

Student Learning Objective (SLO) Guiding Questions for Teachers to Write SLO

This document is intended to provide information and guidance regarding the components of an SLO. The questions will assist teachers in completing the *Student Learning Objective Template for Teachers* prior to submission to the principal. Principals will use the *Rubric for Approving Teacher Written SLO* to review and approve the SLO.

<i>SLO Component</i>	
<i>Objective Summary Statement</i>	<p>1. Summarize the long-term academic goal for students e.g. students will improve their reading comprehension of informational text, increase the pass rate on Algebra I end-of-course assessments, increase mastery of Common Core State Writing Standards</p>
<i>Data Review & Baseline Evidence</i>	<p>2. Describe and explain the process and information used to create this SLO.</p> <p>a) Identify specific data sources used in the data analysis process.</p> <p>b) Identify baseline data for current student performance levels for all students taught by the teacher including student subgroup populations. (English language learners, special education, free and reduced meals (FARMS), gifted and talented, race/ethnicity)</p> <p>For more information about the data analysis process, go to: http://mdk12.org/process/cfip/index.html.</p>
<i>Student Population</i>	<p>3. Describe and explain the student group(s) selected for this SLO.</p> <p>a) What is the number and percentage of students targeted in the SLO?</p> <p>b) What is the grade level or performance level of the students?</p> <p>c) Does this student population represent the majority of the class total and/or does it represent a student subgroup? (English language learners, special education, free and reduced meals (FARMS), gifted and talented, race/ethnicity)</p>
<i>Learning Content</i>	<p>4. Describe the specific content focus for this SLO.</p> <p>a) What Maryland Common Core State Curriculum, Maryland curriculum, international, national, state, local, or industry standards are selected to develop the SLO?</p> <p>b) What are (is) the essential knowledge and skills (critical content) that students must master?</p> <p>c) To what district and/or school-level goal is the SLO connected?</p>
<i>Instructional Interval</i>	<p>5. Describe the instructional period for this SLO.</p> <p>What is the length of time the teacher has for instruction to meet the target? (e.g. one semester, one year)</p>
<i>Target</i>	<p>6. Describe and explain the expectations for student growth for students included in this SLO.</p> <p>a) Are the expectations/progress defined for all students included in this SLO? For example: achievement level, scores, percentages</p> <p>b) Explain why the target is appropriate and rigorous, including impact of any complexity factors.</p>
<i>Evidence of Growth</i>	<p>7. Describe what evidence will be used to determine student progress or growth.</p> <p>a) Identify the measures or assessments. For example: pre- and post-testing, formative, summative, performance-based</p> <p>b) Are the measures aligned to standards?</p> <p>c) How was it determined that the assessments are appropriate for the student populations listed?</p> <p>d) Will they provide the evidence to determine if the target has been met?</p> <p>e) Do the measures meet criteria established by state, district, or school?</p>
<i>Strategies</i>	<p>8. Describe and explain the key instructional strategies selected for implementation to support students in reaching the growth target for this SLO.</p>
<i>Teacher Professional Development and Support</i>	<p>9. Describe and explain the professional development opportunities that will support your instruction for this SLO.</p> <p>Describe and explain any additional materials or resources that will support your instruction and assist students in meeting the growth target for this SLO.</p>