

STUDENT LEARNING OBJECTIVES QUALITY CHECKLIST

SLO Component	SLO Sub-components include . . .		Check Off
Class/Course Description and Student Population	Teacher Name	Full name	
	School	School name	
	Grade Level/ Content area	Grade level and Content Area (elementary)	
	Grade Level/ Course Name	Grade level and Course (secondary)	
	Total Number of Students	# of students in the class/course	
	Instructional Interval	Year or Semester circled	
Student Learning Goal	Learning Goal	The learning goal is a statement of intended learning.	
	Standards Reference	Full text of at least three standards (should be statements of intended learning not “topics”).	
		The standards reference document and number (e.g., CAS, GLE, Evidence Outcome).	
	Rationale for the Learning Goal	Explanation for why the learning goal is critical for the course/class (how it prepares learners for what comes next in their learning).	
		Description of student learning data that indicates current students have not already met the learning goal.	
		A claim, reasoning and evidence that the learning goal has a DOK of 3 or greater for grades 3-12; or DOK of 2 or greater for preK-2.	
Success Criteria	Descriptors of proficient performance on the learning goal (i.e., criteria in the proficient column of a rubric); includes multiple criteria statements.		
End of Interval Measures and Scoring	Evidence Sources (Assessment Instruments or Tasks)	A description of <u>each</u> assessment instrument/task to be use at the end of the instructional interval to measure student learning in relationship to the SLO Learning Goal. If the evidence source is a task (like a writing prompt), include the actual prompt or directions for your students. If it is an instrument, provide a brief description of the instrument (e.g., the number and types of items in the instrument, and the learning target each are measuring).	
		Three assessment instruments or tasks are described.	
	Alignment of Evidence to Learning Goal	Claim, reasoning and evidence that collectively the assessment instruments (tasks) have the same DOK level as the SLO Learning Goal.	
		Description of how the assessment instruments/tasks address the same cognitive processes as those in the SLO Learning Goal.	
	Scoring and Combining Evidence Sources (attach scoring guide/rubric)	How each assessment instrument/task listed above will be scored (e.g., using a rubric, using a scoring guide, by multiple scorers), what scores will be provided, and what will constitute evidence of meeting the SLO Learning Goal.	
		If scoring uses a rubric or scoring guide, that scoring tool is attached.	
	Rules for how scores across evidence sources will be combined to determine performance rating related to the SLO learning goal (e.g., developing, partially met, met, exceeded) for each student.		

SLO Component	SLO Sub-components include . . .		Check Off
Performance Targets	Baseline Evidence Sources (Assessment Instruments or Tasks at the beginning of interval)	Short description of evidence sources (assessment instruments or tasks) that will be used to measure student learning at the beginning of the instructional interval.	
		Three evidence sources are described.	
	Student Performance Groups	A descriptor for between 2 and 4 student performance groups that reflect student performance at the beginning of the instructional interval (e.g., low, medium, high).	
		For each student performance group (2 to 4) a description of the performance of that group of students that references the baseline evidence sources.	
	Performance Targets	For each performance group (2-4) performance target(s) that include(s) the percentage/ proportion of the student group and the performance rating (e.g., 100% of the medium performance group will be rated as meeting the learning goal at the end of the instructional interval).	
Rationale for Targets less than Proficient	An explanation for any student performance group for which the performance target(s) include(s) less than 100% of the group rated as meeting the learning goal at the end of the instructional interval.		
Progress Monitoring	Check Points (Learning Progression)	Multiple learning targets through which students should progress as they move towards meeting the learning goal (each should be statements of intended learning).	
		Learning targets listed in sequence (a progression).	
	Associated Progress Monitoring Evidence Sources (Assessment Instruments or Tasks used during the interval)	For <i>each check point</i> (learning target) an evidence source (assessment instrument/task/work product) that will be used to measure student learning.	
	Instructional Strategies	A description of how instruction will be differentiated to reflect the different student performance groups.	
Results (completed at the end of the instructional interval)	Student Performance Results	For each student performance group identified above, the number/percent of students scoring at each performance level (based on the results of students completing the assessments/tasks at the end of the instructional interval).	
	Targets Met	How many and what percentage of performance targets were met.	
	Teacher Performance	Teacher rating.	