Salt Lake City School District
Student Learning Objectives (SLOs) Rubric

This **SLCSD SLO Rubric** is to be used by educators writing or reviewing SLOs as a measure of student growth for educator evaluation.

Course/Grade Level Information		Present	Not present
Course name			
Brief course description			
Approximate number of students	*This is the size of the average class per period.*		
Grade level(s)	*Identify the grade(s) of students in this course.*		
Length of course (semester or year; if other, please describe)			
Date submitted for district review			

Process, Implementation Timeline, and Sign-Offs		Present	Not present
Names and current job positions of those developing this SLO	*This should include the names of the committee drafting this application.*		
Email of team lead	*This is the person who will receive and disseminate feedback.*		
Administrator name and title			
Administrator sign-off of initial SLO	*This will be filled out when you meet with your administrator to start your approved SLO.*		
Date final SLO is due to determine educator effectiveness rating			

Section 1: Establish a Learning Goal

The Learning Goal is the big idea that describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum. It includes an explanation of the importance of the Learning Goal for students' lives.	**Present**	**Not present** *include feedback*
Please address the following:		
1. What is/are the **learning goal(s)** for students? What will they **know and do** as a result of your class?		
2. What is the **time span** for teaching this learning goal? (It should be greater than a unit and reflect the amount of time students spend in the course, i.e., semester or year—in other words, this SLO should reflect more than just one piece of the class you are teaching. For example, "Students will learn how to use a colon and semicolon" would be a single unit in the bigger learning goal of "Students will learn and demonstrate effective use of the conventions of written English."		
3. What **deep or essential understandings** do you want students to demonstrate through this learning goal? How are they **measurable**?		
4. Why is this learning goal essential and meaningful for students?		
5. Which **Utah Core Standards** for content and literacy are associated with the learning goal? Reference the specific standards.		
An application of acceptable quality will appropriately identify and thoroughly describe an important and meaningful Learning Goal, with: ✓ the big idea and the Standard(s) clearly aligned to and measured by the Learning Goal, ✓ a clear explanation of the critical nature of the Learning Goal for all students in the specific grade/ course, ✓ a clear description of how the Learning Goal allows students to demonstrate deep understanding of the Core content standards within the identified time span, and ✓ specific and appropriate instruction and instructional strategies described to teach the Learning Goal.		
Feedback: ●		

Section 2: Document Assessment(s) and Scoring

Assessment(s) and Scoring: **Assessments** are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or **scoring rubrics** to describe the level at which students have learned. Describes appropriate instruction and instructional strategies that will support student learning.		**Present**	**Not present** *include feedback*
Identify what **proficiency** looks like to meet the Learning Goal. What specific **instructional strategies** will you use over time to support student learning? Explain how the information will be presented to all students. Explain how you will **differentiate instruction** for all students working toward the Learning Goal, including students who are struggling with the learning or those who excel (e.g., gifted and talented, ELL, special education).	Please address the following:		
	1. Explain what students who have mastered the learning goal will be **able to demonstrate** by the end of the instructional period identified in Section 1.		
	2. How will you use **formative assessments** to guide Tier 1 instruction to help all students progress towards the Learning Goal?		
	3. How will you **adjust instruction** for students who struggle to meet the incremental learning goals?		
	4. How will you **adjust instruction** for students who exceed the incremental learning goals?		
	An application of acceptable quality will appropriately identify and clearly describe: ✓ the instructional plan for the learning goal and how instruction will be differentiated for all learners based on information from assessments.		
Describe the **Assessment(s)** (such as performance tasks and their corresponding **scoring rubrics**) that measure the level of students' understanding of the Learning Goal. **Attach** assessments and rubrics as appropriate.	Please address the following:		
	1. What **assessment(s)** will you use to measure the growth students made toward the Learning Goal?		
	2. What specific **criteria or rubric** will you use to determine the level at which students achieved the Learning Goal?		
	An application of acceptable quality will appropriately identify and clearly describe: ✓ high quality Assessments(s), with evidence to support how the appropriateness and quality of the Assessment(s) have been established, ✓ scoring rubrics that appropriately differentiate student performance, including information to support that these rubrics are valid.		
Describe how often you will collect data to monitor student progress toward the Learning Goal. Indicate any formative assessments that you will use.	Please address the following:		
	1. What **formative in-class assessments** will you use to monitor student progress?		
	2. What **instructional strategies** will you use?		
	3. What will **students demonstrate** to show they are making progress?		
	An application of acceptable quality will appropriately identify and clearly describe: ✓ progress-monitoring measures that will be used to inform and adjust instruction.		
Feedback: •			

Section 3: Establish Targets

Targets: Identify the expected student learning outcomes by the end of the instructional period for all students. **Targets** are used to effectively project levels of proficiency toward the Learning Goal.		**Present**	**Not present** *include feedback*
Evaluate the **past performance** and **current baseline data** (e.g., previous grades, pre-assessments, etc.) of students to determine their **starting points** and **identify** learning strengths and needs relative to the Learning Goal.	**STARTING Points** *Things to think about: Not all students learn and grow at the same rates and in the same time intervals. Knowing your students and where they are in relationship to their past experiences and pre-requisite knowledge and skills will help you identify appropriate rates of student growth toward the learning goal.*		
	Identify the **past performance** – Starting Points: 1. How will you identify the students' learning needs in relation to the Learning Goal the first six weeks you have students? What evidence will support this?		
	2. What instructional challenges does this group of students present (linguistic, academic, etc.)? How will this knowledge change your instructional practice? *This may be based on your previous experience or on the baseline data established when you begin the course.*		
	An application of acceptable quality will clearly and thoroughly explain: ✓ how the data are used to define teacher performance, and ✓ include appropriate baseline data/information used to establish and adjust instruction to support expected student performance.		
Using students' starting points, identify specific **target levels** based on available data about students' performance and the number or percentage of students at each target. Describe **the expected levels of growth and proficiency** for students in each target level during the course.	**TARGETS and PROFICIENCY LEVELS** Identify the **desired performance** – Starting Points: 1. Based on what you know or project about this group of students, where do you expect this class to be in relation to the Learning Goal by the end of the instructional timeframe? (For example: what % or # of your students at the end of the instructional time frame will be above proficiency, at proficiency, nearing proficiency, needing significantly more time or support to reach proficiency? Please adapt this thinking as appropriate for your course.)		
	2. What are ambitious, but realistic expectations for the growth students will show during the instructional time-span? Identify this for each group of students.		
	An application of acceptable quality will clearly and thoroughly explain: ✓ rigorous expectations that are realistic and attainable for each group of students using the documented high quality assessments.		
Feedback: •			