Wisconsin Student/School Learning Objective (SLO) Selection/Approved Rubric

Baseline Data and Rationale
Why did you choose this goal?

Guiding Questions:
What source(s) of data did you examine in selecting this/these SLO(s)?
What strengths and weaknesses were identified?
If this is the same SLO you submitted last year/last semester, please provide justification of why.

Criteria:
- Supports school improvement goals
- Addresses observable student need(s)
- Based on review of school and classroom data for areas of strength and need
- Provides summarized baseline data
- Provides clear focus for instruction and assessment

Learning Content
Which content standard(s) will the SLO address, and which skill(s) are students expected to learn?

Guiding Questions:
Which content standard(s) is/are targeted?
Does the content selected represent essential knowledge and skills that will endure beyond a single test date, be of value in other disciplines, and/or necessary for the next level of instruction?

Criteria:
- Targets specific academic concepts, skills or behaviors based on the standards
- Targets enduring concepts or skills
- Is rigorous
- Is measurable

Population
Which students are included in this goal?

Guiding Questions:
Which student group(s) is/are targeted?

Criteria:
- Defines and targets the needs of an identified population
- Considers demonstrated strengths of identified population

Interval:
What timeframe is involved in this SLO (typically year-long; explain if other)?

Guiding Questions:
How do you know if you've spent enough or too much time on objective?

Criteria:
- Identifies the time that instruction will occur
- Matches the amount of time in the curriculum
- Provides adequate time for content complexity

Evidence Sources:
How will you measure the amount of learning that students make?

Guiding Questions:
What assessment(s) or other evidence sources will be used to measure whether students met the objective?
What type of assessment or evidence is it, and how are results reported?
Why is this the best evidence for determining whether students met the objective?

Criteria:
- Uses an agreed upon assessment and follows appropriate guidelines
- Aligns with the targeted learning content area
- Relationship with the learning objective is apparent
- Measures the growth, gain, or change expected
- Provides a formula for combining, more than one assessment if needed
- Has been demonstrated as reliable and valid for targeted students

Targeted Growth:
What is your goal for student growth, and how did you arrive at this goal?

Guiding Questions:
What is the target level of growth or performance that students will demonstrate?
Do I expect all students to make the same amount of growth, regardless of where they start from, or should I set differentiated goals based on students' starting point?

Criteria:
- Meets or exceeds standards of practice
- Is a rigorous expectation for students
- Predicts gain based on past performance of students when available
- Explains any exceptions

Strategies and Support
- o What professional development opportunities will best support the student achievement goals set forth in this SLO?
- o What instructional methods will best support the student achievement goals set forth in this SLO?
- o How will you differentiate instruction in support of this SLO?
- o What new/existing instructional materials or other resources will best support the student achievement goals set forth in this SLO?
- o What other types of instructional supports do you need in order to support the student achievement goals specified in this SLO?