

Alaska Educator Evaluation System

Student Learning Objective (SLO) Checklist Sample



Purpose: This sample checklist could be used for both writing and approving Student Learning Objectives (SLOs). When used, it should be made available to both teachers and evaluators for these purposes. For an SLO to be approved, ALL criteria must be met as indicated by a check mark in each box. The checklist must be completed by the evaluating administrator or district designee.

Student Population	Interval of Instruction	Standard and Content	Assessment(s) and Test Integrity	Baseline/Trend Data and Rationale	Growth Target(s)
Which students will be included in this SLO? Attach SLO class roster.	What is the duration of the course that the SLO will cover? Include beginning and end dates.	What content will the SLO target? To what related standards is the SLO aligned?	What assessment(s) will be used to measure student growth for this SLO? How will you administer the assessment(s) securely?	What information is being used to inform the creation of the SLO and to establish the amount of growth that should take place within the instructional interval?	What is your goal for student growth, and how did you arrive at this goal?
<input type="checkbox"/> Includes all students covered by the SLO. <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth. <input type="checkbox"/> Does not exclude subgroups of students that may have difficulty meeting growth targets. <input type="checkbox"/> At least 60% of the students who are the responsibility of the educator are represented when combined with the other SLOs for the educator.	<input type="checkbox"/> Matches the length of the course (e.g. quarter, semester, year)	<input type="checkbox"/> Specifies how the SLO will address applicable state or national standards. <input type="checkbox"/> Represents essential knowledge and skills that will endure beyond a single test date, be of value in other disciplines, and/or be necessary for the next level of instruction. <input type="checkbox"/> Supports school improvement goals. <input type="checkbox"/> Is rigorous. <input type="checkbox"/> Is measurable.	<input type="checkbox"/> Uses an agreed upon assessment and follows appropriate guidelines. <input type="checkbox"/> Aligns with the targeted standards. <input type="checkbox"/> Relationship with learning objective is apparent. <input type="checkbox"/> Measures the growth, gain, or change expected. <input type="checkbox"/> Includes a plan to ensure test integrity.	<input type="checkbox"/> Identifies sources of information about students (e.g. test scores from prior years, results of pre-assessments). <input type="checkbox"/> Addresses observable student need(s). <input type="checkbox"/> Draws upon trend data, if available. <input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weakness. <input type="checkbox"/> Establishes criteria for placement in tiered target structure.	<input type="checkbox"/> Ensures all students covered by the SLO have a growth target. <input type="checkbox"/> Uses baseline and pretest data to determine appropriate growth. <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth. <input type="checkbox"/> Target for each student is included on SLO class roster. <input type="checkbox"/> The growth target is appropriate for the length of the instructional interval.