

Student Learning Objective (SLO) Template

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

Teacher Name: Example Content Area and Course(s): Algebra II Grade Level(s): 10-12 Academic Year: 2013-2014

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?

Results of a common 4th Quarter Exam that was given to all Geometry students at the end of the 2012-2013 school year were analyzed. The exam was comprised of 25 multiple choice questions. Scores ranged from 28% - 100% correct. Most students were at or above 80% mastery. A second group of students is comprised of those who scored between 60-80% correct. A third group of students consists of those who scored below 60% mastery.

Was the 4th quarter exam created and/or reviewed by other math teachers? Did it cover content from the yearlong course or just 4th quarter (should cover yearlong content if course is a year)? *(For future use, you may want to create an end-of-course exam covering the majority of content and/or a pre-assessment to use at the beginning of ALG II that does this.)*

Do you have any trend data...typically you know students do poorly in... or students do well in....? If none was available, state that fact.

You definitely want to identify areas where students did well and poorly on the 4th quarter exam...identify their strengths and weaknesses. Tell how many students scored in your 3 (high, mid, low range) areas.

Student Population

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

This SLO covers all of the Algebra II students including all of the sections of Algebra II that I teach.

Any students with identified learning disabilities will be provided with all instructional and assessment accommodations and modifications contained in their Individualized Education Plans (IEPs).

SLO identifies the students.

State how many special needs students, how many ELL, how many TAG, etc. State these up front as these factors are likely to impact student growth.

Can't tell if any subgroups were excluded from this SLO. If none were excluded, clearly state that so the approval committee can check this box. If there were subgroups excluded, also include the reason and that the administrator is aware of the exclusion.

Interval of Instruction

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

The instructional interval will consist of the 2013-2014 school year.

May wish to consider adding if the class meets daily and the length of a class period.

Could mention if students are pulled out of class for other subjects or specials. This is not required, but if anything interferes with your class period and could impact student growth it should be mentioned here.

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

The 4th Quarter Exam that will be used to assess these students at the end of the course was created by myself and other teachers in the Math Department to be aligned with the Common Core Math standards for Algebra 2. Key elements of those standards include:

- Solving linear systems with graphs
- Graphing quadratic functions
- Evaluate polynomial functions
- Exponential growth and decay
- Operations with rational functions
- Right Triangle Trigonometry
- Summarize, represent, and interpret data on single count or measurement variable
- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies
- Use probability to evaluate outcomes of decisions

This section addresses the course content not so much the assessment piece, so refer to the focus or the overarching content taught here not the 4th quarter assessment. Educator does cover the overarching content with the list identified and states this list is from the common core.

Educator states the content and covers the key elements. Good.

This SLO does not appear to be targeted, so the last box is N/A. Educator could state whether or not the SLO is targeted to save approval committee some time.

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

I will assess students using a 25 question multiple choice exam connected to the Common Core State Standards for Algebra 2. Per their IEPs, those students will receive extended time and support from Resource teachers for the assessment.

This is where educator should to state the 4th quarter exam was created and reviewed by district math department teachers.

You may want to state the exam will focus on the key elements identified in the “Standards and Content” section of this SLO. Having only MC questions is a concern. Should you consider adding other types of questions as well?

You do state the IEP students will receive extended time.... However, you also want to state the exam has basic or prerequisite knowledge questions to allow the low-achieving students to show growth as well as advanced knowledge/skill questions to allow your high-achievers to show growth.

Does not appear to be multiple assessments so this box is N/A. Educator should state this is not applicable.

The final box would basically be checked if all the prior assessment boxes were met.

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

Baseline score	Target Score
< 60%	60% or above
60-80%	80% or above
80% or above	90% or above

Consider the lowest achieving group. If I scored a 60% on the pre- and my target is 60% or above I will show no growth on the post-assessment. This applies for all 3 groups. Consider breaking it down further:

0-30% target 50%-60%
40-70% target 60%-90% etc.....

You are referencing your baseline scores to set your targets. Good.

Some students could show no growth based on the established targets.

You are trying to establish tiered targets. However, the tiered targets are just not appropriate.

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

I set tiered targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. Students who scored lower than 60% on the pre-assessment will be expected to demonstrate at least 60% mastery on the post-assessment. This level would be the minimum level of mastery needed to demonstrate in order to meet grade level expectations. Students in the 60-80% tier will be expected to demonstrate a higher level of mastery on the post-assessment. Students who scored 80% or higher on the pre-assessment will be expected to increase or match that level of mastery on the post-assessment.

May want to refer to students' strengths/weaknesses on course content to allow approval committee to check this box.

I like the way you state 60% is the minimum level of mastery. But since targets are not appropriate, committee could not check this box.

State students' needs/weaknesses and that you are focusing on them through instruction and assessment.

You are referencing your baseline data. Good job.

State that you align with district/ building goal.

Targets are not appropriate yet.