Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)	Instructional Strategies
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?	*Which students will be included in this SLO? Include course, grade level, and number of students*	*What is the duration of the course that the SLO will cover? Include beginning and end dates.*	*To what related standards is the SLO aligned?*	*What assessment(s) will be used to measure student growth for this SLO?*	*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*	*What is your rationale for setting the target(s) for student growth within the interval of instruction?*	What instructional strategies or interventions will you use to help students read growth targets?
□ Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) □ Draws upon trend data, if available □ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	□ Identifies the class or subgroup of students covered by the SLO □ Describes the Student population and considers any Contextual factors that may impact student growth □ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO	□ Matches the length of the course (e.g.,quarter, semester, year)	□ Represents the big ideas or domains of the content taught during the interval of instruction	□ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended □ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course □ Provides a plan for combining assessments if multiple summative assessments are used □ Follows the guidelines for appropriate assessments	□ All students in the class have a growth target in at least one SLO □ Uses baseline or pretest data to determine appropriate growth □ Sets developmentally appropriate targets □ Creates tiered targets when appropriate so that all students may demonstrate growth □ Sets ambitious yet attainable targets	□Demonstrates teacher knowledge of students and content □ Explains why target is appropriate for the population □ Addresses observed student needs □ Uses data to identify student needs and determine appropriate growth targets □ Sets rigorous expectations for students and teacher(s)	□ Explains how teaching strategies/interventions will be used to support student learning. □ Describes how student progress will be monitored.