



Student Learning Objective (SLO) Template **HINTS FOR a COMPLETE SLO**

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: _____ Content Area and Course(s): **ALL students in that course/ subject - even if multiple sections** Grade Level(s): _____
Academic Year: _____

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?

Consider what you KNOW about your students – both current and typically.

Also reference SPECIFIC pre-assessment data (summary is fine, or detailed if appropriate) and any other pertinent information to describe where your students ARE and, essentially WHY you chose this area for the SLO.

Note strengths and weaknesses (can be whole-group or targeted)

**** For common SLOs – the TYPICAL / holistic data would be common; you would individualize for your specific students as needed.**

Student Population

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

**** Minimum (n) of 6 (note VA at HS will be 10)**

Include how many students and any information about them that may impact growth; be specific in describing areas of disability or giftedness, and level of English ability for ELLs.

You may only exclude students in extreme circumstances where an SLO cannot capture their ability; this must be explained here; you may not categorically exclude students based on identification or other demographic. Do not use individual names.

**** This cannot be common**

Interval of Instruction

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

This will only cover the amount of the year covered by the SLO- not the whole year. Beginning of school year until post-assessment (April, 2016).

Describe course (how long, how often)

- **End date should be as close as possible to April 1; Post assessment data due April 15 (HS ideal end date = March 18)**

**** For common SLOs this is identical.**

Standards and Content

To what related standards is the SLO aligned?

Please use words in addition to “codes”. A reviewer needs to understand which standards you are addressing without a conversion chart. Conversely, if you are using most or all of a subject’s standards, it is ok to group by strand or domain/topic. Hint: if you only have one or two standard statements to cite, it is really likely to be too narrow (not for certain, but worth a double look).

**** For common SLOs this is identical.**

Assessment(s)

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

Describe the pre- and post- assessment enough that the reviewer can get a good sense for it (format, # of questions, how scored, etc.).

Do not include the actual assessments.

Describe the SOURCE of the assessments*; they should *not* be made by individuals for their own class – it is ok to work with other teachers to create, or to grab assessments from other sources.

Be sure the post-assessment measures expected knowledge/ skills by end of interval, not by year-end.

**** For common SLOs this is identical.**

Growth Target(s)

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

SHOW THE TARGETS

Determine and explain (generally) student performance on the pre-assessment, and describe appropriate growth targets for bands of students.

Do not list individual students and scores. If targets are widely varied/ individual, use codes to avoid identifiable information

You may explain this as a narrative and/ or in a chart. See external guidance for setting growth targets.

**** For common SLOs – you may set general growth targets that reflect a typical population; you will tailor this to account for your specific students as needed.**

Rationale for Growth Target(s)

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

Explain HOW these growth targets were set, noting why they are fair for students, and accounting for students who perform well above and below the typical student. This will be a narrative.

**** For common SLOs – you may explain the process by which your team set growth targets that reflect a typical population; you will specifically address a) why this was appropriate for some or all of YOUR students and/ or b) explain how you tailored the growth targets for your own population.**