**Student Learning Objective Quality Review Tool**

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| Priority of Content |  |  |
| 1. Does the Objective Statement identify specific knowledge and/or skills that are essential for students to attain in the course/grade?
 | * Yes
 | * No
 |
| 1. Is the objective statement broad enough that it captures the major content of an extended instructional period, but focused enough that it clearly pertains to the course subject/grade/students?
 | * Yes
 | * No
 |
| 1. Can the objective statement be measured?
 | * Yes
 | * No
 |
| 1. Does the objective rationale provide a data-driven and/or curriculum-based explanation for the focus of the SLO?
 | * Yes
 | * No
 |
| 1. Are there specific standards (e.g., CCSS, NGSS, or other state and/or national standards) to which the objective is aligned?
 | * Yes
 | * No
 |
| 1. *Based on your answers to the questions above, would you rate the Priority of Content as acceptable?*
 | * Yes
 | * No
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| Baseline Data/Information[[1]](#footnote-1) and Rigor of Target |  |  |
| 1. Does the SLO describe the baseline knowledge of all current students, how it was assessed, and reference historical data, if available/relevant?
 | * Yes
 | * No
 |
| 1. Based on student starting points, is the target possible for all students to realistically attain, while also representing a rigorous interval of instruction?
 | * Yes
 | * No
 |
| 1. If appropriate, is the target tiered to reflect students’ differing starting points?
 | * Yes
 | * No
 |
| 1. Does the target rationale explain how the target was determined at each tier in connection with baseline data or information (benchmark assessment, historical data, trend data, etc.)?
 | * Yes
 | * No
 |
| 1. *Based on your answers to the questions above, would you rate Baseline Data and Rigor of Target as acceptable?*
 | * Yes
 | * No
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| Quality of Evidence |  |  |
| 1. Does the evidence source measure the identified content/skills of the Objective Statement?
 | * Yes
 | * No
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| 1. Does the explanation of assessment administration include when it is administered, how often, and by whom, along with a description of how the evidence will be collected and scored (e.g., description of scoring guides, rubrics, or instructions)?
 | * Yes
 | * No
 |
| 1. Does the scoring process have safeguards in place to ensure consistent scoring aligned to clear expectations of student work (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)?
 | * Yes
 | * No
 |
| 1. *Based on your answers to the questions above, would you rate the Quality of Evidence as acceptable?*
 | * Yes
 | * No
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| Overall |  |  |
| 1. If you were the evaluator, would you have approved this SLO?
 | * Yes
 | * No
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1. Please note that Baseline Data is included under Rigor of Target here and not in the Anatomy of an SLO (p.19 of the Rhode Island Model Teacher Evaluation and Support System Edition IV) because an accurate assessment of target rigor requires that an assessment of all students’ baseline knowledge is included. [↑](#footnote-ref-1)