Student Learning Objective Quality Review Tool

Priority of Content

1.	Does the Objective Statement identify specific knowledge and/or skills that are essential for students to attain in the course/grade?	☐	Yes	☐	No
2.	Is the objective statement broad enough that it captures the major content of an extended instructional period, but focused enough that it clearly pertains to the course subject/grade/students and can be measured?	☐	Yes	☐	No
3.	Does the objective rationale provide a data-driven and/or curriculum-based explanation for the focus of the SLO?	☐	Yes	☐	No
4.	Based on your answers to the questions above, would you rate the Priority of Content as acceptable?	☐	Yes	☐	No

Rigor of Target

5.	Does the SLO describe the baseline knowledge of all current students and how it was assessed, and reference historical data, if available? [1]	☐	Yes	☐	No
6.	Based on student starting points, is the target possible for all students to realistically attain, while also representing a rigorous interval of learning with an effective teacher?	☐	Yes	☐	No
7.	If appropriate is the target tiered to reflect students' differing starting points?	☐	Yes	☐	No
8.	Does the target rationale explain how the target was determined in connection with baseline data or information (benchmark assessment, historical data, trend data, etc.)?	☐	Yes	☐	No
9.	Based on your answers to the questions above, would you rate the Rigor of Target as acceptable?	☐	Yes	☐	No

Quality of Evidence

10.	Does the evidence source measure the identified content/skills of the Objective Statement?	☐	Yes	☐	No
11.	Does the explanation of assessment administration include when it is administered, how often, and by whom, along with a description of how the evidence will be collected and scored (e.g., description of scoring guides, rubrics, or instructions)?	☐	Yes	☐	No
12.	Does the scoring process have safeguards in place to ensure consistent scoring aligned to clear expectations of student work (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)?	☐	Yes	☐	No
13.	Based on your answers to the questions above, would you rate the Quality of Evidence as acceptable?	☐	Yes	☐	No

Overall

14.	If you were the evaluator, would you have approved this SLO?	☐	Yes	☐	No

[1] Please note that Baseline Data is included under Rigor of Target here and not in the revised Anatomy of an SLO (p.13 of the Addendum to the Rhode Island Model Teacher Evaluation and Support System) because an accurate assessment of target rigor requires that an assessment all students' baseline knowledge is included.