**Name of Teacher/Teacher Team:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Content Area:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Level:** \_\_\_\_\_\_\_ **Academic Year:** \_\_\_\_\_\_\_\_\_\_\_\_

**Type of SLO:** \_\_\_ Class-level: includes all students in a particular class, e.g. 3rd Grade,
 2nd Hour Algebra

\_\_\_ Course-level: includes all students in a particular course, e.g. All 1st Grade
 Classes, All Geometry Classes

\_\_\_ Targeted: a specific group of students for the purpose of targeted skill development, e.g. Students who need intervention on a specific skill

\_\_\_ Tiered Targets: specific students throughout classesor grade levels, e.g. all ELL students in 3rd grade, Students who have mastered grade-level skills

**INTERVAL OF INSTRUCTION** *What is the time period that instruction will occur? This specifies the start and stop dates (interval might be as short as a few weeks or as long as a marking period).*

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**STUDENT POPULATION** *Describe the characteristics of the student population including how many students have special needs relevant to the SLO (e.g., I have 4 students with reading disabilities, 2 English Language Learners…)*

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* Justifies why this class and/or targeted group was selected.
* Describes the characteristics of the student population including the numbers of students with special needs relevant to the SLO (e.g., I have 4 students with reading disabilities, 2 English language learners…).
* If subgroups are excluded, explains which students are excluded, why they are excluded, and if they are covered in another SLO.

**PROFICIENCY SCALE(S)** *Attach the scale for the unit(s) of instruction contained within the interval of instruction.*

**LEARNING STANDARDS** *List the key standards that are connected to the learning content.*

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* Aligns to specific state-adopted standards.
* Represents the big ideas or domains of content taught during the interval of instruction.
* Flows to school improvement plan where applicable.

**BASELINE DATA** *Describe the data that were reviewed in the creation of the SLO. How do the data support the SLO?*

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* Identifies sources of information about students (e.g., test scores from prior years, trend data, results of pre-assessments).
* Summarizes student data to demonstrate specific student need for the learning content tied to specific standards (including strengths and weaknesses).

**ASSESSMENT(S)** *Name the instrument(s) that will be used to measure the outcome of the SLO. (Summative assessments and/or performance tasks)(Describe the formative assessments that will be used to monitor progress)*

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* Describes pre- and post-assessments aligned to the course content of the SLO.
* Identifies national, state, or regional assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
* Emphasizes constructed-response or performance tasks and requires higher-order thinking skills.
* Indicates that there are clear answer key, scoring guides, and/or rubrics for all assessments or performance tasks.
* Describes how progress monitoring will occur.

**GROWTH TARGETS** *Identify the quantitative targets that will demonstrate achievement of the SLO.*

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* Identifies baseline or pre-assessment data to determine appropriate growth.
* Ensures all students in the SLO have a rigorous and attainable target.
* Sets individual or differentiated growth targets.
* Baseline and trend data support established targets.

**RATIONALE** *Explain your rationale for setting the above targets for student growth; how do the targets connect with the school improvement plan?*

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* Demonstrates teacher knowledge of students and content.
* Explains why target is appropriate for the population.
* Uses data to identify student needs and determine appropriate targets.
* Explains how targets align with broader school and district goals.
* Sets rigorous expectations for students and teachers.

**INSTRUCTIONAL STRATEGIES AND INTERVENTIONS**  *Explain the instructional strategies and interventions you will use to help all students reach their growth targets.*

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* Demonstrates teacher knowledge of evidence based strategies/interventions.
* Explains how strategies will be used to support student learning.
* Connects to the teaching framework in place in the district.

SLO Approval Committee:

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| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |