



Regional School Unit #19

Corinna • Dixmont • Etna • Hartland • Newport • Palmyra • Plymouth • St. Albans

SLO Approval Checklist

Teacher Name: _____

Date of Submission: _____

For use with SLO Student Handbook, which provides guiding questions, additional guidance regarding minimum approval requirements, and suggested practices.

SLO Component	Evaluator Checklist
Section 1: Teacher Demographics	<ul style="list-style-type: none"> <input type="checkbox"/> Fill out fields completely and accurately. <input type="checkbox"/> Identify the course(s) consistent with district requirements where applicable.^a
Section 2: Student Demographics	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the type of SLO, and include names of teammates where applicable. <input type="checkbox"/> Include interval of instruction that is appropriate for the course/content and represents a substantive period of instruction. <input type="checkbox"/> Include the total number of students for the course(s) (all sections) in the SLO, consistent with the SLO type.^b <input type="checkbox"/> Identify the number of students with individualized education programs and 504 plans (if applicable). <input type="checkbox"/> List the specific accommodations or modifications to be provided for identified students that impact instruction and assessment as indicated from data review.^c
Section 3: Needs Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the sources of data reviewed about current students. <input type="checkbox"/> Identify the areas of strength and weakness or needs in relevant content or skill areas. <input type="checkbox"/> Support each identified strength and need with relevant content- or skill-level student data. <input type="checkbox"/> <i>Describe collaboration, when possible, during data analysis. (Optional)</i> <input type="checkbox"/> Refrain from using student names when describing students.
Section 4: Assessed Standards	<ul style="list-style-type: none"> <input type="checkbox"/> SLO addresses district standards appropriate for the subject. <input type="checkbox"/> Selected standards address essential areas of learning appropriate for the subject. <input type="checkbox"/> Selected standards address a range of cognitive levels appropriate for the student group. <input type="checkbox"/> Selected standards align with broader school and district goals and requirements.^d <input type="checkbox"/> Selected standard(s) are broad enough to cover an extended interval of instruction, such as an academic year or semester.
Section 5: Pre-Assessment/ Post-Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Align to all of the standards identified in Section 4: Assessed Standards. <input type="checkbox"/> Use appropriate format(s) for the selected standards and student population. <input type="checkbox"/> Provide <u>all</u> students with an opportunity to adequately demonstrate their knowledge and growth. <input type="checkbox"/> Contain questions, rubric levels, and/or prompt types that assess student thinking beyond knowledge, comprehension, and recall. <input type="checkbox"/> Measure individual student performance. <input type="checkbox"/> Include an attached blank summative assessment and key if the assessment was not chosen from a district-sanctioned SLO assessment list. <input type="checkbox"/> Include a high-quality rubric and student prompts or instructions, if the assessment is performance or rubric based. <input type="checkbox"/> Ensure student scores are either raw or percentage based (i.e., they are not rounded or clustered into ranges).

	<ul style="list-style-type: none"> □ Ensure that the assessment is free of bias, avoids unnecessarily complex language, and will be administered fairly and consistently to all students in the pre- and post-assessment
<p>Section 6: Growth Targets</p>	<ul style="list-style-type: none"> □ Specify a quantitative growth or attainment target for each student on the roster. □ Use individual pre-assessment data to determine appropriate growth for each student. □ Expect all students to demonstrate growth. □ Use a format required by the district. If there is not a format required, use any format from the SLO Handbook appropriate to the students and the assessment. □ Ensure targets are rigorous, attainable, and developmentally appropriate based on students' needs. □ Ensure targets appropriately consider historical student performance data for this course to determine if a minimum performance level expectation for all students is appropriate. □ Include an attached roster with all pre-assessment scores and target scores.
<p>Section 7: Instructional Strategies and Progress Monitoring</p>	<p>District Option 1:</p> <ul style="list-style-type: none"> □ Describe instructional strategies that appropriately consider student demographics and associated learning styles, ability levels, and student needs identified in the needs assessment (Section 3) and the standards (Section 4). □ Identify methods for monitoring student progress that are aligned to the SLO standards, including formal and informal as well as short- and long-term formative assessments, and data as appropriate.

^a Some districts may require that specific courses (or a method for selecting courses) are used for SLO 1 or SLO 2.

^b SLO 1 must include all students in the course. For example, if there are two sections of a course in each semester, the SLO should include students in all four sections. SLO 2 may allow for a targeted group, depending on district and school policy.

^c Indicate specific accommodations and modifications along with the number of students; do not include student names.

^d ~~RSU 19 may require that certain prioritized standards are assessed in the SLO.~~