


## Student Learning Objectives Quality Tool

*This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will meet the level of quality identified in the middle column. Appraisers can use this tool to coach teachers for improvement of the SLO. In addition, teachers are encouraged to use this tool as a guide to improve the quality of their SLOs as they are crafting them.*

Higher Quality					Lower Quality	<b>Ask yourself the following:</b>
<b>Step 1: Focus</b>						
<ul style="list-style-type: none"> <li>• Selects a focus that reflects the most important content for the course, representing fundamental skills addressed in the course</li> <li>• Identifies a coherent set of standards that are well- aligned to the focus statement</li> </ul>	<ul style="list-style-type: none"> <li>• Selects a focus that reflects the most important content for the course</li> <li>• Identifies a set of standards that are aligned to the focus statement</li> </ul>	<ul style="list-style-type: none"> <li>• Selects a focus that reflects important content in the course but selection is either too broad or too narrow</li> <li>• Identifies a set of standards that are partially aligned to the focus statement</li> </ul>	<ul style="list-style-type: none"> <li>• Selects a focus does not reflect important content in the class</li> <li>• Identifies a set of standards that are not aligned with the focus statement</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does the content selected represent fundamental skills students must master in this class?</b></li> <li>• <b>Do the standards selected align with the focus statement?</b></li> </ul>		
<b>Step 2: Selection and Description of Students Included</b>						
<ul style="list-style-type: none"> <li>• Includes descriptions of students in the Initial Student Skill Profile that are sufficiently distinct to allow for evidence-based mapping of students to levels</li> <li>• Identifies more than two data sources used to determine initial level of student learning and explains why they were selected</li> </ul>	<ul style="list-style-type: none"> <li>• Includes descriptions in the Initial Student Skill Profile that are sufficiently distinct to allow mapping of students to levels</li> <li>• Identifies more than two data sources used to determine initial level of student learning and explains why they were selected</li> </ul>	<ul style="list-style-type: none"> <li>• Includes descriptions in the Initial Student Skill Profile are sufficiently distinct to allow mapping of students to levels with limited subjectivity</li> <li>• Identifies at least two relevant data sources used to determine initial level of student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Includes descriptions in the Initial Student Skill Profile that may be somewhat unclear, allowing for subjectivity in mapping students to levels</li> <li>• A single data source is used to determine initial level of student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Includes descriptions in the Initial Student Skill Profile that are vague and would not allow consistent mapping of students to levels</li> <li>• Either no data source is identified or one source is identified but is not relevant to the learning content of the SLO</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Are the descriptions at each level sufficiently differentiated to allow placement of students?</b></li> <li>• <b>How many data sources were consulted to map students to levels on the Initial Student Skill Profile?</b></li> </ul>	

<i>Higher Quality</i>					<i>Lower Quality</i>	<b>Ask yourself the following:</b>
<b>Step 3: Expectations for Student Growth</b>						
<ul style="list-style-type: none"> <li>• Descriptions clearly indicate specific skill sets and how they would be demonstrated by students at each level with clear expectations for students to apply those skills to novel situations</li> <li>• Descriptions of student performance at every level reflect high levels of growth for students</li> <li>• Describes evidence measure(s) that is/are aligned to learning content, require higher order thinking skills, and includes authentic performance measures</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions clearly indicate specific skills sets and how they would be demonstrated by students at each level</li> <li>• Descriptions of student performance at the midpoint and above reflect high levels of growth for students</li> <li>• Describes evidence measure(s) that is/are aligned to learning content and require higher order thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions clearly indicate specific skill sets demonstrated by students at each level</li> <li>• Descriptions of student performance at the midpoint and above are reflective of reasonable growth for students.</li> <li>• Describes evidence measure(s) that is/are aligned to the learning content</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of skills sets demonstrated at each level are not fully developed and may overlap</li> <li>• Descriptions of student performance at the midpoint reflect low expectations for students</li> <li>• Describes evidence measure(s) that is/are not completely aligned with learning content</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of skill sets demonstrated at each level are unclear and/or would be difficult to judge</li> <li>• Descriptions of student performance at the midpoint are well below expectations for students</li> <li>• Either does not describe evidence measures or describes measure(s) that is/are not aligned with learning content</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Are the descriptions at each level clearly differentiated to allow placement of students?</b></li> <li>• <b>Are the targets for students rigorous but attainable?</b></li> <li>• <b>Is/are the measure(s) identified aligned with the learning content?</b></li> </ul>	
<b>Step 4: Instructional Planning</b>						
<ul style="list-style-type: none"> <li>• Articulate a clear plan to differentiate instruction, citing specific strategies for targeted groups</li> <li>• Articulates a formative assessment plan and how results are used in both planning and instructional adjustments</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates a clear plan to differentiate instruction</li> <li>• Articulates a formative assessment plan and how the results are used in planning</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates a plan to differentiate instruction but the details are unclear</li> <li>• Articulates a formative assessment plan but doesn't articulate how it's used in planning</li> </ul>	<ul style="list-style-type: none"> <li>• Plan to differentiate instruction is not clear or developed</li> <li>• The use of formative assessments is not addressed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Is there a plan to differentiate instruction that clarifies adjustment of strategies depending upon student level of learning?</b></li> <li>• <b>Is there a clear plan in place to know how students are doing in learning the content and using that information in the planning process?</b></li> </ul>		