

Student Learning Objectives (SLO) Template

Teacher Information	
Teacher Name	
School Name	
District name	

This template is designed to help teachers create SLOs. A complete SLO must include the planning information found in the SLO instructional guide.

Course/Grade Level Information	
Course Name	
Brief Course Description	
Grade Level(s)	
Course Length	

Process, Implementation Timeline, and Sign-Offs	
List the names and current job positions of those developing this SLO.	
Administrator Name & Title	
Administrator sign-off of initial SLO	

**See pages 4-5 in the Instructional Guide for Developing Student Learning Objectives*

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Directions for Establishing a Learning Goal: Use the planning information and the SMART Review to refine and tailor the description of the learning goal you described.

Learning Goal: a description of the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.	
Learning Goal for this SLO:	
Describe the learning goal for this SLO.	

**See pages 6-8 in the Instructional Guide for Developing Student Learning Objectives*

Directions for Documenting Assessments and Scoring: Use the planning information to refine and tailor the description and use of assessments you described.

Assessments and Scoring: Assessments should be of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SLO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.	
Assessments for this SLO	
Describe the assessments (such as performance tasks and their corresponding rubrics) that measure students' understanding of the learning goal ¹ .	
Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.	

**See pages 9-10 in the Instructional Guide for Developing Student Learning Objectives*

¹ Assessments and rubrics need to be established as high quality, such as through the Assessment Review Tool.

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Directions for Establishing Targets: Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

Targets: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Actual Performance from Baseline Data	
Identify the actual performance (e.g., grades, test scores, etc.) from the collected baseline data used to establish starting points for students and place students into “starting” groups such as high, typical, and low.	
Expected Targets for this SLO	
Using students’ starting points, identify the number or percentage of students expected at each achievement level based on their end-of-course assessment performance(s).	

Directions: Complete this section at the end of the instructional period.

Actual Outcomes: identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Record the actual number or percentage of students who achieved the targets.	
Please provide any comments you wish to include about actual outcomes:	

**See pages 11-12 in the Instructional Guide for Developing Student Learning Objectives*

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Directions for Teacher Ratings: The table below is to be used by the administrator reviewing the SLO to document the teacher rating based on the targets that were established.

Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and targets of this SLO, a teacher rating is noted below.		
<input type="checkbox"/> <u>Does Not Meet</u> Based on the students' starting points, students performed worse than expected.	<input type="checkbox"/> <u>Meets</u> Based on the students' starting points, students performed as expected.	<input type="checkbox"/> <u>Exceeds</u> Based on the students' starting points, students performed better than expected.
Administrator comments:		
<u>Date</u>	<u>Administrator Signature</u>	
<u>Date</u>	<u>Teacher Signature</u> (the signature does not necessarily indicate agreement with the rating)	

**See page 13 in the Instructional Guide for Developing Student Learning Objectives*