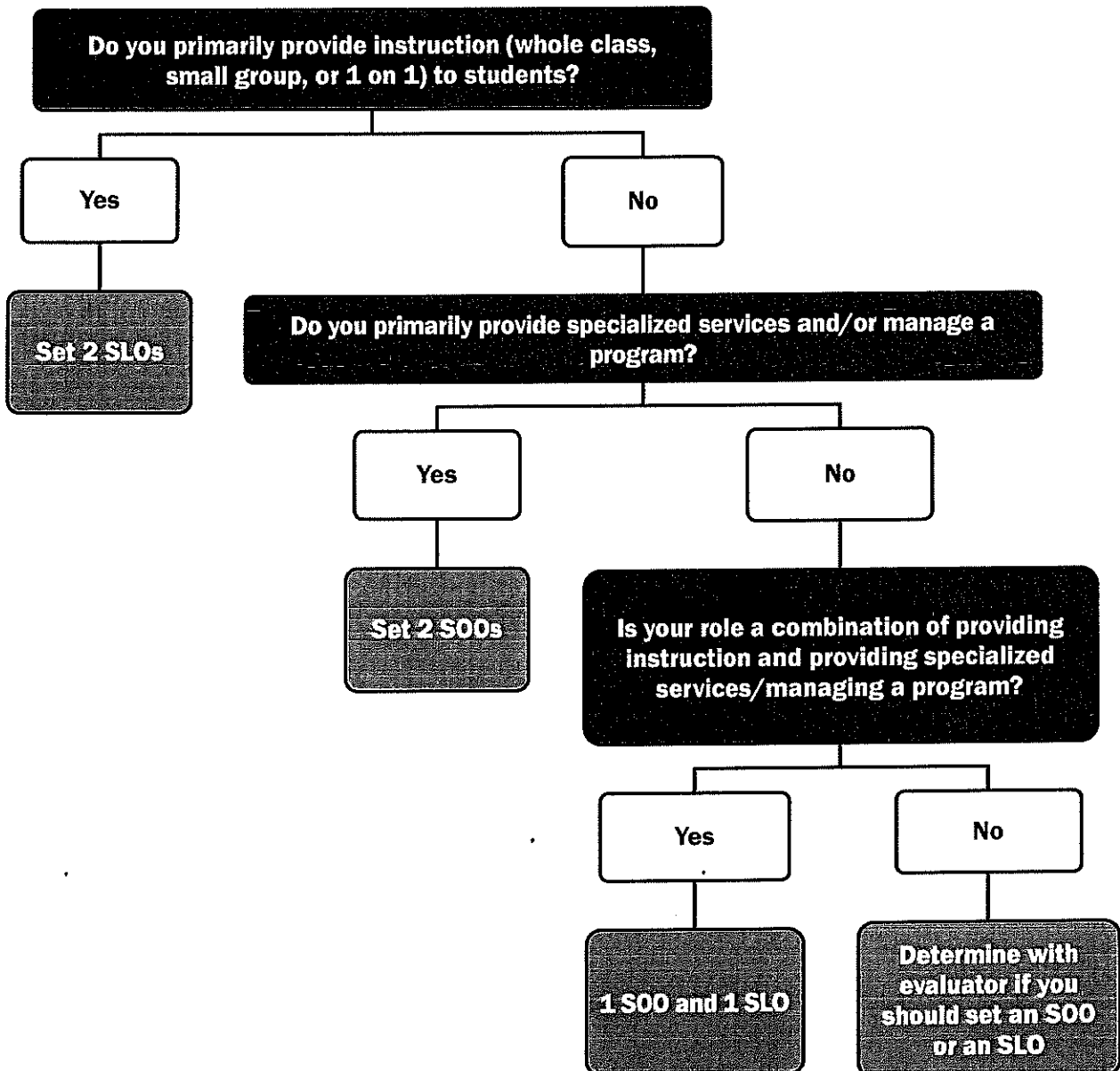


## SLO/SOO Decision Tree

This decision tree is a guide to assist special educators and support professionals in determining whether they should set an SLO, SOO, or a combination of both. The determination of an educator's student learning options is based upon that educator's role. LEAs need to determine what type of student learning measure is most appropriate for the specific positions in their LEA.



## Student Learning Objective Quality Review Tool

### 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?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. 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 and can be measured? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Does the objective rationale provide a data-driven and/or curriculum-based explanation for the focus of the SLO?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Based on your answers to the questions above, would you rate the Priority of Content as acceptable?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### Rigor of Target

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 5. Does the SLO describe the baseline knowledge of all current students and how it was assessed, and reference historical data, if available? <sup>1</sup>                               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. Based on student starting points, is the target possible for all students to realistically attain, while also representing a rigorous interval of learning with an effective teacher? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. If appropriate is the target tiered to reflect students' differing starting points?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Does the target rationale explain how the target was determined in connection with baseline data or information (benchmark assessment, historical data, trend data, etc.)?            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. Based on your answers to the questions above, would you rate the Rigor of Target as acceptable?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### Quality of Evidence

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| 10. Does the evidence source measure the identified content/skills of the Objective Statement?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11. 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)?                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12. 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)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13. Based on your answers to the questions above, would you rate the Quality of Evidence as acceptable?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### Overall

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 14. If you were the evaluator, would you have approved this SLO? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|--|------------------------------|-----------------------------|

<sup>1</sup> Please note that Baseline Data is included under Rigor of Target here and not in the revised Anatomy of an SLO (p.13 of the Addendum to the Rhode Island Model Teacher Evaluation and Support System) because an accurate assessment of target rigor requires that an assessment all students' baseline knowledge is included.