



# Blank Sample Template for Student Learning Objectives (SLO)

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

Instruction Interval: \_\_\_\_\_ SLO Type:  Class-level  Course-level or Grade-level  Targeted  Tiered

### Student Population

Who is included in this objective? If a targeted subgroup, how will the other students be addressed in another SLO?

Links: [Instructional Support Video #1 OH](#); [MDE Guidance PDF TBD](#); Samples: [OAISD](#) and other states ([LA](#), [RI](#), [OH](#), or [NY](#))

- Describes the demographics of the class accurately.
- 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

### Learning Standards

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

- 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

### 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](#)

- Identifies sources of information about students (e.g. trend data and prior year test and/or pre-test data)
- Summarizes student data to demonstrate specific student need for the content.

Represents the criteria each response should have met      ✓ Indicates meeting the criteria      ✖ Not applicable

**Assessment**

How will you measure the outcomes of this SLO, which tool(s) will be reviewed to determine success criteria?

[Support Video #4 OH](#); [SLO Assessment Checklist IN](#)

- 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.

**Growth Targets**

What are the quantitative targets that will demonstrate achievement of this SLO? [Support Video #5 OH](#); Samples: [OAISD \(LA, RI, OH, or NY\)](#)

- Baseline and trend data support established targets
- Demonstrated use of data to identify student needs and determine appropriate targets
- Ensures all students in this SLO have a rigorous and attainable target, consider setting differentiated growth targets
- Demonstrates teacher knowledge of students and content.

**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](#)

- Explains why target is appropriate for the population.
- Explains how targets align to broader school and district goals.

**Comments from Approval Committee Members**

**SLO Approval Committee**

**Date**

**Signature**

Sample Name, teacher      9/30/2015      \_\_\_\_\_

Sample Name, teacher      9/30/2015      \_\_\_\_\_

Additional Names ...      \_\_\_\_\_      \_\_\_\_\_

Sample Name, administrator      10/5/2015      \_\_\_\_\_

Represents the criteria each response should have met

✓ Indicates meeting the criteria

\* Not applicable