

2016-17 Changes to SLO rubric format

DPI has revised the Student/School Learning Objective (SLO) Rubric to better reflect the holistic scoring process for the SLO. For the SLO, “holistic scoring” includes and equally weights the aspects of the SLO process and measured student growth across all SLOs within the Effectiveness Cycle. In practice, this means that no Outcome Summary Score is arrived at by solely considering whether or not the specific growth goal was met, but rather the quality of the process used and its impact on student growth.

Therefore, in response to feedback, DPI has reformatted the SLO rubric and scoring process starting in the 2016-17 school year. The appearance changes include:

1. Quality Indicators - In the self-scoring and holistic scoring process, educators and evaluators should indicate appropriate quality indicators. The quality indicators were previously included on the SLO Process Guide but are now included on the 2016-17 downloadable SLO forms, in the MyLearningPlan platform, and process manuals.

2. A Rubric of Criteria - Educators and evaluators will indicate a level for each of 6 criteria.

SLO Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<i>Goal Setting</i>	Educator set inappropriate goal(s).	Educator set goal(s) based on analysis of required or supplemental data sources.	Educator set goal(s) based on analysis of all required and supplemental data sources.	Educator set rigorous and appropriate goal(s) based on a comprehensive analysis of all required and supplemental data sources.
<i>Assessments Practices</i>	Educator consistently used inappropriate assessment practices.	Educator inconsistently used appropriate assessment practices.	Educator consistently assessed students using appropriate assessment practices.	Educator consistently assessed students using strategic, appropriate, and authentic assessment practices.
<i>Progress Monitoring</i>	Educator did not monitor personal or student evidence/data.	Educator infrequently monitored personal and student evidence/data.	Educator frequently monitored personal and student evidence/data.	Educator continuously monitored personal and student evidence/data.
<i>Reflection</i>	Educator inconsistently and inaccurately reflected on student and personal evidence/data.	Educator consistently reflected on student and personal evidence/data.	Educator consistently and accurately reflected on student and personal evidence/data and made connections between the two.	Educator consistently and accurately reflected on student and personal evidence/data and consistently and accurately made connections between the two.
<i>Adjustment of Practice</i>	Educator did not adjust practice based on evidence/data or reflection.	Educator inconsistently and inappropriately adjusted practice based on evidence/data and reflection.	Educator consistently adjusted practice based on evidence/data and reflection.	Educator consistently and appropriately revised practice based on evidence/data and reflection.
<i>Outcomes</i>	Educator process resulted in no student growth.	Educator process resulted in minimal student growth.	Educator process resulted in student growth.	Educator process resulted in exceptional student growth.
Total				
HOLISTIC SCORE				

The educator’s SLO self-score and evaluator’s SLO holistic score should then be based on the review of all of the artifact evidence, quality indicators selected, and all of the levels selected for the criteria of the rubric.