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Directions: This **planning template** is designed to assist with professional development for educators as they learn to create Student Learning Objectives (SLOs). A complete SLO must include the information on **Learning Goals, Assessments, and Targets** found in the sections below.

The recommended Utah SLO template for district, school, and educator use is available at http://schools.utah.gov/cert/Educator-Effectiveness-Project/Resources.aspx. For efficiency purposes, educators may choose to use the **Utah *online* SLO template** also available at this site. Instructions and examples are imbedded into the online template for convenience.

Course/Grade Level Information	
Course Name	
Brief Course Description and Number of Students	
Grade Level(s)	

Process, Implementation Timeline, and Sign-Offs	
Names and current job positions of those developing this SLO	
Administrator/Supervisor Name and Title	
Administrator/Supervisor sign-off of initial SLO	
Date final SLO is due to determine educator effectiveness rating	

◯ Writing Group Submitted	◯ Reviewed	◯ Resubmitted

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Establish a Learning Goal: Write your proposed **Learning Goal**. Then thoroughly complete the planning information. The planning information is used to guide the **SMART** review. Finalize your **Learning Goal** (as needed) once you have completed the **SMART** review.

SMART Review: Use this protocol to determine alignment of the SLO **Learning Goal**.
Specific –Learning Goal is focused on the big idea and Utah Core content standards. **Measurable** – Learning Goal is able to be appropriately and adequately assessed (note the Assessments section below will identify the specific assessment to be used). **Appropriate –** Learning Goal is within the educator's control to effect 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 under the educator's control.

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.	
Proposed SLO Learning Goal	
Write the proposed SLO **Learning Goal** then complete the planning information.	
Planning Information for the Learning Goal	
Identify the big idea supported by the Learning Goal.	
List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards).	
Explain why this Learning Goal is important and meaningful for students to learn.	

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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.	
Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured.	
Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach this Learning Goal.	
Identify the time span for teaching the Learning Goal (e.g., daily class - 45 minutes, two days a week for the entire school year).	
Explain how this time span is appropriate and sufficient for teaching the Learning Goal.	
Final SLO Learning Goal	
From the SMART review above, finalize the **SLO Learning Goal**.	

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Document Assessments and Scoring: Use the planning information below to develop and tailor the description and use of **Assessments 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.	
Planning Information for Assessments and Scoring	
Explain how student performance is defined and scored using the chosen **Assessment(s)**. Include the specific **scoring rubric** and/or criteria to be used.	
Describe **how often** you will collect data to **monitor** student progress toward the Learning Goal.	
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).	
Assessment(s) for the SLO	
Describe the **Assessment(s)** (i.e., performance tasks and their corresponding **scoring rubrics**) that measure the level of students' understanding of the Learning Goal[1].	

[1] Assessments and scoring rubrics need to be rated as high quality using the Utah Assessment Review Tool.

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Establish Targets: Use the planning information to guide you to establish student learning **Targets**.

Targets: **Targets** are used to effectively project levels of proficiency toward the Learning Goal. Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Planning Information for setting Targets used to establish Educator Evaluation Ratings	
Describe the courses, past assessments, and/or experiences used to establish **expected Target outcomes** for students' understanding of the Learning Goal.	
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 their starting points prior to instruction and learning.	
Expected SLO Student Learning Targets	
Using students' starting points, identify the **number or percentage of students** expected at each **Target** based on available data about their performance(s). Include any appropriate subgroups.	
Explain how these **Target outcomes** demonstrate ambitious, yet realistic goals for measuring students' **understanding of and progress toward** the Learning Goal.	

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Directions: Complete this section at the end of the instructional period (i.e., course, grade level). This section records the final outcomes for your student learning **Targets**.

Actual Outcomes for Targets: **Targets** were used to project levels of growth and proficiency toward the Learning Goal. Record the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Record the **actual number or percentage** of students who achieved the **Targets** set in the section above at the beginning of the instructional period. Include any appropriate subgroups as noted above.	
Please provide any comments you wish to include about actual student learning **Target** outcomes and proficiency levels.	

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

Educator Ratings: Educator rating results are based on the **SLO Targets**.			
☐ **Does Not Meet** Based on the students' starting points, students performed worse than expected.	☐ **Partially Meets** Based on the students' starting points, students partially performed as expected.	☐ **Meets** Based on the students' starting points, students performed as expected.	☐ **Exceeds** Based on the students' starting points, students performed better than expected.
Administrator/Supervisor comments:			

Date	Administrator/ Supervisor Signature
Date	Educator Signature (the signature does not necessarily indicate agreement with the rating)