**Student Learning Objectives Template**

**Part 1: Standards and Assessments**

**Student Learning Objectives follow the PLC process. The prompts in Parts 1 and 2 focus on DuFour’s first two PLC questions:**

**What do we want all students to know and be able to do?**

**How will we know if they learn it?**

*Part 1 must be approved by school administration before part 2 is accessible on MyPGS. The majority of time on your SLO should be spent on reviewing data to determine student needs and in determining a quality assessment that is aligned to standards with clear, replicable scoring protocols.*

 **Standards**

**Success Criteria**

* Provides clear explanation why content is an appropriate focus and/or area of need
* Focuses on standards-based essential understandings/skills for the course and grade level
* Represents big ideas or essential understandings/skills students need to attain for success at the next level

|  |  |
| --- | --- |
| \*1.1: Content AreaChoose an item. |  1a: If “Other” was chosen, please specify here |

\*1.2: Grade Level(s) and/or Course

[ ]  PreK [ ]  3 [ ]  7 [ ]  11

[ ]  K [ ]  4 [ ]  8 [ ]  12

[ ]  1 [ ]  5 [ ]  9 [ ]  13+

[ ]  2 [ ]  6 [ ]  10

\*1.3: Selected standards (copied and pasted from NVACs without abbreviating, a minimum of 2 and less than half for course are required)

\*1.4: Why are these essential understandings/skills important to focus on, and what information on current student abilities and/or trend data informed the selection of these standards?

**Assessments**

**Success Criteria**

* The depth and complexity of the standards are present in the assessment
* Measurable and specific evidence will be used to determine progress toward the goals
* Assessment includes multiple opportunities or items to demonstrate growth toward learning targets

\*1.5: Upload Assessment Documents:

 [ ]  Baseline and Culminating Assessments

[ ]  Answer Keys/Scoring Rubrics

[ ]  Standards Alignment

[ ]  Translation to 8-level Scale

1.6: Describe the evidence of student learning you will use to determine progress toward their goals (formative assessments)?

Anticipated start date of instruction

Click here to enter a date.

**Enter in MyPGS and click “Submit for Review” when all required fields are completed.**

**Part 2: Student Population and Growth Targets**

**(Note: Part 2 cannot be started until Part 1 is complete and approved)**

**Student Learning Objectives follow the PLC process. The prompts in Parts 1 and 2 focus on DuFour’s first two PLC questions:**

**What do we want all students to know and be able to do?**

**How will we know if they learn it?**

***To promote capturing student knowledge retention verses short term memorization of content, the Interval of Instruction is suggested to be a minimum of 4 weeks for the 2020-21 school year but can be longer to meet the needs of the students and/or depth and complexity of the standards.***

 **Instructional Interval**

|  |  |  |
| --- | --- | --- |
| \*2.1: Start of InstructionClick here to enter a date. | \*2.2: End of InstructionClick here to enter a date. |  \*2.3: Is this a whole class SLO If no, please address in 2.7? Choose an item. |

|  |  |
| --- | --- |
| \*2.4: On average, how many days per week do you instruct the selected students in the content area for this SLO? | \*2.5: On average, how many minutes of instruction occur on a given day in the content area for this SLO? |

**Student Population**

**Success Criteria**

* Student strengths, abilities and areas of need related to selected standards are described in a culturally responsive manner
* Analysis demonstrates the teacher believes all students can show growth
* Teacher utilizes evidence of student learning from baseline data and formative process to describe abilities relative to the selected standards
* Uses data to determine student abilities and needs (e.g. test scores/performance from prior years, etc.)

2.6: Now that you have looked at evidence of student performance on the baseline assessment and other data sources, describe the students’ strengths, abilities and needs relative to the selected standards.

2.6a: Attachments for Student Population Data (Optional)

**Student Growth Targets**

**Success Criteria**

* Uses baseline or pretest data to determine appropriate growth/proficiency target with clear explanation of how targets are determined
* Targets are realistically achievable given the timeframe and identified 8-level scale
* Targets are rigorous yet attainable, developmentally appropriate, and measurable
* Multiple sources of data used to determine growth targets for all students are identified in the SLO (qualitative and quantitative)
* Includes explanations for growth/proficiency targets that establish and differentiate expected performance for identified students
* Rationale is provided if a subgroup of students is selected for the SLO instead of a whole-class SLO

\*2.7: How did the data inform how you set growth targets for students? If you have chosen a subgroup of students on this SLO, provide a rationale for your choice and an explanation of why other students were not included.

**Complete the Student Data Sheet and click on “Submit for Review” when all fields are completed.**

 -------------------------------------------------------------------------------------------------------------------------------------

**After the culminating assessment(s), enter student data into the Results Data Sheet and answer provided questions to reflect upon the instruction and student growth.**

**Part 3 Results Analysis**

**Student Learning Objectives follow the PLC process. The prompts in Results Analysis focus on DuFour’s last two PLC questions:**

**What will we do when a student hasn’t learned it?**

**How can we enrich those who do learn it?**

How did students perform relative to your expectations?

To what do you attribute these outcomes, both those reaching and not reaching their targets?

Looking back, how would you modify your approach and/or content for this SLO?