### Student Population

**Number of Students**
- Will there be a required minimum number of students for an SLO?
- Will both Class and Targeted Group SLOs be permitted?
- Should the student population include students seen during one instructional period or should multiple sections be included?
- What percentage of a teacher’s course load should be included in an SLO?

**Knowledge of Students**
- What aspects of students should teachers describe in their SLOs?
- Will rosters or some other mechanism be used to clarify which students are in an SLO?
- What types of data points should be included on the student rosters? Should special populations be identified on the roster?

### Learning Content

**Proportion of Standards to be Included**
- Should the learning content be the whole set of course standards or a part?
- Should there be a minimum number of standards suggested for courses?

**District Direction for Learning Content Selection**
- What will be the district role in deciding what is considered the most important learning for each content area?
- Will certain clusters of standards be suggested to teachers by content area experts?
- Must or should the district’s learning content priorities be included in every SLO?
- To what extent should/must the Common Core Standards be included in an SLO?

**Role of Student Need**
- Should the focus be on essential standards or on identified student need for specific content, or a blend of these two approaches?
- If student need is to be the basis for selection, how many data sources must be reviewed to determine need?

**Course Standards Source**
- What source(s) of standards will be used for the course/content area(s)?
- Will standards be cited by reference, using verbatim wording of the standards, paraphrased, or written in another form?

**Vertical Alignment or College and Career Readiness**
- Should the SLO include a justification for the selection based on preparedness for future coursework or college and career readiness skills?

### Interval of Instruction

- What options will be permitted for interval (i.e., year, semester, quarter, or varied)?
- To what extent should pacing and sequencing of key learning experiences be referenced in this section?
## District and State Decisions for SLOs

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<th>Assessments</th>
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<td><strong>Approval Process</strong></td>
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<tr>
<td>- Should there be a separate workflow for the approval of assessments?</td>
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<tr>
<td>- Will a quality assurance committee at the school or district level review all assessments before usage in terms of their alignment, administration, usage, and approval processes?</td>
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<td>- Must pre- and post-assessments be approved before teachers administer them in the classroom with students and the SLO be completed?</td>
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<tr>
<td><strong>Assessment Selections</strong></td>
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<tr>
<td>- For what courses should State or district assessments be used?</td>
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<td>- For which courses must pre- and post-assessments be developed, and by whom?</td>
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<tr>
<td>- Should assessments be standardized at the district, school, or department/grade level?</td>
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<td>- To what extent will teacher-developed assessments be used for SLOs?</td>
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<tr>
<td><strong>Assessment Reporting</strong></td>
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<tr>
<td>- Will the assessments selected provide the needed scoring specificity, or will additional reports be required?</td>
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<td>- If additional reports are needed, can and/or how will they be produced?</td>
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<td>- Which department or staff position is responsible to disseminate needed assessment reports?</td>
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<td>- When will the needed reports be made available to the teachers and schools?</td>
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<td><strong>Pre- and Post-Assessments</strong></td>
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<td>- Can a pre-assessment be the same as a post-assessment?</td>
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<td>- How strongly should the structure, format, and content of the pre-assessment parallel the post-assessment?</td>
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<tr>
<td>- How strongly should the pre- and post-assessments be aligned to the learning content? How will alignment be documented?</td>
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<tr>
<td>- Should SLO-related instruction take place before administration? If so, to what extent will it be permitted?</td>
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<tr>
<td><strong>Assessment Administration</strong></td>
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<tr>
<td>- What documentation of administration accommodations is expected?</td>
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<td>- For real-time assessments will proctors, random visits, video-recordings or other mechanisms be established to ensure administration integrity?</td>
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<tr>
<td>- How many additional administrations (re-tests) will be permitted? If re-tests are allowed, under what conditions (just “low” performers, must re-test with different administrator, must use already approved alternate version of the assessment)?</td>
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<tr>
<td>- How will consistency in administration across a common assessment be facilitated?</td>
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<td><strong>Scoring</strong></td>
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<td>- Which staff members will be permitted to score the pre- and post-assessments? To what extent will scores be verified?</td>
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<td>- Where will scoring calculations be made explicit?</td>
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<tr>
<td><strong>Multiple Measures</strong></td>
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<tr>
<td>- Will multiple measures be required and/or recommended for pre- and post-assessments? If multiple pre-assessment measures are used, what guidance on weighting should be provided?</td>
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</tbody>
</table>
### District and State Decisions for SLOs

#### Instructional Strategies
- Will there be a common list of instructional strategies for each course/content area?
- To what extent must the evidence based for the strategies be documented?
- Should teachers be guided to indicate frequency or degree of emphasis for the strategies?
- Must strategies be described in how they will be used?

#### Student Growth Targets

**Baseline Data**
- How many data sources beyond the pre-assessments are needed to establish a baseline?
- Must individual student baselines be recorded, average performance on the baseline, or both?
- Should other data sources used to establish baselines be recorded in this format as well?

**Growth**
- What types of student growth will be computed (i.e., average growth, percentage of students achieving targets, etc.)?
- Will a year’s worth of growth be defined for each course? If so, who will make these determinations and how will they be made?
- Will proficiency and growth be blended to determine appropriate growth levels?

**Target Setting**
- What types of approaches will be permitted/encouraged for target-setting? (i.e., common growth, growth to mastery, banding, etc.)
- Will there targets be set for individuals, collective groups, or some other method?
- Will there be a minimum threshold for the percentage of students that must meet targets?
- Will there be a minimum threshold for individual student targets?

**Factors of influence**
- What impact will dosage (amount of time a staff member has with each student) have on target-setting?
- What process will be used to decide how to set targets for special student populations?
- How might expectations be different for students who are behind grade level?

#### General Decisions

**Approval Processes**
- How will the approval process for SLOs be structured?
- Who will be permitted to approve SLOs?
- How will approvals be documented?
- How will disputes within the SLO approval process be handled?
- How will the SLO workflow be managed (i.e., electronic platform, hard copies, electronic documents via email)?

**Due Dates**
- What due dates need to be established (i.e., training, development, approvals, revisions, post-assessing, reporting results)? How will these dates be communicated?
- How will compliance with due dates be monitored? What will be the result if due dates are missed?
### General Decisions (continued)

#### Quality Control SLOs
- Will there be a quality monitoring process?
- Will a rubric be used in assessing the quality of SLOs in order to determine rigor and comparability?
- When will the quality control process be completed?
- What will be the outcome if the SLO is rated too low?

#### Calculating Outcomes
- How will SLO results translate to teacher outcomes? (e.g., Will each SLO comprise a percentage of an evaluation score? A certain amount of points?)
- When multiple SLOs are used, how will they be weighted?
- What aspects of the SLO results will be a factor? (e.g., SLO quality, percentage of students meeting targets, average growth, proximity to targets)

#### Training
- What training will be provided to district staff and schools?
- To what extent is it required? How will make-up trainings and late-hires be handed during the year?
- What will the content, format (face-to-face, virtual) and timeframe be for the training?
- Will there be provisions for a help desk or follow-up training as needed?

#### Departmental Considerations
- How can initiatives be integrated, such as SIPs, CCSS, etc.?
- What departments will be most affected and require additional support?
- Who will be the central point person(s) to ensure the success of the initiative?

#### Data Entry
- Must assessments be attached as part of the SLO?
- Must assessments be described, such as by indicating types of items in the SLO?
- Will rosters be used to connect teachers with the students included in the SLO?

#### Overarching Consideration
- Will differences in class sizes, school levels, instructional time (dosage), special needs etc. warrant separate or additional consideration to ensure fairness and equity?

#### Flexibility vs. Standardization
- Will the district preference be to allow for greater flexibility from school to school and teacher to teacher or to standardize the process where feasible?

#### Breadth of Involvement
- Who will be expected to craft SLOs? Which of the following categories of staff members will be included: tested and non-tested teachers, counselors, psychologists, social workers, itinerant teachers, part-time teachers, teaching assistant principals, academic coaches, or facilitators?
- How many SLOs will each individual be expected to complete in an academic year?
- Who (which departments/personnel) will be expected to assist in the SLO development process? How will this assistance be offered to the sites?