

Utah Model Student Learning Objective Development Guide

For Utah Model SLO Template

Directions: The following instructions should be used to assist in the development of Utah SLOs. It is designed to be used with the **Utah Model SLO Template**. The three components of an SLO must be included in SLOs that are used to measure student growth and apply results to educator evaluation ratings. This instruction tool is also useful for districts using an adapted version of the **Utah Model SLO Template**.

Section 1: Learning Goal: A learning goal describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum.

- A. What is your proposed **Learning Goal**? Planning a learning goal requires the use of the **SMART** review process. Once you have completed this review process, finalize your **Learning Goal** and insert it into the **Utah Model SLO Template**.

SMART Review: Use this protocol to determine alignment of the SLO Learning Goal .
Specific – Learning Goal is focused on the <i>big idea</i> and Utah Core content standards.
Measurable – Learning Goal is able to be appropriately and adequately assessed (the Assessments section below will identify the specific assessment to be used).
Appropriate – Learning Goal is within the educator’s control to affect change and is important and meaningful for students to learn during the identified time span.
Realistic – Learning Goal, while ambitious, is achievable for both educators and students, during the time span identified.
Time Limited – Learning Goal can be evaluated within the time span that is under the educator’s control.

- B. The following sequence of thinking will assist in the **SMART** review process so you are able to write the final learning goal. This is a series of questions that will help you think about the learning goal.

1. Identify the big idea supported by the Learning Goal.
2. List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards).
3. Explain why this Learning Goal is important and meaningful for students to learn.
4. Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards and big idea being measured.
5. Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach the Learning Goal.
6. Identify the time span for teaching the Learning Goal (e.g., daily class - 45 minutes, two days a week for the entire school year, weekly units).
7. Explain how this time span is appropriate and sufficient for teaching the Learning Goal.

- C. Using the **Utah Rubric for Assessing Quality SLOs** as a guide, **write your Learning Goal in the Utah Model SLO Template**.

Section 2: Assessment and Scoring: Assessments are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO learning goal. Assessments should be accompanied by clear criteria or **scoring rubrics** to describe the level at which students have learned.

- A. What **assessments** will you use to measure the students’ growth toward the learning goal?
- B. The following sequence of thinking will assist in the selection or development of **high quality assessments to measure** the learning goal. This is a series of questions that will help you think about the assessments needed for the SLO.

1. Explain how student performance is defined and scored using the chosen Assessment(s). Include the specific scoring rubric and/or criteria to be used.
2. Identify what proficiency looks like at the levels of performance to meet the Learning Goal.

3.	Describe how often you will collect data to monitor student progress toward the Learning Goal.
4.	Explain how you will use this information to differentiate instruction for all students toward the Learning Goal (e.g., gifted and talented, ELL, special education).
5.	Describe the Assessment(s) (i.e., performance tasks and their corresponding scoring rubrics) that measure the level of students' understanding of the Learning Goal. These may include formative and/or summative assessments.

- C. Using the *Utah Assessment Review Tool*, review the quality of the assessment(s) and scoring rubric(s) that you will use.
- D. Using the *Utah Rubric for Assessing Quality SLOs*, review the assessment(s) and scoring rubric(s) for your SLO. **Record in the Utah Model SLO Template what assessments and scoring rubrics you will use.**

Section 3: Targets: Targets are used to effectively **project levels of proficiency toward the learning goal**. Identify the expected student learning outcomes (growth) by the end of the instructional period for the whole class as well as for different student subgroups, as appropriate.

- A. What **targets** will you set for your students' learning and growth? Not all students learn and grow at the same rates and in the same time intervals. Knowing your students and where they are in relationship to their **past experiences and pre-requisite knowledge and skills** will help you identify appropriate rates of student growth toward the learning goal.
- B. The following sequence of thinking will assist in **establishing ambitious, yet realistic** student growth targets.

1.	Describe the courses, past assessments, and/or experiences you will use to establish baseline data that will inform your expected Target outcomes for students' understanding of the Learning Goal.
2.	Identify the past performance (e.g., grades, test scores, etc.) of students in the identified courses, assessments, or other sources of information to categorize student levels as starting points prior to instruction and learning.
3.	Using students' starting points, identify the expected number or percentage of students at each Target level group based on available data about their performance. Include any appropriate subgroups.
4.	Describe the high, average, and low levels of growth and proficiency required for students to be placed within the expected targeted groups.
5.	Explain how these expected Target outcomes demonstrate ambitious, yet realistic growth for measuring students' understanding of and progress toward proficiency of the Learning Goal.

- C. **Record your students' starting points and expected student growth Targets using the Utah Model SLO Template.**
- D. At your **mid-instructional period conference** with your supervisor/administrator, review your data from the progress monitoring activities that you completed. Are your targets still ambitious, yet realistic? What adjustments or revisions do you need to make? Discuss these adjustments with your administrator and give a rationale. **Write any changes in targets on the Utah Model SLO Template.**
- E. At the end of the instructional period, **assess the students** using your identified **assessments and scoring rubrics**. What are the students' actual growth outcomes from the assessments? What are the **final target outcomes**? **Record the actual number or percentage of students who achieved at the proficiency levels you set. Include any subgroups as noted above.**
- F. Record any **comments** on the **Utah Model SLO Template** as needed.

Section 4: Establish Educator Ratings: Use the table in the **Utah Model SLO Template** to review the SLO with the administrator/ supervisor and document the educator rating based on the established **Learning Goal, Assessment(s), and Targets**.

- A. Educator ratings are selected based on the targets that the educator set indicating growth toward the learning goals. Administrators and educators should discuss these targets and determine the **best rating option** (Does Not Meet, Partially Meets, Meets, and Exceeds) that indicates the **contribution of the educator to student growth** and learning.
- B. The administrator/ supervisor may record **comments** as needed. **To finish, both educator and administrator sign the SLO.**