

## Student Learning Objective (SLO) Template for Teachers

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

<i>SLO Component</i>	
<i>Objective Summary Statement</i>	<p>1. Summarize the long term academic goal for students. 7<sup>th</sup> Grade Mathematics Curriculum provided by the district to meet the objectives of the PARCC PBA and EOY assessments.</p>
<i>Data Review &amp; Baseline Evidence</i>	<p>2. Describe and explain the process and information used to create this SLO.</p> <p><u>Data Review:</u></p> <ul style="list-style-type: none"> <li>• MSA Math score from last academic year (2011-12), which places all eight students are at the basic level.</li> <li>• District summative assessment (2011-12) data with 6 sub-scores will be examined to determine areas of weakness.</li> <li>• District-wide PARCC diagnostic assessment administered at beginning of school year (2012-2013) to further identify the areas of weakness.</li> </ul> <p><u>Baseline Evidence:</u></p> <p>Data contained in the IEPs of these eight students indicates they have been below proficient since grade 3 on the annual mathematics test. By using data from the subscores of the annual and benchmark assessments, instruction can be targeted to address these areas of weakness. Concentrating on raising each subscore will translate to an overall higher composite score. With continued progress on improving subscores, these students will eventually move from basic to proficient on the annual state test.</p>
<i>Student Population</i>	<p>3. Describe and explain the student group(s) selected for this SLO. Eight students from my 1<sup>st</sup> period, 7<sup>th</sup> grade mathematics class. Each student currently has an IEP. At the completion of grade 6 they scored at the basic level. They need to be on-grade level by the completion of grade 7.</p>
<i>Learning Content</i>	<p>4. Describe the specific content focus for this SLO.</p> <ul style="list-style-type: none"> <li>• Focus on content from the grade 7 <i>Major Clusters</i> of the Maryland CCSC – Analyze proportional relationships and use them to solve real-world problems; Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers; Use properties of operations to generate equivalent expressions; and Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> <li>• Combined with content from the CCSC <i>Supporting and Additional Clusters</i> from grade 7.</li> <li>• Standards for Mathematical Practice will be included in every lesson activity, as appropriate for content.</li> </ul>
<i>Instructional Interval</i>	<p>5. Describe the instructional period for this SLO. School year 2012-2013 (one year)</p>
<i>Target</i>	<p>6. Describe and explain the expectations for student growth for students included in this SLO.</p> <ul style="list-style-type: none"> <li>• Exceeds Target: 80-100% of students increase each of their 6 subscores by at least 20 points on the grade 7 district summative assessment in mathematics.</li> <li>• Meets Target: 70-79% of students increase 5 out of 6 of their subscores by at least 20</li> </ul>

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	<p>points on the 7<sup>th</sup> grade district summative assessment in mathematics</p> <ul style="list-style-type: none"> <li>• Does not meet Target: Fewer than 69% of students increase 5 out of 6 subscores by at least 20 points on the 7<sup>th</sup> grade district summative assessment in mathematics</li> </ul>
<i>Evidence of Growth</i>	<p>7. Describe what evidence will be used to determine student progress or growth.</p> <ul style="list-style-type: none"> <li>• District benchmark assessments will be used to monitor improvement in the areas of weakness.</li> <li>• The 6 subscores of the district-wide summative assessment administered at the end of the school year.</li> <li>• Only the scores of students with an attendance rate of more than 90% will be used.</li> </ul>
<i>Strategies</i>	<p>8. Describe and explain the key instructional strategies selected for implementation to support students in reaching the growth target for this SLO.</p> <p>Using the Baseline Evidence and data from the Scholastic Math Diagnostic Tool, I will be able to identify the foundational gaps in knowledge for each subscore for each student. This information will allow me to differentiate their instruction in these ways:</p> <ul style="list-style-type: none"> <li>• Determining the investigation exercises to develop conceptual understanding,</li> <li>• Asking the students to provide oral and written justification of the mathematics,</li> <li>• Reinforcing the development of the mathematics vocabulary, and</li> <li>• Continually linking prior knowledge to daily objectives.</li> </ul> <p>I will use graphic organizers, co-teaching, pencasts, and mathematics stations during instruction to target these foundational areas.</p> <p>My page on our school's website will include written and electronic resources for all parents to use to support the mathematics standards.</p> <p>All students will be invited to weekly "Brown Bag with the Teacher" events to "brag" about what they have learned in mathematics.</p>
<i>Teacher Professional Development (PD) and Support</i>	<p>9. Describe and explain the professional development opportunities that will support your instruction for this SLO.</p> <p>Through the Central Office of my school system my Coordinator of Mathematic and her Resource Specialists conduct PD sessions for middle school mathematics teachers to improve our understanding of the CCSC, middle school mathematics content, and integrating the SMP with content instruction. I plan on attending all of these sessions.</p> <p>Describe and explain any additional materials or resources that will support your instruction and assist students in meeting the growth target for this SLO.</p> <p>I belong to a professional learning group of teachers at my school who also teach the same content/grade that I do. We are available to one another regularly to discuss instructional strategies and modify lessons for specific learners (such as my eight students at basic). Members of the group share resources, such as <a href="http://www.parcconline.org">www.parcconline.org</a>, <a href="http://www.illustrativemath.org">www.illustrativemath.org</a>, <a href="http://www.achievethecore.org">www.achievethecore.org</a>, and <a href="http://www.corestandards.org">www.corestandards.org</a>, among</p>

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Template for Teachers**

	<p><b>others.</b></p> <p>I am a member of NCTM and MCTM, and I attend local and regional conferences, my schedule permitting.</p>
<p><b><i>Target Results</i></b></p> <p>To be completed by the teacher prior to the End of Instructional Interval Conference</p>	

<b><i>Activity</i></b>	<b>Date</b>	<b>Teacher's Signature</b>	<b>Principal's Signature</b>
<p><b><i>Initial Conference</i></b></p> <p>Include comments as needed.</p>			
<p><b><i>SLO Approved</i></b></p>			
<p><b><i>Mid-Interval Review</i></b></p> <p>Include comments or mid-interval adjustments if applicable.</p>			
<p><b><i>End of Instructional Interval Conference</i></b></p> <p>Include comments as needed.</p> <p>Score SLO using chart below.</p>			
<p><b><i>Final Rating &amp; Score</i></b></p> <p>Total possible points for this SLO _____ points</p>	<p><b>Choose one:</b></p> <p><b>Insufficient Attainment of Target</b> (33% x total possible points) = _____ pts</p> <p><b>Partial Attainment of Target</b> (67% x total possible points) = _____ pts</p>		

**Student Learning Objective (SLO)  
Template for Teachers**

	<b>Full Attainment of Target</b> (100% of total possible points) = _____ <b>pts</b>
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**Additional comments:**

**cc. Teacher  
Principal**



**Georgia Department of Education  
District Student Learning Objective (SLO) Form *REQUIRED***

<b>District Name</b>	Henry County Schools
<b>State Funded Number</b>	40.0810000
<b>State Funded Course Title</b>	Physics I
<b>Grade(s)</b>	11-12

***Directions:*** This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.

***Initial District SLO Submission to Georgia Department of Education – December 1, 2011***

<p><b><i>I. Aligned Standards</i></b> <i>(GPS, CCGPS, district/national content standards)</i></p>	<p><b>SP1.</b> Students will analyze the relationships between force, mass, gravity, and the motion of objects.</p> <p><b>SP2.</b> Students will evaluate the significance of energy in understanding the structure of matter and the universe.</p> <p><b>SP3.</b> Students will evaluate the forms and transformations of energy.</p>
<p><b><i>II. Assessment or Measure for Pre-assessment and for Post-assessment</i></b></p>	<p><b>Measure for Pre-Assessment and Post-Assessment:</b> Henry County Schools Common Physics Assessment</p> <p>This is a new test for Henry County Schools. The pre-assessment will be given in December 2011, and the post-assessment will be given by April 1, 2012.</p>
<p><b><i>III. Baseline Data</i></b> <i>(What is shown by the current data, if available)</i></p>	<p><b>Baseline Data:</b> A Henry County Schools' Common Physics Assessment was not given in prior years. Therefore, specific and exact growth data for this assessment tool could not be attained at this time.</p> <p>Physics I is a new course in Henry County Schools this year. Related data from the Spring 2010 and Spring 2011 GHSGT in Science, the Advanced Placement Physics exam taken in 2010 and 2011, and Physics Unit Test scores from Fall 2011 were collected and analyzed.</p> <p>Henry County Schools' test scores on the Science subsections covering Energy Transformations, Forces, Waves and Electricity on the GHSGT basically matched the state's average score for 2010 and 2011. In 2010, Henry County Schools exceeded the state's average by one point in one of the areas.</p> <p>During the 2010-2011 school year, only Advanced Placement Physics was offered in Henry County Schools. College Board 2010-2011 Advanced Placement Physics test data are on the next page.</p>



**Georgia Department of Education  
District Student Learning Objective (SLO) Form *REQUIRED***

AP Physics Baseline Data

	2009-10	2010-11
5	.03%	.09%
4	18%	21%
3	15%	26%
2	37%	16%
1	27%	26%

Level 1 and Level 2: Not Proficient  
Level 3: Proficient  
Level 4: Mastery  
Level 5: Exemplary

Although this is a different set of students, 64% of students scored below proficient on the 2010 Advanced Placement Physics Assessment. This data suggests that the growth suggested in the SLO is appropriate and realistic since many of the students are adjusting to meeting the curriculum requirements in advanced Physics. The scores did improve on this test in 2011.

A review of current data from several of the Fall 2011 Physics classes reveals that 18% of the students in these classes are failing. Nevertheless, average growth on the 2011 Physics midterm exam ranged from 27%-44% at one school (see below). This data only reflects one school in the Henry County School System. Furthermore, the test in the SLO will be a different exam on newly taught standards.

2011-2012		Semester One			
HONORS PHYSICS	NUMBER OF STUDENTS	Pre-Test	MIDTERM EXAM AVG.	NINE WEEK AVG.	CURRENT
2011-2012	44	34%	78%	93%	87.70%
AP PHYSICS B	NUMBER OF STUDENTS	Pre-Test	MIDTERM EXAM AVG.	NINE WEEK AVG.	CURRENT
2011-2012	30	44%	71%	90%	86.00%
REGULAR PHYSICS	NUMBER OF STUDENTS	Test 1	MIDTERM EXAM AVG.	NINE WEEK AVG.	CURRENT
2011-2012*	76	67%	62%	83.30%	84%



**Georgia Department of Education**  
**District Student Learning Objective (SLO) Form *REQUIRED***

<p><b>IV. SLO Statement</b> <i>(Describe what you want learners/ program to accomplish)</i></p>	<p>From December 2011 to April 1, 2012, 100% of high school physics students will increase their skills in the areas of force, mass, gravity, motion of objects, and energy as measured by the Henry County Schools Physics Common Assessment. Students will increase from their pre-assessment scores to their post-assessment scores on the Henry County Schools Physics Common Assessment as follows: Students scoring 60% and below will increase their scores to 74% or higher; students scoring 61%-74% will increase their scores to 80% or higher; and students scoring 75% or above will maintain and increase their scores by 5 percentage points or more, if applicable. A 74% score is the equivalent of a “C”, which is a passing grade.</p>
<p><b>V. Mid-Year Review (NA for Pilot)</b></p>	
<p><b>VI. Means for Attaining Objective</b> <i>(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)</i></p> <p>Research-based teaching strategies used to attain the SLO will include the following:</p> <ul style="list-style-type: none"><li>• Using direct instruction aided by visuals, web quests, audio lessons, and video clips</li><li>• Giving graphic organizers for lecture notes and new information</li><li>• Providing hands-on lessons, interactive applications, and lab activities</li><li>• Motivating students to research more about physics topics</li><li>• Applying different teaching strategies to appeal to all types of learners in the classroom</li><li>• Utilizing technology, such as computers, streaming videos, and Smart Boards</li><li>• Delivering regular vocabulary instruction, which leads to higher reading comprehension in students</li><li>• Exploring inquiry-based approaches to teaching standards-based physics</li><li>• Investigating physics topics, such as motion of force, energy, and transformation</li><li>• Offering novel learning environments and pedagogy applications that foster student interest in physics</li><li>• Involving students in the research process</li><li>• Promoting critical thinking/problem-solving skills connected to mathematics</li><li>• Developing a conceptual understanding of topics related to physics</li></ul>	

*Superintendent's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

**Title** – Administrator Elementary Reading Student Learning Objective

**Content Area** – Literacy

**Grade Level** – 1<sup>st</sup> & 2<sup>nd</sup>

**Students** – 91 1<sup>st</sup> Graders; 88 2<sup>nd</sup> Graders

**Interval of Instruction** – Year

Main Criteria	Element	Description
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**Essential Question:** What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

<b>Priority of Content</b>	<b>Objective Statement</b>	All students will improve reading fluency and comprehension of literary and informational text.
	<b>Rationale</b>	Many researchers have found that early interventions for reading have significant impact on students' long-term literacy abilities. The National Institutes of Health (NIH) show that, if supported early on in their schooling, 95% of children who struggle with reading can reach grade level. They emphasize that Kindergarten and first grade are the “window of opportunity” to ensure students are successful readers since the gap between struggling readers and their peers only widens over time starting in the third grade. Therefore, we want to focus on reducing this gap in the early elementary grades by increasing the number of students reading at/above grade level.

**Essential Question:** Where are my students now (at the beginning of instruction) with respect to the objective?

<b>Baseline Data / Information</b>	The DRA2 was administered during the first two weeks of school and we determined that 53% (48/91) of first grade students and 44% (39/88) of second grade students are currently reading on or above grade level. Of those students not yet reading on grade level, many of them are close and this data makes us confident that with strategic interventions this gap can close dramatically by the end of the year.					
	<b>Beginning of the Year</b>	<b>DRA 2 Level</b>	<b>Grade 1 students</b>	<b>Total Grade 1 students at each level</b>	<b>Grade 2 students</b>	<b>Total Grade 2 students at each level</b>
	<b>Kindergarten</b>	A-1	14	43	3	3
		2	17			
		3	12			
	<b>Grade 1 (on level)</b>	4	21	33	2	6
		6	12			
	<b>Grade 1 (above grade level)</b>	8	5	11	2	4
		10	4			
		12	4			
14		2				
<b>Grade 2 (on level)</b>	16	2	4	15	15	
	18	3				
<b>Grade 2 (above grade level)</b>	20	1	4	4	2	
	24	1				
<b>Grade 3</b>	28	1	0	2	1	
	30	1				
	34	1				
		38			3	



**Essential Question:** Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

By the end of the year, 85% (77/91) of first grade students and 75% (66/88) of second grade students will be reading on or above grade level. The 15% of first graders and 25% of second graders who are not reading on or above grade level will make significant progress and be in a position to continue their growth in the following year to successfully read on or above grade level. While it seems inappropriate to attempt predicting each student's exact DRA2 reading level, we have instead created targets for overall grade level. Students in grade 1 in June should be at Level 16-18 to be considered on grade level. Students in grade 2 in June should be at least at Level 28 to be considered on grade level.

Rigor of Target

Target(s)

FIRST GRADE EOY TARGETS	DRA 2 Level	EOY Target: Total Grade 1 students at e
Kindergarten	A-1	0
	2	
	3	
Grade 1	4	14
	6	
	8	
	10	
	12	
	14	
Grade 2	16	50 (on grade level)
	18	
	20	21
	24	
Grade 3	28	6
	30	
	34	
	38	

SECOND GRADE EOY TARGETS	DRA 2 Level	EOY Target: Total Grade 2 students at e
Kindergarten	A-1	0
	2	
	3	
Grade 1	4	0
	6	
	8	
	10	
	12	
	14	
	16	
	18	
Grade 2	20	22
	24	
	28	42 (on grade level)
Grade 3	30	24
	34	
	38	

	<b>Rationale for Target(s)</b>	Last year, we successfully brought approximately 20% of first and second graders up to reading on grade level within the academic year. This year, our targets are higher (32% and 31%, respectively). However, we have added a Reading Specialist position, which is dedicated to K-2, so we believe that these targets are achievable.
<b>Quality of Evidence</b>	<b>Evidence Source(s)</b>	We will continue to use the DRA2. We will test students in January to monitor progress and then in June. The DRA2 assessment will be administered one-on-one by classroom teachers and/or reading specialists at the beginning of the school year, in the winter, and again in spring. DRA2 assessments will be scored by the classroom teacher in accordance with the scoring procedures recommended by Pearson.

Grade 9-12 Introduction to Art

## Student Learning Objective (SLO) Template

*This template should be completed while referring to the SLO Template Checklist.*

Teacher Name: \_\_\_\_\_ Content Area and Course(s): Introduction to Art Grade Level(s): 9-12 Academic Year: 2012-2013

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

### Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

Since trend and prior test scores are not available a two-part, district-created pre-assessment was created and administered. Part one of the assessment was comprised of 25 multiple choice questions, one written extended response and one extended performance response. The multiple choice scores ranged from 8 to 17. Results indicate that most students demonstrated a basic knowledge of the elements of art and art history, but lack in-depth understanding of both. The written extended response results showed difficulty interpreting art work, recognizing how the elements of art are utilized in a work of art and correct use of art terms and vocabulary: 25% scored 1, 30 % scored 2, 25% scored 3, 20% scored 4. Part two was the performance task where most students were able to complete the task successfully, but the level of achievement varied greatly in the areas of technical skill and direct observation: 20% scored 1, 35% scored 2, 30% scored 3, 15% scored 4.

### Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*

This SLO covers 72 students in Introduction to Art. The 72 students are a mix of 9<sup>th</sup> through 12<sup>th</sup> grade and are divided into three sections of 28, 21 and 23 students each. Sixteen of the 72 students have an IEP.

### Interval of Instruction

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

This SLO covers the 2012-2013 school year - from August 2012 through May 2013. The class meets every school day for one 40 minute period.

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

Based on the results of the pre-assessment, the learning content for this SLO focuses on the ODE Visual Art requirements for PERCEIVING/KNOWING (1PE, 2PE, 3PE, 4PE, 6PE), PRODUCING (1PR, 2PR, 3PR, 4PR, 6PR), and RESPONDING/REFLECTING (1RE, 2RE, 3RE). Some of the achievement content statements are at the beginning level, while others are at the intermediate and accelerated level. In order to show stretch, differentiated instruction will be offered for all major works of art . This SLO also focuses on our building goals for reading across the curriculum.

**Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

The assessment used to measure student growth is a two-part, district-created, end-of-course exam that matches the rigor and content of the Introduction to Art class and the ODE Visual Arts Standards. Part one consists of 25 multiple choice questions that focus on the elements of art, art history and has one written extended response that shows the ability to analyze and interpret art work while knowledgeably using art vocabulary. Part two is an extended performance task (drawing) that demonstrates technical skill and the key aspects of direct observation. An answer key will be used to score the multiple choice questions and a rubric will be used for scoring the extended response questions. Scores will be averaged together in order to get a final score

Per their IEP's, the sixteen students with disabilities will receive extended time for the assessments. Four students will have fewer test items and will work with a scribe if one is available to answer the extended written response question. If a scribe is not available, students will respond orally to the question.

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

All students will be expected to achieve the following growth targets:

- \* Increase the number of correct multiple-choice questions by 5 points between the pre and post-assessments.
- \* Increase the written extended response by 1 rubric point.
- \* Increase the performance extended response by 1 rubric point.

**Comments: Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

- All students in the class have a growth target in at least one SLO
- Uses baseline or pretest data to determine appropriate growth
- Sets developmentally appropriate targets
- Creates tiered targets when appropriate so that all students may demonstrate growth
- Sets ambitious yet attainable targets

1<sup>st</sup>:Yes. Each student seems to have the same growth target.

2<sup>nd</sup>: No. The teacher included data in the first section, but does not reference it here. Consider including the data again to demonstrate targets are appropriate.

3<sup>rd</sup>: No. If data were included, the evaluator(s) could better determine whether or not the established targets are appropriate.

4<sup>th</sup>:No. Tiered targets would likely ensure you have developmentally appropriate targets that ensure adequate growth for both your low and high-achieving students.

5<sup>th</sup>: No. Because the data is not referenced and because the “one target fits all approach” does not seem appropriate for the lowest and highest achieving. Therefore, we cannot state the targets provided are ambitious and yet attainable.

**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

As determined with the pre-assessments, a number of content areas needed to be focused on. The content for this class is based on essential skills that Introduction to Art students will need to know before they move on to an upper level art class. The visual art curriculum is sequential and builds upon/ repeats skills and knowledge in the arts. These skills and experiences (both hands on and through verbal and written critique) will aid in other subject areas as well as art. Student work will be assessed with a rubric that focuses on specific skills and visual evidence of application of concepts. The rating scale on the rubrics is 1-4 (aligning with the ELA scoring scale).

To increase performance differentiated instruction will be utilized to address a variety of maturity and achievement levels.

**Comments: Rationale for Growth Target(s)**

*What is your rationale for setting the target(s) for student growth within the interval of instruction?*

- Demonstrates teacher knowledge of students and content
- Explains why target is appropriate for the population
- Addresses observed student needs
- Uses data to identify student needs and determine appropriate growth targets
- Explains how targets align with broader school and district goals
- Sets rigorous expectations for students and teacher(s)

1<sup>st</sup>: Yes. Teacher states the course content focuses on the skills students need to be successful at the next level.

2<sup>nd</sup>: No. There is no explanation as to why the identified targets are appropriate for this group of students and/or this course.

3<sup>rd</sup>: No. Students' weaknesses are identified in other sections of the template. Consider including them again here and stating how the teacher is addressing their needs through the chosen content, growth targets, etc.

4<sup>th</sup>: No. Again, data is mentioned in other sections of the template, but consider reiterating the important pieces used to assist in establishing the appropriate growth targets.

5<sup>th</sup>: No. Previously, the teacher mentioned the schools goals. Consider stating it again here and tying it in with the established targets, content, etc.

6<sup>th</sup>: No. Targets to not appear appropriate for the lowest and highest-achieving students.