

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

Teacher Name: _____ Content Area and Course(s): Reading Fluency Grade Level(s): 3 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?

Information used to inform the creation of this SLO is the DIBELS Oral Reading Fluency Probe. The probe is administered three times during the school year (fall, winter, spring).

Trend Data: Fall Words Per Minute (WPM) = 85
 Winter WPM = 95
 Spring WPM = 110

Analysis of Baseline Data: Tier 1 Students – Below Expected Level
 Tier 2 Students – Nearing Expected Level
 Tier 3 Students – At Expected Level
 Tier 4 Students – Above Expected Level

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.

23 third grade students will be included in this SLO. Students enrolled before October or enrolled 120 days will be counted in the data. Students on IEPs, 504s, or ELL students will receive appropriate testing accommodations and modifications. No subgroups will be excluded from this 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

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Interval of Instruction

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

The duration of the course that the SLO will cover is the beginning of September through the end of March of the 2013-2014 School Year.

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)

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Standards and Content

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

Content the SLO will target includes:

CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension

- CCSS.ELA-LITERACY.RF.3.4A Read grade level text with purpose and understanding
- CCSS.ELA-LITERACY.RF.3.4B Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
- CCSS.ELA-LITERACY.RF.3.4C Use context to confirm or self-correct word recognition and understanding, re-reading as necessary

Domain of Content Taught: Grade 3 Reading Foundational Skills

Core knowledge students are expected to attain: Fluency Benchmarks as determined by Willoughby-Eastlake Schools

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)

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Assessment(s)

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

Assessments used to measure student growth for this SLO:

- Fall DIBELS Oral Reading Fluency Probe – Can be administered by Clean Sweep Team, Classroom Teacher, or Intervention Specialist
- Winter DIBELS Oral Reading Fluency Probe – Below and Nearing level students administered by Clean Sweep team; At and Above level students may be administered by Classroom Teacher or Intervention Specialist
- Spring DIBELS Oral Reading Fluency Probe – Can be administered by Clean Sweep Team, Classroom Teacher, or Intervention Specialist

Final DIBELS scores are based on the median of three passages read orally.

Checklist & Comments: Assessment(s)
Does the description above meet the following criteria?
<input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended <input type="checkbox"/> 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)
<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>
<p>Growth Targets students can be expected to reach:</p> <p>Tier 1 Students – Below Expected Level (0-60 WPM)</p> <ul style="list-style-type: none"> • Students will increase their WPM by 25% <p>Tier 2 Students – Nearing Expected Level (61-84)</p> <ul style="list-style-type: none"> • Students will increase their WPM by 25% <p>Tier 3 Students – At Expected Level (85-110)</p> <ul style="list-style-type: none"> • Students will increase their WPM by 10% <p>Tier 4 Students – Above Expected Level (111 and above)</p> <ul style="list-style-type: none"> • Students will increase their WPM by one or more words per minute from their original score

Checklist & Comments: Growth Target(s)
Does the identified growth target(s) meet the following criteria?
<input type="checkbox"/> All students in the class have a growth target in at least one SLO <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets <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 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.

Rationale for Growth Target(s)

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

Tier 1 Students – Below Expected Level (0-60 WPM)

- Students will increase their WPM by 25%
- RATIONALE: Students who are performing well below level at the Fall Probe show the greatest need for additional intervention and therefore should demonstrate the greatest amount of expected growth.

Tier 2 Students – Nearing Expected Level (61-84)

- Students will increase their WPM by 25%
- RATIONALE: Students who are performing near level at the Fall Probe show a greater need for additional intervention and therefore should demonstrate a greater amount of expected growth.

Tier 3 Students – At Expected Level (85-110)

- Students will increase their WPM by 10%
- RATIONALE: Students who are performing at expected level at the Fall Probe show should demonstrate growth, but at a slower rate.

Tier 4 Students – Above Expected Level (111 and above)

- Students will increase their WPM by one or more words per minute from their original score
- RATIONALE: Students who are performing above level at the Fall Probe show should demonstrate minimal growth, as there is limited room for growth and still maintain fluent reading.

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)

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- 2.
- 3.