

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

Teacher Name: _____ Content Area and Course(s): Geometry Grade Level(s): 9-12 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?

I gave a pre-assessment that was created by the North and South math departments that covered basic geometry as well as properties and congruence of different polygons. There was no trend data to use, so the main source of data was the results of this pre-assessment.

From this data I noticed that students generally fell into one of three categories. The first group of students scored at or above 40% correct. A second group of students scored between 30-40% correct. A third group of students scored below 30% correct. Students generally struggled with the congruence of triangles as well as trigonometry. They did, however, do well with basic geometry questions.

Student Population

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

This will include all Geometry students. This encompasses grades 9-12. There are from 111 students total in these 4 Geometry classes. This population includes 5 students on a 504 plan. No subgroups have been excluded.

Interval of Instruction

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

The course will meet for 180 days starting on the first day of school and ending on the last day of school. The assessment will be based on information taught to the student from the first day of school until April 1.

The class will meet Monday – Friday for 45 minutes. (At risk students will be in a front-loaded class that will meet an extra 20 minutes a day, 5 days a week).

Standards and Content

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

The content that will be covered on this exam was created and discussed by high school math teachers. The content is aligned with the Common Core Math standards for a Geometry class.

Key elements of the standards covered on this test will include:

1. Tools of Geometry
2. Reasoning and Proof
3. Parallel and Perpendicular Lines
4. Congruent Triangles
5. Relationships within Triangles
6. Polygons and Quadrilaterals
7. Similarity
8. Right Triangles and Trigonometry
9. Transformations

Assessment(s)

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

Students will be assessed using a 30 question multiple choice exam connected to the Common Core State Standards for Geometry based on the key elements addressed above.

Growth Target(s)

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

Students will be expected to grow based on the formula $(100 - \text{pre-assessment score}) \div 4$.

At 10% increments, this breaks down to look like:

1. 0% will grow to 25%
2. 10% will grow to 33%
3. 20% will grow to 40%
4. 30% will grow to 48%
5. 40% will grow to 55%
6. 50% will grow to 63%
7. 60% will grow to 70%

All values that fall in between these increments will be calculated based on the formula above.

Rationale for Growth Target(s)

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

The formula that we decided on, $(100 - \text{pre-assessment score}) \div 4$, was suggested and agree upon based upon by our middle school and high school math teachers as a minimum growth that we would expect to see out of our students for the year. We recognized that as the pre-assessment score increased, there was less room for growth. We truly felt that these growth targets would adequately represent proper growth of the student. Targets are aligned with the broader school and district goals of improving student achievement.