**Approving Student Learning Objectives:**

**Calibration Guidance and SLO Quality Review Tool**

## Introduction

RIDE recommends that personnel evaluating teacherscalibrate themselves prior to approving SLOs. Calibration is a useful exercise for district leaders, building administrators, and those who assist in the SLO approval process, such as department chairs or lead teachers, to establish a shared understanding of what constitutes a high-quality SLO. It can also be helpful for teachers to participate in calibration in order to establish clear expectations on SLO quality. Therefore, RIDE has created this guidance and an accompanying Review Tool to assist in the calibration process.

## Using the Review Tool

To participate in a calibration process, participants should follow a 3-step process.

1. Read the entire SLO being used to calibrate, annotating areas, as needed.
2. Answer the questions on the Review Tool, referring back to the SLO. If helpful, note your reasoning.
3. Mark questions on the Review Tool that were more difficult to answer to discuss with the calibration group.

## Using the Review Tool in a Calibration Meeting

The first step in the calibration process is for evaluators within a building and within a district to hold a calibration session to ensure that, to the degree possible, reviewers are operating with the same assumptions and expectations. The calibration session could be structured in two ways, described below. In either approach the facilitator should gather 2-3 SLOs from different grade levels and subjects from their district or school with all identifying information removed.

* Option 1: The participants should review 2-3 SLOs in advance of the meeting. During the in-person calibration session each group member should share how he or she would rate the SLOs using the Review Tool. The discussion should continue until a consensus is reached. It may be helpful for participants to annotate the SLO as they review them and reach consensus. These notes can serve as anchors of their understanding of each of the review criteria. This option should take roughly one hour to complete.
* Option 2: The group is given 2-3 SLOs upon arrival at the calibration session. The group reviews one SLO at a time, independently annotating and answering the questions in the Review Tool. The procedure follows the same direction as Option 1 above. However, this option should take roughly two hours to complete to allow enough time to review each SLO.

Calibration groups should be small enough to remain manageable to facilitate and accomplish the task. Large districts are encouraged to hold, multiple, separate calibration sessions, with at least one evaluator who attends multiple sessions so that the interpretations remain consistent across sessions. Participants may record their answers in the Word version of the Review Tool on the following page, or in an online format such as SurveyMonkey or Google forms. The latter is recommended if you have a large number of reviewers.

## Reaching Consensus

The goal of the meeting is to become more calibrated, and so, as discrepancies arise, it will be important for all members to voice opinions, ask questions, and discuss concerns until the group reaches consensus. Setting norms at the beginning meeting around equity of voice, assuming good intent, and safety to share different perspectives can be very helpful. If participants are consistently discrepant in their responses, this may indicate a need for further calibration with additional SLOs. It may be helpful to note trends (e.g., consistency or discrepancy with certain grade levels, subjects, or Main Criteria of the SLO) to target in additional calibration meetings.

*Helpful Tip:* As you review the SLOs, consider them from the perspective of principals, who are incredibly busy. You want teachers to write high-quality SLOs, but you also want to focus your attention on the issues that are most critical. For instance, rather than marking “No” to the first question if the objective statement *could* be more focused, consider whether it would *need to be* more focused to help a teacher set goals for his or her students.