

Appendix B. Administrator Student Learning Objective Checklist

Use this checklist for both writing and approving administrator student growth student learning objectives (SLOs). The checklist should be made available to both administrators and their evaluators for these purposes. For an SLO to be formally approved, *all* criteria must be met, and every box in the list will need a check mark completed by the administrator’s SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i>	<i>Which students will be included in this SLO? Include subject, grade level, and number of students.</i>	<i>What is the duration of the SLO? Include beginning and end dates.</i>	<i>To what related standards is the SLO aligned?</i>	<i>What assessment(s) will be used to measure student growth for this SLO?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>	<i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments) <input type="checkbox"/> Draws upon trend data, if available <input type="checkbox"/> Summarizes the administrator’s analysis of the baseline data by identifying student strengths and weaknesses 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the student population covered by the SLO <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth <input type="checkbox"/> Includes a rationale for the selected student population <input type="checkbox"/> SLO does not purposefully exclude specific students who otherwise fit into the selected student population 	<ul style="list-style-type: none"> <input type="checkbox"/> Duration of the SLO matches the length of the school year or includes a rationale for a shorter duration (e.g., semester-length course) 	<ul style="list-style-type: none"> <input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Ohio’s Learning Standards, or (2) national standards put forth by education organizations <input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction <input type="checkbox"/> Identifies core knowledge and skills students are expected to attain, as required by the applicable standards (if the SLO is targeted) <input type="checkbox"/> Includes alignment to building- or district-level priorities 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning, as intended <input type="checkbox"/> Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used <input type="checkbox"/> Follows the guidelines for appropriate assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets, when appropriate, so that students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates administrator knowledge of students and content <input type="checkbox"/> Explains why target is appropriate for the population <input type="checkbox"/> Addresses observed student needs <input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets <input type="checkbox"/> Explains how targets align with broader school and district goals <input type="checkbox"/> Sets rigorous expectations for students, teachers, and administrators