New York Student Learning Objectives
Analytic Rubric for Rating the Quality of SLO Elements

The Context for SLOs

A Student Learning Objective (SLO) is an academic goal for a teacher's students developed at the start of a course. It is aligned to Common Core, national, state, and/or local standards, as well as any other district and school priorities. SLOs represent the most important learning for a given course and should be specific and measurable. SLOs require analyzing available student learning data.

SLO Elements

New York State Education Department requires that SLOs contain the following eight elements:

1. Student Population
2. Learning Content
3. Interval of Instructional Time
4. Evidence
5. Baseline
6. Target(s)
7. HEDI Criteria
8. Rationale

	Student Population	Learning Content	Interval of Instructional Time	Evidence	Baseline	Target(s)	HEDI Criteria	Rationale
Element Score								

SLO Quality Ratings

Quality Rating 3	Quality Rating 2	Quality Rating 1
High Quality	*Acceptable*	*Unacceptable*
The element exceeds requirements and enhances the SLO's overall quality.	The element adheres to NYSED requirements.	The element does not meet NYSED guidelines and must undergo revisions before approval can be granted.

Purpose and Use of the SLO Rubric

This rubric was designed to assist Network Team members in guiding districts to develop quality SLOs, thereby helping to ensure rigor and comparability across classrooms within and across schools. Its aim is to put forth a common expectation across the State for the various required elements of an SLO. This rubric can be used to rate the quality of SLO elements while also providing specific coaching feedback to those developing SLOs (teachers, districts, etc.) via the quality rating criteria for each element. It is expected this rubric will be adapted for a district based on its established processes and expectations for SLO development. Districts may choose to use portions of this rubric to evaluate elements selected at the school level. Note that high quality SLOs have been associated with higher academic outcomes for students.

Element 1: Student Population

Essence: These are the students included in the SLO.

Task: Specify the assigned students who are included in this SLO along with the course sections and student names and/or identification numbers. (Full class rosters of all students must be provided for all included course sections.)

Quality Rating 3	Quality Rating 2	Quality Rating 1
☐ Is not applicable.	☐ Provides course sections included in the SLO. ☐ Includes all students in selected course sections. ☐ Provides student names and/or ID numbers for all students in the SLO.	☐ Results if any of the Quality Rating 2 criteria are not met.

Element 2: Learning Content

Essence: This is the content to be taught in the SLO.

Task: Identify the course name and source of standards (Common Core, national, state, local) associated with this SLO, and specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.

Quality Rating 3	Quality Rating 2	Quality Rating 1
Meets all of the following: ☐ Meets the Quality Rating 2 criteria. ☐ Selects specific and measurable standards, indicators, etc. ☐ Selects the most important standards, indicators, etc., for the course. ☐ Includes Common Core standards to supplement NYS Learning Standards for courses other than ELA or math (e.g., Literacy in History/Social Studies, Science, and Technical Subjects). Meets one or both of the following: ☐ Aligns to district and/or school priorities. ☐ Aligns to future coursework, as well as college and career readiness.	☐ Identifies course name. ☐ Uses the appropriate body of standards (Common Core, national, state, local). ☐ Names the exact standards, performance indicators, etc.	☐ Results if any of the Quality Rating 2 criteria are not met.

Element 3: Interval of Instructional Time

Essence: This is the timeframe within which the learning content will be taught. (This is generally one academic year, unless the course is set as a semester, quarter, etc.)

Task: Specify when the teaching for this learning content will begin and end. (Rationale is required if less than the typical year-long interval is set.)

Quality Rating 3	Quality Rating 2	Quality Rating 1
☐ Is not applicable.	☐ Indicates a clear start and end date. ☐ Provides a rationale if the interval is less than one year (e.g., course length is less than one year).	☐ Results if any of the Quality Rating 2 criteria are not met.

Element 4: Evidence

Essence: These are the assessments used for determining students' levels of learning.

Task: List the specific pre-assessment(s) and summative assessment(s) that will be used for providing baseline and summative data for the SLO. (Districts and BOCES must verify comparability and rigor for any assessments they develop.)

Quality Rating 3	Quality Rating 2	Quality Rating 1
Meets all of the following: □ Meets Quality Rating 2 criteria. □ Aligns tightly to the selected learning content using authentic measures. □ Demands higher order thinking of students. □ Uses a clear rubric, scoring guide, and/or answer key to minimize subjectivity of scoring. □ Matches score reporting to the specificity of learning content. Meets one or more of the following: □ Selects pre-assessment from either the State-approved list or those developed and approved by the district/BOCES, and supported by superintendent's approval for comparability. □ Provides an opportunity for real-world application of knowledge and skill. □ Includes a majority of constructed response and/or performance measures. □ Measures a majority of the learning content standards, indicators, etc. in more than one way.	□ Identifies pre-assessment(s) and summative assessment(s). □ Selects summative assessments from either the State-approved list or those developed and approved by the district/BOCES, and supported by superintendent's certification of rigor and comparability. □ Offers accommodations as legally required and appropriate. □ Ensures that those with vested interest are not scoring summative assessments.	□ Results if any of the Quality Rating 2 criteria are not met.

Element 5: Baseline

Essence: This is the level of students' knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.

Task: Describe how students performed on the identified pre-assessment(s) for the learning content, including any additional data that informed SLO development. (Actual baseline scores for each student are required.)

Quality Rating 3	Quality Rating 2	Quality Rating 1
Meets all of the following: ☐ Meets Quality Rating 2 criteria. ☐ Indicates via pre-assessment data, a clear need for focusing on this learning content. ☐ Uses multiple data sources (in addition to pre-assessment data) to set appropriate targets, make instructional decisions, and drive student growth.	☐ Describes how students performed on the identified pre-assessment(s). ☐ Provides a baseline score for each student in the SLO.	☐ Results if any of the Quality Rating 2 criteria are not met.

Element 6: Target(s)

Essence: This is the numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time.

Task: Define numeric growth goals for student performance on identified summative assessment(s) which measure student knowledge and skill in the learning content. (Actual final scores for each student are required.)

Quality Rating 3	Quality Rating 2	Quality Rating 1
Meets all of the following: ☐ Meets Quality Rating 2 criteria. ☐ Requires students to make at least a year's growth in a year's time, with students below grade level being required to grow more than a year's growth in a year's time. ☐ Requires 80% or more of students, including special populations, to meet their individual goals. ☐ Includes goals for special student populations that are equally challenging and rigorous as those for other students, considering each student's starting point.	☐ Provides a target statement. ☐ Provides a specific growth goal for each student. ☐ Sets targets consistent with district-level expectations for target-setting in this grade/subject.	☐ Results if any of the Quality Rating 2 criteria are not met.

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Element 7: HEDI Criteria

Essence: This is how different levels of student growth will translate into one of four rating categories: Highly effective, Effective, Developing, and Ineffective.

Task: Provide specific descriptions of student learning for each rating category.

Quality Rating 3	Quality Rating 2	Quality Rating 1

Meets all of the following:
☐ Meets Quality Rating 2 criteria.
☐ Requires 80% or more of students, including special populations, to meet their individual goals to earn 9 points (minimum rating in the "effective" category).
☐ Defines HEDI rating categories that are rigorous, attainable, and in-line with district growth expectations or goals.
☐ Includes special populations explicitly in the HEDI structure.
	☐ Categorizes all possible scoring results in the HEDI structure such that
	   o Highly effective = exceeds district expectations
	   o Effective = meets district expectations
	   o Developing = is below district expectations
	   o Ineffective = is well below district expectations
	☐ Is mathematically possible for the teacher to obtain every point value within a rating category.
	☐ Allocates points clearly and objectively within a HEDI rating category.
		☐ Results if any of the Quality Rating 2 criteria are not met.

Element 8: Rationale

Essence: This describes the reasoning behind the choices regarding learning content, evidence, and target.

Task: Describe the selection of the elements (learning content, evidence, and target) and how they will be used together to prepare students for future growth and development, as well as college and career readiness.

Quality Rating 3	Quality Rating 2	Quality Rating 1
Meets all of the following: ☐ Meets Quality Rating 2 criteria. ☐ Indicates a thoughtful level of detail resulting in defensible decisions for the following elements: learning content, evidence, target(s), baseline, and HEDI. ☐ Explains how learning content and target(s) align to future coursework, as well as college and career readiness. ☐ Explains how multiple and appropriate data points are used to select the learning content and target(s) for the student population. Meets one or both of the following: ☐ Articulates cohesion among all of the elements to effectively prepare students for future coursework, as well as college and career readiness. ☐ Plans for ongoing reflection on student progress and uses that information to differentiate instruction to ensure students' targets are met.	☐ Provides reasoning for the selection of the learning content, evidence, and target. ☐ Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness.	☐ Results if any of the Quality Rating 2 criteria are not met.