

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

Teacher Name: \_\_\_\_\_ Content Area and Course(s): English I Grade Level(s): 9 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 South and North High School English departments collaborated and created the Pre-Assessment for all English classes. The Pre-Assessment test was given during the second week of school, September 2013. There was no trend data available.

Student Pre-Assessment test scores ranged from 18% to 60%.

The student test scores fell in to 3 groups: high (100%-66%) (0 students), medium (65% - 33%) (11 students), and low (32% - 0%) (6 students).

Students demonstrated strengths in the following areas: Conflict, Point of View, and Context Clues

Students demonstrated weakness in the following areas: Theme, Revising, and Latin Roots

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. Put a specific number of students in each high, medium and low category
2. Add strengths and weaknesses from pre-assessment
- 3.

### Student Population

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

- English I
- # 17 total students
- # 0 IEP students
- # 1 504 students

- #\_\_0\_\_ ESL students
- No subgroups are excluded

**Checklist & Comments: Student Population**

Does the identified student population meet the following criteria?

- X Identifies the class or subgroup of students covered by the SLO
- X Describes the student population and considers any contextual factors that may impact student growth
- X If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO

Comments/Questions:

- 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 the course is one year.
- August 27, 2013 – April 1, 2014

**Checklist & Comments: Interval of Instruction**

Does the interval of instruction identified meet the following criteria?

- X Matches the length of the course (e.g., quarter, semester, year)
- X 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 15<sup>th</sup> for year-long courses and 2<sup>nd</sup> semester courses / as identified for 1<sup>st</sup> semester courses and 9-week courses (no later than April 15<sup>th</sup>)

Comments/Questions:

- 1.
- 2.
- 3.

**Standards and Content**

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

Through the employment of complex literature and informational texts, the students will be assigned reading tasks in which they will be required to demonstrate growth in the skills of comprehension. The Common Core State Standards curriculum in Reading Literature priorities focus intensely on the development of this skill through the statement and support of claims utilizing direct textual evidence. The student learning objective aligns with Willoughby-Eastlake Schools and the Common Core State Standards.

**Checklist & Comments: Interval of Instruction**

Does the interval of instruction identified meet the following criteria?
X 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
X 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 15 <sup>th</sup> for year-long courses and 2 <sup>nd</sup> semester courses / as identified for 1 <sup>st</sup> semester courses and 9-week courses (no later than April 15 <sup>th</sup> )
N/A Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)
Comments/Questions
1.
2.
3.

**Assessment(s)**

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

The Pre-Assessment had 55 multiple choice reading comprehension questions. Reading passages start at the lowest reading level and stretch past the highest reading level of the current students in class.
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 <sup>th</sup> for year-long courses and 2 <sup>nd</sup> semester courses / as identified for 1 <sup>st</sup> semester courses and 9-week courses (no later than April 15 <sup>th</sup> )
1.
2.
3.

**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%
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2. 10% will grow to 33%
3. 20% will grow to 40%
4. 30% will grow to 48%

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

**Checklist & Comments: Growth Target(s)**

Does the identified growth target(s) meet the following criteria?

- X All students in the class have a growth target in at least one SLO
- X Uses baseline or pretest data to determine appropriate growth
- X Sets developmentally appropriate targets
- X Creates tiered targets when appropriate so that all students may demonstrate growth
- X Sets ambitious yet attainable targets
- X 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<sup>th</sup> for year-long courses and 2<sup>nd</sup> semester courses / as identified for 1<sup>st</sup> semester courses and 9-week courses (no later than April 15<sup>th</sup>)

- 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?*

The formula that we decided on,  $(100 - \text{pre-assessment score}) \div 4$ , was suggested and agree upon based upon by the South High School English 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. **The growth targets align with the district's goal of improving student achievement.**

**Checklist & Comments: Rationale for Growth Target(s)**

Does the rationale described above meet the following criteria?

- X Demonstrates teacher knowledge of students and content
- X Explains why target is appropriate for the population
- X Addresses observed student needs
- X Uses data to identify student needs and determine appropriate growth targets
- X Explains how targets align with broader school and district goals
- X Sets rigorous expectations for students and teacher(s)
- X 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<sup>th</sup> for year-long courses and 2<sup>nd</sup> semester courses / as identified for 1<sup>st</sup> semester courses and 9-week courses (no later than April 15<sup>th</sup>)

- 1.
- 2.

3.