Components					
Population *This is important because it indicates the students who will take the pre and post assessments.*	**Baseline Peformance** *This is important because it establishes a starting line for the SLO process.*	**Big Idea/Learning Objective/Rationale** *This is important because it defines the learning target to be achieved and your reason for choosing it.*	**Instructional Strategies** *This is important as it connects the pre-assessment results to instruction in the classroom.*	**Assessment** *This is important because it is the instrument that is used to assess growth.*	**Targeted Growth** *This is important because it sets growth goals for students.*

Guiding Questions

Who are the students being assessed?	Show your student clusters based on the pre-assessment.	What is the Big Idea and Learning Objective? *Include a brief rationale in this box or next.*	What key instructional strategies will be used?	What assessment will be used to measure whether or not students met the objective?	What are the growth targets, by cluster?
What are the students' strengths and weaknesses?	Is there any other data you considered?	Cite the learning standards.			

Criteria

90% attendance is assumed for the assessed students; Must address all students of at least one class; Pre-assessment data available for each student included.	Uses data to drive instruction and set growth targets; Targets specific academic concepts, skills or behaviors based on approved assessment objectives and student needs; Baseline data can include: assessment tools, formative assessments; previous student grades, previous achievement data, attendance data, student criteria.	Rigorous; Targets specific academic skills, concepts, or behaviors based on the CCSS, district curricula, state or other national learning standards; Targets quarter-long or, semester-long concepts, skills or behavior; Measurable.	Identifies the key instructional strategies; Is appropriate for learning content and skill level; Follows research-based best practices.	Administered in a consistent, standardized manner adhering to student confidentiality issues; Applicable to the purpose of the class; Produces timely and actionable data; Aligned with CCSS, district curricula, state or other national learning standards.	Quantifiable goals. Growth targets expressed in whole numbers; The growth targets are appropriate to the instructional window; 3-5 clusters determined from baseline data;

Remember that the inclusion of all students in a preparation or class is tempered by the fact that students will be clustered and different growth goals will be set for each cluster.