Teachers and Specialized Service Professionals Student Learning Objectives (SLO) Handbook

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Greeley-Evans School District 6 teachers and specialized service professionals may use this guidance handbook as a source of general information. Any questions concerning the employee’s specific circumstance should be directed to the principal or human resources.

Procedures contained within this handbook are based on district policies adopted by the Greeley-Evans School District 6 Board of Education (“Board”). This handbook is not all-inclusive and does not contain all personnel policies. All policy and regulation revisions are subject to Board approval. The handbook is based on policies and procedures, as they exist at the time of publication and may change without advance notice. All previously issued handbooks and inconsistent memoranda are superseded.

An effort has been made to ensure there is no inconsistency between this handbook and other regulations. If a discrepancy or omission exists between this handbook and district policy, district policy will prevail. If a discrepancy or omission exists between this handbook and local, state or federal laws, the laws will prevail.

All employees are expected to review and become familiar with all policies and regulations. A complete set of Board policies and regulations are available on the district website at www.greeleyschools.org/boe.
An Introduction to Student Learning Objectives

Student learning and student growth are the most important measure of the success of a teacher or an outstanding specialized service professional (SSP). Student achievement and learning are central to our mission.

A key part of improving student learning is setting clear, measurable goals that support student learning. Individual teachers and specialized service professionals do this as a matter of good practice, teams of teachers are setting SMART goals, and special education teachers are facilitating IEP goals. Student Learning Objectives (SLO) are intended to reinforce this good practice that educators already embrace, in which they examine their students’ strengths and areas for growth early in the year, set individual and group goals for students, and gauge their growth over the year toward those goals. SLOs formalize this practice. The SLO process also helps guide data-driven instruction, provide an anchor for collaborative planning and promote student-focused dialog between and among educators and their evaluators.

What is an SLO?

**Student Learning Objective (SLO):** A specific, long-term and measurable goal for student learning, customized to a teacher’s or SSP’s particular students or area of service. SLOs are designed to both support instruction and measure student growth within the educator’s evaluation process.

**SLOs will:**
- Support educators and school leaders in using student performance data to drive instruction and school improvement
- Collect information about how educators affect student growth and achievement
- Promote rigorous expectations for students and as practitioners, set ambitious learning targets
- Provide immediate feedback to educators on professional progress and practice
- Provide data to alert educators and school leaders when students are not making adequate growth during the school year and help identify appropriate interventions
- Provide additional data to help identify practitioners’ individual strengths and/or growth areas

SLO goal-setting starts with educators reviewing baseline data of students and setting a growth goal based on the data in collaboration with their administrator(s). Educators can measure progress toward the goal using multiple types of assessments or measures such as performance tasks, portfolios, end-of-course exams or interim assessments, among others.

The Percentage Matters

Educators will need to access the appropriate educator effectiveness student growth model to determine the correct percentages for the SLO structure. For example, some educators may need the entire 50% to be based in one or two SLOs. Another educator may only have 15% of the 50% required from an SLO, with the remaining 35% of the student growth rating obtained from other measures.

SLOs may be written to address an entire class or multiple classes, tailored to address small groups or even individual students’ needs of the students they serve. SLOs should be based on the work in order for the process to yield accurate or meaningful data.
This focus on results will ensure consistency across the district and reduce the burden of assessment design and selection on educators and evaluators. Educators, supported by clear guidance, will customize the SLOs to reflect evidence of educator effectiveness and evidence of growth in student achievement.

**SLOs Support Educator Effectiveness**

The process of setting goals, monitoring progress against those goals and evaluating performance is strong instructional practice. SLOs promote these strong practices across schools and districts.

*Additional benefits include:*

- SLOs promote reflective and collaborative practices. Rich discussions about student learning that occur during and after SLO development can improve instruction. These discussions happen between educators and their evaluators and among teachers and SSPs in a grade-level or a content area. Teachers and SSPs working together play important roles in student achievement.
- Teachers perceive SLOs as relevant and empowering as compared to school-wide measures of student growth. The SLO process allows principals and teachers to influence how teachers are evaluated and design learning objectives that are customized to the context of each teacher’s course and students.
- SLOs promote aligned curriculum, assessment and standards. The SLO process typically requires teachers, SSPs and principals to identify the standards of focus and to map out how assessment(s) will measure progress against those standards. In designing an SLO, a teacher or an SSP must consider how his or her curriculum, instructional and service strategies will help students meet the standards.
- SLOs are adaptable to any teacher or SSP. Educators of all grades and subjects can demonstrate their impact on student learning with SLOs because SLOs do not rely solely on common assessments.
- Teachers have the opportunity to collaborate with colleagues on student work.

**Simplified Examples of SLO Student Learning Targets**

SLOs can be summarized with simple statements that describe what students will know and be able to do at the end of the course or grading period. An SLO for our SSPs should focus on job-embedded roles and responsibilities and service to students. SLOs are most powerful when they address the most important learning goals for the most important part of a educator’s course load, and when they are developed in collaboration with colleagues and the evaluator to assure alignment with school and district learning goals.

**Speech and Language Pathologist**—At least 86% of my student, as measured by IEP goal growth, will meet their speaking proficiency goal during this school year.

**High School Visual Arts** —65 out of 84 art students will demonstrate proficiency on four out of five principles of drawing, (lines, spaces and shapes, relationships, lighting and shading, and composition) in their final performance-based assessment drawings, as measured by a district created rubric. (Proficiency is defined by a score of at least 3 out of 4 on the rubric, in all 5 areas.)

**Interventionist** —By the end of the year, 80% of my students will increase one performance level on the DIBELS assessment, with over 50 percent of my students moving from intensive to strategic.

**Special Education** —Four of the six students in the class will demonstrate 1.5 years of growth in literacy skills as evidenced on a pre-and post-assessment.

**Counselor** —In a SSP-constructed survey to at least 10 students, 10 families, and 5 educators in my building, at least 80 percent of respondents will rate by career and college counseling as proficient or advanced.
Overall Responsibilities for SLOs

Teachers and SSPs hold the primary responsibility for creating and then ensuring their SLOs address the most important learning goals or educational services for their course load within the limited timeline.

**Teachers and SSPs are responsible for:**

- Collecting and reviewing baseline data for their students
- Drafting an SLO using the guidance provided and submitting to evaluator, by the established deadline
- Working with their evaluator to get their SLO approved
- Presenting and reflecting on the evidence of their students' progress toward the targets set in the SLOs

**Evaluators are responsible for:**

- Assuring the quality of SLOs
- Collaborating with participating educators on the development of SLOs
- Approving SLOs
- Providing honest instructional feedback throughout the school year
- Holding discussions during the mid-year conference with teachers to review and update progress
- Reviewing data and scoring educators’ SLOs
- Discussing the results and progress on educators’ SLOs, as well as, implications for next year
- Supporting educators in all steps in the teaching, learning and SLO processes
Writing Student Learning Objectives

While an SLO can vary from teacher to teacher, from SSP to SSP, and from course to course, you can follow these basic steps and guidance for writing strong SLOs.

**What should my students know?**

1. Define the Content
   - Determine the most important content to define what students should know and to inform the SLO.
   - Use Colorado Academic Standards or standards in the educator’s content area.

**How will I measure success?**

2. Identify an assessment or measure
   - Determine which assessment or measure will be used to assess student outcomes.
   - Ensure that the assessment is reliable and valid.

**What are my students able to do now?**

3. Establish baseline data
   - Use baseline/diagnostic data to know and to inform the SLO.
   - A solid baseline/diagnostic data reflect prior performance.

**How much do I expect my students to grow?**

4. Set the expectation for growth
   - Set a target that is ambitious, yet attainable, and assessable in less than 6-18 weeks of instruction.
   - The SLO target should be measureable using pre- and post-content or representative sample assessment(s).

**How will I monitor progress?**

5. Establish a plan to track progress
   - Determine how to monitor growth.
   - Be explicit in your plan.

**How will my SLO be scored?**

6. Set a scoring plan
   - Create a scoring plan to measure your SLO.
   - Collaborate with your evaluator in the scoring plan.

Write Student Learning Objectives

The table below provides guidance on how to write SLOs.

<table>
<thead>
<tr>
<th>SLO Component</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. SLO Statement and Description of Measure:</strong></td>
<td>Educators should define the content that is most important for students to learn during their time in class. In making this determination, educators should prioritize content aligned to Colorado Academic Standards or standards in the educator’s content area. Furthermore, educators should consider if the SLO is appropriate for the interval of instruction.</td>
</tr>
<tr>
<td></td>
<td>Other guidance for completing this section of the template include:</td>
</tr>
<tr>
<td></td>
<td>• List specific standards (number and title; should include short descriptor sentence and not just the standard number and title) that will have been met/mastered if the SLO is achieved.</td>
</tr>
<tr>
<td></td>
<td>• Address critical content, skills or knowledge necessary for advancement to future coursework</td>
</tr>
<tr>
<td></td>
<td>o That is, if students do not master these standards, they will not be able to progress to the next level</td>
</tr>
<tr>
<td></td>
<td>o Only list content standards that are tied to the enduring understandings addressed by the SLO</td>
</tr>
</tbody>
</table>

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Educator’s Guide for Writing SLOs
**Examples of targets (not necessarily from D6):**

- **Growth target:**
  - *Interventionist*—84% of students (21/25) will increase their literacy performance level by one level, as determined by the DIBELS assessment.

- **Mastery target:**
  - *Engineering Design and Development*—Working in teams, all students will design and develop an original solution to a valid open-ended problem by applying the engineering design process. My goal is for all 11 students to receive an 80% or higher rating in each of the following components:
    - Creating a problem statement and justification
    - Research on current and past solutions
    - Designing, developing and testing a prototype
    - Documenting process and outcome
    - Juried presentation at the state convention

- **Group target:**
  - *AP Government*—In March, 83% (50 out of 60) of my students will be able to write a well-constructed informative essay, using primary and secondary sources, scoring 85/100 possible points on the Literacy Design Collaborative rubric.

- **Tiered target:**
  - *Latin I*—All 25 students will demonstrate growth on a third-quarter administration of the National Latin Exam. Growth targets are as follows:
    - Tier A: The 18 students who scored at the “Proficient” level on the Latin pre-assessment will achieve at least 86% on the National Latin Exam.
    - Tier B: The 6 students who score at the “Needs Improvement” level on the Latin pre-assessment will achieve at least 71% on the National Latin Exam
    - Tier C: The 2 students who scored at the Basic level on the Latin pre-assessment will achieve at least 60% on the National Latin Exam

**Common SLO Errors**
These common errors will be cause for revision of the SLO.

**The Double-Target SLO**

- “My students will get to [this level] by January and [this level] by May.”
- “My students’ average will be 84 and no score will be lower than 70.”
<table>
<thead>
<tr>
<th>The Vague SLO</th>
<th>The Narrow SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>“My students will all be able to write an excellent explanatory essay.”</td>
<td>“My students will be able to describe three ways that the 1787 Constitutional Convention influences our country today.”</td>
</tr>
<tr>
<td>“My students will work toward mastery of 3rd grade reading standards.”</td>
<td>“All school year, students will punctuate all sentences with 100% accuracy in all essays and paragraphs and written work.”</td>
</tr>
</tbody>
</table>

### 2. How will I measure success? – Assessment/Data Used to Create the Measure:

The selection of assessment(s) is a crucial component of an SLO. These measures enable educators, educator teams and evaluators to determine mastery/growth toward and attainment of the learning target in the SLO. An assessment can be any vetted measure that allows students to demonstrate what they know and can do, such as a content assessment, performance task, portfolio or standardized test.

Educators are encouraged to use common D6 assessments where possible. If D6 has not recommended an assessment for a particular course, then educators and evaluators should agree on the most appropriate assessment, given the content being taught and the needs of the students being assessed. SSPs may focus data collection on services, roles and responsibilities.

The assessments should help ensure identified assessments are aligned to the relevant content standards and key concepts for the course, with a focus on rigorous and challenging content for students, and then provide clear, objective measures of success. Assessments should answer the question: "How will I know if my students have learned the key content?"

**Examples of data sources that may be appropriate for SLOs include:**
- Approved end-of-course exams, if competent by March 1
- An SSP could use a survey focused on roles, responsibilities and service to families
- Subject- or grade-level specific district-created common assessments
- CTE industry exams
- Performance-Based Assessment (PBA) of student work scored by an approved rubric
- Educator-created assessments: If no other assessments are available, D6 recommends that assessments be created in educator or district teams following the guidance below and the valuable guidance in other assessment resources.

**Below is guidance for appropriate assessments for SLOs. Assessments should:**
- Be aligned to Colorado Academic Standards or industry-recognized standards and to the SLO learning target (meaning that the assessments measure the skills or content addressed by the SLO)
- Address the full range of topics and skills included in the SLO
- Include a sufficient number of assessment items and data collection over time
- Include a variety of assessment types (e.g., multiple choice and open-ended responses)
- Be appropriate for the length of instruction listed for the SLO
- Be developed collaboratively, when possible

### 3. Rationale for SLO – Justification for the Weight:

Gathering baseline data is predicated on an educator knowing the assessments and/or services required by the students and applying key learning targets. This will help the educator set optimal targets and effectively plan instruction. Baseline data may be gathered in a number of ways. They may come from a pre-test aligned to the final assessment, from a diagnostic exam designed to assess students’ readiness for new content, or from an analysis of data from the end of the previous course or year including statewide summative assessment data (i.e., ACT, WIDA, CMAS), if available. Educators should determine with their evaluators and colleagues the most appropriate method of gathering baseline data. They can use the Instructional Data Team (IDT) process to assist with this collection.

**Other tips for collecting baseline data include:**
- Baseline data can be collected from:
  - Pre-assessments
**Evaluator Guidance for Approving and Scoring an SLO**

The evaluator can set up a short meeting to discuss SLOs, as appropriate. In this meeting, the educator and evaluator should discuss:

- Whether the SLO is approved - if not, what revisions are needed
- How the SLO will measure the educator’s impact on student learning
- Plans for supporting student learning toward the SLO target
- Ways the evaluator can support the educator in meeting the objective

If the SLO does not meet one or more criteria, included in Appendix C, the evaluator should return the SLO to the educator with guidance about how to improve it and a deadline for resubmission. If necessary, the evaluator and educator may be able to adjust the SLO together during a meeting.

All documentation will be uploaded into Bloomboard’s SLO section. Bloomboard’s guidance for attaching SLOs is included in Appendix B.

Evaluators can plan to discuss the educator’s progress on the SLO as a part of other meetings scheduled with educators, as appropriate. Educators and evaluators have the opportunity to adjust the SLO mid-instructional cycle, if the interval of instruction is more than 9-weeks in length. Once the data required by the SLO are available, educators should be prepared to show assessment data to the evaluator.

Evaluators will review student performance data to determine the SLO score. The score will be based on the scoring plan that was included in the SLO when it was written. Ideally, the educator and evaluator will meet to discuss the results and their implications for the educator’s instructional practice in the next school year. We encourage evaluators to plan ahead since some of the SLO final results will be available sooner than others.
APPENDIX A:

SLO Template for *Bloomboard* (optional)
**Student Learning Objective (SLO) Template for Bloomboard**

<table>
<thead>
<tr>
<th>SSP or Teacher Name:</th>
<th>Employee ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Role:</td>
</tr>
<tr>
<td>Grade Level(s):</td>
<td># of Students Addressed by SLO:</td>
</tr>
<tr>
<td>Subject or Content Area of Measure:</td>
<td>Interval of Instruction for SLO:</td>
</tr>
</tbody>
</table>

1. **SLO Statement and Description of Measure:**
The SLO should be a clear statement that includes enough detail to fully describe what students are expected to learn. The SLO description needs to cover an appropriate and meaningful set of students. Be sure to address appropriate academic standards and must be measureable for the instructional time period. **NOTE: Please list a summary of the standard(s) or the full standard(s), rather than simply listing or abbreviating the standard heading or number.**

2. **How will I measure success? – Assessment/Data Used to Create the Measure:**
Provide the name of the assessment/measure being used to measure the student learning/outcome target. If the assessment is teacher-created, describe the assessment and explain how it was developed and how it will be scored. For measures, describe the data that will be collected, how often it will be collected, how it was developed, how it will be scored, and how it demonstrates student growth and student performance. How will the SSP impact students' growth or learning?

3. **Rationale for SLO—Justification for the Weight:**
Explain why you chose this student learning/outcome objective. Explain how this SLO will measure student learning and demonstrate the educator's effectiveness with student achievement and growth.

4. **Comments: How will I measure success in an ambitious, but achievable manner?**
Address what you know about the targeted students' performance/skills/achievement levels at the beginning of the interval of instruction/data collection, as well as, any additional student data or background information used in setting the target.

The SLO should address a specific target for student achievement by the end of the instructional period identified.

Educators should describe interim assessment and other progress checks they will use during the school year/semester progress monitor the stated learning target.
6. **How will my SLO be scored? - Scoring Plan:**

Explain why you picked the specific targets for student achievement. Explain how the SLO targets will measure student learning of critical content. Be sure to cite and include the percentage or number of students in each category.

<table>
<thead>
<tr>
<th>Much Less than Expected— Did Not Meet</th>
<th>Less Than Expected— Partially Met</th>
<th>Meets Expectations— Met</th>
<th>More than Expected Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>The educator has an insufficient impact on student learning or services and provided evidence and data that is well below the learning target.</td>
<td>The educator has demonstrated some impact on student learning, but did provide adequate evidence or data that demonstrates meeting the target.</td>
<td>The educator has demonstrated a considerable impact on student learning and services with data and evidence that proves the educator met the target.</td>
<td>The educator has, through data and evidence, demonstrated an outstanding impact on student learning and service by surpassing the target by a considerable margin.</td>
</tr>
</tbody>
</table>

APPENDIXB:

*Bloomboard's* Job Aide for Adding and Managing SLOs
Adding and Managing SLOs

SLOs are typically started within a meeting by clicking an activity link, but they can also be started from the Goal Planning page if an activity is not yet scheduled. The instructions below provide basic directions for adding SLOs. You can get more specific information about your process within your state or district’s guidelines.

Creating an SLO

1. Click the activity in the meeting overview, or if the activity is not yet created, click the goal note on the home page that is marked *Ready to plan your goals or SLOs?*

2. When the Goal Planning Page opens, click *Student Learning Objectives.*

3. Click *Add first Student Learning Objectives.*
Identifying and Adding Details to Your SLO

1. When the SLO opens, complete the form fields as required by your district to identify, describe and categorize the assessment. The fields available vary by state or district, so your view may be different. The following instructions offer general guidelines to completing fields. Please refer to your state or district's guidelines for specific entry instructions.

- **Untitled - name this SLO** – Click in the field and enter a meaningful name. When you begin to type, the placeholder text disappears and is replaced by your entry.

- **Subject of Measure / Content Area** – Some states/districts ask users to select a subject or content area from a menu. Click in the field to open the menu, and then choose the appropriate subject. To remove a selection, click the "x" on the right side of the tile.

- **Details** - The Details section is collapsible, and contains all the fields that are needed to explain and describe the details and parameters of your student learning goals. Complete the detail fields according to your district's guidelines. The fields expand as you type to accommodate your text.
**Adding a Measure to an SLO**

Measures are added in the section that follows the Details section. Choose the assessment type used to measure performance and then complete any additional required fields your state/district requires.

1. Choose your measure / assessment type from the menu.
2. If other fields display, enter required information in any other fields that display.
3. Ratings fields are typically pre-populated, but can be modified if overwriting is enabled by your district. To overwrite a rating field, click the edit button that displays when you hover on the upper right corner of the field and then enter text. Note: Not all districts allow users to edit ratings. *If you do not see an edit button, it has not been enabled for your district.*

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*continued on next page*
4. When you are finished, click Save this SLO at the bottom of the screen.

**Helpful Hint:** If you have any questions about what to enter, please refer to your administrator for clarification.

**Adding More Measures to an SLO**

1. If you wish to add other measures to your SLO, click Add another Measure below the current measure.

2. Complete the fields in the new measurement section that displays.

3. Click Save this SLO when you are ready to save the entire SLO.

When you add a second measure to an SLO, the weighting bar at the top of the screen adds a second weight, and reduces the first measure’s weight, so they both carry the same weight. You can override and adjust the weighting, if needed. See Changing a Measure’s Weight to learn more.
Removing a Measure from an SLO

1. Click *REMOVE THIS MEASURE* in the upper right corner of the measure (see previous above).

2. In the dialog box, click *Yes, remove this measure* or *Cancel* to quit.

Changing a Measure’s Weight

Multiple measures are easily added to your SLOs, and you can easily adjust the weighting - the software manages the weights to ensure the combined weight equals 100%.

1. At the top of the screen, position your cursor on the slider to the right of the weight you wish to modify, and drag the slider to the desired weight.

2. Alternately, click *show keyboard input* under the slider to open text fields, which you can use to enter numeric weights.

Creating Additional SLOs

1. Click the *Add another SLO* link under the Save button and complete the fields as directed in *Creating an SLO* above.

*continued on next page*
The new SLO has a different color identifier, which matches it's accompanying weight slider.

2. Add additional measures, if needed.
3. Click *Save this SLO*.

The SLO identifier and weight slider are color-coded

### Deleting an SLO

1. To delete an SLO, click *REMOVE THIS SLO* at the top right of the SLO.

2. In the dialog box, click *Yes, remove this SLO* or *Cancel* to exit the deletion.

### Submitting Final SLOs for Approval

1. When you are finished with the assessment and ready to submit for approval, click *Set Objectives & Request Approval* at the bottom of the screen.

2. Click *Yes, set objectives* to complete the save or *Cancel* to quit.

*Helpful Hint:* A submitted SLO is locked and cannot be edited. If you need to make changes to any or all of your SLOs, your observer must unlock them to enable editing.
APPENDIXC:

SLO Approval Rubric
# Student Learning Objective (SLO) Approval Rubric

<table>
<thead>
<tr>
<th>SLO Component</th>
<th>Approval Criteria:</th>
<th>Meets</th>
<th>Does Not Meet</th>
<th>Comments/Revisions Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Information</strong></td>
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</tr>
<tr>
<td>Subject</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students or services addressed by SLO</td>
<td>Is the SLO written for a minimum of 6 weeks of data collection?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO Statement</td>
<td>Does the SLO cover the appropriate and meaningful set of students on the educator’s roster for the appropriate course(s) or educational services?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SLO Statement</strong></td>
<td>Is the SLO a clear statement that includes enough detail to fully describe what students are expected to learn?</td>
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<td></td>
<td>Does the SLO reflect a meaningful percentage of the course enrollment or caseload?</td>
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<tr>
<td></td>
<td>Does the rationale for the SLO demonstrate that the SLO will measure student achievement or critical educational service?</td>
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<tr>
<td></td>
<td>Do the standard(s) selected address critical content, skills or knowledge necessary for advancement in achievement or learning (i.e., if students do not master standards or goals, they will not be able to progress to the next level)?</td>
<td></td>
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<tr>
<td><strong>Assessment/ Data Measure</strong></td>
<td>Is the assessment aligned to standard(s) targeted and address relevant and rigorous content?</td>
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<tr>
<td></td>
<td>Does it provide evidence relative to the target? Is it appropriate for the student population?</td>
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</tr>
<tr>
<td><strong>Rationale for Student Learning Targets: Weight</strong></td>
<td>Does the rationale for the Student Learning Targets demonstrate that the SLO will measure student impact of critical content and provide evidence of the educator’s effectiveness (for SSPs—will the SLO demonstrate the SSP’s “roles and responsibilities” emphasizing student impact?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comments: Measures of Success</strong></td>
<td>Are the instructional strategies or SSP data collection appropriate to support reaching the objective?</td>
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<td></td>
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<tr>
<td></td>
<td>Will the progress monitoring strategies or data collection allow the educator to know if s/he is on-track to attaining the objective?</td>
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<tr>
<td></td>
<td>Is the baseline data recorded and analyzed to provide a descriptive picture of the student sample?</td>
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<tr>
<td><strong>Scoring Plan</strong></td>
<td>Does the scoring plan represent appropriate levels of student progress?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ **Approved** (meets all criteria, including those specified for content/service area)  ☐ **Not Approved** (does not meet one or more of the criteria; needs revisions)