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

Teacher Name: _____Content Area and Course(s):_____Wilson Reading_____ Grade Level(s): _6-11_ 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?

CCSS ELA-Literacy.L.6.2-Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. Baseline data will be established using the Wilson Reading Dictated Sentence Assessment. The assessment consists of 24 dictated Wilson Language sentences. Spelling, capitalization and punctuation will be assessed. The pre-test will be given in November to collect baseline data. The post-test will be given in April to measure growth in these areas. The post-test will be a different version of the test. Both tests will be scored using rubrics that detail the exact spelling, capitalization and punctuation that will be assessed. Trend data is not available for the 2013-2014 school year, but will be available in subsequent years. Trend data will be based on the previous year's post-assessment.

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:
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2.
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Student Population

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

This SLO will include 42 Wilson reading students that range from grades 6-11. Most students have an IEP which contains a phonological processing goal.

No students were excluded.

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.

Students who receive Wilson Reading participate in the intervention one or two times a week for 40 minutes.   Students are seen individually or in a small group setting. The SLO will cover instruction between September 2013 and April 2014.

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?

This SLO will target capitalization and punctuation. It aligns with the Ohio Common Core Standard in Language: CCSS.ELA-Literacy.L.6.2 – Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

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?

Throughout the year, I will monitor student progress with a variety of formative and summative assessments approved by the district. Specifically, the students will be assessed using a pre and post Wilson Reading Dictated Sentence Assessment which focuses on capitalization, punctuation and spelling.

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)

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Growth Target(s)

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

A student who scored in the lowest range on the pre-assessment will make a (20%) improvement or better on the post assessment
A student who scored in the middle range on the pre-assessment will make an (15%) improvement or better on the post assessment
A student who scored in the highest range on the pre-assessment will make a (10%) improvement or better on the post assessment

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)

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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?

Based on the beginning of the year pre-assessment, it was clear that the students needed additional instruction to demonstrate the level of proficiency or advanced knowledge of _____ standards. This aligns with our district goal of improved student achievement. The questions on the pre and post-assessments are based on the _____ Standards. The scoring formula allows for the identification of individual needs and growth targets. Students who demonstrate the expected growth will be prepared for the _____ curriculum and beyond.

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

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