

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

Teacher Name: _____ Content Area and Course(s): Automotive Services Grade Level(s): Junior Class 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?

Students entering the Automotive Service Program have no prior knowledge or a very limited knowledge of the subject area. Students were given a pre-assessment. The assessment was a practical, hands-on skills test to see how well they performed on the Automotive Services Competencies Test. There were 9 Units totaling 189 possible points and students scored as follows:

Student Name	Baseline Score
Greig, Jeremy	11
McCoy, John	24
Secanic, Jake	49
Yeckley, Dennis	3
Staples, Javon	6
Champion, William	4
Davis, Chris	1
Reschke, Lisa	12
Tomb, Jacob	1
Hill, Jalen	43
Strasser, Tyler	65

Student Population

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

I am the only Automotive Services teacher in the Willoughby Eastlake School district and no subgroups are excluded from this class. All students are in grades 9-12. There are 11 students in the junior class of which 10 are on an IEP and have varying disabilities i.e. Autism, cognitive delay, ADHD, SED, and learning disabilities. All of the IEP students require extended time to complete tests and assignments, 5 students are required to have tests read aloud, and 5 students require the use of a calculator. All IEP accommodations will be met.

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.

This course will begin on August 27, 2013 and will encompass the 2013-14 school year. It will be presented 2 hours 15 minutes each day. The post assessment will be given before the April 2014 deadline.

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?

This course will focus on Automotive Service Competencies as addressed in the 2012-13 ODE Transportation Standards. The target areas will include: Safety and Housekeeping, Information Systems and Resources, General Service and Procedures, Oil and Lubrication, Brake Systems, Steering and Suspension, Electrical Systems, Drivetrain, Maintenance and Automotive Detailing.

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 given an end of the year assessment to measure. The assessment will include practical, hands on skills test based on the Automotive Services Competencies as address in the 2012-13 ODE Transportation Standards.

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. 2. 3.

Growth Target(s)

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

By using the formula (189 possible points – pretest scores) divided by 4 the following growth targets were determined:

Student Name	Baseline Score	Growth Target	Final Score
Greig, Jeremy	11	45	56
McCoy, John	24	41	65
Secanic, Jake	49	35	84
Yeckley, Dennis	3	50	53
Staples, Javon	6	46	52
Champion, William	4	46	50
Davis, Chris	1	47	48
Reschke, Lisa	12	44	56
Tomb, Jacob	1	47	48
Hill, Jalen	43	37	80
Strasser, Tyler	65	31	96

Rationale for Growth Target(s)

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

All students can demonstrate growth in the area of Automotive Services. This course allows for all different types of learning styles and abilities and student’s individual needs are met through differentiated instruction and hands on learning. Targets are aligned with the broader school and district goals 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.