**Student Learning Objective Template**

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**

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| --- | --- |
| Academic Year |  |
| Educator Name |  |
| School Name |  |
| District Name |  |

**Planning Information**

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| --- | --- |
| Course/Subject Name |  |
| Brief Course Description |  |
| Grade Level(s) |  |
| Interval of Instruction |  |

**Timeline and Sign-Off**

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| --- | --- |
| Evaluator Name and Title |  |
| Initial SLO Evaluator Sign-Off |  |
| Midcourse Check-In Sign-Off |  |
| Description of changes made during the Midcourse Check-In: |
| Due Date of Final SLO |  |

**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.

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| **Domain 1: Planning and Preparation**1a Demonstrating Knowledge of Content and Pedagogy1c Setting Instructional Outcomes1e Designing Coherent Instruction | **Domain 3: Instruction**3c Engaging Students in Learning |

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| --- | --- | --- |
| ☐ | Describe the learning goal. |  |
| ☐ | What big idea is supported by the learning goal? |  |
| ☐ | Which content standards are associated with this big idea? *List all standards that apply, including the text of the standards (not just the code).* |  |
| ☐ | Describe the student population. |  |
| ☐ | Describe the instruction and strategies you will use to teach this learning goal. *Be specific to the different aspects of the learning goal.* |  |
| ☐ | Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).  |  |
| ☐ | Explain how this time span is appropriate and sufficient for teaching the learning goal.  |  |

**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.

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| **Domain 1: Planning and Preparation**1d Demonstrating Knowledge of Resources1f Designing Student Assessments | **Domain 3: Instruction**3d Using Assessment in Instruction |

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| --- | --- | --- |
| ☐ | Describe the assessments and evaluation procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students’ understanding of the learning goal. |  |
| ☐ | Describe how the assessments and evaluation procedures may be differentiated to meet the needs of all students described in the student population. |  |
| ☐ | Explain how student performance is defined and evaluated using the assessments. Include the specific rubric and/or evaluation criteria to be used. |  |

**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.

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| **Domain 1: Planning and Preparation**1b Demonstrating Knowledge of Students1c Setting Instructional Outcomes |

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

**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**

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| **Domain 3: Instruction**3e Demonstrating Flexibility and Responsiveness | **Domain 4: Professional Responsibilities**4a Reflecting on Teaching4b Maintaining Accurate Records |

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

**Required for Evaluator**

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

**Element #5: Teacher Rating**

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| --- | --- | --- | --- |
| **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:  | Evaluator Signature:  |
| Date:  | Teacher Signature:  |