

Not Yet	Meets Expectations
	<p>Baseline Data and Rationale</p> <ul style="list-style-type: none"> ▪ Evidence of multiple appropriate sources to complete a thorough review of student achievement data, including subgroup analysis. ▪ The rationale for the SLO goal is clearly supported by the data analysis. ▪ The baseline data accurately justifies the individual starting point for students included in the target population.
	<p>Alignment</p> <ul style="list-style-type: none"> ▪ The SLO is accurately aligned to specific content standards that represent the critical content and meaningful big ideas for learning within a grade-level and subject area. ▪ The identified standards are appropriate and closely aligned to support the area(s) of need and the student population identified in baseline data. ▪ The SLO is clearly written in the SMART (Specific, Measureable, Attainable, Results-based, and Time-bound) goal format.
	<p>Student Population</p> <ul style="list-style-type: none"> ▪ The student population identified in the goal(s) is clearly justified, based on the results of the data analysis.
	<p>Targeted Growth</p> <ul style="list-style-type: none"> ▪ Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels. ▪ Growth goals are set to be rigorous, yet attainable. ▪ Targeted growth is regularly revisited based on progress monitoring data, and appropriately adjusted, if needed.
	<p>Interval</p> <ul style="list-style-type: none"> ▪ The interval is appropriate given the SLO goal. ▪ The interval clearly reflects the duration of time the target student population is with the educator. ▪ Appropriate mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary. ▪ Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.
	<p>Evidence Sources</p> <ul style="list-style-type: none"> ▪ The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content. ▪ Assessments are valid, reliable, fair, and unbiased for all students in the target population. ▪ The evidence reflects a sound and balanced use of assessment data. ▪ Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the End of Cycle Summary conference. ▪ Teacher-created rubrics, if used to assess student performance, have well crafted performance levels that: <ul style="list-style-type: none"> <input type="checkbox"/> Clearly define levels of performance; <input type="checkbox"/> Are appropriately easy to understand, given intended audience; <input type="checkbox"/> Show a clear path to student mastery.
	<p>Instructional (for teachers) and Leadership (for principals) Strategies and Support</p> <ul style="list-style-type: none"> ▪ Strategies reflect a differentiated approach appropriate to the target population. ▪ Strategies were appropriately adjusted throughout the interval based on formative assessment and progress monitoring data. ▪ Collaboration with others—teachers, effectiveness coaches, instructional coaches, principals, assistant principals, and other administrators—is clearly indicated when appropriate. ▪ Appropriate professional development opportunities are addressed.
	<p>Scoring</p> <ul style="list-style-type: none"> ▪ Accurately and appropriately scored the SLO. ▪ Score is solidly substantiated by student achievement data.