

## SLO Success Criteria

This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will demonstrate effectiveness with each of the success criteria. Appraisers can use this tool to coach teachers for improvement throughout the SLO process. In addition, teachers are encouraged to use this tool as a guide to improve the quality while crafting each aspect of the SLO process.

SLO Skill Statement
<ol style="list-style-type: none"> <li>1) Represents a foundational skill that is specific to the content area</li> <li>2) Persists throughout the course</li> <li>3) Measurable through a demonstration of student skill</li> <li>4) Focus on it will lead to student and teacher growth in this course and beyond</li> <li>5) The skills captured are clearly defined and appropriately focused, and aligned to the standards for the course</li> </ol>
Initial Skill Profile
<ol style="list-style-type: none"> <li>1) Articulates skills for the beginning of the year</li> <li>2) Differentiates between skill levels</li> <li>3) Descriptors align to skill statement (potentially through subskills)</li> <li>4) Can be assessed in multiple ways</li> <li>5) Based on multiple sources of evidence and a teacher's experience</li> </ol>
Targeted Skill Profile
<ol style="list-style-type: none"> <li>1) Articulates skills for the end of the year</li> <li>2) Differentiates between skill levels</li> <li>3) Descriptors align to skill statement</li> <li>4) Can be assessed in multiple ways</li> <li>5) Targets are specific to the students in the teacher's class and based on multiple sources of evidence</li> <li>6) Reflects high, yet reasonable, expectations for student growth</li> </ol>
Plan, Monitor, Collaborate
<p><b>Plan</b></p> <ol style="list-style-type: none"> <li>1) Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals</li> <li>2) Challenges all students regularly</li> <li>3) Uses evidence of student work/skill levels to drive planning</li> </ol> <p><b>Monitor and Adjust</b></p> <ol style="list-style-type: none"> <li>1) Assesses student progress on SLO at least twice per semester</li> <li>2) Assessments are aligned to SLO Skill Statement in content and rigor</li> <li>3) Adjusts pedagogy and lesson plans based on assessment results</li> <li>4) Compiles a valid and reliable body of evidence of student work, aligned to the Skill Statement</li> </ol> <p><b>Collaborate</b></p> <ol style="list-style-type: none"> <li>1) Collaborates in order to ensure alignment with district and campus expectations</li> </ol>

# Sample Slo State Of Ohio Computer Applications

**M Carnoy**



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