

## Student Learning Objective Form: Component Description

Student Learning Objectives include the following components: 1) the student learning content focus (Student Learning Goal), 2) how student learning growth will be measured in relationship to that content focus at the end of the instructional interval (Measures and Scoring), 3) what gains are expected in student learning during the instructional period (Performance Targets), 4) how student progress towards learning goals will be monitored and instruction adjusted throughout the instructional interval (Progress Monitoring), and 5) student performance results at the end of the instructional interval relative to the learning goals (Results). In addition, teachers must specify the student population to which the learning goal applies how many students will be included, and which students (by name and ID). Teachers must also specify the instructional interval.

### I. Student Learning Goal

Part 1 of this form is used by educators to capture detailed information about the student learning goal s/he has selected (in collaboration with school leadership) to use in measuring her/his individual contribution to the learning growth of her/his students.

Element	Description
Learning Goal	Identifies the priority content and learning that students are expected to learn during the interval of instruction. This is a statement of intended learning, broad enough to capture the major content of an extended instructional period, but focused enough to be measurable.
Standards Reference	Specifies the standards (e.g., CAS and/or CCSS) to which the learning goal refers, including verbatim language from the standard statements. Should include the full text of at least three standards that are statements of intended learning, not "topics."
Rationale for the Learning Goal	Provides a data-driven and curriculum-based explanation for the content focus of the Student Learning Goal, including the following: <ul style="list-style-type: none"> <li>The curriculum-based explanation for the focus could include that the learning goal is a major student outcome for the instructional interval (across multiple units), and how this learning goal is represented in the prior or subsequent grade level. The rationale could also indicate that the learning goal is shared across multiple classrooms (e.g. across a grade level team).</li> <li>A description of the cognitive of the learning goal rigor based on the Depth of Knowledge framework, (Webb, 2002) establishes the basis for determining alignment to evidence sources.</li> <li>The data-driven explanation for the focus of the student learning objective should describe the data that can be interpreted to imply this focus is a learning need for the student population.</li> </ul>
Success Criteria	Describes (in detail) what will constitute meeting the learning goal, in other words, what proficient performance looks like, sounds like, etc. This may also include exemplars of student work that demonstrate proficient performance.

## II. End of Interval Measures and Scoring

Educators use Part 2 of this form to capture detailed information about how student learning growth relative to their learning goal will be measured at the end of the instructional interval.

Element	Description
Evidence Sources (Assessment Instruments or Tasks)	Describes the assessment instruments or tasks the educator will use at the end of the instructional interval to measure student learning growth in relationship to the SLO learning goal. The evidence sources should include at least three assessment instruments or tasks.
Alignment of Evidence to Learning Goal	Provides evidence regarding the degree to which the assessment instruments/tasks are aligned with the Learning Goal based, in part, on the Depth of Knowledge (DOK) framework (Webb, 2002). This should reflect how confident the educator is that this evidence source provides accurate, consistent and fair information about his/her students' learning.
Scoring and Combining Evidence Sources	Describes how student performance data will be collected and analyzed/scored. Specifies what metrics (or scores) the educator will use to summarize student learning in relationship to the learning. This includes a description of how metrics or scores across multiple measures will be combined to determine students' overall performance relative to the learning goal at the end of the instructional interval. If scoring is based on a scoring guide or rubric, it should be attached.

## III. Performance Targets

Educators use Part 3 of this form to capture detailed information about the expected gains in student learning during the instructional period.

Element	Description
Baseline Evidence Sources (Assessment Instruments or Tasks)	Describes the data sources (at least three) used to determine baseline achievement of students in the student population in relationship to the Learning Goal <u>at the beginning</u> of the instructional interval.
Student Performance Groups	If the baseline data suggests that students' performance in relationship to the learning goal is variable, then specifies from 2 to 4 groups of students based on their baseline performance. This includes a description of the performance of each group at the beginning of the instructional interval using identified baseline data sources.
Performance Targets	For each student performance group, describes the expected student performance at the end of the instructional interval determined at the beginning of the interval. Targets may be tiered (differentiated) by student performance group to be both rigorous and attainable for all included students based on their starting points. The rationale should not be based on student characteristics.

Element	Description
Rationale for Targets less than Proficient	Explains how the target was determined, to what student performance is being compared, including the data source for the comparison (e.g., historical data for the students in the course, historical data from past students), and evidence that the target is both rigorous and attainable for all students.

#### IV. Progress Monitoring

Part 4 of this form provides a mechanism for teachers to plan for and describe how they will check on student progress towards the learning goal(s) during the instructional interval.

Element	Description
Check Points (Learning Progression)	Identifies several critical junctures for student learning in relationship to the learning goal that will occur during the instructional interval. These are points at which the teacher will check on student progress.
Associated Progress Monitoring Evidence Sources (Assessment Instruments or Tasks used during the interval)	Describes assessment instruments or tasks the educator will use to measure the progress of student learning in relationship to the learning goal, at each check point during the instructional interval.
Instructional Strategies	Identifies instructional strategies the educator will use to support student learning in relationship to the learning goal for the identified student performance groups.

#### V. Results

Part 5 of this form will be completed at the end of the instructional interval. This is where teachers will capture the actual student performance results in relationship to the SLO Learning Goal for each identified student performance group.

Element	Description
Student Performance Results	Describes the performance results for each student performance group.
Targets Met	Specifies which performance targets were met.
Teacher Performance	Identifies the points that the teacher is assigned based on how many of his/her performance targets were met. Total points must equal the % of the teacher evaluation determined based on the SLO.