SLO Review Tool:

A Companion to the

Rubric for Rating the Quality of Student Learning Objectives

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SLO Review Tool: This tool provides a framework for teachers, school administration, and/or district administration to use when evaluating the quality of an SLO. This tool prompts educators to consider the level of quality of the Learning Goal, Assessments and Scoring (rubric or criteria), and the Targets and is a companion document to be used along with the SLO Rubric (as part of the Center for Assessment SLO Toolkit). It includes specific descriptors and questions to consider, as well as examples and annotations to provide clarity when reviewing an SLO. This SLO Review Tool can also be used as an instructional tool during professional development related to writing Student Learning Objectives. (Also see: *Instructional Guide for Developing Student Learning Objectives.*)

Process for Using the SLO Review Tool: This Review Tool uses a series of questions to guide the reviewer through an evaluation of the SLO. In order for the components of the SLO to be considered as *Acceptable Quality*, the responses to the questions should have a "yes" response. If there are "partial" or "unclear" responses, it may be necessary to examine the assessments section of the SLO, to review the educator's *Planning Pages*, and/or to have an SLO conversation with the educator. However, if the "partial / unclear" responses are not clarified through this process, the rating of the SLO component would be considered *Quality Needs Improvement*. A preponderance of "no" responses would constitute the rating of the SLO component as *Insufficient Quality"* and would require revisions by the educator. Overall, when reviewing an SLO, evaluators will want to ensure that there is coherence found from one component to the next.

After the SLO has been reviewed, use the *Rubric for Rating the Quality of Student Learning Objectives (A Part of the SLO Toolkit, www.nciea.org)* to identify the quality of the SLO and to provide feedback for the educator to make any necessary changes to their SLO. Once the SLO is resubmitted, if necessary, the evaluator(s) need only to review the sections that were scored as "partial / unclear" or "no" to determine if the SLO is acceptable and ready to be implemented by the educator.
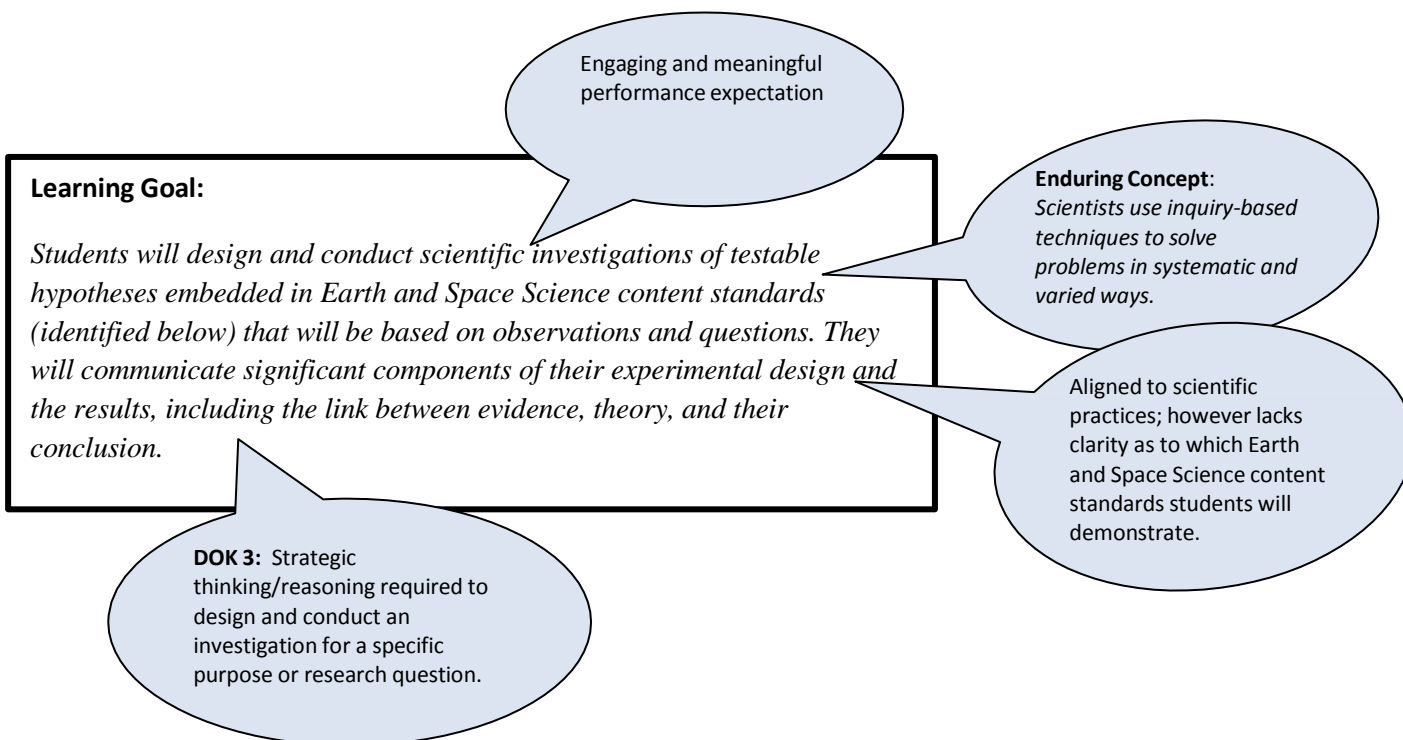
Teacher(s) Name:_____ Content Area: _____

Grade Level: _____ Date of Review: _____

Reviewer(s):_____ SLO Name/ID#_____

Part 1: Learning Goals

Identify the enduring concept or set of concepts supported by the Learning Goal.

☐ Yes
☐ Partial/Unclear
☐ No

Is the learning goal focused the development of students' deepening understanding of specific content and skills and NOT on an assessment score or performance target?"

☐ Yes
☐ Partial/Unclear
☐ No

Is this concept or set of concepts able to be taught throughout most of the units of study in this course/class?
Note: Learning Goals are not intended to be completed within one unit or set of lessons within a unit.

☐ Yes
☐ Partial/Unclear
☐ No

Is the concept or set of concepts meaningful to students in a way that can be assessed through engaging learning situations throughout the course/year, such as through a demonstrations or performance assessments? Note: Learning Goals are not intended to be assessed one time (e.g., at the end of a unit) or through selected response assessment, but rather through authentic tasks.

☐ Yes, fully aligned
☐ Partially aligned
☐ No, not aligned

Is the concept or set of concepts aligned to the College and Career Ready standards or relevant content standards for the specific grade and   subject? Note: The Learning Goal should be based on the content standard, but is not the content standard.

☐ Yes
☐ Partial
☐ No

Does the concept or set of concepts align to a cognitively rigorous depth of knowledge (DOK)? For example, students demonstrating the ability to identify an explicit theme in grade-level narrative texts may be a DOK Level 2; but to make inferences about explicit or implicit themes using text-based evidence may align to a DOK 3 depending on the specific task.

   ☐ **DOK 1:** recall and reproduction
   ☐ **DOK 2:** skills and concepts
   ☐ **DOK 3:** strategic thinking/reasoning; requires deeper cognitive processing.
   ☐ **DOK 4:** extended thinking; requires higher-order thinking including complex reasoning, planning, and developing of concepts.
(See K. Hess, Cognitive Rigor Matrices, 2009, Center for Assessment, for more information)

☐ Yes
☐ Partial/Unclear
☐ No

Can the full concept or set of concepts be realistically taught and learned within the designated amount of time considering other content expectations?

Identify the number of "yes" responses

Identify the number of "partial/unclear" responses

Identify the number of "no" responses

Based on this information determine the rating of the **Learning Goal** for the SLO as being an *Acceptable Quality*, *Quality Needs Improvement*, or *Insufficient Quality*. Place the rating on the *Rubric for Rating the Quality of Student Learning Objectives*.

Science Example:

> Engaging and meaningful performance expectation

Learning Goal:

Students will design and conduct scientific investigations of testable hypotheses embedded in Earth and Space Science content standards (identified below) that will be based on observations and questions. They will communicate significant components of their experimental design and the results, including the link between evidence, theory, and their conclusion.

> **Enduring Concept**: *Scientists use inquiry-based techniques to solve problems in systematic and varied ways.*

> Aligned to scientific practices; however lacks clarity as to which Earth and Space Science content standards students will demonstrate.

> **DOK 3:** Strategic thinking/reasoning required to design and conduct an investigation for a specific purpose or research question.

Assessments and Scoring

☐ Yes, fully aligned
☐ Partially aligned
☐ No, not aligned
Are the assessments aligned to the concept or set of concepts identified in the Learning Goal such that the learning goal is fully assessed by the assessment or more likely, the set of assessments?

☐ Yes, fully aligned-similar complexity
☐ Partially aligned
☐ No, not aligned-more complex or less complex
Are the assessments aligned to the targeted depth of knowledge? A Learning Goal that expects students to demonstrate strategic thinking should be measured by assessments that also expect strategic thinking.

☐ Yes
☐ Partial/Unclear
☐ No
Are the assessments fair and unbiased? More specifically:
    1) do the assessments provide opportunity and access for all students through appropriate levels of academic language for the grade and content area?
    2) are they visually clear and uncluttered (free from distracting information)? and
    3) are the directions presented in a straightforward manner for a range of learners?

☐ Yes, fully aligned
☐ Partial/Unclear
☐ No, not aligned
Is the rubric or scoring criteria aligned to the concept or set of concepts identified in the Learning Goal? The rubric or scoring criteria should address all of the demands within the assessment.

☐ Yes
☐ Partial/Unclear
☐ No
Does the rubric or scoring criteria have clear descriptors that are coherent across all performance levels? The descriptors should be free from ambiguous language such as "good" or "poor", but rather should include clear expectations of student performance that progress from one level to the next.

☐ Yes
☐ Partial/Unclear
☐ No
Are appropriate progress monitoring assessments identified that will allow for adjusting and/or differentiating instruction?

Identify the number of "yes" responses
Identify the number of "partial/unclear" responses
Identify the number of "no" responses

Based on this information determine the rating of the **Assessments and Scoring** for the SLO as being an *Acceptable Quality*, *Quality Needs Improvement*, or *Insufficient Quality*. Place the rating on the *Rubric for Rating the Quality of Student Learning Objectives*.

Foreign Language Example:

Assessments and Scoring:

A variety of validated performance tasks (both informal and formal) that focus on engaging in a transactional conversation and responding to clarifying questions will be used to measure student success. All tasks have been validated through the Quality Assessment Review Tool. These tasks are aligned to the World Language state standards and this Learning Objective. Students will have opportunities to rehearse, self-evaluate, and receive feedback from peers and the teacher using the scoring rubric as well as criteria checklists. Struggling students will have opportunities to use technology tools such as VoiceThread to help them listen to the spoken language and to hear themselves respond. Small group or individual instruction will be provided for students based on formative assessments. Advanced students will have tasks that allow for more complex conversations.

Example: Students will role play situations involving social conventions, greetings and leave-takings in groups of three using faces (puppets or labeled cards) they have drawn to indicate their identity (e.g., family member, child, adult). Each student must take two parts, one informal and one formal. As a minimum, there must be an initial greeting suitable for the time of day, an introduction, two social inquiries (e.g., How are you? How is your sister? Where are you going this summer? Did you like the film?), a weather observation, a leave-taking using titles (Mr., Miss) when appropriate.

The use of a multi-dimensional rubric will be used to score student responses for:

- *Knowledge - vocabulary and language structures for formal and informal greetings, leave takings, and other social conventions at various times of the day were complete and correct.*

- *Comprehension: Verbal exchanges showed understanding.*

- *Communication: Interpersonal strategies used to convey the main idea were complete, clear and comprehensible.*

Students will be videotaped and evidence will be scored on the validated common rubric through a committee to ensure reliability.

Aligned to Foreign Language Standards (and learning goal):
1. Use the target language to communicate within and beyond the classroom setting.
- engage in short conversations using culturally appropriate greetings (DOK 2)
- ask & answer questions about familiar topics (DOK 2)
- share likes and dislikes about people, events, places, and things (DOK 2)
- follow and give directions (DOK 2)

Identifies appropriate progress monitoring assessments and how instruction will be differentiated.

Fair and unbiased description of the assessment expectations.

DOK 2: Task aligns to the cognitive complexity of the standards (learning goal) – basic reasoning, using skills and concepts.

Rubric: The criteria align to the standards and task. It is unclear if the descriptors are coherent across performance levels.

Targets
☐ Yes ☐ Partial/Unclear ☐ No Are the data sources identified appropriate to use for establishing and differentiated starting points and groups for students? Note: Baseline data should provide evidence of students' learning that measure the pre-requisite knowledge and skills necessary for the concepts identified in the Learning Goal. (See *Using Baseline Data and Information to Set SLO Targets, A Part of the SLO Toolkit, www.nciea.org*).
☐ Yes ☐ Unclear ☐ No Is the actual performance of students, based on the data sources, established and differentiated?
☐ Yes ☐ Unclear ☐ No Is the expected performance of students established and differentiated?
☐ Yes ☐ Unclear ☐ No Is the expected performance of students realistic and/or attainable? It is important that expected targets are not set too low or too high, but rather should demonstrate that students are making appropriate progress (e.g., a year's worth of learning or more) based on assessment evidence.
Identify the number of "yes" responses Identify the number of "partial/unclear" responses Identify the number of "no" responses Based on this information determine the rating of the **Targets** for the SLO as being an *Acceptable Quality*, *Quality Needs Improvement*, or *Insufficient Quality*. Place the rating on the *Rubric for Rating the Quality of Student Learning Objectives*.

Social Studies Example:

The data source is identified and appropriate for the Learning Goal: *Students will independently use primary and secondary sources to explain, generalize, connect, and/or form an argument based on historical and contemporary issues related to civics and government.*

Targets:

Actual Performance: Baseline data was established using reading and writing scores from the grade 11 state test and course grades in 11th grade English and social studies classes.

Low Group	*21 of students*
Approaching Proficiency Group	*33 of students*
Proficient or Highly Proficient Group	*6 students*

Total of 60 students

The actual performance levels are clearly established and differentiated into three levels.

Expected Targets: Based on the pre-assessment data above

Low Group	*5 students*
Approaching Proficiency Group	*46 students*
Proficient or Highly Proficient Group	*9 students*

Total of 60 students

Expected levels are established and differentiated into the same three levels.
Although approximately 75% of the students in the low group are expected to move up at least one level, only 15% of the 60 students are expected to be proficient by the end of the year. It appears that these expected targets may be set too low. Additional information would be needed to determine if this is an acceptable target.