Quality Rating Rubric – Teacher SLOs

1	2	3	4
RATIONALE			
Does not describe or explain the reasoning behind the SLO development.	Describes and explains the reasoning behind the SLO development.	Meets Level 2 criteria and states how the SLO aligns to the direction of the overall school goals.	Meets Level 3 criteria and articulates the importance of this SLO for the student population, including college and career readiness.
DATA REVIEW & BASELINE EVIDENCE			
Either provides data which indicate students have learned the learning content or does not provide data which indicate student need for the learning content.	Provides baseline evidence which indicate student need for the learning content.	Meets Level 2 criteria and provides a description of data from an additional source indicating student need for the learning content.	Meets Level 3 criteria and provides a description of data from a third data source indicating student need for the learning content.
STUDENT POPULATION			
Lists student names and/or identification numbers and includes all students in a Class SLO, or all students with a common need for a Targeted Group SLO.	Meets Level 1 criteria and describes general characteristics of the student population.	Meets Level 2 criteria and describes specific, relevant characteristics of the student population including abilities and needs.	Meets Level 3 criteria and describes specific, relevant characteristics of the student population including experiences and interests.
LEARNING CONTENT			
Names the course(s) and cites content at the most specific level of applicable standards.	Meets Level 1 criteria and selects focused content by including multiple items but not a majority of course content items.	Meets Level 2 criteria and selects coherent content by including content that has a common theme or connection.	Meets Level 3 criteria and selects pivotal content by including content most essential to the course.
TARGET			
Sets individual growth targets of unacceptable rigor based on baseline scores and the justification of targets.	Sets individual growth targets of low rigor based on baseline scores and the justification of targets.	Sets individual growth targets of sufficient rigor based on baseline scores and the justification of targets.	Sets individual growth targets of high rigor based on baseline scores and the justification of targets.
EVIDENCE OF GROWTH			
Provides all students the opportunity to demonstrate learning of the content and includes rubrics, scoring guides, and/or answer keys for all items, all of which are accurate, clear, and thorough.	Meets Level 1 criteria and aligns all aspects of the pre- and post-assessments to the learning content.	Meets Level 2 criteria and challenges students using higher-order and/or performance items (e.g., visual, oral, written, physical tasks) for a majority of the pre- and post-assessments.	Meets Level 3 criteria and measures most of the learning content with multiple measures.
STRATEGIES			
Identifies two or three key strategies to be used.	Meets Level 1 criteria and describes how the strategies will be used in the classroom.	Meets Level 2 criteria and demonstrates through convincing evidence that the strategies are effective.	Meets Level 3 criteria and articulates an ongoing plan for using data to inform instruction.

Element	Key Language
Rationale	**Reasoning behind the SLO development**: Articulates the thinking process that led to the SLO selections, which often focuses on why the student population, learning content, strategies, and evidence of growth are the best selections given all other information. **College and career readiness**: States how the content sets students up to be successful in college and careers (e.g., Learning this content enables students to demonstrate proficiency in computer applications, which is needed in subsequent coursework even into college and is an important skill set in virtually every career students could pursue.).
Data Review & Baseline Evidence	**Baseline evidence**: Provides information from the pre-assessment or other assessment(s) used to determine an initial point in time for student learning.
Student Population	**Specific characteristics**: Details more targeted descriptions, demonstrating diagnostic abilities versus citing broad descriptions (e.g., Students are below grade level (general) or lower than last year's students (general) versus cannot represent quantities symbolically (specific) or need to stay on topic when writing narratives (specific)). **Abilities**: States what students have learned and can do and are often academic in nature (e.g., read well, identify letters, jump hurdles). **Experiences**: Indicates students' history inside or outside the school building (e.g., had hands-on instruction, never used a microscope, moved from a nearby district). **Interests**: Demonstrates knowledge of what students enjoy or prefer inside or outside the school building (e.g., enjoy animal readings, participate in after-school sports). **Needs**: Articulates things students need to learn and are often academic in nature (e.g., have difficulty making connections, struggle to see different points of view).
Learning Content	**Course**: Provides either the grade and subject (e.g., Grade 4 ELA) or in other cases, elective titles (e.g., Introduction to Keyboarding) or other class titles (e.g., Physics). **Applicable standards**: Provides the district-approved document from which standards are located (e.g., *Maryland's College and Career-Ready Standards).* **Most specific level**: Indicates the most specific level of course content articulated in applicable standards (e.g., "SL.1.1.a" for Grade 1 ELA). **Focused**: Selects between two and up to half of the overall content items (at the most specific level). **Coherent**: Includes content selections through which a common thread can be drawn, and includes no outlying content. Often, specific content areas can have expected components, such as blending science process standards with content standards, incorporating multiple strands of ELA (e.g., reading, writing, language), or blending performance with knowledge (e.g., in the arts or physical education). **Pivotal**: States how important the content is for students. This is often considered from a content perspective (e.g., Students need this content to be successful in the next course) and a real-time data perspective (e.g., These students need this content in light of pre-assessment data).
Target	**Unacceptable rigor**: Holds a rigor level for students that is far below school and/or district expectations and should not be permitted in an SLO. **Low rigor**: Holds a rigor level for students that is below school and/or district expectations but may be permissible given the overall rigor of the other SLO elements and context. **Sufficient rigor**: Holds a rigor level for students that meets school and/or district expectations and is suitable for approval. **High rigor**: Holds a rigor level for students that exceeds school and/or district expectations yet is realistic given the context of the SLO.
Evidence of Growth	**Aligns all aspects**: Aligns items to the selected standards. The evidence of growth and baseline evidence should also align to each other in terms of structure, length, and depth of content. **Higher-order items**: Includes items that are at the upper half of the commonly used cognition levels (e.g., Webb's Depth of Knowledge and the Revised Bloom's Taxonomy). **Performance items**: Includes items where students must provide a response, as opposed to where students select a response. (i.e., performance items in the written, oral, visual, or physical performance domains). **Multiple measures**: Ensures that for each standard (or item) in the learning content, students have more than one opportunity to demonstrate the learning of the standard (or item). (e.g., 7 of the 13 standards in the selected learning content have more than one assessment item measuring them, which meets the criteria for "most" content being measured by more than one item.)
Strategies	**Key strategies**: Identifies core approaches to instruction that will carry throughout the interval. This is not meant to be an exhaustive list, but rather a few pivotal strategies that will form the overall approach to instruction of the learning content (e.g., balanced literacy, hands-on instruction). **Describes**: Portrays beyond just identifying the strategy how the strategy will be used in the classroom. (e.g., Two SLOs may indicate "inquiry" as a key strategy. In the descriptions we would learn that one approach involves teacher-generated questions that students independently and silently work on, while another approach uses student-generated questions where collaboration and justification to peers based on evidence will be used.) **Demonstrates through convincing evidence**: Justifies why the identified strategies are being used, and is strong enough to convince the reader (e.g., I received professional development in using this strategy, this is a district or school focus strategy for our school this year) that the strategies are effective. **Ongoing plan for using data to inform instruction**: Includes a summary statement of how the teacher plans to use ongoing reflection of data to inform instruction. This includes the data to be reviewed (usually formative assessments), the frequency of use for the data to ensure it is ongoing, how reflection will take place, and how it will inform instruction. (e.g., I will review the bi-weekly formative assessments to analyze the progress on student learning and make adjustments in my teaching as I reflect collaboratively with my colleagues.)