Ninth Grade English I
Example SLO
http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm

This is an example Student Learning Objective (SLO) template that may be adapted to suit the needs of individual school districts. The example SLO template was designed to include guiding questions and statements that are important for both teachers and evaluators to reflect upon throughout the SLO process.

A Student Learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time. The SLO process is appropriate for use in all grade levels and content areas and establishes meaningful goals aligning curriculum, instruction, and assessment. This template guides teachers and evaluators through a collaborative SLO process. Portions of this template were adapted from the Center for Assessment *SLO Toolkit*. In addition, domains and components that may align with each element of the template are included from the Danielson Group *Framework for Effective Teaching* to support discussion between teachers and evaluators.

Check boxes are included throughout the template to document the initial discussion and approval of each element. Evaluators may include written feedback concerning each element directly into the template using a different font color.

Educator Information

Academic Year	2015-2016
Educator Name	Example Teacher
School Name	Example School
District Name	Example District

Planning Information

Course/Subject Name	English I
Brief Course Description	Ninth grade English I is focused on comprehension and composition of narrative, descriptive, expository, and persuasive texts and essays. This course exposes students to a variety of texts from American and world cultures. Students read novels, short stories, plays, essays, poems, and nonfiction.
Grade Level(s)	9
Interval of Instruction	9/15/15-1/31/16

Timeline and Sign-Off

Evaluator Name and Title	Example Evaluator
Initial SLO Evaluator Sign-Off	9/15/15
Midcourse Check-In Sign-Off	11/17/15
Description of changes made during the Midcourse Check-In:	

Tony's growth target was adjusted from capable to experienced due to collected evidence (e.g., work samples and assessment data) indicating that he was on

track to exceed his initial target. In addition, David and Talia were removed from the SLO due to absences exceeding 50% of if t first half of the SLO cycle.	
Due Date of Final SLO	1/31/16

Element #1: Learning Goal

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1c Setting Instructional Outcomes
1e Designing Coherent Instruction

Domain 3: Instruction
3c Engaging Students in Learning

☐	Describe the learning goal.	Students will write informative and explanatory texts that convey a clear, focused, and substantive main idea.
☐	What big idea is supported by the learning goal?	The big idea supported by the learning goal the conveyance of a main idea within informative and explanatory texts.
☐	Which content standards are associated with this big idea? *List all standards that apply, including the text of the standards (not just the code).*	CCSS.ELA-Literacy.WHST.9-10.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-Literacy.WHST.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CCSS.ELA-Literacy.WHST.9-10.2.c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. CCSS.ELA-Literacy.WHST.9-10.2.d

		Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. CCSS.ELA-Literacy.WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.WHST.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
☐	Describe the student population.	The student population includes 18 ninth grade students enrolled in English I. In addition, Juliet, Richard, and Manuel have IEPs for specific learning disabilities, and Richard is also categorized as an English Learner.
☐	Describe the instruction and strategies you will use to teach this learning goal. *Be specific to the different aspects of the learning goal.*	Students will analyze samples of informative and explanatory texts. In addition, students will create writing portfolios that include drafts, revisions, and final copies of texts that they have worked on throughout the school year. Students will also engage in self- and peer-assessment of their writing that will be included in the writing portfolio.
☐	Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	English I meets for one hour a day, five days a week for the entire school year.
☐	Explain how this time span is appropriate and sufficient for teaching the learning goal.	Students will have daily opportunities to engage in writing activities that will increase in complexity throughout the school year.

Questions to Guide Discussion
- Why is this learning goal important and meaningful for students to learn?
- In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured (e.g., cognitive complexity)?

Element #2: Assessments and Scoring

Assessments and evaluation procedures should be used to support and measure the learning goal. Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

Domain 1: Planning and Preparation
1d Demonstrating Knowledge of Resources
1f Designing Student Assessments

Domain 3: Instruction
3d Using Assessment in Instruction

☐	Describe the assessments and evaluation procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students' understanding of the learning goal.	Writing prompts have been created by the district English department aligned to the district curriculum and standards. The 6+1 Trait © writing rubric will be used to evaluate these writing prompts throughout the school year. In addition, formative assessment such as self- and peer-assessment will be used to regularly check for student understanding.
☐	Describe how the assessments and evaluation procedures may be differentiated to meet the needs of all students described in the student population.	Assessments will be differentiated for Juliet, Richard, and Manuel according to the accommodations included in student's individual IEPs. Juliet will be allowed to use a word processor to complete all written coursework and assessments. Richard and Manuel will both receive extended time to complete assessments, and Manuel will also receive all directions and writing prompts verbally. In addition, Richard will also be provided with a task specific glossary, picture prompts for all directions, and a paragraph template that includes appropriate guiding questions.
☐	Explain how student performance is defined and evaluated using the assessments. Include the specific rubric and/or evaluation criteria to be used.	The writing prompts and formative assessments are scored using the main ideas criteria included in the 6+1 Trait © writing rubric.

Questions to Guide Discussion
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?

Element #3: Expected Growth Targets

In order to identify expected growth targets, educators must first identify students' actual performance through a review of available data reflecting students' starting points (i.e., baseline) concerning the learning goal. After the expected growth targets are identified, both the teacher and evaluator should reflect on whether the growth targets are ambitious, yet realistic for students to achieve in the specified period of time.

Domain 1: Planning and Preparation
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes

☐	Identify the actual performance (e.g., test scores, performance tasks, etc.) to establish starting points (i.e., baseline) for students.

	EL	LD	Beginning	Emerging	Developing	Capable	Experienced	Exceptional
Adrian					X			
Anne				X				
Brian					X			
Carlos					X			
David								
Dionne						X		
Esther					X			
Juliet		W		X				
Karen				X				
Lewis					X			
Michael				X				
Manuel		R		X				
Melissa					X			
Nathan				X				
Richard	2.0	R	X					
Talia						X		
Tony					X			

☐	Using students' starting points (i.e., baseline) identify the number or percentage of students expected at each growth target based on their assessment performance(s) (i.e., expected growth). Be sure to include any appropriate subgroups.

	EL	LD	Beginning	Emerging	Developing	Capable	Experienced	Exceptional
Adrian							X	
Anne					X			
Brian						X		
Carlos						X		
David							X	
Dionne							X	
Esther						X		
Juliet		W				X		

	EL	LD	Beginning	Emerging	Developing	Capable	Experienced	Exceptional
Karen						X		
Lewis						X		
Michael						X		
Manuel		R			X			
Melissa						X		
Nathan						X		
Richard	2.0	R			X			
Talia							X	
Tony							X	

Questions to Guide Discussion

- Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal (i.e., baseline data).
- Explain how these expected growth targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.

Element #4: Actual Outcomes

Domain 3: Instruction
3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4a Reflecting on Teaching
4b Maintaining Accurate Records

☐ Record the actual number or percentage of students who achieved the student growth targets. Be sure to include any appropriate subgroups.

	EL	LD	Beginning	Emerging	Developing	Capable	Experienced	Exceptional
Adrian							X	
Anne					X			
Brian						X		
Carlos						X		
Dionne							X	
Esther							X	
Juliet		W				X		
Karen						X		
Lewis						X		
Michael					X			
Manuel		R			X			
Melissa						X		

							X		
	Nathan						X		
	Richard	2.0	R			X			
	Tony							X	

Please provide any comments you wish to include about the actual outcomes:

All students met their growth targets with the exception of Esther who exceeded her growth target moving from developing to experienced, and Manual who did not meet his growth target. Additional work samples were examined that confirm Manuel's performance level.

Required for Evaluator

☐	Explain how the actual number or percentage of students who achieved student growth targets translates into an appropriate teacher rating.	Approximately 93% of students met their identified growth targets. Therefore, the appropriate teacher rating is excellent. A plan has been established by the teacher to further differentiate instruction to support Manuel achieve his growth target by the end of the school year.

Element #5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	51% - 75% of Students Met the Indicated Growth Target(s).	76% - 100% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☒

Date: 1/31/16	Evaluator Signature: *Evaluator*
Date: 1/31/16	Teacher Signature: *Teacher*