

## New York SLO Development Guide

*This document is designed to support SLO development. The essence of each element follows its label in the green rows, with each element containing a required “task” and important considerations for SLO development.*

<b>Learning Content</b>	<b>This is the content to be taught in the SLO.</b>
Task	Identify the course name and source of standards (Common Core, national, state, local) associated with this SLO, and specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.
Considerations	<ul style="list-style-type: none"> <li>To what extent is the content central to this and future coursework, as well as college and career readiness?</li> <li>How deeply and thoroughly will the standards be reflected in the teaching, learning, and assessment?</li> <li>What instructional approaches are prioritized?</li> <li>Why are these instructional approaches most likely to support the targeted students in mastering <i>these</i> standards?</li> <li>Approximately what percentage of the course’s standards is selected?</li> <li>How is the current knowledge and skill of the targeted students informing the selection?</li> <li>What are the most critical aspects for the development of these students in <i>this</i> content <i>this</i> year?</li> <li>To what extent is the learning content specific and measurable?</li> </ul>
<b>Evidence</b>	<b>These are the assessments used for determining students’ levels of learning.</b>
Task	List the specific pre-assessment(s) and summative assessment(s) that will be used for providing baseline and summative data for the SLO. (Districts and BOCES must verify comparability and rigor for any assessments they develop.)
Considerations	<ul style="list-style-type: none"> <li>How aligned and authentic are the assessment items to the learning content?</li> <li>How valid and reliable are the assessments?</li> <li>Are the selected assessments from an approved list of allowable options?</li> <li>Are they verified as comparable and rigorous?</li> <li>What, if any, administration accommodations must legally be made for students?</li> <li>How are the assessments scored in terms of point values assigned per item and method of summarizing scores?</li> <li>Have procedures been established to ensure those with vested interest do not score students’ assessments?</li> </ul>
<b>Student Population</b>	<b>These are the students included in the SLO.</b>
Task	Specify the assigned students who are included in this SLO along with the course sections and student names and/or identification numbers. (Full class rosters of all students must be provided for all included course sections.)
Considerations	<ul style="list-style-type: none"> <li>Within and across classes, what are students’ current skill and knowledge levels which may impact the target and the learning content?</li> <li>Within and across classes, how many and what types of identifiable subgroups exist?</li> <li>How will instruction be differentiated to meet specific student learning needs?</li> </ul>
<b>Baseline</b>	<b>This is the level of students’ knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.</b>
Task	Describe how students performed on the identified pre-assessment(s) for the learning content. (Actual baseline scores for each student are required.)
Considerations	<ul style="list-style-type: none"> <li>In addition to the pre-assessment(s), what other data sources were reviewed to confirm student learning needs?</li> <li>How strongly do the pre-assessment(s) and other data analyses indicate the need for the learning content?</li> </ul>

## New York SLO Development Guide (continued)

*This document is designed to support SLO development. The essence of each element follows its label in the green rows, with each element containing a required “task” and important considerations for SLO development.*

<b>Target(s)</b>	<b>This is the level of knowledge and skill that students are expected to achieve at the end point of the interval of instructional time.</b>
Task	Define numerical growth goals for student performance on identified summative assessment(s) which measure student knowledge and skill in the learning content. (Actual final scores for each student are required.)
Considerations	<ul style="list-style-type: none"> <li>Is the target rigorous enough to ensure that <i>all</i> students are on track to achieve college and career readiness?</li> <li>To what extent does the target align with school and district goals and expectations?</li> <li>How well do the targets for this population prepare students for success in future progressions (next grade level or level of study) of the same content?</li> <li>How is the current knowledge and skill of the targeted students informing the target?</li> <li>What professional development, resources, and/or other supports are going to be used to meet the target?</li> </ul>
<b>HEDI Criteria</b>	<b>This is how different levels of student growth will translate into one of four rating categories: Highly effective, Effective, Developing, and Ineffective.</b>
Task	Provide specific descriptions of student learning for each rating category.
Considerations	<ul style="list-style-type: none"> <li>How high are expectations for <i>all</i> students?</li> <li>How clear are the distinctions between each rating category?</li> <li>Within a HEDI rating category, how clear and objective is the point allocation?</li> <li>What is the rationale that is used for the differentiations in points?</li> </ul>
<b>Interval of Instructional Time</b>	<b>This is the timeframe within which the learning content will be taught. (This is generally one academic year, unless the course is set as a semester, quarter, etc.)</b>
Task	Specify when the teaching for this learning content will begin and end. (Rationale is required if less than the typical year-long interval is set.)
Considerations	<ul style="list-style-type: none"> <li>How will key learning experiences be sequenced over the course of the interval?</li> <li>What is the best scope and sequence to ensure this population of students achieves this targeted content in this interval?</li> <li>How will formative assessment and reflection on data influence instructional decisions during the interval?</li> <li>How does the selected interval align with local pacing (where applicable)?</li> </ul>
<b>Rationale</b>	<b>This describes the reasoning behind the choices regarding learning content, evidence, and target.</b>
Task	Describe the selection of the elements (learning content, evidence, and target) and how they will be used together to prepare students for future growth and development, as well as college and career readiness.
Considerations	<ul style="list-style-type: none"> <li>How sufficient is the overall objective for increasing student achievement and preparing students for future learning, as well as college and career readiness?</li> <li>What are the implications of these elements for the teacher in the planning and delivery of instruction, so that the learning content is mastered by all students?</li> </ul>