



SLO Audit Tool and Guidance

Identifying Information

Reviewer Name:

SLO Number:

To which grade does this SLO apply? (Check all that apply)

Pre-K Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12 Other Not specified

Subject Area:

ELA/English ESL Mathematics World Language Science Social Studies/History Art Music P.E.
Other (please specify)

Priority of Content

These questions are about the objective statement, objective rationale, and standards of the SLO. Keep in mind the following guidance as you answer these questions:

- The objective statement should focus on the most important content or skills that students will learn in that course
- Prioritized standards, curriculum, and students needs should inform the objective statement
- The interval of instruction will impact the scope of the objective statement

Priority of Content

Is the objective statement clear in articulating the content or skills students should achieve?

- Clear
- Not clear enough

Is the scope of the objective statement broad enough to capture the most important course content or skills? *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)*

- Too broad
- Acceptable
- Too Narrow

As far as you can tell from the information in the SLO, are the standards aligned to the content outlined in the objective statement?

- Yes, they align well
- No, there are more standards included than are addressed by the objective
- No, there are relevant standards missing
- No, there are relevant standards missing AND more standards included than are addressed by the objective
- N/A – Standards do not appear

Based on your answers to the questions above, how would you rate the Priority of Content of this SLO? *(Select "Acceptable" if minor tweaks would be nice, but are not prohibitive; select "Needs revision" if some major reworking is needed.)*

- Acceptable
- Needs revision

Rigor of Target

These questions are about the baseline data/information and target(s) of the SLO. Keep in mind the following guidance as you answer these questions:

- Data about current or past student performance must be included, and may come from as many evidence sources as necessary to provide complete information (for instance if the SLO covers both oral and written skills, two evidence sources are appropriate).
- Targets must be measurable, rigorous, and attainable for all students included in the SLO. If necessary, the target should be tiered.

Rigor of Target

Is data/information on current or past student performance included in the SLO? <i>(Is baseline data/information or a reference to it included either in the baseline data/information section or as part of target(s)?)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
If data/information on current student performance is included, does it include all students in the class? <i>(This might require double checking that the number of students listed matches the baseline data/information description.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A – Data on current student performance is not included
Does the baseline data/information assessment align with the assessment used at the end of the SLO cycle? <i>(If there are descriptions of the assessments, can you tell whether they are measuring the same skills/content? If so, they align.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A – baseline data is not included
How many tiers were present in this SLO?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> More than 5
Are all students included in the SLO addressed by the tiers?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the target(s) measurable? <i>(Could you track the progress of the students (e.g., X# move from level A to level B) given how the targets are defined? If not, it's not measurable.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Based on the baseline data/information or assumptions about student mastery levels, does the target(s) reflect a learning goal that is rigorous, yet attainable for all students by the end of the interval of instruction?	<input type="checkbox"/> The target(s) reflects an adequately rigorous learning goal for all students <input type="checkbox"/> The target(s) reflects an overly rigorous learning goal for all students <input type="checkbox"/> The target(s) is not rigorous enough as a learning goal for all students <input type="checkbox"/> Rigor of target(s) is unknown based on the detail included in the SLO
Based on your answers to the questions above, how would you rate the Rigor of Target? <i>(Select "Acceptable" if minor tweaks would be nice, but are not prohibitive; select "Needs revision" if some major reworking is needed.)</i>	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs revision

Quality of Evidence

These questions are about the evidence, administration, and scoring for the SLO. Keep in mind the following guidance as you answer these questions:

- The evidence source and scoring mechanisms should clearly measure the knowledge/skills that students will attain as outlined in the objective statement.

Quality of Evidence

What type of evidence is being used? (Check all that apply)

- Commercial assessment
- Locally developed assessment
- Other assessment

If you listed a commercial or "other" assessment in the previous question, please specify:

Local assessment is created by:

(If it is "teacher-created" assume that it is an individual teacher)

- District
- Teacher team
- Individual teacher
- I don't know/can't tell

How is the evidence scored?

- By the individual teacher
- By a team of teachers
- By a computer
- By the individual teacher with some percentage scored by other teachers
- By external scorers
- Other
- I don't know/can't tell

Does the source(s) of evidence align with the content/skills addressed in the objective statement? *(If the evidence source(s) is not provided, does the description provide enough detail to make this determination?)*

- The evidence is completely aligned – it assesses exactly and only the content/skills addressed in the objective statement
- The evidence is somewhat aligned – it assesses additional content/skills not addressed in the objective statement
- The evidence is somewhat unaligned – it does not assess ALL of the content/skills identified in the objective statement
- The evidence is completely unaligned – it does not assess the content/skills addressed in the objective statement
- Alignment of the evidence is unknown

As far as you can tell, is the scoring mechanism appropriate for the evidence source? *(For example, if a rubric is being used to score a portfolio, does that seem appropriate? In factoring this into the SLO's approvability, consider that the evaluator may have had greater access to information on the rubric or answer key than you as a reviewer. Select "I don't know/can't tell" if there is no information on the assessment/scoring mechanism.)*

- Yes
- No
- I don't know/can't tell

Based on the answers above, how would you rate the Quality of Evidence portion of this SLO? *(Select "Acceptable" if minor tweaks would be nice, but are not prohibitive; select "Needs revision" if some major reworking is needed.)*

- Acceptable
- Needs revision

Overall

If you were the evaluator, would you have approved this SLO? (Select "Yes" if there are very minor changes that you'd like to see, but the heart of the SLO is fine. Select "No" if major changes need to be made before you'd approve it.)

- Yes
- No

What was the strongest area of this SLO?

- Priority of Content
- Rigor of Target
- Quality of Evidence
- None of the above

What was the weakest area of this SLO?

- Priority of Content
- Rigor of Target
- Quality of Evidence
- None of the above

How would you rate the overall quality of this SLO? (If any of the three main criteria was "Needs Revision" the SLO cannot be approved as is.)

- Approvable – Exceeds Expectations: An SLO you would have approved with no reservations
- Approvable – Meets Expectations: An SLO you would have approved, but had areas that could have been improved
- Not Approvable – Slightly Below Expectations: An SLO you would not have approved, but only needs a few minor revisions or one major revision to be approvable
- Not Approvable – Below Expectations: An SLO you would not have approved, and requires major revisions in multiple areas
- Not Approvable – Significantly Below Expectations: An SLO you would not have approved that requires major revisions in all 3 components and/or is completely unclear

If you were the evaluator, how would you have scored the SLO based on the data provided? (For guidance, please refer to p.26 of the Teacher Addendum.)

- Exceeded
- Met
- Nearly Met
- Not Met
- I don't know/can't tell from the data provided
- N/A – There is no student data provided