

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

Teacher Name: _____ Content Area and Course(s): Health Grade Level(s): 10 Academic Year: 2013-14

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?

I administered a pre-test both as a formative assessment of students' knowledge coming into the course, and to create tiered targets for my SLO. Using the pre-test data I will be able to see what areas each student's needs to improve.

135 students took the pre-test.

Test Score	Tier	# scored	%	Grade
63-70	1	0	90-100	A
56-62	2	1	80-89	B
49-55	3	14	70-79	C
42-48	4	35	60-69	D
30-41	5	59	0-59	F
16-30	6	23		
0-15	7	2		
Total		135		

After reviewing the pre-test and doing an item analysis I can identify students' strengths and weaknesses.

Please provide data from pre-assessment .

Please identify student strengths and weaknesses based on an item analysis of student pre-assessment data.

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.
- 2.
- 3.

Student Population

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

The objective applies to all sophomores and other student's enrolled in Health for the 2013 – 2014 school year.

The student population for this course consists of 135 students. 14 are on 504's and 38 are on IEP's.

All tests are read out loud, and given in print to meet each student's individual needs.

No students are excluded.

Please describe the student population, ie the number of students on IEP's, 504's or ELL as well as factors which may impact student growth as outlined in the students' IEP, 504 or ELL information.

If any of these students are excluded please indicated as to whether or not they are covered in another SLO.

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.

Health classes run as semester classes following the Willoughby-Eastlake Schools District calendar.

Fall: August 26, 2013 to January 17, 2014

Please do not include second semester in the SLO...we are only doing 1st Semester.

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?

These objectives are aligned to The National Health Education Standards:

These are the areas of study that will be covered in this class.

- | | |
|---|-------------------------|
| Diet and Nutrition | Exercise and Fitness |
| Medicine | Drugs |
| Alcohol | Tobacco |
| Sexual Health | Mental/Emotional Health |
| Healthy Relationships and Conflict Resolution | |

National Health Education Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

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. Please indicate the origin of the standards (ie Common Core, Ohio Academic or national standards)
- 2.
- 3.

Assessment(s)

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

A pre-test will be administered as a formative assessment of students' knowledge coming into the course, and to create tiered targets for my SLO. Based on the pre-test, there are not any students whom I think will not be able to access the course content and achieve a basic level of proficiency. Some students are entering the course with solid foundational knowledge, as evidenced by their pre-test, and so I expect that they will be able to achieve a higher level of proficiency.

I will use end-of-unit tests, which are extended response questions to measure the actual growth of each student throughout the course.

By using a post-test and the end of the course I will be able to see the growth of each student and compare that to my growth targets set for his class, and data for future classes.

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
- Provides a plan for combining assessments if multiple summative assessments are used
- Follows the guidelines for appropriate assessments
- Matches the interval of instruction and reflects consideration of 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.
- 2.
- 3.

Growth Target(s)

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

98% of all students will earn 60% or a passing score. In addition, 87% of the students will earn a 70% or better. Each Student score is recorded into one of seven tiers. The growth target is set by the Target Point Increase, or the point growth of each student on that tier.

Pre-test results

Tier	# scored	%	Grade
1	0	90-100	A
2	1	80-89	B
3	14	70-79	C
4	35	60-69	D
5	59	0-59	F
6	23		
7	2		

Total 135

The time interval for data collection, and summative growth measure evidence collection for semester classes are from August 26, 2013 to January 17, 2014.

Please use baseline data or pretest data to determine the appropriate growth targets.
Please be sure to set developmentally appropriate targets based on the pre-assessment data and your knowledge of your students.
Please create tiered targets (based on the pre-assessment data) so that all students may demonstrate growth.
Please be sure to consider the interval of time when setting your growth targets.

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.
- 2.
- 3.

Rationale for Growth Target(s)

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

These targets reflect my baseline data, which indicates that some students are entering the course with a stronger foundation in this content. However, it also reflects my belief (which is corroborated by data from similar students in past years) that all students can access this content and achieve a basic level of proficiency with adequate instruction.

Growth Targets

Tier	Score	Pre-test	Target Point Increase	Growth Target scores
		# scored		
1	63-70	0	3	2
2	56-62	1	6	42
3	49-55	14	9	74
4	42-48	35	12	15
5	30-41	59	15	2
6	16-30	23	26	0
7	0-15	2	35	0

Through extended response questions students are reinforcing their writing skills and cognitive skills by using not only what they learned, but what they know from their personal experiences and other classes about each topic we study.

Please provide growth targets based on students' performance on the pre-assessment.
Growth targets should be appropriate based on teacher's knowledge of students, student needs and data from pre-assessment.
Please include an explanation as to how targets align to 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.
- 2.
- 3.