

EXAMPLE Student Learning Objective (SLO) Template (with Embedded Checklist)

Teacher Name: _____ Content Area and Course(s): Business / Accounting 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?

A pre-assessment test was administered to all students enrolled in Accounting during the first week of the 2013-2014 academic school year. The pre-assessment test was comprised of 110 multiple-choice and true and false questions. These questions were selected by both business teachers in the district. The questions relate to content standards and address the key concepts students should know upon completion of the course. Student scores ranged from 31 to 66 (28% - 56%) with an average score of 45 (41%). The 110 pre-test questions contain 75% of the total course material expected to be taught from August 27th, 2013 through March 27, 2014. Student test scores showed strengths in basic business principles. **Student test scores identified many weaknesses in accounting concepts and principles as most students have no prior knowledge of Accounting.**

The results and distribution of scores were as follows:

Pretest Score Range	# of Students Scoring in Range
26-31	1
35-39	6
40-44	7
45-49	14
50-54	1
60-64	2

Checklist & Comments: Baseline and Trend Data

Does the identified baseline and trend data meet the following criteria?

- Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)
- Draws upon trend data, if available
- Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses

Comments/Questions:

1. **Summarize the baseline data by identifying student strengths and weaknesses**
- 2.

Student Population

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

This SLO consists of pre-assessment data collected from all 31 students enrolled Accounting. Students enrolled in Accounting range from 10-12th grade (9%) 10th grade, (23%) 11th grade, (68%) 12th grade. Out of the total 31-students enrolled in the course, one student has a 504 plan. (Assessment accommodations include an alternate location for tests to be taken) Any students with identified learning disabilities will be provided with all instructional, assessment accommodations, and modifications contained in their Individualized Education Plans (IEPs) and 504 Plans.

Checklist & Comments: Student Population

Does the identified student population meet the following criteria?

- 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

- 1.
- 2.
- 3.

Interval of Instruction

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

Accounting is a full-year, two-semester, elective course for the entire duration of the 2013-2014 academic school year. The class meets weekly, Monday through Friday, for 43 minutes each day. This SLO will cover August 2013 through April 2014.

Checklist & Comments: Interval of Instruction

Does the interval of instruction identified meet the following criteria?

- Matches the length of the course (e.g., quarter, semester, year)
- Considers the length of the course in relation to the instructional pacing when the initial (starting point) and summative (endpoint) growth measure evidence collection occurs – deadline of April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)

- 1.
- 2.
- 3.

Standards and Content

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

The pre-assessment test will be used to assess students at the end of the course, and was created by the North and South High Schools Business Departments to be aligned with the Ohio Business Education Academic Content Standards. At the completion of the course, students should be able to identify and perform the following key elements of content standards:

- Analyze transactions using the concepts of the basic accounting equation.
- Complete the various steps of the accounting cycle to accurately report the activity of a fiscal period.
- Define and classify accounts.
- Compare and contrast temporary and permanent accounts.
- Explain the relationship of the journal to the ledger. Post transaction data to various ledgers and calculate updated account balances.
- Calculate adjusted entries and perform closing process.
- Prepare trial balances, worksheets, and post-closing trial balances.
- Describe the relationship among financial statements.
- Use spreadsheet and industry-standard accounting software to maintain, summarize, and manipulate financial data.

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Financial-Literacy-and-Business/Financial-Literacy/Business_Standards_-1-1.pdf.aspx

Checklist & Comments: Standards and Content

Do the standards and content described meet the following criteria?

- 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 (between the initial (starting point) to the summative (endpoint) growth measure evidence collection - deadline occurs: April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th))
- Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

- 1.
- 2.
- 3.

Assessment(s)

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

Students will be assessed using a post-assessment exam created by the North and South High Schools business departments. The assessment is comprised of 110 multiple-choice and true-and-false questions. The test will be administered during the last week of March, 2014. All students will have 2 class periods (86 minutes total) to complete the exam, except for those students with IEPs and 504 plans who require extended time.

Checklist & Comments: Assessment(s)

Does the description above meet the following criteria?

- 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 <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used <input type="checkbox"/> Follows the guidelines for appropriate assessments <input type="checkbox"/> Matches the interval of instruction and reflects consideration of summative (endpoint) growth measure evidence collection deadline occurs – April 15 th for year-long courses and 2 nd semester courses / as identified for 1 st semester courses and 9-week courses (no later than April 15 th)
1.

Growth Target(s)

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

All Accounting students will be expected to reach a growth target that shows :

Pretest Score Range	# of Students	Growth Target
26-31	1	Will grow to 51
35-39	6	Will grow to 57
40-44	7	Will grow to 59
45-49	14	Will grow to 63
50-54	1	Will grow to 68
60-64	2	Will grow to 74

Growth target was determined using the formula of $(110 - \text{Pretest Score}) / 4$

Checklist & Comments: Growth Target(s)

Does the identified growth target(s) meet the following criteria?

- 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
- Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline occurs – April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)

1. . Formula does not match targets. If you use a formula, no chart is necessary, it is understood that each score will increase as the formula indicates. If you choose to use the chart, all students must show a minimum of 15% growth.
- 2.

Rationale for Growth Target(s)

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

Students who lack prior knowledge will be expected to demonstrate the most growth in order to meet course-level expectations. The students that scored in the lowest three scoring categories are expected to show the most growth and are expected to grow between 18-20 points. This is equivalent to a range of 16%-18% growth. The majority of the class that scored in the category of 45-49 on the pretest are expected to grow between 14-17 points, which is equivalent to a 15% growth. The students that scored in the highest scoring pretest categories are expected to grow 12-15 points, equivalent to a 11-13% growth. If these students master content quickly during the course, then I will ensure to accelerate or extend instruction and, if needed, assign a capstone activity to more students so that they can fully demonstrate how much they have grown.

Targets are aligned with the broader school and district goal of improving student achievement

Checklist & Comments: Rationale for Growth Target(s)

Does the rationale described above meet the following criteria?

- 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
- Explains how targets align with broader school and district goals
- Sets rigorous expectations for students and teacher(s)
- Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline occurs – April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)

1. Explain how targets align with broader school and district goals

2.

3.