

Appendix B. SLO Approval Checklist

Baseline and Trend Data

Summarize pretest results and other baseline and trend data (i.e., student performance data) in order to identify the strengths and weaknesses of your students and inform growth targets. Other baseline data might include results from previous years' standardized tests, coursework from the current school year, ELA and math results, etc.

- Identifies sources of student performance data and information
- Summarizes overall pretest score results, including grouping students by performance level
- Identifies students' academic strengths and weaknesses based on pretest results and other baseline and trend data, including a review of content- or skill-level pretest "strand" data wherever available

Student Population

Describe the student population covered by your SLO, including all contextual factors, including special education status, English language learner status, gifted and talented status, out-of-school factors, and/or conditions for learning.

- Indicates overall number of students and includes all students in the identified class(es)
- Follows the guidelines in Appendix D for which course or class teacher should develop SLO(s)
- Describes any contextual factors, at the individual student level, that may affect student growth
- Is written in a professional manner, including respecting students' privacy
- Does not exclude subgroups of students for any reason

Growth Targets

Determine whether to maintain growth targets provided by the district or to make appropriate adjustments for students with relevant contextual factors.

- Ensures that all students in the course have a growth target
- Adjusts targets only when contextual factors are also present
- Sets developmentally appropriate targets
- Sets ambitious yet attainable targets

Rationale for Growth Targets

Explain why you maintained or adjusted district-provided targets based on your contextual knowledge of students, including how baseline data, trend data, and the growth of previous students impacted your thinking. Account for all students for whom contextual factors were described in the Student Population section.

- Provides justification for both maintaining and adjusting targets, for all students with contextual factors
- Provides strong justification based on data for all adjusted growth targets, including effectively connecting contextual factors and baseline and trend data
- Adjusts targets by magnitudes that are consistent with contextual factors and available data
- Explains how targets align with broader school and district goals

District-Populated Components

Interval of Instruction

Indicate the duration of the course the SLO will cover including beginning and end dates.

- Matches the length of the course (i.e., semester or year)

Standards and Content

Identify the most essential skills and content knowledge students need by indicating the standards to which the SLO is aligned.

- Represents the big ideas or domains of the content taught during the interval of instruction
- Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by educational organizations

Assessments

Identify the assessments used to measure student growth for this SLO.

- Identifies assessments that have been reviewed by grade-level and content-level district experts to effectively measure course content and reliably measure student learning as intended
- Includes measures with sufficient stretch so that all students may demonstrate learning, or identifies supplemental assessments so as to cover all ability levels in the course
- Provides a plan for combining assessments if multiple summative assessments are used
- Follows state guidelines for appropriate assessments