

SLO Quality Indicator Checklist

Quality Indicators		Reflections/Feedback/Notes for Improvement
Baseline Data and Rationale		
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The educator examined achievement gap data and considered student equity in the goal statement.		
The data analysis supports the rationale for the chosen SLO.		
The baseline data indicates the individual starting point for each student included in the target population.		
Alignment		
The SLO is aligned to specific content standards representing the critical content for learning within the educator's grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
Student Population		
The student population identified in the goal(s) reflects the results of the data analysis.		
Targeted Growth		
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		
Interval		
The interval is appropriate given the SLO.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		
Evidence Sources		
The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.		
Assessments are valid, reliable, fair, and unbiased for all students/target population.		
The evidence reflects a strategic use of assessment .		
Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the End-of-Cycle Summary conference. <i>(Note: The amount of evidence available may vary by educator role).</i>		
Teacher-created rubrics, if used to assess student performance, have well-crafted performance levels that: <ul style="list-style-type: none"> • Clearly define levels of performance; 		

<ul style="list-style-type: none"> • Are easy to understand; • Show a clear path to student mastery. 		
Instructional (for teachers) and Leadership (for principals) Strategies and Support		
Strategies reflect a differentiated approach appropriate to the target population.		
Strategies were adjusted throughout the interval based on formative practices, interim assessments, and progress monitoring data.		
Collaboration with others—teachers, specialists, instructional coaches, Assistant Principals—is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
Scoring		
Accurately and appropriately scored the SLO.		
Score is substantiated by student achievement data and evidence of implementation process.		

SLO Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<i>Goal Setting</i>	Educator set inappropriate goal(s).	Educator set goal(s) based on analysis of required or supplemental data sources.	Educator set goal(s) based on analysis of all required and supplemental data sources.	Educator set rigorous and appropriate goal(s) based on a comprehensive analysis of all required and supplemental data sources.
<i>Assessments Practices</i>	Educator consistently used inappropriate assessment practices.	Educator inconsistently used appropriate assessment practices.	Educator consistently assessed students using appropriate assessment practices.	Educator consistently assessed students using strategic, appropriate, and authentic assessment practices.
<i>Progress Monitoring</i>	Educator did not monitor personal or student evidence/data.	Educator infrequently monitored personal and student evidence/data.	Educator frequently monitored personal and student evidence/data.	Educator continuously monitored personal and student evidence/data.
<i>Reflection</i>	Educator inconsistently and inaccurately reflected on student and personal evidence/data.	Educator consistently reflected on student and personal evidence/data.	Educator consistently and accurately reflected on student and personal evidence/data and made connections between the two.	Educator consistently and accurately reflected on student and personal evidence/data and consistently and accurately made connections between the two.
<i>Adjustment of Practice</i>	Educator did not adjust practice based on evidence/data or reflection.	Educator inconsistently and inappropriately adjusted practice based on evidence/data and reflection.	Educator consistently adjusted practice based on evidence/data and reflection.	Educator consistently and appropriately revised practice based on evidence/data and reflection.
<i>Outcomes</i>	Educator process resulted in no student growth.	Educator process resulted in minimal student growth.	Educator process resulted in student growth.	Educator process resulted in exceptional student growth.
Total				
HOLISTIC SCORE				