

**English Language
Example SLO**

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	2014-2015
Educator Name	Example Teacher
School Name	Example School
District Name	Example District

Planning Information

Course/Subject Name	Spanish Social Studies
Brief Course Description	Students focus on U.S. History from the first humans to arrive on the American continent through the Civil War.
Grade Level(s)	Grade 7
Interval of Instruction	9/15/14 – 1/31/15

Timeline and Sign-Off

Evaluator Name and Title	Example Evaluator
Initial SLO Evaluator Sign-Off	9/15/14
Midcourse Check-In Sign-Off	11/17/14
Description of changes made during the Midcourse Check-In:	
David was removed from the SLO due to absences exceeding 50% of the first half of the SLO cycle.	
Due Date of Final SLO	1/31/15

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.

<p>Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1c Setting Instructional Outcomes 1e Designing Coherent Instruction</p>	<p>Domain 3: Instruction 3c Engaging Students in Learning</p>
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<input checked="" type="checkbox"/> Describe the learning goal.	Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
<input checked="" type="checkbox"/> What big idea is supported by the learning goal?	The big idea supported by the learning goal is the ability to communicate information, ideas, and concepts necessary for academic success.
<input checked="" type="checkbox"/> Which content standards are associated with this big idea? <i>List all standards that apply, including the text of the standards (not just the code).</i>	<p>English Language Proficiency Standard 5 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>
<input checked="" type="checkbox"/> Describe the student population.	The student population includes 15 seventh grade students categorized as English Learners. In addition, William has an IEP for a specific learning disability in writing.

<input checked="" type="checkbox"/> Describe the instruction and strategies you will use to teach this learning goal. <i>Be specific to the different aspects of the learning goal.</i>	Lessons will sequentially build to explain the answers to the following questions: <ul style="list-style-type: none"> • What is an argument? How do you write an argument? • What is a claim? How do you make a claim? • What is evidence? How do you use evidence to support a claim? • What does “relevant” mean? How do you choose relevant evidence?
<input checked="" type="checkbox"/> Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	Seventh grade students engage in 45 minutes of social studies instruction each day throughout the entire school year.
<input checked="" type="checkbox"/> Explain how this time span is appropriate and sufficient for teaching the learning goal.	Students will have daily opportunities to engage in classroom activities focused on communicating information, ideas, and concepts for academic success in social studies.

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
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<input checked="" type="checkbox"/> Describe the assessments and evaluation procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students’ understanding of the learning goal.	Common performance tasks with a rubric have been developed by the district social studies department and adapted for the Spanish Social Studies course. These assessments will be administered throughout the school year to evaluate students developing understanding and mastery. In addition, formative assessment will be used to regularly check for student understanding.
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<input checked="" type="checkbox"/> 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 according to individual student need using appropriate sensory, graphic, and interactive supports. In addition, William will be provided with extra time for revision and proofreading.
<input checked="" type="checkbox"/> Explain how student performance is defined and evaluated using the assessments. Include the specific rubric and/or evaluation criteria to be used.	The common performance tasks and formative assessments are scored using a rubric that includes six performance levels.

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

<input checked="" type="checkbox"/> Identify the actual performance (e.g., test scores, performance tasks, etc.) to establish starting points (i.e., baseline) for students.						
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
	Alejandro			X		
	Andrea		X			
	Brian		X			
	Camila			X		
	Diana			X		
	David		X			
	Emma	X				
	Edward		X			
	Joaquin		X			
	Mariana	X				
Nicolas	X					

	<table border="1"> <tr><td>Samantha</td><td></td><td>X</td><td></td><td></td><td></td><td></td></tr> <tr><td>Simon</td><td></td><td>X</td><td></td><td></td><td></td><td></td></tr> <tr><td>Sofia</td><td></td><td></td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Ximena</td><td></td><td></td><td>X</td><td></td><td></td><td></td></tr> </table>	Samantha		X					Simon		X					Sofia			X				Ximena			X																																																																																							
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<input checked="" type="checkbox"/> 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.	<table border="1"> <thead> <tr> <th></th> <th>Entering</th> <th>Emerging</th> <th>Developing</th> <th>Expanding</th> <th>Bridging</th> <th>Reaching</th> </tr> </thead> <tbody> <tr><td>Alejandro</td><td></td><td></td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Andrea</td><td></td><td></td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Brian</td><td></td><td></td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Camila</td><td></td><td></td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Diana</td><td></td><td></td><td></td><td>X</td><td></td><td></td></tr> <tr><td>David</td><td></td><td></td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Emma</td><td></td><td>X</td><td></td><td></td><td></td><td></td></tr> <tr><td>Edward</td><td></td><td></td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Joaquin</td><td></td><td></td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Mariana</td><td></td><td>X</td><td></td><td></td><td></td><td></td></tr> <tr><td>Nicolas</td><td></td><td>X</td><td></td><td></td><td></td><td></td></tr> <tr><td>Samantha</td><td></td><td></td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Simon</td><td></td><td></td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Sofia</td><td></td><td></td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Ximena</td><td></td><td></td><td></td><td>X</td><td></td><td></td></tr> </tbody> </table>		Entering	Emerging	Developing	Expanding	Bridging	Reaching	Alejandro				X			Andrea			X				Brian			X				Camila				X			Diana				X			David			X				Emma		X					Edward			X				Joaquin			X				Mariana		X					Nicolas		X					Samantha			X				Simon			X				Sofia				X			Ximena				X		
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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

<p>Domain 3: Instruction 3e Demonstrating Flexibility and Responsiveness</p>	<p>Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records</p>
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Record the actual number or percentage of students who achieved the student growth targets. Be sure to include any appropriate subgroups.

	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Alejandro				X		
Andrea			X			
Brian			X			
Camila				X		
Diana				X		
Emma		X				
Edward		X				
Joaquin			X			
Mariana		X				
Nicolas		X				
Samantha			X			
Simon			X			
Sofia			X			
Ximena				X		

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

All students met their identified growth targets with the exception of Edward and Sofia.

Required for Evaluator

Explain how the actual number or percentage of students who achieved student growth targets translates into an appropriate teacher rating.

Approximately 86% 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 Edward and Sofia to achieve their growth targets 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). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input checked="" type="checkbox"/>
Date: 1/31/15	Evaluator Signature: <i>Evaluator</i>		
Date: 1/31/15	Teacher Signature: <i>Teacher</i>		

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