



# Blank Template for SLO (Student Learning Objective)

Name(s): \_\_\_\_\_ Content Area: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Instruction Interval: \_\_\_\_\_ (Specify start and stop dates which includes majority of course)

SLO Type:  Class-level or  Course-level/Grade-level and (optional)  Targeted or  Tiered

### 1. Student Population

Who is included in this objective? If a targeted subgroup, how will the other students be addressed in another SLO? Identify the students included in the SLO and explain why the students were selected. Describe the characteristics of the student population, including how many students have special needs relevant to the SLO [Support Video #1 OH](#)

#### MDE Checklist Criteria for Student Population:

- Describes the characteristics of the student population accurately and how special needs may have relevance to the SLO
- Justifies why a targeted group was selected or includes the entire class.
  - If subgroups are excluded, specifies who and if they are covered by another SLO; otherwise, why not?

*NOTE: By writing your responses below each box, the boxes will adjust, the text will flow better from page to page, and the approval committee can add comments within this MS Word document which is otherwise not possible in a text box.*

### 2. Learning Standards

What are the essential standards or competencies connected to the learning content? [Support Video #2 OH](#)

#### Checklist Criteria for Learning Standards:

- Aligns to specific state-adopted standards
- Represents the essential standards or the big ideas to be taught during the course of instruction
- Reaches the appropriate level of complexity for each state-adopted standard measured

### 3. Baseline Data

What data were reviewed in the development of the SLO? How do the data support the SLO? [Support Video #3 OH](#); [Data Template OH](#)

#### MDE Checklist Criteria for Baseline Data:

- Identifies sources of information about students (e.g. prior year test scores, trend data and/or pre-tests)
- Summarizes student data to demonstrate specific student need for the learning content tied to specific standards, includes strengths and weaknesses..

*NOTE: The table below is simply optional as one way to display how groups of students performed on baseline data.*



*Text may be added before or after the table (see 5<sup>th</sup> grade Math Sample SLO), or you may choose to delete the table.*

#### 4. Assessment

How will you measure the outcomes of this SLO, which tool(s) will be reviewed to determine success criteria? [Support Video #4 OH: Assessment Checklist IN](#)

##### Checklist Criteria for Learning Standards:

- Describes assessment alignment to the course content and emphasizes constructed-response or performance tasks that require higher-order thinking skills OR Identifies national, state or regional assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.
- Indicates that there are clear answer key, scoring guides and/or rubrics for all assessment items.
- Describes how progress monitoring will occur
- Provides a plan for combining multiple assessments if multiple summative assessments are used.

#### 5. Growth Targets

What are the quantitative targets that will demonstrate achievement of this SLO? Each student included in the SLO should have a growth target summarized or specified below. [Support Video #5 OH: Samples collected by MASSP or found at these state departments: LA, RI, OH, or NY](#)

##### MDE Checklist Criteria for Learning Standards:

- Baseline data and/or trend data used to support growth targets
- Ensures all students in this SLO have a rigorous and attainable target, consider setting differentiated growth targets
- Demonstrated use of data to identify student needs and determine appropriate targets, consider individual or differentiated growth targets

*NOTE: The table below is simply optional as one way to display how groups of students performed on baseline data.*

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*Text may be added before or after the table (see 5<sup>th</sup> grade Math Sample SLO), or you may choose to delete the table.*

#### 6. Rationale

What is your rationale for setting the targets for student growth and how do they align with school improvement goals? [Support Video #6 OH](#)

##### MDE Checklist Criteria for Learning Standards:

- Demonstrates teacher knowledge of students and content.
- Explains why target is appropriate for the population.
- Justifies rigorous and attainable goals referencing data and/or student needs
- Explains how targets align to broader school and district goals.

**7. Instructional Strategies and Interventions (Optional to be determined by the District):**

What instructional strategies or interventions will you use to help students reach growth targets? (NEW section to MDE template Feb., 2016)

Checklist Criteria for Learning Standards:

- Common use or non-use of this section across the district
- List evidence-based teaching strategies/interventions.
- Explains how teaching strategies/interventions will be used to support student learning.
- Described how student progress will be monitored (if not already addressed in Assessment section).

**Comments from Approval Committee Members**

SLO  Approved  Modifications required (see notes below)

**SLO Approval Committee**

**Date**

**Signature**

\_\_\_\_\_ Department chair

\_\_\_\_\_ 9/30/2015

\_\_\_\_\_

\_\_\_\_\_ Teacher

\_\_\_\_\_ 9/30/2015

\_\_\_\_\_

*Additional Names ...*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Principal

\_\_\_\_\_ 10/5/2015

\_\_\_\_\_

**SAMPLES are available using this template:** [Elem Math](#), [MS Science](#), [Algebra 1](#) and HS Visual Arts (coming soon).

For sample SLOs done by various states, the formats are slightly different, though the components are the same, visit: [Louisiana](#), [Rhode Island](#), [Ohio](#), or [New York](#) or the collection by content area from [MASSP](#).