| **Rev 4-23-15**  **Wicomico County Public Schools**  **SLO Quality Rubric (Teacher)** | | | | | |
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| This rubric is designed to assist teachers improve the quality of their SLOs during the development process and to assist Administrators during the SLO approval process. In some instances, circumstances beyond the control of the SLO developer may make it impossible to write a component to meet the highest quality standard. Final SLO approval is at the discretion of the Administrator; however, no SLO will be approved should one or more of its components fall into Quality Level 0 (Not Approvable) on the rubric. | | | | | |
| **SLO Component** | **Not Approvable** | **Quality Improves** | | | **Quality Level** |
| **Quality Level 0** | **Quality Level 1** | **Quality Level 2** | **Quality Level 3** |
| **Data Review and Baseline Evidence** | No baseline data, historical data of current students’ past performance, or historical data of previous classes’ performance is included to support the choice of targeted student population, growth/achievement targets, and learning content | Includes 1 of the following:   * Baseline data * Historical data of current students’ past performance * Historical data of previous classes’ performance | Includes 1 of the following:   * Baseline data * Historical data of current students’ past performance * Historical data of previous classes’ performance   to support the choice of 1 of the following):   * Targeted student population * Growth/achievement targets * Learning content | Includes 2 or more of the following:   * Baseline data * Historical data of current students’ past performance * Historical data of previous classes’ performance   to support the choice of 2 or more of the following):   * Targeted student population * Growth/achievement targets * Learning content |  |
| **Student Population** | Targets less than 100% of students in the class/section as of submission date  ***or***  Targets students randomly without a clear rationale | Targets 100%\* of students in the class/section as of submission date  ***or***  Targets only some of the students with a common need as clearly shown by the data review | Describes the performance level of the targeted student population  ***and***  Targets 100%\* of students in the class/section as of submission date ***or*** targets all students with a common need (explanation included) as clearly shown by the data review | Describes the performance level and other relevant characteristics of the targeted student population (i.e., abilities, needs, experiences and interests)  ***and***  Targets 100%\* of students in the class/section as of submission date ***or*** targets all students (explanation included) with a common need as clearly shown by the data review |  |
| \*Targeting fewer than 100% of students is acceptable if a reasonable explanation is provided. | | |
| **Learning Content** | Not aligned with MDCCRS or state/ national standards for grade/content area and/or no explanation for why the targeted standards were selected are included | Aligned with only one of the MDCCRS or state/national standards for grade/content area ***and*** an explanation for why the targeted standards were selected is included | Aligned with at least two of the MDCCRS or state/national standards for grade/content area ***and*** an explanation for why the targeted standards were selected is included | Aligned with the majority of the MDCCRS or state/national standards for grade/content area |  |
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| **Instructional Interval** | The instructional interval is not appropriate for the learning content | The instructional interval is appropriate for the learning content | The instructional interval is appropriate for the learning content and a general explanation for its choice is included | The instructional interval is appropriate for the learning content and a detailed explanation for its choice is included |  |
| **Evidence of Achievement or Growth (A)** | Provides incomplete and/or inaccurate assessment(s) ***or*** identical pre- and post- assessments  *Note:* It is understood that pre- and post- assessments that test skills or are performance-based may ask students to complete the same tasks. These cases are not considered “identical” assessments. | Provides assessment(s) that are aligned to the learning content including accurate scoring tools, rubrics, and/or answer keys ***and*** different pre-/ post-assessments are used | Provides assessment(s) that are aligned to the learning content, challenge students with higher order and/or performance items for some of the different pre-/ post-assessments. Provides accurate scoring tools, rubrics, and/or answer keys | Provides assessment(s) that are aligned to the learning content, challenge students with higher order and/or performance items for a majority of different pre-/ post-assessments. Provides accurate scoring tools, rubrics, and/or answer keys.  ***or***  Uses state and/or county-developed assessments |  |
| **Evidence of Achievement or Growth (B)** | The post-assessment relies solely on memorization and is not performance-based. | More than half of the post-assessment relies on memorization and/or does not require students to demonstrate how they arrived at their response | Less than half of the post-assessment relies on memorization and/or does not require students to demonstrate how they arrived at their response; the remaining part of the assessment requires students to apply their learning | The entire post-assessment requires students to apply their learning |  |
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| **Achievement or Growth Target** | Sets achievement or growth targets without providing an explanation | Sets achievement or growth targets that are minimally challenging  ***and***  Provides a data sheet which clearly shows pre-assessment results (if applicable) for each student | Sets achievement or growth targets that are sufficiently challenging (e.g., sufficiently challenging on a rubric is defined as setting targets using the entire rubric – not just one component of such as writing conventions) ***or*** sets individual achievement or growth targets utilizing applicable tools if available (e.g., SRI growth targets)  ***and***  Provides a data sheet which clearly shows pre-assessment results (if applicable) ***and*** targets for each student | Sets achievement or growth targets that are sufficiently challenging (e.g., sufficiently challenging on a rubric is defined as setting targets using the entire rubric – not just one component of such as writing conventions) ***or*** sets individual achievement or growth targets utilizing applicable tools if available (e.g., SRI growth targets)  ***and***  Provides a data sheet which clearly shows pre-assessment results (if applicable) ***and*** targets for each student  ***and***  Provides an explanation for the targets based on an analysis of baseline student data |  |
| **Target Attainment** | Sets full target attainment without providing an explanation | Sets full target attainment, providing an explanation based on baseline data  ***or***  Sets full target attainment that is minimally challenging | Sets full target attainment, providing an explanation based on baseline data and how close students are relative to the desired achievement or growth target or historical data  ***and***  Sets full target attainment that is ambitious but attainable | Sets full target attainment, providing an explanation based on multiple data points including past student performance and teacher knowledge of depth of content and skills students must exhibit on the post-assessment  ***and***  Sets full target attainment that is ambitious but attainable |  |
| **Strategies** | Identifies activities that will be used | Identifies strategies that will be used | Identifies strategies that will be used and why they were chosen | Identifies strategies that will be used and why they were chosen; articulates a plan to adjust instruction based on ongoing assessment results |  |