

Race to the Top Support Network: Multi-State SLO Rubric

Draft Criteria/Standards for SLO Approval

All items must be checked in order for the SLO to be considered as “meeting expectations.”

<u>Check to indicate if SLO meets expectation</u>	<u>Domain/Expectation</u>	<u>Where to find in NYS SLO Template</u>
	<u>Domain 1: Priority of Standard</u>	
	1. Standard(s) identified aligns to common core, international, national, state, local or industry recognized standards	Learning Content
	2. Standard(s) selected addresses critical content, skills or knowledge necessary for advancement to future coursework (i.e., if students do not master standards, they will not be able to progress to the next level)	Learning Content
	3. Selected standards/content are appropriate for the instructional interval defined	Learning Content
	4. SLO justifies the selection of standard(s) by explaining how it aligns to common core or other standards, addresses critical content or skills and is appropriate for the defined instructional interval	Learning Content, Rationale
	<u>Domain 2: Rigor of Target</u>	
	1. The target is anchored in baseline data, including historical data (i.e., district, school, and student-level data) and multiple measures , if possible	Baseline, Evidence
	2. If appropriate, the SLO differentiates targets for individuals or groups of students based on baseline data so that all targets are rigorous yet attainable. Rigor is determined by past performance of students, a year’s growth, percentage of students who attain the target or other measures	Target, Evidence, Baseline
	3. Rationale provided by teacher/owner of SLO shows that target is rigorous because it is based on data and exceeds past performance of students as appropriate, or demonstrates a year’s worth of growth or other important outcomes	Rationale, Target, Evidence, Baseline
	<u>Domain 3: Quality of Measure and Evidence</u>	
	1. Measure(s) is aligned to standard, provides evidence relative to the target, and is appropriate for the student population*	Evidence, Population
	2. Measure meets the criteria established by state, district or local authority*	Evidence
	3. Rationale provided by teacher/owner of SLO shows that SLO is aligned to standard, is relative to target, is appropriate to student population and meets the criteria established by state, district, or local authority	Rationale, Learning Content, Evidence, Target, Population
	<u>OTHER</u>	
	SLO(s) address(es) all students taught by the teacher (e.g., SLO may have one target or may have tiered targets, so that all students are addressed)	Population, Target
	The instructional period/interval is defined	Interval of Instructional Time

*States/districts should develop supporting documents to help principals and teachers address these descriptors.