☐ Provides reasoning for the selection of the learning content, evidence, and target.
- ☐ Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness.
- ☐ Indicates a thoughtful level of detail resulting in defensible decisions for the following elements: learning content, evidence, target(s), baseline, and HEDI.
- ☐ Plans for ongoing reflection on student progress and uses that information to differentiate instruction to ensure students' targets are met.