

# Utah Rubric for Assessing the Quality of Student Learning Objectives (SLOs)



**Purpose of this Rubric:** This rubric is for use by teachers, school administration, and district administration to assess the different aspects of Student Learning Objectives (SLOs) to ensure the SLO meets an “acceptable quality” rating before it is used to establish educator evaluation ratings. SLOs that do not meet “acceptable quality” should be revised.

Three Parts of an SLO	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
<p><b>Learning Goal</b> A description of what students will be able to do at the end of the course or grade based on course- or grade-level Core content standards and curriculum.</p> <p><input type="checkbox"/> Acceptable Quality <input type="checkbox"/> Quality Needs Improvement <input type="checkbox"/> Insufficient Quality</p>	<p>Appropriately identifies and thoroughly describes an important and meaningful Learning Goal, with:</p> <ul style="list-style-type: none"> <li>✓ the big idea and the standard(s) clearly aligned to and measured by the Learning Goal,</li> <li>✓ a clear explanation of the critical nature of the Learning Goal for all students in the specific grade/ course,</li> <li>✓ a clear description of how the Learning Goal allows students to demonstrate deep understanding of the Core content standards within the identified time span, and</li> <li>✓ specific and appropriate instruction and instructional strategies described to teach the Learning Goal.</li> </ul>	<p>Generally identifies and describes a Learning Goal with:</p> <ul style="list-style-type: none"> <li>✓ the big idea and/or standards minimally aligned to the Learning Goal,</li> <li>✓ some explanation of the importance of the Learning Goal for students in the specific grade/ course,</li> <li>✓ a general description of how the Learning Goal allows students to demonstrate adequate understanding of the Core content standards within the identified time span, and/or</li> <li>✓ some generic instruction and instructional strategies used to teach the Learning Goal.</li> </ul>	<p>Identifies and describes a Learning Goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> <li>✓ the big idea and/or standards not aligned to the Learning Goal,</li> <li>✓ lack of information of the importance of the Learning Goal for students in the specific grade/course,</li> <li>✓ little to no description of how the Learning Goal allows students to demonstrate understanding of the Core content standards in the identified time span, and/or</li> <li>✓ questionable and/or vague instruction and instructional strategies used to teach the Learning Goal.</li> </ul>
<p><b>Assessments and Scoring</b> Assessment(s) should be standards-based, of high quality, and be designed to best measure the knowledge and skills found in the SLO Learning Goal. They should be accompanied by clear criteria or scoring rubrics to determine levels of student learning from the Assessment.</p> <p><input type="checkbox"/> Acceptable Quality <input type="checkbox"/> Quality Needs Improvement <input type="checkbox"/> Insufficient Quality</p>	<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> <li>✓ high quality Assessment(s), with evidence to support how the appropriateness and quality of the Assessment(s) have been established,</li> <li>✓ scoring rubrics that appropriately differentiate student performance, including information to support that these rubrics are valid, and</li> <li>✓ progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information.</li> </ul>	<p>Identifies and provides some description, which may lack specificity of the:</p> <ul style="list-style-type: none"> <li>✓ Assessment(s), with partial explanation and no evidence to support how the appropriateness and quality of the Assessment(s) have been established,</li> <li>✓ scoring rubrics that partially differentiate student performance, with no evidence to support how the rubrics have been validated, and/or</li> <li>✓ progress-monitoring measures used with little detail in how instruction will be differentiated based on this information.</li> </ul>	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> <li>✓ Assessment(s), which minimally measure the Learning Goal, with no reference to how the appropriateness and quality of the Assessment(s) have been established,</li> <li>✓ scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or</li> <li>✓ progress-monitoring measures used with minimal or no reference to the differentiation of learners</li> </ul>
<p><b>Targets</b> Projected expected outcomes of growth for groups of students by the end of the instructional period. Set targets for the whole class as well as for different subgroups of students, as appropriate.</p> <p><input type="checkbox"/> Acceptable Quality <input type="checkbox"/> Quality Needs Improvement <input type="checkbox"/> Insufficient Quality</p>	<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> <li>✓ appropriate baseline data/information used to establish and differentiate expected student performance, and</li> <li>✓ rigorous expectations that are realistic and attainable for each group of students using the documented high quality Assessments.</li> </ul>	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>✓ unclear baseline data/information used to establish and differentiate expected student performance, and/or</li> <li>✓ expectations that are imprecise, somewhat realistic and/or attainable for each group of students.</li> </ul>	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>✓ no baseline data/information or use of irrelevant information to establish and differentiate expected student performance, and/or</li> <li>✓ low expectations for each group of students.</li> </ul>