**Student Learning Objective (SLO) Template**

**Individually Attributed**

**Results for Course/Subject with a Small “N” Size**

**SY 20\_\_ - SY 20 \_\_**

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| **Basic Information** |
| **Teacher Name:** Click here to enter text. | **Teacher’s School:** Click here to enter text. |
| **Grade Level(s):** Click here to enter text. | **SLO Content Area:** Click here to enter text.**Teacher’s Content Area (if different):** Click here to enter text. |
| **SLO Type:** [ ]  Teacher and course-specific results (scores and ratings will be based on the growth of students in the teacher’s course in the current school year.) | **SLO Approach:***(Choose One)*[ ]  Course/Subject (c*overs all students enrolled in multiple sections of a teacher’s course or subject – e.g., all of a teacher’s Living Environment students across 3 sections, etc.)*[ ]  Sub-group (c*overs a sub-group of students enrolled in a teacher’s course or subject – e.g., all ELL students)* |

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| **Required Elements of an SLO** |
| 1. **Student Population**

Provide a detailed description of the student population ***included in this SLO***. Information could include, but is not limited to, the following: the number of students in the class, student characteristics (e.g., IEPs, SWD, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, any classroom supports that students receive to help them access the curriculum).Click here to enter text. |
| 1. **Learning Content**

What is being taught over the instructional period covered? Identify the content standard(s) and indicators that align to the SLO. Click here to enter text. |
| 1. **SLO Interval of Instruction**

 *Choose One:*  [ ]  Year SY 20\_\_ - SY 20\_\_  [ ]  Semester [ ]  Other  | *Days of Instruction (select all that apply):*[ ]  M [ ]  Tu [ ]  W [ ]  Th [ ]  F Additional information (if applicable): Click here to enter text.If *Other*, provide rationale (i.e. quarter long course): Rationale: Click here to enter text. |
| 1. **Evidence**

Which State-administered, -developed, or -approved assessment(s) will be used to measure student growth?Click here to enter text. |
| 1. **Baseline**

Describe which data will be used to measure student learning at the beginning of the interval of instruction including why the selected baseline data is a good predictor of student growth by the end of the year. This can include, but is not limited to: historical data, local trend data, formative assessment data, student self-assessment data and/or pre-assessment data. Using the Alternative Target Setting Model, as described in [SLO Guidance](http://www.nysed.gov/educator-quality/student-learning-objectives-2019-and-beyond), please include the starting performance level of each student: Level 1 = performance is well-below average/expectationsLevel 2 = performance is below average/approaching expectationsLevel 3 = performance is average/ meeting expectations (also aligned with concept of proficiency) Level 4 = performance is well-above average/ exceeding expectations (also aligned with concept of mastery)  |

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| 1. **Target**

Using the Alternative Target Setting Model, what is the expected outcome by the end of the instructional period? (All targets must include a minimum of one year of expected academic growth as determined locally consistent with the Commissioner’s goal-setting process)1. *Please include*

[ ]  Alternative Target Setting Model1. How does the chosen target setting model best reflect the learning goals that are set for all students?

Click here to enter text.1. Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval on the selected form of assessment. List the growth target information below or on an attached spreadsheet.

Click here to enter text. |
| 1. **State-determined HEDI criteria**

LEAs must use the scoring ranges included in [SLO Guidance](http://www.nysed.gov/educator-quality/student-learning-objectives-2019-and-beyond) to determine final scores and HEDI ratings. These percentages reflect the percent of students who met the targets.

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| **HIGHLY EFFECTIVE** | **EFFECTIVE** | **DEVELOPING** | **INEFFECTIVE** |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 3.85-4 | 3.68-3.84 | 3.51-3.67 | 3.34-3.5 | 3.17-3.33 | 3.00-3.16  | 2.51-2.99  | 2.00- 2.50  | 1.68-1.99  | 1.54-1.67  | 1.40-1.53  | 1.26-1.39  | 1.12-1.25  | .98-1.11 | .84-.97  | .70-.83 | .56-.69 |  .42-.55 | .28-.41  |  .14-.27 | 0-.13  |

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| 1. **Rationale**

Why choose this learning content, evidence and target? Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.Click here to enter text. |

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| **Additional Questions to Help Inform Instruction** |
| **Instructional Strategies** Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?Click here to enter text. |

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| **Reflection*** 1. **Alternative Target Setting Model Score and Rating Determination**

Select the average performance levels for students from the dropdown list by double-clicking on the table below. The HEDI Score and Rating will auto-populate based on the Alternative Target Model scoring ranges. * 1. **Reflection on Data**
		1. How does the data inform your instructional practice, goal setting, or professional learning for next year?

Click here to enter text.* + 1. What is something that worked well and you will continue to do, and something that you would like to do differently next year?

Click here to enter text. |