

# SLO Approval Checklist

July, 2015

Teacher Name: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

*For use with MSFE SLO Student Handbook, which provides additional guidance regarding minimum approval requirements and suggested practices.*

SLO Component	Evaluator Checklist
<b>Teacher Demographics</b>	<input type="checkbox"/> Fill out fields completely and accurately
<b>Student Demographics</b>	<input type="checkbox"/> Identify appropriate type of SLO <input type="checkbox"/> Include an appropriate interval of instruction <input type="checkbox"/> Include the total number of students for the course in the SLO, consistent with the SLO type <sup>1</sup> <input type="checkbox"/> Identify number of students with IEPs and 504 plans (if applicable) <input type="checkbox"/> Describe disabilities and accommodations of students comprehensively <sup>2</sup> <input type="checkbox"/> Include descriptions of ELL, gifted and talented, and “other” students (if applicable)
<b>Needs Assessment</b>	<input type="checkbox"/> Identify data reviewed about current students <input type="checkbox"/> Identify areas of strength and need in relevant content or skill areas <input type="checkbox"/> Support each identified strength and need with relevant content- or skill-level student data <input type="checkbox"/> Demonstrate evidence of collaboration during data analysis, when possible <input type="checkbox"/> Refrain from using student names when describing students
<b>Standards</b>	<input type="checkbox"/> SLO addresses national or state standards appropriate for the subject <input type="checkbox"/> Selected standards address essential areas of learning appropriate for the subject <input type="checkbox"/> Selected standards address a range of cognitive levels appropriate for the student group <input type="checkbox"/> Selected standards align with broader school and district goals <input type="checkbox"/> Selected standard(s) are broad enough to cover an extended interval of instruction, such as an academic year or semester

<sup>1</sup> Explain requirements for the number of students included for each type of SLO for the course

<sup>2</sup> Indicate specific disabilities and accommodations along with the number of students; do not include student names.

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<b>Pre-assessment/ Post-assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Align to all of the standards identified in the Assessed Standards section</li> <li><input type="checkbox"/> Use appropriate format(s) for the selected standards and student population</li> <li><input type="checkbox"/> Provide all students with an opportunity to adequately demonstrate their knowledge and growth</li> <li><input type="checkbox"/> Contain a variety of question levels, rubric levels, and/or prompt types</li> <li><input type="checkbox"/> Measure individual student performance</li> <li><input type="checkbox"/> If applicable, attach a teacher-created summative assessment to the SLO</li> <li><input type="checkbox"/> Include a high-quality rubric and student prompts/instructions, if assessment is performance or rubric based</li> <li><input type="checkbox"/> Ensure that the assessment is free of bias, avoid unnecessarily complex language, and administer the assessment fairly and consistently to all students</li> </ul>
<b>Growth Targets</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specify a quantitative growth or attainment target for each student on the roster</li> <li><input type="checkbox"/> Use individual pre-assessment data to determine appropriate growth for each student</li> <li><input type="checkbox"/> Expect all students to demonstrate growth</li> <li><input type="checkbox"/> Uses a format required by the district or any of the formats from the SLO Handbook</li> <li><input type="checkbox"/> Ensure targets are rigorous, attainable, and developmentally appropriate based on students' needs</li> <li><input type="checkbox"/> Ensure targets appropriately consider minimum passing scores and typical growth associated with all ability levels</li> <li><input type="checkbox"/> Attach the roster with all pre-assessment scores and target scores to the SLO</li> </ul>
<b>Instructional Strategies and Progress Monitoring Plan</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe instructional strategies that appropriately consider student demographics and associated learning styles, ability levels, and student needs identified in the needs assessment (Section 3) and the standards (Section 4)</li> <li><input type="checkbox"/> Identify methods for monitoring student progress that are aligned to the SLO standards</li> <li><input type="checkbox"/> Identify multiple ways the teacher will monitor student progress throughout the interval of instruction, including both formal and informal as well as short-term and long-term formative assessments/data as appropriate</li> <li><input type="checkbox"/> Explain how the teacher will use progress data to inform instructional planning</li> </ul>