

Rubric for Rating the Quality of Student Learning Objectives

Rubric for Rating the Quality of Student Learning Objectives (SLOs)			
	Acceptable Quality	Needs Improvement	Insufficient
<p>Learning Goal(s) A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.</p> <p><input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Insufficient</p>	<p>Appropriately identifies and thoroughly describes an important and meaningful learning goal, with a clear explanation of:</p> <ul style="list-style-type: none"> the big idea and the standard(s) that are thoughtfully aligned to and measured by the learning goal, the critical nature of the learning goal for students in the specific grade/course, how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and specific and appropriate instruction and strategies used to teach the learning goal. 	<p>Identifies and provides a description of a learning goal that is either too specific or too general, with a weak explanation of:</p> <ul style="list-style-type: none"> the big idea and/or standards that minimally align o the learning goal, the importance of the learning goal for students in the specific grade/course, how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span, and/or some generic instruction and strategies used to teach the learning goal. 	<p>Identifies and provides an unclear description of a learning goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> the big idea and/or standards not aligned to the learning goal, lack of information of the importance of the learning goal for students to demonstrate understanding of the content standards in the identified time span, and/or questionable and/or vague instruction and strategies used to teach the learning goal.

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<p>Assessments and Scoring</p> <p>Assessments should be standards-based of high quality and be designed to best measure the knowledge and skills found in the learning goal of this SLO. They should be accompanied by clear criteria or rubrics to determine student learning from the assessment.</p> <p> <input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Insufficient </p>	<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> • documented high quality assessment(s) used to measure the learning goal, • rubrics that appropriately and thoughtfully differentiate student performance, and • progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information. 	<p>Identifies and provides some descriptions which may lack specificity of the:</p> <ul style="list-style-type: none"> • assessment(s) and partial explanation of how the quality has been established, • rubrics that partially differentiate student performance, and/or • progress-monitoring measures used with little detail in how instruction will be differentiated based on this information. 	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> • Assessment(s) with minimal or no reference to how the quality has been established, • Scoring rubrics with minimal or no reference of how student performance has been differentiated, and/or • Progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information.
<p>Target(s)</p> <p>Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.</p> <p> <input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Insufficient </p>	<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> • the baseline data/information used to establish and differentiate these targets, and • rigorous targets that are realistic and attainable for each group of students. 	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> • unclear baseline data/information used to establish and differentiate these targets, and/or • targets that are imprecise, somewhat realistic and/or attainable for each group of students. 	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> • baseline data/information not aligned to the SLO, and/or • arbitrary or unattainable targets for each group of students.

This rubric should be used by teachers and school/district administration to evaluate the level of quality for each aspect of the SLO (Learning Goals, Assessments and Scoring, and Target(s)). Each aspect must be rated “acceptable” before it is used for teacher performance ratings.

Source: National Center for the Improvement of Educational Assessment (2013). SLO Evaluation Criteria. Part of the Center for Assessment’s SLO Toolkit. <https://www.ncea.org/library/recent-publications/slo-toolkit>