

SLO Planning Pages

Directions for Establishing a Learning Goal: After completing the entire table, use the planning information and the SMART Review to write the description of the learning goal.

Learning Goal: A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.	
Planning Information for Writing the Learning Goal:	
Which big idea is supported by the learning goal?	
Which content standards are associated with this big idea? <i>List all standards that apply, including the text of the standards (not just the code).</i>	
Why is this learning goal important and meaningful for students to learn?	
In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?	
Describe the instruction and strategies you will use to teach this learning goal. <i>Be specific to the different aspects of the learning goal.</i>	
Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	

Explain how this time span is appropriate and sufficient for teaching the learning goal.	
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Check: SMART Review of the Learning Goal for this SLO

Use the SMART protocol to confirm that the Learning Goal has the right size, detail, and depth necessary. Check the boxes that apply.	<p>The Learning Goal is:</p> <p><input type="checkbox"/> Specific –focused on the big idea and content standards.</p> <p><input type="checkbox"/> Measurable – able to be appropriately and adequately assessed (note the Assessments section will identify the specific assessment to be used).</p> <p><input type="checkbox"/> Appropriate – within the teacher’s control to effect change and is important, meaningful for students to learn during the identified time span.</p> <p><input type="checkbox"/> Realistic – while ambitious, it is achievable for both teachers and students, during the time span identified.</p> <p><input type="checkbox"/> Time Limited – can be summatively evaluated within the time under the teacher’s control.</p>
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Directions for Documenting Assessments and Scoring: After completing the entire table, use the planning information to write the description and use of assessments and scoring criteria or rubrics.

Assessments and Scoring: Assessments should be standards-based, 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.

Planning Information for Explaining the Use of Assessments and Scoring:

How often will you collect data to monitor student progress toward this learning goal?	
How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?	

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.

Planning Information for Writing the Target Used to Define Teacher Performance:

Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal.	
Explain how the expected targets identified demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.	