Quality Rating Rubric – Principal SLOs

1	2	3	4
RATIONALE (including STUDENT POPULATION)			
Identifies the student population and describes and explains the reasoning behind the SLO development.	Meets Level 1 criteria and states how the SLO aligns to the school's instructional priorities and to the needs of the selected student population.	Meets Level 2 criteria and states how the SLO aligns to overall district goal(s).	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—one of which includes data from related instructional staff—indicating student need for the learning content.
LEARNING CONTENT			
Indicates which course(s) and content standards, at the most specific level, are selected for this SLO.	Meets Level 1 criteria and selects focused content by including multiple items but not a majority of each course's 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(s).
TARGET			
Sets growth target(s) of unacceptable rigor based on baseline scores and the justification of targets.	Sets growth target(s) of low rigor based on baseline scores and the justification of targets.	Sets growth target(s) of sufficient rigor based on baseline scores and the justification of targets.	Sets growth target(s) of high rigor based on baseline scores and the justification of targets.
EVIDENCE OF GROWTH			
Names the pre- and post-assessments for the learning content and includes clear direction on how scoring will be calculated.	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.
LEADERSHIP STRATEGIES AND INITIATIVES			
Identifies one or two specific strategies and/or initiatives for related instructional staff.	Meets Level 1 criteria and describes the strategies and/or initiatives for related instructional staff.	Meets Level 2 criteria and includes a data-informed rationale for the specific strategies and/or initiatives.	Meets Level 3 criteria and includes a plan for the direct monitoring of and providing feedback to related instructional staff.

Quality Rating Rubric – Principal SLOs

Element	Key Language
Rationale (including Student Population)	**Identifies the student population:** A clear group of students in the school is identified (e.g., all 8th grade students) **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 to 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. **Data from related instructional staff**: Information gleaned from the staff related to the focus of the SLO (e.g., "The 5th grade teachers report during the first few weeks of school their students struggle most with craft and structure in their reading analyses and focus in their writing" for an SLO focused on those areas.)
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.)
Leadership Strategies and Initiatives	**Strategies and/or initiatives for related instructional staff**: Identifies core leadership endeavors that will carry throughout the interval to support teachers of the targeted students. This is not meant to be an exhaustive list, but rather one or two pivotal endeavors that will help students and staff realize the targets set in the SLO. (e.g., training in guided reading, weekly coaching support from the instructional lead). **Describes**: Portrays beyond just identifying a strategy or initiative what it entails and how it will be carried out in the school. (e.g., "Training in new technology" could be that a teacher can self-select to participate in a one-time webinar found by the principal with no follow-up or could also be a new and effective technology funded by the district that the principal is directing the teacher to attend as a school leader, who will receive follow-up training and support through a district technology specialist.) **Data-informed rationale**: Justifies why an identified strategy or approach is being used, and is strong enough to convince the reader (e.g., research supports the use of co-teaching for struggling students, this is a school approach we have taken in the past that yielded significant increases in student learning) that the strategies are effective. **Plan for the direct monitoring of and providing feedback**: Includes a plan with the following features: the principal himself or herself will be monitoring the instruction of the targeted students directly and regularly; feedback will be provided by the principal to the teachers of targeted students. Higher quality plans include how the plans were derived and ensure feedback is incorporated and discussed as instruction progresses.