

# Handout 3

## Student Learning Objectives (SLO) Sample Quality Checklist

Teacher/Leader Name

SLO Title

Year

### Essential Questions

What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?		Where are my students now (at the beginning of instruction) with respect to the objective?		How will students demonstrate their knowledge and skills at the end of the interval of instruction?	Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?	
Focus/Content	Interval of Instruction	Student Population	Baseline/Trend Data	Assessment(s)/Evidence	Growth Targets	Rationale for Growth Targets

### Quality Components\*

<input type="checkbox"/> Identifies relevant, available standards (state, national, or professional) <input type="checkbox"/> Clarifies the content that the SLO will cover	<input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, trimester, year)	<input type="checkbox"/> Identifies students included in the SLO <input type="checkbox"/> Identifies contextual factors that may affect individual student growth	<input type="checkbox"/> Identifies sources of information <input type="checkbox"/> Describes skills and knowledge of student population	<input type="checkbox"/> Identifies assessment(s) or evidence aligned to the course content of the SLO <input type="checkbox"/> Describes assessment(s) or evidence that will be used to measure student growth	<input type="checkbox"/> Ensures all students in the SLO have a rigorous and attainable growth target	<input type="checkbox"/> Explains how the growth target was developed <input type="checkbox"/> Explains why the growth target is appropriate for the student population
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### High Quality Components\*\*

<input type="checkbox"/> Describes how SLO content aligns with relevant, available standards (state, national, or professional) <input type="checkbox"/> Specifies how the SLO will address the most important course content		<input type="checkbox"/> Describes the student population as a whole <input type="checkbox"/> Describes contextual factors that may affect individual student growth	<input type="checkbox"/> Draws on trend data, if available	<input type="checkbox"/> Identifies assessment(s) or evidence that have been reviewed by content experts	<input type="checkbox"/> Identifies baseline or preassessment data to determine appropriate growth	<input type="checkbox"/> Incorporates a variety of data sources that includes trend data in setting growth targets
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\* Quality components must be present in order for an SLO to be approved.

\*\* High quality components are present in high-quality SLOs but do not need to be present in order for an SLO to be approved.

# Handout 4

## Student Outcome Objectives (SOO) Sample Quality Checklist

Teacher/Leader Name

SOO Title

Year

### Essential Questions

What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?		Where are my students now (at the beginning of instruction) with respect to the objective?		How will students demonstrate their knowledge and skills at the end of the interval of instruction?	Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?	
Focus/Content	Interval of Instruction	Student Population	Baseline/Trend Data	Assessment(s)/Evidence	Growth Targets	Rationale for Growth Targets

### Quality Components\*

<input type="checkbox"/> Identifies relevant, available standards (state, national, or professional) <input type="checkbox"/> Clarifies the focus area of the SOO	<input type="checkbox"/> Matches length of the teaching assignment (e.g., quarter, semester, trimester, year)	<input type="checkbox"/> Identifies students included in the SOO <input type="checkbox"/> Explains why the student population was selected <input type="checkbox"/> Identifies contextual factors that may affect individual student growth	<input type="checkbox"/> Identifies sources of information <input type="checkbox"/> Describes skills, knowledge, or characteristics of student population	<input type="checkbox"/> Identifies assessment(s) or evidence aligned to the focus area of the SOO <input type="checkbox"/> Describes assessment(s) or evidence that will be used to measure student growth	<input type="checkbox"/> Ensures all students in the SOO have a rigorous and attainable growth target	<input type="checkbox"/> Explains how the growth target was developed <input type="checkbox"/> Explains why the growth target is appropriate for the student population
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### High Quality Components\*\*

<input type="checkbox"/> Describes how SOO focus area aligns with available state standards or national organization expectations <input type="checkbox"/> Specifies how the SOO addresses important outcomes of the teaching assignment		<input type="checkbox"/> Describes the student population as a whole <input type="checkbox"/> Describes contextual factors that may affect individual student growth	<input type="checkbox"/> Draws on trend data, if available	<input type="checkbox"/> Identifies assessment(s) or evidence that have been reviewed, endorsed or informed by content experts (state, national or professional organizations)	<input type="checkbox"/> Identifies baseline data to determine appropriate growth	<input type="checkbox"/> Incorporates a variety of data sources that includes trend data in setting growth targets
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\* Quality components must be present in order for an SOO to be approved.

\*\* High quality components are present in high-quality SOOs but do not need to be present in order for an SOO to be approved.

# Handout D: Student Learning Objective Examples (Original, Annotated, and Improved) and Student Outcome Objective Example

## Student Learning Objective Example—Original

Rachel Anderson	Grade 8 U.S. History Teacher	2014–15
Teacher/Leader Name	Position	Year
Sample School District	Washington Middle School	
School District	School	
Grade 8 U.S. History: U.S. Constitution and the Civil War		
SLO/SOO Title		

**What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?**

### 1. Focus/Content

This SLO will focus on the most essential course content from the Grade 8 U.S. History course, as identified by the district middle school social studies team. It will focus on eighth-grade social studies state content standards 1, 3, and 5. [http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Social\\_Studies\\_OK\\_Academic\\_Standards.pdf](http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Social_Studies_OK_Academic_Standards.pdf)

What are the standards, skills, outcomes or content that will be the focus of this SLO/SOO?

### 2. Interval of Instruction

From 8/31/2014 to 5/21/2014

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

### 3. Student Population

A total of 20 eighth-grade students taking my U.S. History class are incorporated in this SLO.  
Four students have current individualized education programs, and all four students receive reader support, small-group instruction, and extended time on the assessment.  
Three students are in the Talented and Gifted program in at least one subject, and one of these students is identified as having an aptitude for social studies.  
The other 13 students are general education students.  
No students have been excluded from this SLO.

Which students will be included in this SLO/SOO? What student characteristics might affect this SLO/SOO?

### 4. Baseline/Trend Data

A 30-question preassessment, composed of all multiple choice questions and worth 100 points, was administered at the beginning of the year. The results from the preassessment were analyzed to

What does your available student data tell you about the skills, characteristics, and knowledge of the SLO/SOO

<p>identify students' strengths and weaknesses. There are four levels of achievement on this assessment: Accelerated, Benchmarked, Targeted, and Intensive. Three students scored in the Intensive range, and 17 students scored in the Targeted range. No students scored in the Benchmarked or Accelerated ranges.</p> <p>In my analysis of the preassessment results, students' strengths lay in the areas of the American Revolution and the territorial expansion of the United States.</p> <p>Preassessment analysis showed that areas of student weaknesses included political concepts expressed in the U.S. Constitution, the challenges in writing and ratifying the U.S. Constitution, and the American Civil War.</p>	<p>student population?</p>
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#### How will students demonstrate their knowledge and skills at the end of the interval of instruction?

<p><b>5. Assessment(s)/Evidence</b></p> <p>I will summatively assess my students, using a 50-question district-created summative assessment of multiple choice questions, short answer questions, and one essay question. The assessment challenges students to demonstrate their knowledge of the American Revolution, the U.S. Constitution, and the Civil War. The summative assessment is worth 100 points.</p> <p>The assessment has been reviewed by both the building leadership team (principal and curriculum specialist) and the teacher team leader from the social studies department.</p> <p>Formative, unit-based assessments will be used to track student progress on content mastery throughout the year.</p>	<p>What assessment(s) or evidence will be used to show student growth? Why did you select this/ these assessment(s)?</p>
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#### Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?

<b>6. Growth Target(s)</b>		What amount of growth is expected for all students to demonstrate during the interval of instruction?
<b>Baseline score on the preassessment:</b>	<b>Target score on the postassessment:</b>	
0–20 (Intensive)	60 or above (Benchmarked)	
21–40 (Targeted)	75 or above (Benchmarked)	
41–53 (Targeted)	85 or above (Accelerated)	
<b>7. Rationale for Growth Target(s)</b>		Why are the growth target(s) appropriate for each student or groups of students, as determined from student characteristics and baseline or trend data?
<p>On the preassessment, no students scored in the Accelerated (Mastered) or Benchmarked (Proficient) levels of achievement, indicating that students are not entering the course with a lot of prior knowledge and, therefore, should be able to make a lot of progress. Students who scored between 21 percent and 53 percent (17 of 20) on the preassessment are placed in the Targeted level of achievement. These students need additional supports to become proficient with the content. Students who scored between 0 percent and 20 percent (3 of 20) on the pretest are placed in the Intensive level of achievement. These students need high levels of support with intensive interventions to become proficient. Although I hope to get these students up to a proficient level with this content, a more realistic and developmentally appropriate target is 60 or above. Based on the information from the preassessment and characteristics</p>		

of the students, these are the growth targets set forth.  
Overall observed student needs include the explanation of political concepts expressed in the U.S. Constitution, the challenges in writing and ratifying the U.S. Constitution, and the causes of the Civil War. I plan to spend additional time to cover these topics when they come up during the year.

**To be completed upon submission and approval of the SLO/SOO:**

Teacher/Leader Signature

Date

School Team Initials (if applicable)

Date

Evaluator Signature

Date

**To be completed after the interval of instruction when all data has been collected and calculated:  
Final Score**

SLO/ SOO Score	Percentage of Students Who Met or Exceeded Their Growth Targets	Earned SLO/SOO Score
5.0	90–100	Evidence/Comments
4.5	85–89	
4.0	80–84	
3.5	75–79	
3.0	70–74	
2.5	65–69	
2.0	60–64	
1.5	55–59	
1.0	54 or less	

Teacher/Leader Signature

Date

Evaluator Signature

Date

## Student Learning Objective Example—Annotated

Rachel Anderson Grade 8 U.S. History Teacher 2014–15

Teacher/Leader Name	Position	Year
Sample School District	Washington Middle School	
School District	School	
Grade 8 U.S. History: U.S. Constitution and the Civil War		
SLO/SOO Title		

**What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?**

### 1. Focus/Content

This SLO will focus on the most essential course content from the Grade 8 U.S. History course, as identified by the district middle school social studies team. It will focus on eight-grade social studies state content standards 1, 3, and 5. [http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Social\\_Studies\\_OK\\_Academic\\_Standards.pdf](http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Social_Studies_OK_Academic_Standards.pdf)

What are the standards, skills, outcomes or content that will be the focus of this SLO/SOO?

**Comment [cmeyer1]:** Why were these three standards included and not the other standards?

**2. Interval of Instruction** From 8/31/2014 to 5/21/2014

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

### 3. Student Population

A total of 20 eighth-grade students taking my U.S. History class are incorporated in this SLO.  
Four students have current individualized education programs, and all four students receive reader support, small-group instruction, and extended time on the assessment.  
Three students are in the Talented and Gifted program in at least one subject, and one of these students is identified as having an aptitude for social studies.  
The other 13 students are general education students.  
No students have been excluded from this SLO.

Which students will be included in this SLO/SOO? What student characteristics might affect this SLO/SOO?

### 4. Baseline/Trend Data

A 30-question preassessment, composed of all multiple choice questions and worth 100 points, was administered at the beginning of the year. The results from the preassessment were analyzed to identify students' strengths and weaknesses. There are four levels of achievement on this assessment: Accelerated, Benchmarked, Targeted, and Intensive. Three students scored in the Intensive range, and 17 students scored in the Targeted range. No students scored in the Benchmarked or Accelerated ranges.  
In my analysis of the preassessment results, students' strengths lay in the areas of the American Revolution and the territorial expansion of the United States.  
Preassessment analysis showed that areas of student weaknesses included political concepts expressed in the U.S. Constitution, the

What does your available student data tell you about the skills, characteristics, and knowledge of the SLO/SOO student population?

**Comment [cmeyer2]:** Who created this assessment? Where did it come from?

challenges in writing and ratifying the U.S. Constitution, and the American Civil War.	
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#### How will students demonstrate their knowledge and skills at the end of the interval of instruction?

<p><b>5. Assessment(s)/Evidence</b></p> <p>I will summatively assess my students using a 50-question district-created summative assessment of multiple choice questions, short answer questions, and one essay question. The assessment challenges students to demonstrate their knowledge of the American Revolution, the U.S. Constitution, and the Civil War. The summative assessment is worth 100 points.</p> <p>The assessment has been reviewed by both the building leadership team (principal and curriculum specialist) and the teacher team leader from the social studies department.</p> <p>Formative, unit-based assessments will be used to track student progress on content mastery throughout the year.</p>	<p>What assessment(s) or evidence will be used to show student growth? Why did you select this/ these assessment(s)?</p>
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**Comment [cmeyer3]:** How is this assessment aligned with the preassessment? How do you know that the same information is being covered by both assessments?

#### Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?

6. Growth Target(s)		What amount of growth is expected for all students to demonstrate during the interval of instruction?
Baseline score on the preassessment:	Target score on the postassessment:	
0–20 (Intensive)	60 or above (Benchmarked)	
21–40 (Targeted)	75 or above (Benchmarked)	
41–53 (Targeted)	85 or above (Accelerated)	

**Comment [cmeyer4]:** Where did these target score numbers come from? Are they based on prior years of data from this course?

**Comment [cmeyer5]:** Why were the students with targeted scores divided into two tiers?

<p><b>7. Rationale for Growth Target(s)</b></p> <p>On the preassessment, no students scored in the Accelerated (Mastered) or Benchmark (Proficient) levels of achievement, indicating that students are not entering the course with a lot of prior knowledge and, therefore, should be able to make a lot of progress. Students who scored between 21 percent and 53 percent (17 of 20) on the pretest are placed in the Targeted level of achievement. These students need additional supports to become proficient with the content. Students who scored between 0 percent and 20 percent (3 of 20) on the pretest are placed in the Intensive level of achievement. These students need high levels of support with intensive interventions to become proficient. Although I hope to get these students up to a proficient level with this content, a more realistic and developmentally appropriate target is 60 or above. Based on the information from the preassessment and characteristics of the students, these are the growth targets set forth.</p> <p>Overall observed student needs include the explanation of political concepts expressed in the U.S. Constitution, the challenges in writing and ratifying the U.S. Constitution, and the causes of the Civil War. I plan to spend additional time to cover these topics when they come up during the year.</p>	<p>Why are the growth target(s) appropriate for each student or groups of students, as determined from student characteristics and baseline or trend data?</p>
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**To be completed upon submission and approval of the SLO/SOO:**

Teacher/Leader Signature	Date
School Team Initials (if applicable)	Date
Evaluator Signature	Date

**To be completed after the interval of instruction when all data has been collected and calculated:  
Final Score**

SLO/ SOO Score	Percentage of Students Who Met or Exceeded Their Growth Targets	Earned SLO/SOO Score
5.0	90–100	Evidence/Comments
4.5	85–89	
4.0	80–84	
3.5	75–79	
3.0	70–74	
2.5	65–69	
2.0	60–64	
1.5	55–59	
1.0	54 or less	

Teacher/Leader Signature	Date
Evaluator Signature	Date



## Student Learning Objective Example—Improved

Rachel Anderson	Grade 8 U.S. History Teacher	2014–15
Teacher/Leader Name	Position	Year
Sample School District	Washington Middle School	
School District	School	
Grade 8 U.S. History: U.S. Constitution and the Civil War		
SLO/SOO Title		

**What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?**

### 1. Focus/Content

This SLO will focus on the most essential course content from the Grade 8 U.S. History course, as identified by the district middle school social studies team. It will focus on eighth-grade social studies state content standards 1, 3, and 5. [http://ok.gov/sde/sites/ok.gov/sde/files/documents/files/Social\\_Studies\\_OK\\_Academic\\_Standards.pdf](http://ok.gov/sde/sites/ok.gov/sde/files/documents/files/Social_Studies_OK_Academic_Standards.pdf) These standards focus on the events leading up to the American revolution, the writing of the Constitution, and the Civil War; mastering these standards will give students a strong foundation for later U.S. History and U.S. Government courses.

What are the standards, skills, outcomes or content that will be the focus of this SLO/SOO?

### 2. Interval of Instruction

From 8/31/2014 to 5/21/2014

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

### 3. Student Population

A total of 20 eighth-grade students taking my U.S. History class are incorporated in this SLO.  
Four students have current individualized education programs, and all four students receive reader support, small-group instruction, and extended time on the assessment.  
Three students are in the Talented and Gifted program in at least one subject, and one of these students is identified as having an aptitude for social studies.  
The other 13 students are general education students.  
No students have been excluded from this SLO.

Which students will be included in this SLO/SOO? What student characteristics might affect this SLO/SOO?

### 4. Baseline/Trend Data

A 30-question preassessment, composed of all multiple choice questions and worth 100 points, was administered at the beginning of the year. This assessment was created by the eighth-grade social studies teachers in the district to serve as an aligned preassessment to the district-created final exam for this course. The results from the preassessment were analyzed to identify students' strengths and weaknesses. There are four levels of achievement on this assessment: Accelerated, Benchmarked, Targeted, and Intensive.

What does your available student data tell you about the skills, characteristics, and knowledge of the SLO/SOO student population?

<p>Three students scored in the Intensive range, and 17 students scored in the Targeted range. No students scored in the Benchmarked or Accelerated ranges.</p> <p>In my analysis of the preassessment results, students' strengths lay in the areas of the American Revolution and the territorial expansion of the United States.</p> <p>Preassessment analysis showed that areas of student weaknesses included political concepts expressed in the U.S. Constitution, the challenges in writing and ratifying the U.S. Constitution, and the American Civil War.</p>	
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#### How will students demonstrate their knowledge and skills at the end of the interval of instruction?

<p><b>5. Assessment(s)/Evidence</b></p> <p>I will summatively assess my students, using a 50-question district-created summative assessment of multiple choice questions, short answer questions, and one essay question. The assessment challenges students to demonstrate their knowledge of the American Revolution, the U.S. Constitution, and the Civil War. The summative assessment is worth 100 points. The multiple choice questions are aligned with the same standards and at the same depth of knowledge as the 30-question multiple choice preassessment.</p> <p>The assessment has been reviewed by both the building leadership team (principal and curriculum specialist) and the teacher team leader from the social studies department.</p> <p>Formative, unit-based assessments will be used to track student progress on content mastery throughout the year.</p>	<p>What assessment(s) or evidence will be used to show student growth? Why did you select this/ these assessment(s)?</p>
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#### Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?

### 6. Growth Target(s)

Baseline score on the preassessment:	Target score on the postassessment:
0–20 (Intensive)	60 or above (Benchmarked)
21–40 (Targeted)	75 or above (Benchmarked)
41–53 (Targeted)	85 or above (Accelerated)

These growth targets are based on how students in previous years scored on the preassessment and then performed on the postassessment.

What amount of growth is expected for all students to demonstrate during the interval of instruction?

### 7. Rationale for Growth Target(s)

On the preassessment, no students scored in the Accelerated (Mastered) or Benchmarked (Proficient) levels of achievement, indicating that students are not entering the course with a lot of prior knowledge and, therefore, should be able to make a lot of progress. Students who scored between 21 percent and 53 percent (17 of 20) on the pretest are placed in the Targeted level of achievement. These students need additional supports to become proficient with the content. Students who scored between 0 percent and 20 percent (3 of 20) on the pretest are placed in the Intensive level of achievement. These students need high levels of support with intensive

Why are the growth target(s) appropriate for each student or groups of students, as determined from student characteristics and baseline or trend data?

interventions to become proficient. Although I hope to get these students up to a proficient level with this content, a more realistic and developmentally appropriate target is 60 or above. Based on the information from the preassessment and characteristics of the students, these are the growth targets set forth.

The growth targets are appropriate for these students for the following reasons: First, based on the fact that many of these students are coming in with little to no prior knowledge of U.S. History, and looking at how successful they have been thus far in absorbing the material, I have high expectations for this class. Second, I had to set the bar high but not too high because of the amount and sequence of the presented material. For example, they begin by learning about the Articles of Confederation and then realize that this government didn't work, so a new government had to be formed with states' rights, compromises, federalists, antifederalists, Bill of Rights, and so forth. Finally, I have high expectations of these students, and I truly believe that they can meet their growth targets. The students with individualized education programs are receiving small-group instruction with a resource specialist for half of each period, and the small-group instruction has been a tremendous factor in their scores being on par with the other students' scores. On the postassessment, these students will receive extended time (an additional 30 minutes).

To better differentiate students on the preassessment, I broke the Targeted tier into two expectations because the Talented and Gifted program students scored at the upper end of this tier. The growth goal set for these students takes into consideration that they receive outside tutoring twice a week throughout the year, and they are grasping the content quickly.

Overall observed student needs include the explanation of political concepts expressed in the U.S. Constitution, the challenges in writing and ratifying the U.S. Constitution, and the causes of the Civil War. I plan to spend additional time to cover these topics when they come up during the year.

**To be completed upon submission and approval of the SLO/SOO:**

Teacher/Leader Signature

Date

School Team Initials (if applicable)

Date

Evaluator Signature

Date

To be completed after the interval of instruction when all data has been collected and calculated:  
Final Score

SLO/ SOO Score	Percentage of Students Who Met or Exceeded Their Growth Targets	Earned SLO/SOO Score
5.0	90–100	Evidence/Comments
4.5	85–89	
4.0	80–84	
3.5	75–79	
3.0	70–74	
2.5	65–69	
2.0	60–64	
1.5	55–59	
1.0	54 or less	

Teacher/Leader Signature	Date
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Evaluator Signature	Date
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## Student Outcome Objective Example

Ms. Enfermera	School Nurse	
Teacher/Leader Name	Position	Teacher Certification Number
Happy Time School District	Happy Time Elementary	2014
School District	School	Year
Elementary immunizations		
SLO/SOO Title		
<b>What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?</b>		
<b>1. Focus/Content</b> This SOO focuses on providing routine screening and helping children who need services gain access to them to prevent potential health issues from negatively impacting students' health and education.		What are the standards, skills, outcomes or content that will be the focus of this SLO/SOO?
<b>2. Interval of Instruction</b> From 10/1/2014 To 5/10/2015		
<b>Where are my students now (at the beginning of instruction) with respect to the objective?</b>		
<b>3. Student Population</b> This SOO covers 200 students in Grades K–5. The school is a Title I school, and many students and their parents have limited access to health care. Seventy-six percent of students identify as White, 18 percent of the students identify as Oklahoma Indian, and 6 percent identify as Black or Hispanic.		Which students will be included in this SLO/SOO? What student characteristics might affect this SLO/SOO?
<b>4. Baseline/Trend Data</b> I provide annual hearing, visual, and scoliosis screenings to all students. Last year, 52 students failed one or more tests. Seventeen students provided documentation of follow-up services after an initial e-mail was sent home, and an additional 15 students provided documentation of follow-up services after I called parents to follow up. This fall, 50 students failed one or more tests.		What does your available student data tell you about the skills, characteristics, and knowledge of the SLO/SOO student population?
<b>How will students demonstrate their knowledge and skills at the end of the interval of instruction?</b>		
<b>5. Assessment(s)/Evidence</b> I keep a spreadsheet of all 50 students who failed one or more of the screenings. I will track the percentage of students who provide notification of professional follow-up.		What assessment(s) or evidence will be used to show student growth? Why did you select this/ these assessment(s)?

**Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?**

<p><b>6. Growth Target(s)</b></p> <p>I will gather documentation of professional follow-up from the 50 students who failed one or more screening tests by May 1, 2015. My goal is to receive an SOO score of 5 by having at least 90 percent of students who failed one or more of the screenings submit documentation of professional follow-up.</p>	<p>What amount of growth is expected for all students to demonstrate during the interval of instruction?</p>
<p><b>7. Rationale for Growth Target(s)</b></p> <p>Screenings are key to identification of potential health issues that may impact a student's health and educational well-being. As a school nurse, I provide assessments and can provide education and support to the school community. To reach my goal, I intend to use multiple modes of outreach and support. In the past, I have sent only one notice home and then made one phone call. However, this year, I will try to follow up via phone, notices with report cards, open houses and parent nights, and through the social worker as needed. Recognizing that many of my students and their parents do not have medical coverage or do not know where to access information, I will provide contact information for free clinics and Indian Health Services where students may access services. I will also help ensure all families are signed up for health care coverage under the Affordable Care Act.</p>	<p>Why are the growth target(s) appropriate for each student or groups of students, as determined from student characteristics and baseline or trend data?</p>

**To be completed upon submission and approval of the SLO/SOO:**

Teacher/Leader Signature	Date
School Team Initials (if applicable)	Date
Evaluator Signature	Date

To be completed after the interval of instruction when all data has been collected and calculated:  
Final Score

SLO/ SOO Score	Percentage of Students Who Met or Exceeded Their Growth Targets	Earned SLO/SOO Score
5.0	90–100	Evidence/Comments
4.5	85–89	
4.0	80–84	
3.5	75–79	
3.0	70–74	
2.5	65–69	
2.0	60–64	
1.5	55–59	
1.0	54 or less	

Teacher/Leader Signature	Teacher Certification Number	Date
Evaluator Signature	Evaluator Certification Number	Date