

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

Teacher Name: _____ Content Area and Course(s): Science Grade Level(s): 2 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?

The students were given a pre-test with 14 multiple choice questions that was developed by a District team. The questions dealt with the Nature of Science, Technology and Tools, Plants and Animals, and the Water Cycle. A district developed multiple choice test will be administered in March. This test was read to them and will be read to them in March. This will allow an assessment of knowledge of Science and not reading ability. The Pre-test was given in September to get baseline data. The pre-test scores ranged from 29%-79%. Trend data is not available at this time because it is the first year for the test.

Pre-test results:

0%-29% 4 students

30%-50% 9 students

51%-69% 3 students

70%-79% 5 students

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. Majority of students did well on question #9
2. Need to continue to use Science Vocabulary words such as conclusion, hypothesis, tools and inquiry .
3. Majority of students missed question #14. (anemometer)

Student Population

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

This SLO will cover 22 second grade students for Science. Students who are enrolled before October or enrolled 120 days will be included in the data. Students with IEP's or 504's will receive all instructional and assessment modifications and accommodations as outlined in their IEP or 504. No student will be excluded from achieving the target growth.

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.

The duration of instruction will be from the beginning of September to the end of March.

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 SLO aligns with W-E City School District and Ohio Standards-Based Science Curriculum. The SLO targets the topics of Nature of Science Inquiry and Application, Plants and Animal interactions and habitats, and the Water Cycle.

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?

The students will be assessed using the Willoughby-Eastlake district developed pre-test and post-test for Science. The test will be given in September and March. The pre-test was made up of 14 multiple choice questions. The post-test is made up 16 multiple choice questions.

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?

The students in my class will be expected to go up 14% (2 questions) from the pre-test to the post-test.

Growth Target Range:

Those scoring between 0%-29% will show 14%-43% growth which is 1 student
 Those scoring between 30%-50% will show 44%-64% growth which is 11 students
 Those scoring between 51%-69% will show 65%-83% growth which is 9 students
 Those scoring between 70%-up will show 84% growth which is 2 students

*Any student who achieved an 85% or higher on the pre-test will complete a capstone project based on Nature of Science, technology and tools, Animal and plant interactions and habitats, and the Water Cycle. The project will be to look at their experiments throughout the year. They will achieve an 80% or higher on each of the experiments.

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 15 th)
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2.
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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?

I set growth targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. Students who scored lower will be expected to demonstrate more growth to meet grade level expectations.

Checklist & Comments: Rationale for Growth Target(s)
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Does the rationale described above meet the following criteria?

<ul style="list-style-type: none"><input type="checkbox"/> Demonstrates teacher knowledge of students and content<input type="checkbox"/> Explains why target is appropriate for the population<input type="checkbox"/> Addresses observed student needs<input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets<input type="checkbox"/> Explains how targets align with broader school and district goals<input type="checkbox"/> Sets rigorous expectations for students and teacher(s)<input type="checkbox"/> 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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