

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

Teacher Name: _____ Content Area and Course(s): AP Chem Grade Level(s): 11-12 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?

The pre-assessment and knowledge of past AP student performance is informing the creation of this SLO. The following represent the score ranges according the AP Board that represent an AP score of 1-5.

A raw score of 0-10 represents a 1 on the AP scale.

A raw score of 11-17 represents a 2 on the AP scale.

A raw score of 18-25 represents a 3 on the AP scale.

A raw score of 26-31 represents a 4 on the AP scale.

A raw score of 32-50 represents a 5 on the AP scale.

Being the first year giving this assessment I have no trend data.

Students earning a 1: 1

Students earning a 2: 6

Students earning a 3: 4

Students earning a 4: 0

Students earning a 5: 1

Checklist & Comments:

Does the identified baseline and trend data meet the following criteria? No

- 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.

All AP Chemistry students for the 2013-14 school year. Grade levels 11-12. 12 students total. All are regular education students. There are no IEP's or 504's

Checklist & Comments: Student Population

Does the identified student population meet the following criteria? Yes

- 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.

The SLO duration is from August 27th until April 15th.

Checklist & Comments: Interval of Instruction

Does the interval of instruction identified meet the following criteria? YES

- 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?

AP Chemistry is unique in that it does not have Ohio Department of Education identified standards. This AP Chemistry SLO identifies specific content that is outlined by the AP College Board Curriculum Framework. This content was used to guide the design of the SLO and the assessment for the course.

The foundation content includes six big ideas and the learning goals as established in the AP Chemistry Curriculum Framework:

- I.** Atoms
- II.** Chemical & Physical properties, Bonding and IMF's
- III.** Chemical Reactions & Energy
- IV.** Reaction rates and molecular collisions
- V.** Thermodynamics and changes in matter
- VI.** Equilibrium

Checklist & Comments: Standards and Content

Do the standards and content described meet the following criteria? YES

- 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)

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Assessment(s)

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

The AP Chemistry Released Exam from 1999, questions 1-50 will be administered as both the pre and post assessments. This assessment is created by the College Board. Growth will be measured by the successes identified from the pre-assessment to the post-assessment.

Checklist & Comments: Assessment(s)

Does the description above meet the following criteria? YES

- 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)

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- 2.
- 3.

Growth Target(s)

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

The following Growth Targets are expected

Students with a raw score of 0-10 will increase their raw score by 11%.

Students with a raw score of 11-17 will increase their raw score by 14%.

Students with a raw score of 18-25 will increase their raw score by 14%.

Students with a raw score of 26-31 will increase their raw score by 12%.

Students with a raw score of 32-50 will increase their raw score by 10% of the remaining points.

Checklist & Comments: Growth Target(s)

Does the identified growth target(s) meet the following criteria? NO

- 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)

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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?

The growth targets are based on past experience with this level student. Tiered targets were set up to help ensure that all students will be able to demonstrate developmentally appropriate growth. Based on pre-assessment data, this expectation demonstrates that students will be able to apply knowledge and content at a significantly high level by the post-test. To meet these goals, instruction shall be differentiated based on student need aligned with the AP Chemistry Curriculum Framework. These targets align not only to the AP requirements, but have a broader reach of helping students attain growth as well as their goals in other high school courses, post secondary options, and college and career readiness. All of which align with school and district goals.

Checklist & Comments: Rationale for Growth Target(s)

Does the rationale described above meet the following criteria? YES

- 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.