SLO's as Reported in Performance Evaluations during Alumni Case Studies
In addition to completing the alumni case study interviews, where candidates discuss their experiences with student learning outcomes, we ask the completers to provide us with copies of their performance evaluations from their administrator. In Pennsylvania, all evaluations must contain a score for student growth. Below we report on those scores. After the reporting of data we provide PDE documents describing the methodology teachers use in assessing student learning growth for their SLOs.

The table below provides the performance evaluation data specific to SLO performance as provided their administrator. The teachers are rated on a scale of 0 through 3. These ratings indicate the teachers direct impact on student learning as measured by pre and post assessment on approved performance measures of the SLO:

Failing	*Needs Improvement*	*Proficient*	*Distinguished*
0% to 69% of students meet the Performance Indicator targets.	70% to 79% of students meet the Performance Indicator targets.	**+80% to 89%** of students meet the Performance Indicator targets.	**+90% to 100%** of students meet the Performance Indicator targets.

SLO Score on Performance Evaluation by Administrator

Student	Student Learning Outcome Measured Learning
Case study 1	3
Case study 2	2
Case study 3	3
Case study 4	3
Case study 5	2
Case study 6	2
Case study 7	2
Case study 8	2
Case study 9	2
Case study 10	2
Case study 11	2
Case study 12	3
Average	2.333333333

As you can see in the table provided below, KU completers participating in our alumni interviews had an average rating of 2.3 which indicates they are proficient at achieving student learning outcomes. This means that all candidates were able to meet performance targets for at least 80% of their K-12 students.

Welcome to
HOMEROOM
DESIGN • BUILD • REVIEW

Student Learning Objective
Pennsylvania Department of Education
User's Guide

June 2014

TABLE OF CONTENTS

Student Learning Objective (SLO) User's Guide

Purpose

This document guides educators in the development of student learning objectives (SLOs) in three phases: *Design*, *Build*, and *Review*. Each phase includes customized training and educator-friendly tools to ensure that the SLOs meet the criteria within *Template #7 – SLO Coherency Rubric*. This rubric, which helps determine the technical quality of SLOs, follows a structure similar to the training process (i.e., *Design*, *Build*, and *Review*). Educators have the flexibility to begin the process from *Orientation* to *Review*, or simply the *Review* phase, based upon their needs and experience in the SLO Process.

Figure 1. SLO Process Phases

Homeroom

Homeroom is the learning platform that brings this effective training right to your fingertips. To access the training and documents necessary for creating high-quality SLOs visit www.pdehr.riagroup2013.com. It is important to note that the user may access this training from any device whether it be a tablet, phone, or PC. When accessing *Homeroom* for the first time, the user will need to register through the *Homeroom* login screen. In the event of a lost password, username, or other questions, the user may contact the Help Desk through email at helpdesk@riagroup2013.com or call toll free at 1.855.787.9446 (see Figure 2 on next page).
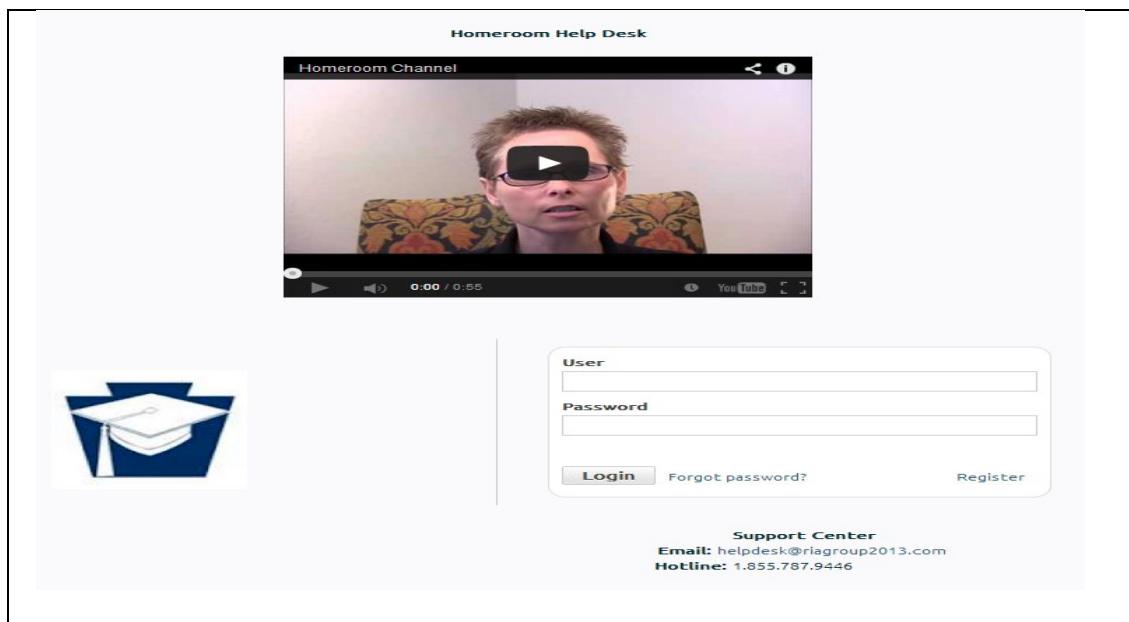
Figure 2. Homeroom Login Screen

The home page offers the user two options as shown below. The first option, **"I am a Teacher",** is oriented to teachers completing the SLO Process. The second option, **"I am a School Leader"**, is designed for principals, superintendents, etc. Figure 3 below is a screenshot of the user options.
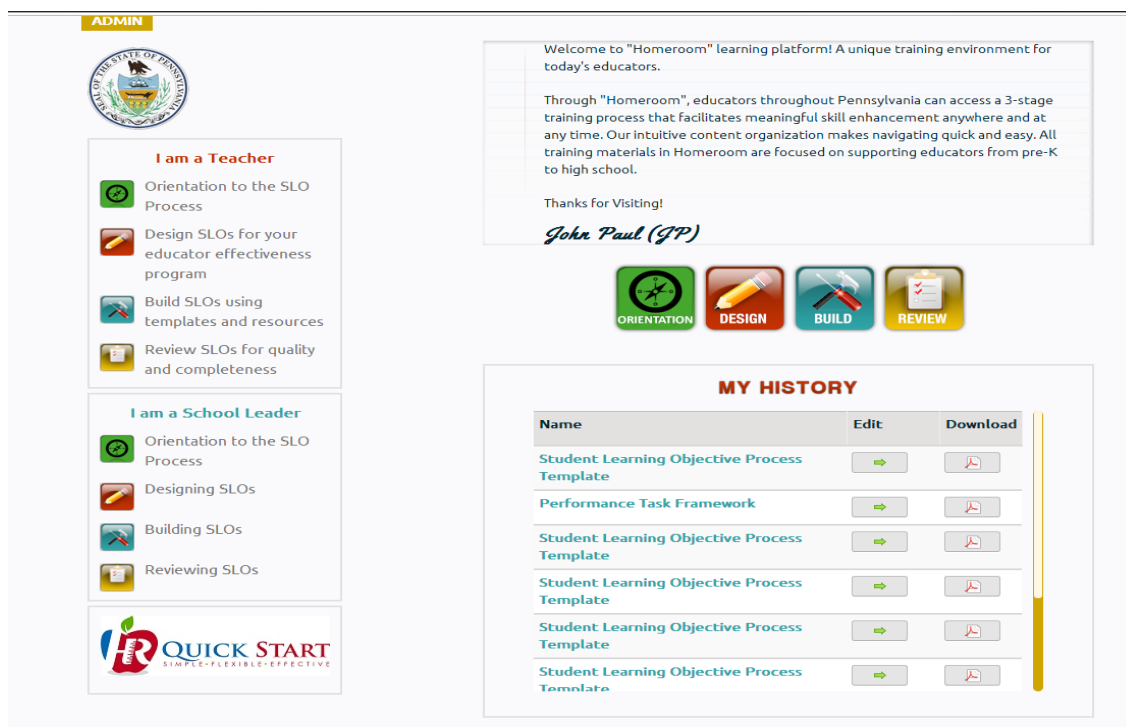

Figure 3. User Options

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Each phase of the SLO Process; *Design, Build,* and *Review* contains the components listed below. The TRAINING > VIEW THE TRAINING component provides the user with PowerPoints and videos instructing the user in SLO creation. The TEMPLATES > CREATE YOUR OWN component provides templates for the user to download and utilize in developing effective student learning objectives. The RESOURCES > HELPFUL MATERIALS component provides guides and other resources to enhance the SLO Process experience (see Figure 4 below).

Figure 4. SLO Process Components

Phase I: Designing the Student Learning Objective

1.1 Goal and Objectives

- Create the structure necessary to build a student learning objective, including applicable performance measures.

- The professional will successfully:

  o Develop a Goal Statement that articulates the "Big Idea" or enduring understanding upon which the student learning objective is based.

  o Identify Targeted Content Standards for use within the performance measure.

  o Create a Blueprint that will serve as the foundation for the SLO.

1.2 Guiding Questions

- Does the Goal Statement address: *What, How,* and *Why*?

- Does the Goal Statement articulate the "Big Idea" under which the Targeted Content Standards align?

- Do the Targeted Content Standards represent the essential knowledge and skills that students are expected to acquire?

- Does the Blueprint show the relationship among the key SLO components?

1.3 Resources

Training	Templates	Resources
• SLO Orientation Module (ppt.) • M1-Designing SLOs (ppt.) • Exploring the SLO Process (Video) • Identifying on-line (web) resources (Video) • Selecting the "Big Idea" (Video) • Targeting the content standards (Video) • Developing a Blueprint (Video)	• Template #1-Goal Statement • Template #2-Targeted Content Standards • Template #3-SLO Blueprint • Template #7-SLO Coherency Rubric	• Handout#1-Goal Statement Examples • Handout #2-Targeted Content Standards Examples • Handout #3-SLO Blueprint Example • PDE SLO Annotated Notes-Orientation Module • PDE SLO Annotated Notes-M1 Designing

1.4 Procedural Steps

The *Design* phase of the SLO Process contains three steps: developing a Goal Statement, identifying the Targeted Content Standards, and creating a Blueprint. Each of these steps is outlined in this portion of the document. By following these "procedural steps", the user will successfully complete the *Design* phase of the SLO Process.

Figure 5. Goal Statement

STEP 1.

Developing a Goal Statement

1. Each team member will work independently to create a statement about the "Big Idea" in terms of the standards.

2. Build consensus by focusing on each aspect of the statement and underlying rationale.

3. Draft a sentence reflecting the group's consensus for each aspect and review as a group.

4. Merge each sentence to create a single paragraph "statement". Again, review to ensure this statement reflects the group's intent.

5. Finalize the statement and double-check for editorial soundness.

Training	Templates	Resources
• M1-Designing SLOs (Slides 5-9) • Selecting the "Big Idea" (Video)	• Template #1-Goal Statement	• Handout#1-Goal Statement • PDE SLO Annotated Notes-M1 Designing (pp. 3-8)

Figure 6. Targeted Content Standards

STEP 2.

Identifying the Targeted Content Standards

1. Given the Goal Statement, identify those underlying content standards.
2. Enter the code for each standard in the Standards ID column.
3. Place the descriptions (or hyperlink) for each standard in the Description column.
4. Describe in the Rationale column how each standard is aligned to the "Big Idea".
5. Refine list based upon "endurance", "leverage", and "readiness" criteria.

Training	Templates	Resources
• M1-Designing SLOs (Slides 10-15) • Targeting the Content Standards (Video)	• Template #2-Targeted Content Standards	• Handout #2-Targeted Content Standards Examples • PDE SLO Annotated Notes-M1 Designing (pp. 8-14)

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Figure 7. Blueprints

STEP 3.

Creating a Blueprint

1. Add Goal Statement and Targeted Content Standards from Templates #1 and #2.
2. Review alignment of the Performance Measures with the Targeted Content Standards.
3. Identify potential measures, including "mastery" and/or "growth" metrics.
4. Draft performance indicators for **each** performance measure.
5. Refine Blueprint

Training	Templates	Resources
• M1-Designing SLOs (Slides 16-20) • Developing a Blueprint (Video)	• Template #3-SLO Blueprint	• Handout #3-SLO Blueprint Example • PDE SLO Annotated Notes-M1 Designing (pp. 14-17)

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1.5 Quality Assurance

Template #7-SLO Coherency Rubric helps the educator review the *Design* phase of the *SLO Process Template*. Applying the criteria specified within the *SLO Coherency Rubric* allows the educator to evaluate the SLO's quality.

PART I: *DESIGN*

Task ID	Descriptor	Rating	
		Meets Criteria	Needs Refinement
1.1	The Goal Statement articulates the "Big Idea" (enduring understanding) under which targeted content standards are directly aligned. The statement is concise and free of technical jargon.	☐	☐
1.2	Targeted content standards have a direct influence on student performance outcomes and are viewed as "central" to the subject area.	☐	☐
1.3	The course/subject area associated with the SLO is logically linked to the "Big Idea" and targeted content standards.	☐	☐
1.4	A Blueprint or other design document illustrates the relationship among key components (i.e., goal statement, targeted content standards, performance measures, performance indicators, student achievement expectations, and overall teacher rating).	☐	☐
1.5	Performance measures are designed to evaluate the targeted content standards (as demonstrated by the performance measure alignment characteristics).	☐	☐

Training	Templates	Resources
• M1-Designing SLOs (Slides 6-19) • M3-Reviewing (Slide 3)	• Template #7-SLO Coherency Rubric	• Handout #4-SLO Procedural Cheat Sheet • Handout #5- Quality Assurance Checklist-SLO • SLO Process Template Help Desk

Phase II: Building the Student Learning Objective

2.1. Goal and Objectives

- Build student learning objectives for use in guiding instruction and determining student mastery and/or growth as part of Pennsylvania's Teacher Effectiveness System.

- The professional will successfully:

  o Review each section of the *SLO Process Template* and the *Help Desk* definitions.

  o Complete the *SLO Process Template* and applicable performance measures.

2.2. Guiding Questions

- Is the demographic information for the SLO students identified?

- Is the Goal Statement directly linked to the Targeted Content Standards?

- What are the selected performance measures?

- What are content standards are being measures and at what grade(s)?

- What tools are required to score the performance measures?

- Are the performance indicators for each performance measure identified?

- Are four projected performance levels identified?

2.3. Resources

Training	Templates	Resources
• M2-Building SLOs (ppt.) • Completing the SLO Template (Video) • Selecting performance measures (Video) • Understanding assessment development (Video) • Setting performance expectations (Video)	• Template #4-SLO Process Template • SLO Process Template Help Desk • Template #5-Performance Task Framework • Performance Task Framework Help Desk • Template #7-SLO Coherency Rubric	• PDE Annotated Notes-M2 Building • SLO Models (e.g., Art, P.E., etc.) • Other SLO Models located in PA's "SLO Bank" • Refinement Control Checklist-PDE Version

2.4. Procedural Steps

The *Build* phase of the SLO Process contains two steps: Developing a Student Learning Objective (SLO), and Developing a Performance Measure using the Performance Task Framework. Each of these steps is outlined in this portion of the document. By following these "procedural steps", the user will successfully complete the *Build* phase of the SLO Process.
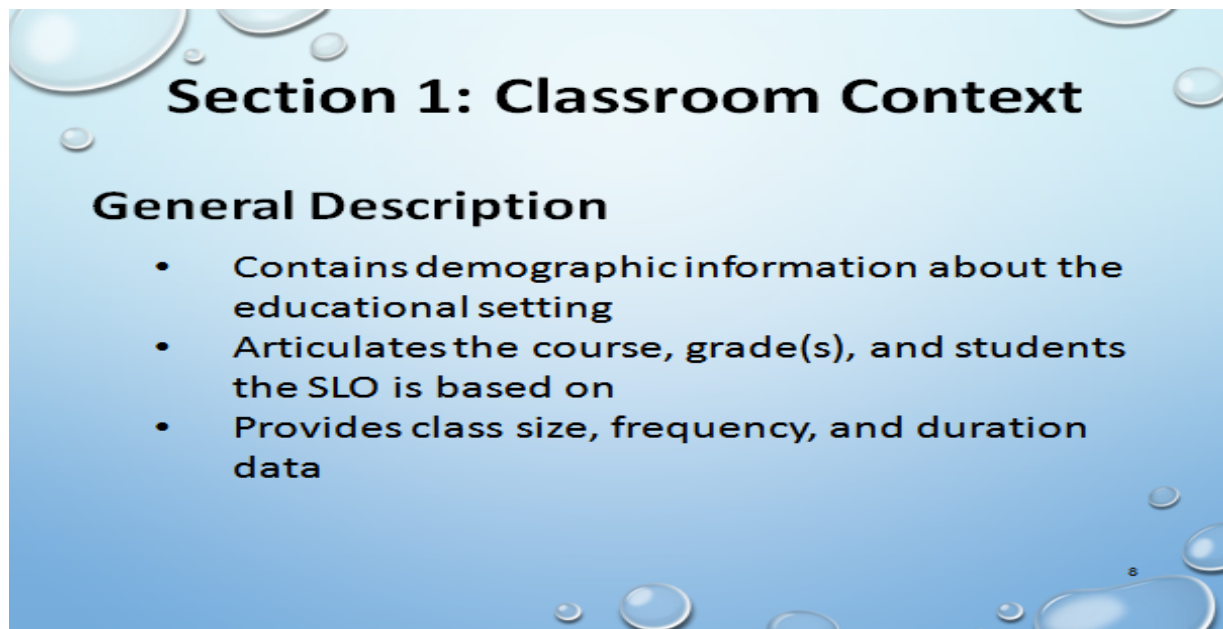

Figure 8. Section 1: Classroom Context

STEP 1.

Developing a Student Learning Objective

Section 1: Classroom Context

1. Enter the demographic information for the content area (*1a*, *1b*, and *1c*).

2. Describe the class for which the student learning objective represents (*1d*, *1e*, and *1f*).

3. State the typical class size, class frequency, and typical duration of the class (*1g*, *1h*, and *1i*).

| Training	Templates	Resources
• M2-Building SLOs (Slides 7-9) • Completing the SLO Template (Video)	• Template #4-SLO Process Template • SLO Process Template Help Desk: Section 1 • Handout #5- Quality Assurance Checklist-SLO	• SLO Process Template Help Desk (Section 1) • PDE SLO Annotated Notes-M2 Building (pp. 7-8) • Other SLO Models located in PA's "SLO Bank" • Handout #4-SLO Procedural "Cheat Sheet"
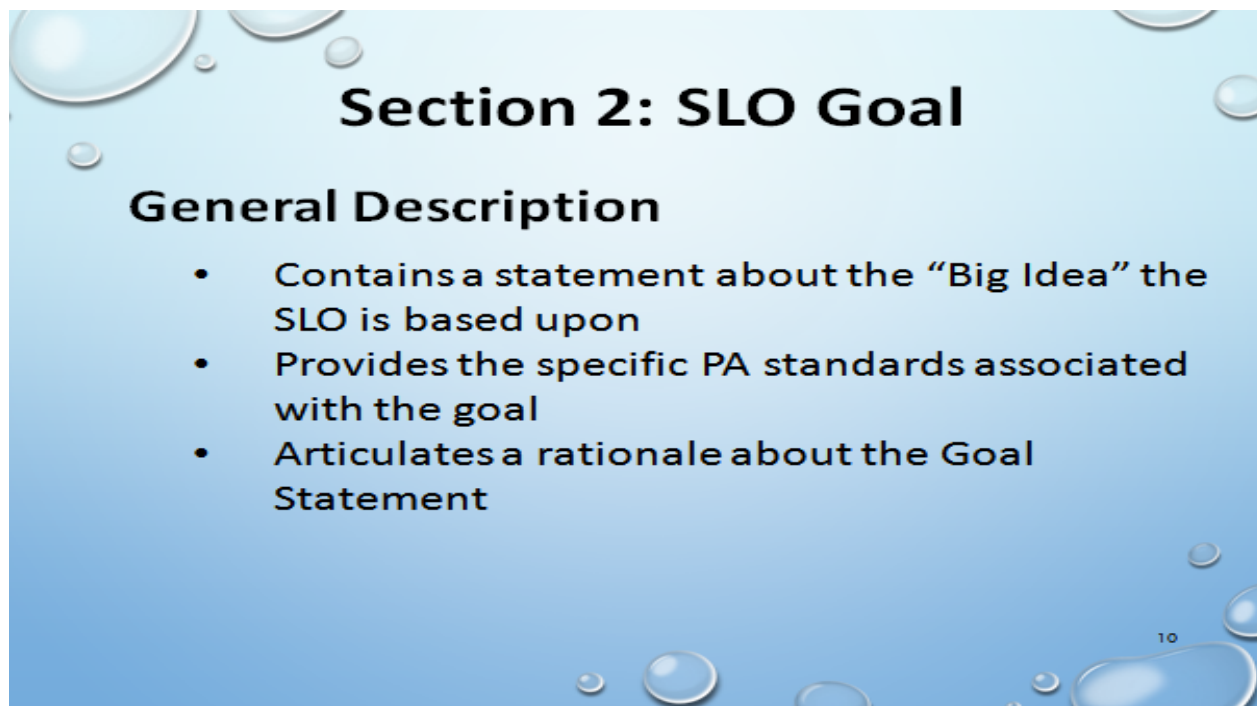
Figure 9. Section 2: SLO Goal

Section 2: SLO Goal

1. Enter the Goal Statement developed in *Template #3-SLO Blueprint* (*2a*).

2. Insert the Targeted Content Standards identified in *Template #3-SLO Blueprint* (*2b*).

3. State the Rationale used to facilitate learning the "Big Idea" as stated in *Template #1-Goal Statement* (*2c*).

| Training	Templates	Resources
• M2-Building SLOs (Slides 10-11) • Completing the SLO Template (Video)	• Template #4-SLO Process Template • SLO Process Template Help Desk • Completed Template #1-Goal Statement • Completed Template #2-Targeted Content Standards • Completed Template #3-SLO Blueprint • Handout #5- Quality Assurance Checklist-SLO	• Handout #4-SLO Procedural Cheat Sheet • SLO Process Template Help Desk • PDE SLO Annotated Notes-M2 Building (pp. 9-10) • Other SLO Models located in PA's "SLO Bank"

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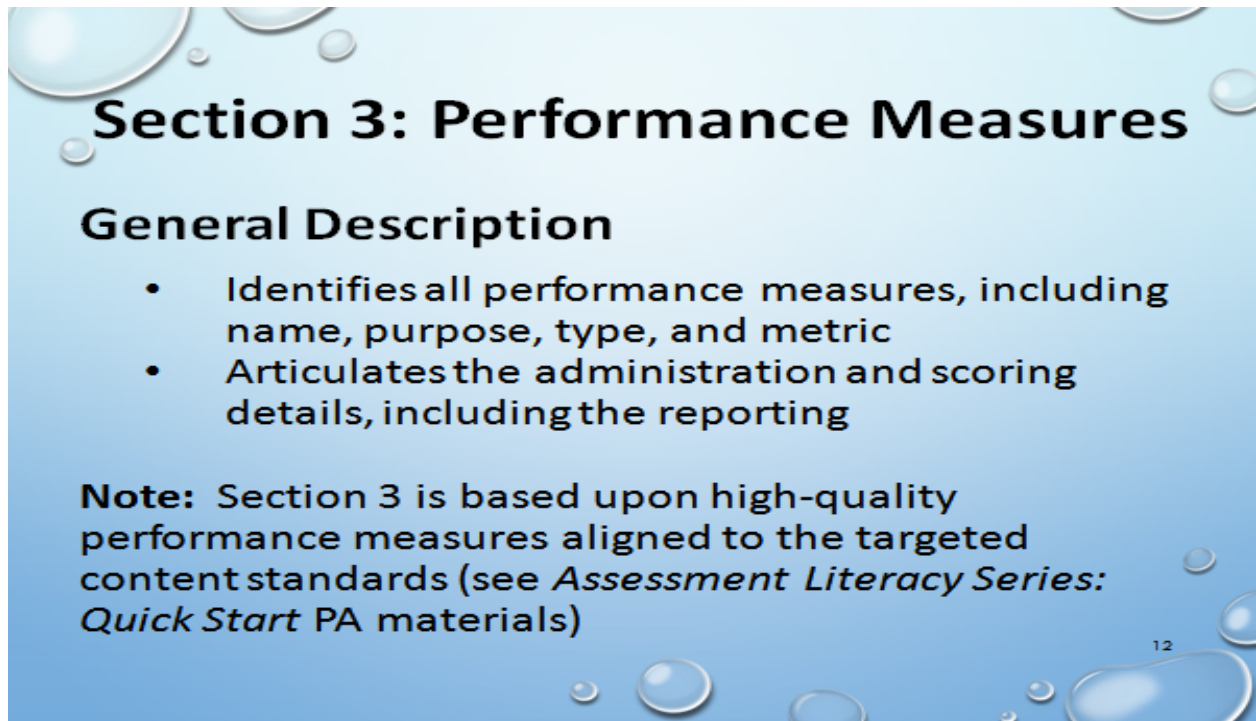
Figure 10. Section 3: Performance Measures

Section 3: Performance Measures

1. Identify and list performance measures that align to the Targeted Content Standards (*3a*).

2. Identify the type(s) of performance measures listed in *3a*. Select all that are applicable (*3b*).

3. Record the purpose statement for each performance measure that addresses *"Who, What, and Why"* (*3c*).

4. Identify the metric used by the performance measure to evaluate the associated performance indicator (*3d*).

5. State the administration frequency and unique adaptations/accommodations for each performance measure (*3e* and *3f*).

6. Identify the administration procedures, resources/equipment, scoring tools, scoring personnel, and score reporting for each performance measure (3g, 3h, *3i* and *3j*).

| Training	Templates	Resources
• M2-Building SLOs (Slides 12-14) • Selecting Performance Measures (Video) • Understanding Assessment Development (Video)	• Template #4-SLO Process Template • SLO Process Template Help Desk • Handout #5- Quality Assurance Checklist-SLO	• Handout #4-SLO Procedural Cheat Sheet • PDE SLO Annotated Notes -M2 Building (pp. 11-13) • Other SLO Models located in PA's "SLO Bank"
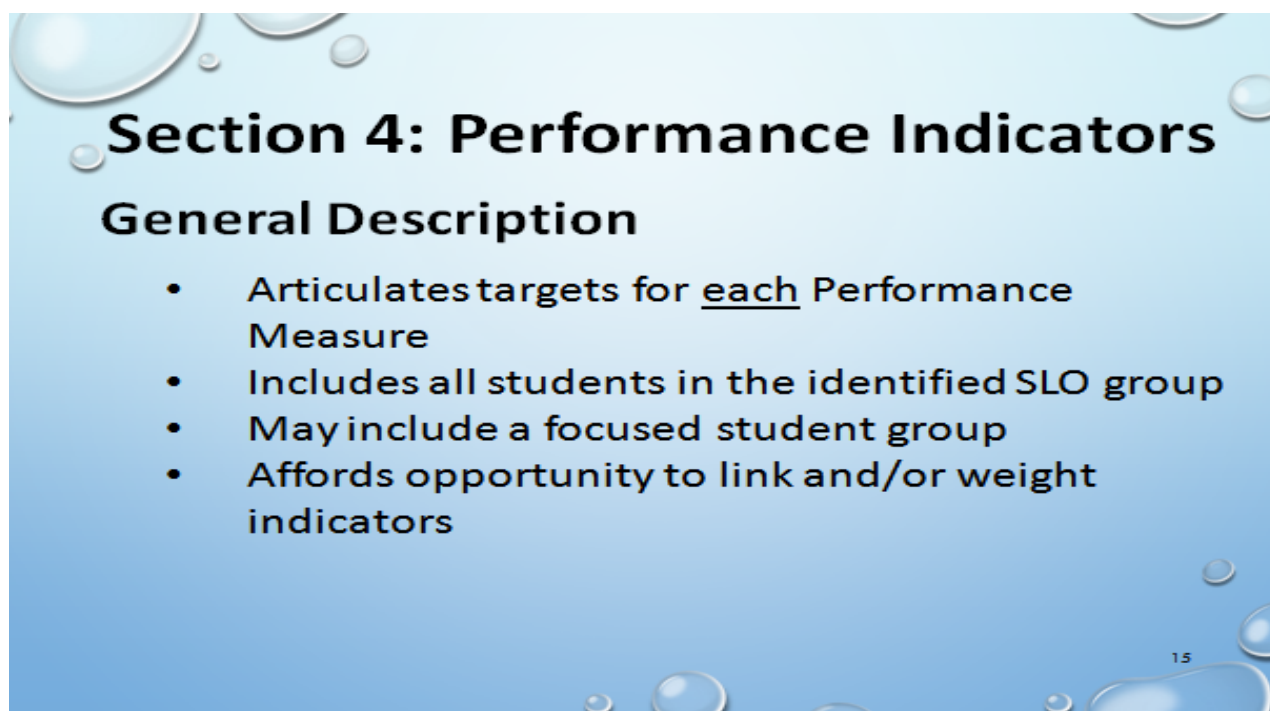
Figure 11. Section 4: Performance Indicators

Section 4: Performance Indicators

1. Determine the expected level of achievement for each student in the SLO population (as defined in *1f*) based on each performance measure (*4a*).

2. Item *4b* is optional. If utilized, determine the expected level of achievement for each student in a focused student group as defined in (*1f*).

3. Item *4c* is optional. If utilized, determine the performance measure for which a student must meet a specific achievement level in order to meet achievement levels on additional performance measures.

4. Item *4d* is optional. If utilized, assign proportional values among performance indicators prior to aggregation and assigning the Elective Rating in Section 5.

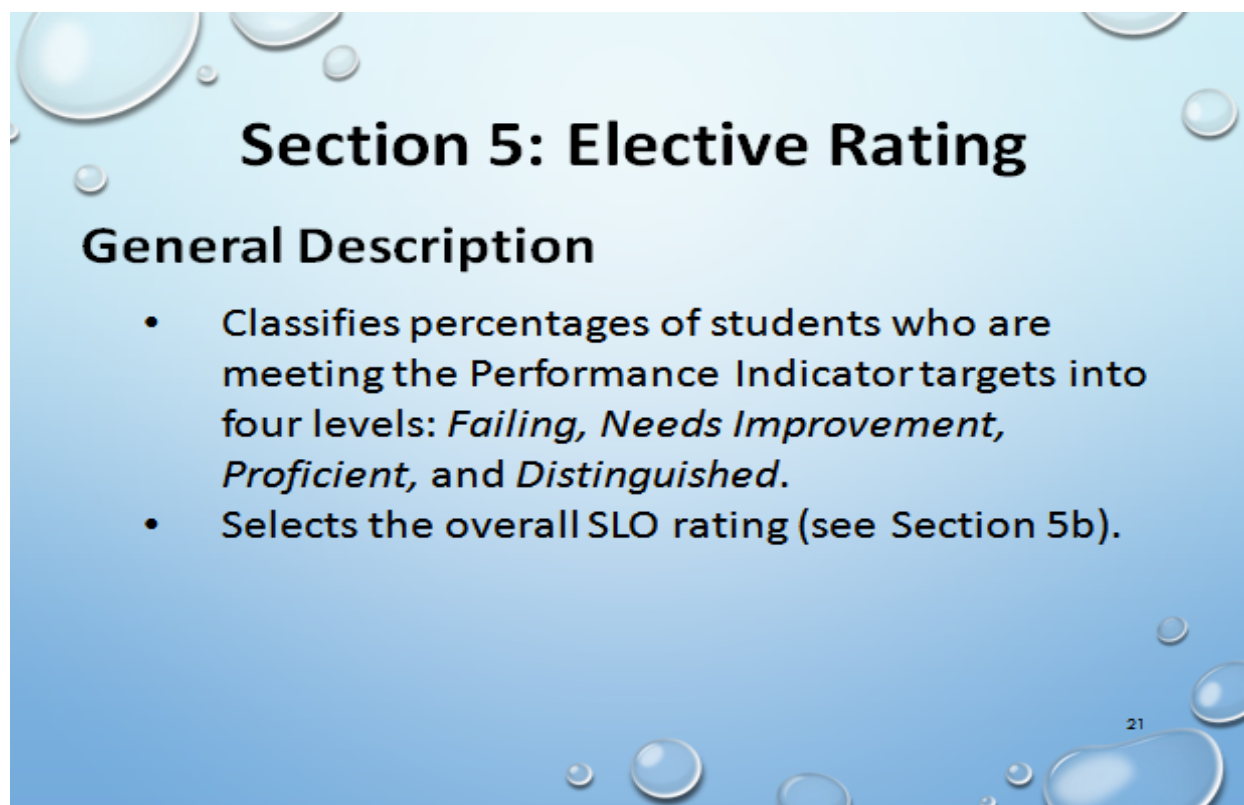| Training	Templates	Resources
• M2-Building SLOs (Slides 15-16) • Selecting Performance Measures (Video)	• Template #4-SLO Process Template • SLO Process Template Help Desk Handout #5- Quality Assurance Checklist-SLO	• Handout #4-SLO Procedural Cheat Sheet • PDE SLO Annotated Notes-M2 Building (pp. 14-15) • Other SLO Models located in PA's "SLO Bank"

Figure 12. Section 5: Elective Rating

Section 5: Elective Rating

1. Establish four levels of projected performance based upon those performance indicators stated in *4a* prior to the evaluation period (*5a*).

2. Each performance level should be populated with a percentage range (*5a*).

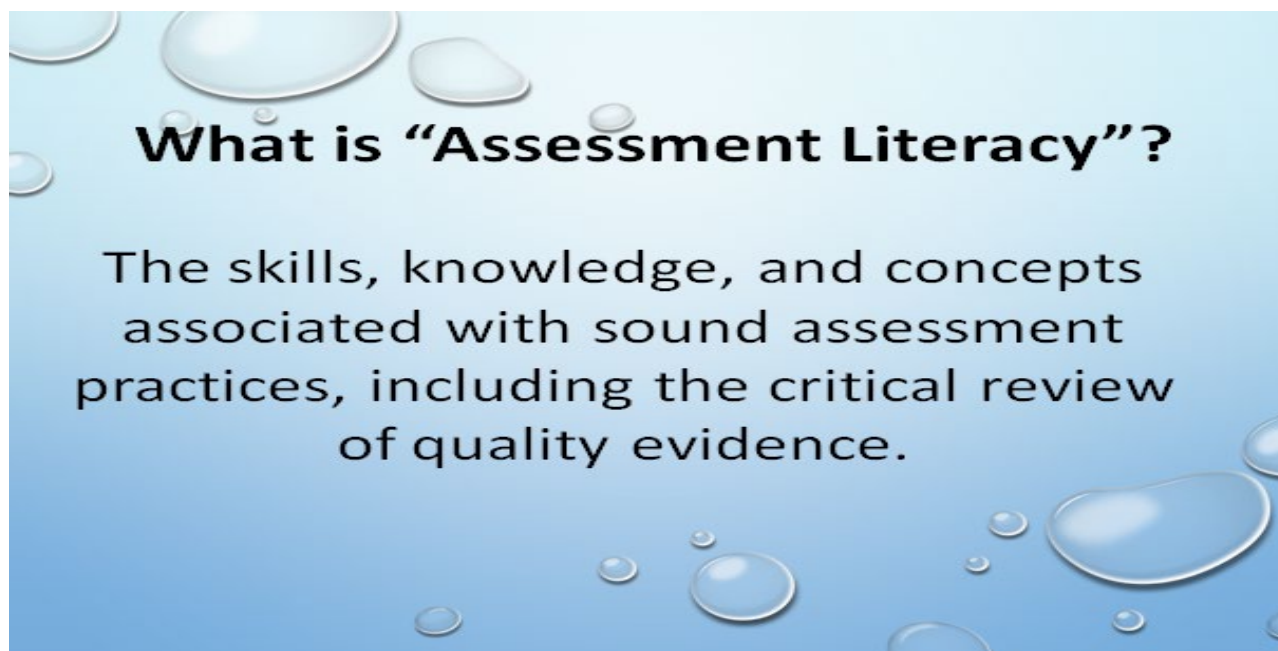| Training	Templates	Resources
• M2-Building SLOs (Slides 21-23) • Setting Performance Expectations (Video)	• Template #4-SLO Process Template • SLO Process Template Help Desk • Handout #5- Quality Assurance Checklist-SLO	• PDE SLO Annotated Notes-M2 Building (pp. 20-22) • Other SLO Models located in PA's "SLO Bank"

Figure 13. Assessment Literacy

STEP 2.

<u>Developing a Performance Measure using the Task Framework</u>

1. Using the Performance Task Framework, insert the name of the performance measure in *a*, and the Class/Course Title and Grade(s) level in *b* and *c*.

2. Insert the Targeted Content Standards and Purpose Statement in *d* and *e*.

3. Insert the Administration Frequency, Unique Adaptations/Accommodations, and Resources as listed in *1a*, *1b*, and *1c*.

4. Provide details on the task(s), the process required to complete the task(s), the key criteria required to perform each task, and the final product in *2a*, *2b*, *2c*, and *2d*.

5. Develop and detail the Scoring Tools and the method for scoring the demonstration, performance, or project in *3a*, *3b*, and *3c*.

Training	Templates	Resources
• M2-Building SLOs (Slides 17-20) • Understanding Assessment Development (Video)	• Template #4-SLO Process Template • SLO Process Template Help Desk • Template #5-Performance Task Framework • Performance Task Framework-Help Desk	• Handout #4-SLO Procedural Cheat Sheet • PDE SLO Annotated Notes-M2 Building (pp. 16-20) • Other SLO Models located in PA's "SLO Bank"

2.5. Quality Assurance

Template #7-SLO Coherency Rubric helps the educator review the *Build* phase of the *SLO Process Template.* Applying the criteria specified within the *SLO Coherency Rubric* and the *Performance Measure Rubric* allows the educator to evaluate both the SLO and performance measure(s) quality.

PART II: *BUILD*

Task ID	Descriptor	Rating	
		Meets Criteria	**Needs Refinement**
2.1	The goal statement represents a central concept that is enduring, has leverage, and is foundational to further, more complex learning.	☐	☐
2.2	The SLO is supported by a representative sample of the educator's students, with a sample size that is sufficient to make valid inferences about student achievement.	☐	☐
2.3	Targeted content standards are selected using a valid and reliable approach that is fair and unbiased.	☐	☐
2.4	Performance measures have established benchmarks for two or more points in time within a given school year [Growth]. In addition or alternatively, performance measures establish a clear, date-specific target for an on-demand demonstration of skill and knowledge attainment [Mastery].	☐	☐
2.5	Performance indicators are specific, criteria-focused, challenging (yet attainable), and directly linked to the performance measures.	☐	☐
2.6	The SLO rating is directly linked to a performance continuum based on the percentage of students meeting expectations across all performance indicators.	☐	☐

Training	Templates	Resources
• M2-Building SLOs (Slides 5-23) • M3-Reviewing (Slide 3)	• Template #4-SLO Process Template • Template #5-Performance Task Framework • Template #6-Performance Measure Rubric • Template #7-SLO Coherency Rubric: Part II	• Handout #4-SLO Procedural Cheat Sheet • Handout #5- Quality Assurance Checklist-SLO

Phase III: Reviewing the Student Learning Objective

3.1. Goal and Objective

- Understand and apply the techniques for reviewing and refining the student learning objective and related performance measures.

- The professional will successfully:

    o Conduct a multi-faceted, quality assurance review of the student learning objective for:

        ▪ Completeness

        ▪ Comprehensiveness (see *Quick Start Review* training)

        ▪ Coherency

3.2. Guiding Questions

- Are the performance measures based on the targeted content standards?

- Is the *SLO Process Template* completed according to the prescribed business rules?

- Are the performance measures rigorous?

- How well are the SLO's components aligned?

3.3. Resources

Training	Templates	Resources
• M3-Reviewing SLOs (ppt.) • Verifying SLO "completion" (Video) • Examining SLO "comprehensiveness" (Video) • Determining SLO "coherence" (Video)	• Template #6-Performance Measure Rubric • Template #7-SLO Coherency Rubric • Handout #5-Quality Assurance Checklist-SLO	• PDE Annotated Notes-M3 Reviewing (pp. 1-8) • Handout #4-SLO Procedural Cheat Sheet • Refinement Control Checklist-PDE Version

3.4. Procedural Steps

The *Review* phase of the SLO Process contains three steps: checking the *SLO Process Template* [**Completeness**], examining the performance measures [**Comprehensiveness**], and evaluating the completed *SLO Process Template* [**Coherency**]. Each of these steps is outlined in this portion of the document. By following these "procedural steps", the user will establish evidence of a high-quality SLO.

Figure 14. SLO Quality Assurance

STEP 1.

Checking the SLO Process Template [Completeness]

1. Use the *Quality Assurance Checklist-SLO* (Handout #5) and "*Help Desk*" definitions to review each section of the SLO Process template.

2. Highlight any missing or incomplete element.

3. Circle any incorrect element and annotate discrepancy.

4. Recommend potential corrective actions.

Training	Templates	Resources
• Verifying SLO "completion" (Video)	• Completed Template #4 -SLO Process Template • SLO Process Template Help Desk • Handout #5- Quality Assurance Checklist-SLO	• PDE SLO Annotated Notes-M3 Reviewing (pp. 8-9) • Handout #4-SLO Procedural Cheat Sheet

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STEP 2.

Evaluating the Performance Measures [Comprehensiveness]

1. Take the *Performance Measure Rubric* (Template #6) and evaluate the quality of each teacher-made performance measure.

2. Beginning with **Strand 1: Design**, rate each element and list supporting technical evidence.

3. List/explain any element needing further details, technical data, clarifications, etc.

4. Repeat the aforementioned procedures for **Strand 2** and **Strand 3**.

5. Recommend corrective actions for key shortcomings.

Training	Templates	Resources
• Examining SLO "Comprehensiveness" (Video)	• Template #6-Performance Measure Rubric	• PDE SLO Annotated Notes-M3 Reviewing (pp. 8-9) • Handout #4-SLO Procedural Cheat Sheet

STEP 3.

Evaluating the entire SLO Process [Coherency]

1. Align the Goal Statement and targeted content standards; Identify any issues

2. Align the performance measures with the targeted content standards; Identify any issues

3. Align the performance measures with their corresponding performance indicators; Identify any issues

4. Align the performance data with a specific performance indicator; Identify any issues

5. Align the performance data with the performance expectation distribution

6. Align the performance expectations with the overall Elective Rating categories

Training	Templates	Resources
• Determining SLO 'Coherence' (Video)	• Template #6-Performance Measure Rubric	• PDE SLO Annotated Notes-M2 Building (pp. 20-22) • Handout #4-SLO Procedural Cheat Sheet

3.5 Quality Assurance

Template #7-SLO Coherency Rubric helps the educator review each component of the *SLO Process Template.* Applying the criteria specified within the *SLO Coherency Rubric* and *Performance Measure Rubric* allows the educator to evaluate both the SLO and performance measure quality.

PART III: *REVIEW*

Task ID	Descriptor	Rating	
		Meets Criteria	**Needs Refinement**
3.1	The SLO has been reviewed to ensure that it is **complete**. Meaning, all applicable elements within the *SLO Process Template* have been addressed according to the prescribed business rules.	☐	☐
3.2	The SLO has been reviewed to ensure that it is **comprehensive**. Meaning, all performance measures have been examined to determine that they are appropriate for use in the SLO process.	☐	☐
3.3	The SLO is based on performance measures that are technically sound (i.e., reliable, valid, and fair) and appropriately **aligned** to the targeted content standards.	☐	☐
3.4	The SLO data collection approach mitigates unintentional consequences and/or potential threats to inferences made about meeting performance expectations.	☐	☐
3.5	The SLO has supporting performance data and/or evidence to support the assignment of an overall rating (i.e., *Failing*, *Needs Improvement*, *Proficient*, and *Distinguished*).	☐	☐

Training	Templates	Resources
• M3-Reviewing SLOs (ppt.)	• Template #6-Performance Measure Rubric • Template #7-SLO Coherency Rubric	• PDE SLO Annotated Notes-M3 Reviewing (pp. 20-22) • Handout #4-SLO Procedural Cheat Sheet

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SLO COHERENCY RUBRIC

Directions

Designed to examine the alignment characteristics of each Student Learning Objective (SLO), this rubric serves as a measurement tool to ensure that each SLO meets the "coherency" criteria established by the Pennsylvania Department of Education. Consistent with the SLO process, the rubric includes the following parts: *Design*, *Build*, and *Review*. Each part contains a series of descriptors that specify the criteria for evaluating SLO's quality. Descriptors are evaluated using a simple performance rating scale of "Meets Criteria" or "Not Applicable."

Part I: *Design*

Justify any "N/A" rating in the space provided at the bottom of the table.

Task ID	Descriptor	Rating	
		"Meets Criteria"	"N/A"
1.1	The goal statement articulates the "Big Idea" (enduring understanding) under which targeted content standards are directly aligned. The statement is concise and free of technical jargon.	☐	☐
1.2	Targeted content standards have a direct influence on student performance outcomes and are viewed as "central" to the subject area.	☐	☐
1.3	The course/subject area associated with the SLO is logically linked to the "Big Idea" and targeted content standards.	☐	☐
1.4	A blueprint or other design document illustrates the relationship among key components (i.e., goal statement, targeted content standards, performance measures, performance indicators, student achievement expectations, and overall elective rating).	☐	☐
1.5	Performance measures are designed to evaluate the targeted content standards (as demonstrated by the performance measures' alignment characteristics).	☐	☐
N/A Justifications			

Part II: *Build*

Justify any "N/A" rating in the space provided at the bottom of the table.

Task ID	Descriptor	Rating	
		"Meets Criteria"	"N/A"
2.1	The goal statement represents a central concept that is enduring, has leverage, and is foundational to further, more complex learning.	☐	☐
2.2	The SLO is supported by a representative sample of the educator's students, with a sample size that is sufficient to make valid inferences about student achievement.	☐	☐
2.3	Targeted content standards are selected using a valid and reliable approach that is fair and unbiased.	☐	☐
2.4	Performance measures have established benchmarks for two or more points in time within a given school year [Growth]. In addition or alternatively, performance measures establish a clear, date-specific target for an on-demand demonstration of skill and knowledge attainment [Mastery].	☐	☐
2.5	Performance indicators are specific, criteria-focused, challenging (yet attainable), and directly linked to the performance measures.	☐	☐
2.6	The SLO rating is directly linked to a performance continuum based on the percentage of students meeting expectations across all performance indicators.	☐	☐
N/A Justifications			

Part III: *Review*

Justify any "N/A" rating in the space provided at the bottom of the table.

Task ID	Descriptor	Rating	
		"Meets Criteria"	**"N/A"**
3.1	The SLO has been reviewed to ensure that it is **complete**. Meaning, all applicable elements within the *SLO Process Template* have been addressed according to the prescribed business rules.	☐	☐
3.2	The SLO has been reviewed to ensure that it is **comprehensive**. Meaning, all performance measures have been examined to determine that they are appropriate for use in the SLO process.	☐	☐
3.3	The SLO is based on performance measures that are technically sound (i.e., reliable, valid, and fair) and appropriately aligned to the targeted content standards.	☐	☐
3.4	The SLO data collection approach mitigates unintentional consequences and/or potential threats to inferences made about meeting performance expectations.	☐	☐
3.5	The SLO has supporting performance data and/or evidence to support the assignment of an overall rating (i.e., *Failing*, *Needs Improvement*, *Proficient*, and *Distinguished*).	☐	☐
N/A Justifications			