Crafting an Effective Student Learning Objective (SLO)

SLO Element	Not this…	But this…	Reminders
Population	20-30 students	9th grade ELA Regents level; three sections = 82 students	Full class rosters of all students must be provided for all included course sections
Learning Content	W.3.7 National Music Standard #1 Students will be able to explain, analyze, and interpret scientific processes and phenomena related to the physical setting and environmental science.	NYS P-12 CCLS W.3.7 – (Writing, Grade 3, Standard 7) Conduct short research projects that build knowledge about a topic	Identify the course name Identify the source of the standards Specify the exact standard that will be taught, measured, & assessed
Interval of Instructional Time	One year 20 weeks	2012-2013 September 2012- June 2013 September 2012-January 2013 (This course is designed to be instructed within a 20 week time frame. At mid-year, students alternate FACS with a technical subject.)	Generally one academic year A rationale is required if less than the typical year-long interval is set
Evidence	Pre: 10 questions & one writing prompt based on a nonfiction reading passage Post: Same as above, but using a different nonfiction reading passage Summative: NYS Regents Exam Summative: NYS Math	Baseline: 6th grade NYS ELA results from 2011 Diagnostic assessment: 20 short answer questions about key principles: scientific inquiry process, problem solving, & living environment; 1 nonfiction reading passage (“Mixed Bacterial Communities Evolve to Share Resources, Not Compete”, *Science Daily*) and extended written response *(analysis of the scientific process described in the article)* based on the key principles Summative Assessment: Student-produced electronic portfolio (using CAD) demonstrating proficiency in the six areas of design and drawing Summative Assessment: 2013 NYS Geometry Regents	List specific baseline & summative assessment(s)

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<table>
<tr>
<td>Baseline</td>
<td>Fewer than half of the students scored proficient on the state assessment

Most of the students passed the diagnostic assessment by answering more than half of the questions correctly</td>
<td>
<table>
<tr><th>District writing rubric score</th><th># of students scoring at that level</th></tr>
<tr><td>4</td><td>20</td></tr>
<tr><td>3</td><td>50</td></tr>
<tr><td>2</td><td>50</td></tr>
<tr><td>1</td><td>30</td></tr>
</table>
On the diagnostic assessment:
20 students scored 85% or above
11 students scored 70%-84% range
6 students scored 65%-69% range
2 students scored below 50%
</td>
<td>Describe how students performed on the baseline assessments

Include additional information informing SLO development

Actual baseline scores for each student are required.</td>
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<td>Target(s)</td>
<td>Some will pass and some will fail</td>
<td>80% of students will score at or above mastery level (85%) on the 2013 NYS Chemistry Regents Exam

100% of students will achieve 25 out of 30 points on the district-wide summative assessment for 10th grade ELA</td>
<td>Define numeric growth goals for student performance on summative assessment(s)

Actual final scores for each student are required</td>
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<td>Rationale</td>
<td>The learning content is based upon the NYS Regents Exam given in June. The initial data suggests students lack basic reading and writing skills. Based on poor literacy skills and previous years' data, at least half won't pass the state exam. Students generally aren't interested in history thereby making it difficult to prepare them for the demands of the 21st century.</td>
<td>The Learning Content is aligned with the New York State Curriculum for Global History and Geography and Common Core Literacy Standards in History/Social Studies. The baseline assessment combines the results from the Star Reading Assessment and common writing prompt. The baseline data indicate 70% of current students are proficient in reading & writing. As a result, a target score of 80% of students passing the Global Regents exam with a 65% or more was established. The summative score is based upon the performance task for grade 10 – NYS Regents Examination in Global History and Geography. The knowledge and skills acquired in this course will assist students in better understanding the global complexities of the 21st century.</td>
<td>Describe the selection of the elements (learning content, evidence, target)

How will these be used to prepare students for future growth & development

Connect to College and Career Readiness</td>
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