Handout 1

Student Learning Objectives/ Student Outcome Objectives (SLO/SOO) Sample Template

OKLAHOMA STATE DEPARTMENT OF EDUCATION
TEACHER *and* LEADER EFFECTIVENESS (TLE)

Teacher/Leader Name	Position	Teacher Certification Number

School District	School	Year

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	What are the standards, skills, outcomes or content that will be the focus of this SLO/SOO?
2. Interval of Instruction From ___/___/_____ To ___/___/_____	

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

3. Student Population	Which students will be included in this SLO/SOO? What student characteristics might affect this SLO/SOO?
4. Baseline/Trend Data	What does your available student data tell you about the skills, characteristics, and knowledge of the SLO/SOO student population?

How will students demonstrate their knowledge and skills at the end of the interval of instruction?

5. Assessment(s)/Evidence	What assessment(s) or evidence will be used to show student growth? Why did you select this/ these assessment(s)?

Reset Form

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

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	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

Handout 2: Student Learning Objectives Example—Original

Rachel Anderson	Grade 8 U.S. History	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	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 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	What does your available student data tell you about the skills, characteristics, and knowledge of the SLO/SOO student population?

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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 challenges in writing and ratifying the U.S. Constitution, and the American Civil War.	

How will students demonstrate their knowledge and skills at the end of the interval of instruction?

5. Assessment(s)/Evidence 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 assessment has been reviewed by both the building leadership team (principal and curriculum specialist) and the teacher team leader from the social studies department. Formative, unit-based assessments will be used to track student progress on content mastery throughout the year.	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?

6. Growth Target(s) **Baseline score on the pre-assessment:** / **Target score on the post-assessment:** 0–20 (Intensive) / 60 or above (Benchmarked) 21–40 (Targeted) / 75 or above (Benchmarked) 41–53 (Targeted) / 85 or above (Accelerated)	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) level 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 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	Why are the growth target(s) appropriate for each student or groups of students, as determined from student characteristics and baseline or trend data?

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
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Teacher/Leader Signature	Date
Evaluator Signature	Date