### Student Learning Objective (SLO) Template

Course name

(Annotated by Huber, Muro, Frey)

### *This template should be completed while referring to the SLO Template Checklist.*

Teacher Name: ­Content Area and Course(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level(s):\_\_\_\_\_\_\_ Academic Year: ­­\_\_\_\_\_\_\_\_\_\_\_\_\_

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

**Baseline and Trend Data**

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

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| Comments: Baseline data is information gathered before a program begins. Pre-assessment results can provide baseline data.  Trend data is information collected over time to inform decisions and/or look at patterns.  Provide details about pre-assessment – structure of test (multiple choice, task, short response, performance).  Who created assessment? When was pre-assessment administered? Were all students assessed? What were the results of the pre-assessment? Include both numerical and narrative details. |
| 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?  What content attainment does the SLO measure? |
| * Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments) * Draws upon trend data, if available. Is performance data available from prior years? If so, what does it tell you about past student performance? * Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses. Summarize student strengths/weaknesses. |
| 1st:  2nd:  3rd: |

**Student Population**

*Which students will be included in this SLO? Include course, grade level, and number of students.*

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| Comments: Student Population - provide details |
| Which students will be included in this SLO? Include course, grade level, and number of students.  How many students are in each class (if multiple classes/sections are used)? |
| * Identifies the class or subgroup of students covered by the SLO; AMO subgroups * Describes the student population and considers any contextual factors that may impact student growth such as ELL, IEP, Gifted population, etc. * If subgroups are excluded, explain which students, why they are excluded and if they are covered in another SLO.   If no sub groups are excluded, state “No subgroups excluded” to communicate this detail to your approval committee. |
| 1st:  2nd:  3rd: |

**Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

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| Comments: Interval of Instruction – be specific |
| What is the duration of the course that the SLO will cover? Include beginning and end dates such as August 2013 – mid April 2014.  How frequently does the course meet and for how long? (40 minutes, 5 days a week) |
| * Matches the length of the course (e.g., quarter, semester, year) |
| 1st: |

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

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| Comments: Standards and Content – focus on what is crucial for the students to be successful next year or in the next level course. |
| What specific content will the SLO target? To what related standards is the SLO aligned?  Provide stretch from lowest to highest achievers.  Summarize the main foci of these standards.  Write out the selected standards to communicate information to your approval committee. |
| * Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations * Represents the big ideas or domains of the content taught during the interval of instruction * Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted) |
| 1st:  2nd:  3rd: |

**Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

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| Comments: Assessment(s) should cover content, align with standards, and reflect what you taught |
| What assessment(s) will be used to measure student growth for this SLO?  What are you using for the assessment? (rubric, portfolio, group/individual performance) Multiple choice doesn’t cover cognitive skills.  Who created/reviewed assessment? |
| * 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. Describe how the assessment provides stretch for all learners. * Provides a plan for combining assessments if multiple summative assessments are used. Explain how you will combine your scores if you use multiple assessments. Will one test be weighted more heavily than another? When will the tests be administered? How do you arrive at the final score? Provide pertinent information. * Follows the guidelines for appropriate assessments. |
| 1st:  2nd:  3rd:  4th: |

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

*The scoring template gives the end goal; use the growth targets to show how you will get the students to the end goal.*

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| Comments: Growth Target(s) – Is it developmentally appropriate, rigorous, and attainable? |
| Considering all available data and content requirements, what growth target(s) can students be expected to reach?  Provide tiered targets (based on pre-test data) because they encompass all learners. Show growth for all learners (not necessarily a passing score).  How do I set a growth target?   1. Rank order of (pre-assessment) scores from lowest to highest 2. Look for ‘break’ in data 3. Set tiers |
| * All students in the class have a growth target in at least one SLO * Uses baseline or pretest data to determine appropriate growth targets * Sets developmentally appropriate targets. Include ELL, Gifted, 504, IEPs, etc. * Creates tiered targets when appropriate so that all students may demonstrate growth * Sets ambitious yet attainable targets (within the tiers). (Do not encompass all students in the same tier or percentage) |
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**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

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| Comments: Rationale for Growth Target(s) |
| What is your rationale for setting the target(s) for student growth within the interval of instruction? (Identify student strengths and weaknesses in relation to the course content. Why is this content the most important?)  Why have you identified these targets? Align targets to class ability levels. |
| * Demonstrates teacher knowledge of students and content * Explains why target is appropriate for the population * Addresses observed student needs (strengths/weaknesses) * Uses data to identify student needs and determine appropriate growth targets * Explains how targets align with broader school and district goals – connect with CIP * Sets rigorous expectations for students and teacher(s) – connect pre-test data + tiered targets = expectations (show connections & accountability) |
| 1st:  2nd:  3rd:  4th:  5th:  6th: |