Hawaii Educator Effectiveness System

Rubric for Rating the Quality of Student Learning Objectives

Purpose of this Rubric: This rubric is for use by teachers and school administrators:
- *To evaluate the quality of the components of Student Learning Objectives (SLO)*
- *To identify needed improvements to ensure the SLO meets an "acceptable quality" rating on this rubric before it may be implemented*

SLO Components	Acceptable Quality	Quality Needs Improvement
Learning Goal A description of what students will be able to know, understand, and do at the end of the interval of instruction that measures the standards and is considered major learning of the content curriculum *See " Webb's Depth of Knowledge" chart where levels of learning complexity are identified	❑ Learning goal statement thoroughly describes what students will know, understand, and be able to do by the end of the interval of instruction ❑ Learning goal statement reflects the major learning of the content area ❑ Standard(s) listed are clearly aligned to the learning goal and the full text of each specified standard is provided ❑ Rationale clearly explains why the learning goal is an appropriate focus area that addresses major learning of the course ❑ Depth of Knowledge* level is appropriately addressed (DoK level 2 or higher for pre-kindergarten to grade 2; DoK level 3 or higher for grades 3 to 12)	❑ Learning goal statement partially describes or does not describe what students will know, understand, or be able to do by the end of the interval of instruction ❑ The learning goal statement is either too broadly or narrowly defined, or does not set high expectations for students ❑ Standards are minimally aligned to the learning goal and/or are not fully stated ❑ Rationale generally explains the importance of the learning goal for students, is trivial, and/or is missing ❑ Depth of Knowledge* level is lower than the expectation of the grade level (DoK level 1 for pre-kindergarten to grade 2; DoK level 1 or 2 for grades 3 to 12)
Assessments A description of the assessment(s) and scoring guide(s) that will be used to measure students' progress toward the learning goal. Explains how student performance is defined and scored **See Quality Assessment Criteria in the SLO Technical Guidance and Planning Document where high quality evidence has been defined	❑ Multiple high quality assessment method(s) based on the Quality Assessment Criteria** are used ❑ Scoring rubrics and/or scoring guides provide clear criteria for differentiating student performance levels for each instrument ❑ Rules on how measures will be scored and combined to ensure fair and accurate levels of student attainment of the learning goal are determined ❑ Informal assessments will be used to monitor student progress and how often data will be collected using each measure is clearly described	❑ Assessment methods(s) are listed with partial or no evidence to support how the appropriateness and quality of the assessment instrument(s) have been established ❑ Scoring rubrics or guides that differentiate student performance measures used to monitor student progress are partially or not described ❑ Rules on how measures will be combined to determine accurate levels of student attainment of the learning goal is inconsistent or missing ❑ Informal assessments used to monitor student progress is partially described or not addressed. Some or no information is provided about how often data will be collected for each measure
Expected Targets Identifies expected student outcomes by the end of the instructional term	❑ Multiple sources of initial evidence are used to determine student readiness levels ❑ Rigorous, realistic, and attainable expectations for the performance of each student on selected high quality assessment(s) are determined	❑ Uses a single source of initial evidence to determine student readiness levels or none at all ❑ Defined expectations for each student are <u>not</u> rigorous, realistic, or attainable by the end of the instructional period

Instructional Strategies Describes the key instructional strategies that are planned to help all students make progress towards the learning goal	Instructional strategies are: ❏ Appropriate for the learning content ❏ Evidence-based (strategies that have been tested and have a record of success) ❏ Differentiated (address all learner needs)	Instructional strategies include: ❏ Some generic instruction and strategies are used to teach the learning goal or are questionable and/or vague