**School Leader SLO Checklist**

**Directions**: Use the Sch*ool Leader SLO Checklist* as a quality assurance approach for student learning objectives developed by teachers at your school. This checklist is organized around three quality components: *Completeness*, *Comprehensiveness*, and *Coherence*. Each component has basic requirements necessary for a high-quality SLO.

**Part I: *Completeness*** (Ensuring the *SLO Process Template* is completed correctly)

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| **Task ID** | **Descriptor** | **“Meets Criteria”** | **“Needs Adjustments”** |
| 1.1 | Section 1 demographic/classroom context data are complete. A course/subject is identified along with those students included in the SLO results.  | [ ]  | [ ]  |
| 1.2 | Section 2 goal statement articulates the “big idea” under which the targeted content standards are directly aligned. A rationale is provided that supports the selected goal. | [ ]  | [ ]  |
| 1.3 | Section 3 performance measures are identified along with their type, metric, administrative, and scoring procedures. Each performance measure has a corresponding performance indicator in Section 4. | [ ]  | [ ]  |
| 1.4 | Section 4 performance indicators are listed for those students identified in Section 1. These indicators state the performance standard for each assessment (i.e., performance measures) identified in Section 3. | [ ]  | [ ]  |
| 1.5 | Section 5 elective ratings have numeric values representing challenging (but attainable) student achievement expectations. Data are based upon results from those performance measures articulated in Section 3. The SLO Process Template is signed. | [ ]  | [ ]  |
| **Comments/Suggestions** |

**Part II: *Comprehensiveness*** (Ensuring the performance measures have basic technical features)

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| **Task ID** | **Descriptor** | **“Meets Criteria”** | **“Needs Adjustments”** |
| 2.1 | Performance measures are based upon targeted content standards representing a range of knowledge and skills. The performance measures are rigorous (designed to measure a range of higher-order thinking skills at developmentally appropriate levels) and of sufficient length/design to measure the depth of the standards. | [ ]  | [ ]  |
| 2.2 | Performance measures are reviewed in terms of: (a) alignment to the targeted content standards, (b) content accuracy, (c) developmental appropriateness, (d) cognitive demand, and (e) bias, sensitivity, and fairness. | [ ]  | [ ]  |
| 2.3  | Administrative guidelines contain the step-by-step procedures used to administer the performance measures, including narratives to communicate directions to students, establish time constraints, and provide appropriate accommodations. Scoring guidelines, answer keys, and exemplars are available for different item/task types.  | [ ]  | [ ]  |
| 2.4 | Performance measures have score validity evidence that demonstrated item responses were consistent with content specifications. Data suggest the scores represent the intended construct, rather than exogenous factors (e.g., gender, race, etc.). Alignment evidence is collected and reviewed. | [ ]  | [ ]  |
| 2.5 | Performance measures have reliability data, which includes estimating internal consistency. Standard errors are reported for summary scores. When applicable, other reliability statistics such as rater reliabilities are calculated. | [ ]  | [ ]  |
| **Comments/Suggestions** |

**Part III: *Coherency*** (Ensuring SLO components are aligned to PA standards)

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| **Task ID** | **Descriptor** | **“Meets Criteria”** | **“Needs Adjustments”** |
| 3.1 | A blueprint or another design document illustrates the relationships among SLO components (i.e., goal statement, targeted content standards, performance indicators, performance measures, student achievement expectations, and overall teacher rating). | [ ]  | [ ]  |
| 3.2 | All performance measures have been examined to determine that they are aligned to the identified “Big Idea”. The measures are technically-sound (i.e., reliable, valid, and fair) and appropriately aligned to the targeted content standards.  | [ ]  | [ ]  |
| 3.3 | Performance indicators are specific, criteria-focused, challenging (yet attainable), and linked directly to performance measures.  | [ ]  | [ ]  |
| 3.4 | All expectations for student performance, in the aggregate, aligns with the targeted content standards in Section 2 and the achievement standards articulated in Section 4.  | [ ]  | [ ]  |
| 3.5 | Performance data represents the achievement of those students identified in Section 1, which reflect students taught by the teacher. | [ ]  | [ ]  |
| **Comments/Suggestions** |