CANYONS
School District

Student Learning Objective (SLO) Template

Student Learning Objectives: CSD is employing Student Learning Objectives (SLOs) as one method to document the influence that educators have on student learning over a specific amount of time. SLOs are content- and grade/course-specific learning objectives that can be validly measured to document student learning over a defined and significant period of time (e.g., semester, trimester, or year).

Instructions for using the SLO template

1. The SLO template is designed to create SLOs and must include the information found in the tables provided below.
2. Attach pre-assessment, common formative assessment, and summative assessment measures along with scoring rubrics.
3. Include any additional information as necessary.

Teacher Information	
Teacher Name	
School Name	
Time Span of Course	☐ Year-Long ☐ Semester ☐ Trimester
Beginning/End Dates	
Initial Review Due Date	Year-long courses: September 5, 2014 1st trimester courses: September 5, 2014 1st semester courses: September 5, 2014 2nd trimester courses: November 21, 2014 2nd semester courses: January 30, 2015 3rd trimester courses: March 6, 2015
Formative Review Due Dates	Year-long courses: October 24, 2014, January 9, 2015, March 20, 2015 1st trimester courses: October 2, 2014 1st semester courses: October 24, 2014 2nd trimester courses: January 8, 2015 2nd semester courses: March 20, 2015 3rd trimester course: April 17, 2015
Final Submission Due Date	1st trimester courses: November 7, 2014 1st semester courses: January 9, 2015 2nd trimester courses: February 20, 2015 2nd semester courses: May 29, 2015 3rd trimester courses: May 29, 2015 Year-long courses: May 29, 2015

Course/Grade-Level Information	
Course Name	Library-Media: Databases
Brief Course Description	Investigation of database attributes and functions so that students can effectively use the database to complete research assignments.
Grade Level(s)	7th – 12th
Process	
Identify who was involved in establishing the SLO (including title and affiliation).	Barbara Hopkins – District Library Media Specialist- Canyons School District, Marianne Bates – Teacher Librarian – Albion Middle.

Describe the data that were used to establish the SLO targets and why these data were used.	Targets are determined by student performance on the post-assessment. The post assessment includes all skills and strategies students need to successfully navigate online databases. The graphic organizer helps students as they progress through the learning process.

Learning Goal: Describe what students will be able to do at the end of this course based on content standards and curriculum. Learning Goals should be based on the SMART goal framework:

     Specific, strategic – *the Learning Goal is well defined, incorporates the "Big Idea," and focuses on the Utah Core standards.*
     Measurable – *the Learning Goal can be appropriately assessed in a quantifiable way.*
     Action oriented – *the Learning Goal includes action steps as to what will occur for students to be able to achieve the goal.*
     Rigorous, realistic, results-focused – *the Learning Goal is ambitious, but achievable during the identified course time span.*
     Time-bound and tracked – *the Learning Goal has a timeline in which to assess outcomes and track progress.*

State the Learning Goal (using the SMART goal framework).	Students will effectively use the databases to find information and evidence to support claims and counter-claims; this will enable them to find reliable and credible information to meet the their research needs.
Specify all content standards associated with this Learning Goal. *List all standards that apply and the text of the standards (not just the code).*	2.2.a Evaluate print and digital sources for relevancy, accuracy, validity, credibility, availability, currency, authority, accessibility within time limits, and ease of use.3.1.c Locate sources with divergent perspectives that answer research questions by considering primary and secondary sources, general and subject-specific references, and scholarly and popular articles. 3.1.d Locate potential textual, visual, media, human, and digital sources to meet the research need. 3.1.b Demonstrate how to navigate library catalogs, web browsers, and databases 4.1.b Use appropriate reading, viewing, and listening skills and strategies to gather evidence to support the research task. 4.2.a Apply critical thinking skills to evaluate and select information in terms of relevance, accuracy, validity, reliability, currency, authority, completeness, format, point-of- view, and timeliness.
Describe how the Learning Goal requires students to demonstrate **Depth of Knowledge (DOK)** along with skills of the standards and the Learning Goal being measured.	Understanding how to effectively use a database will help students be savvy, discriminating life-long information users. With this knowledge students can: Solve multiple-step problems (DOK 2) Explain simple concepts or routine procedures (DOK 1) Gather, analyze, and organize information from multiple sources to address a specific topic (DOK 4) Develop generalizations of the results obtained or strategies used and apply them to new problem situations (DOK 4)

Instruction

Time span (contact hours) for the SLO (e.g., daily class—45 minutes)	1- 50 minute period

Describe the instruction and strategies that will be used to ensure student learning of the Learning Goal.	Students will complete a pre-assessment to determine baseline proficiency Students will be able to effectively use the database being studied by being able to do the following: • Searching strategies (keyword, advanced search— choose full text, Boolean searching) • Locating additional sources (Related information, Find Similar Results, Subjects, linked words in text) • Features (Email to yourself, citations, Share, translate, dictionary) • Find evidence to support your claim Students will be able to effectively transfer these skills to using other databases. As a teacher librarian collaborating and planning with a classroom teacher, we will use direct instruction, modeling, pair-share, and a graphic organizer in instruction. The teachers and students will both use technology during the class.
Describe how the instruction will be scaffolded to meet the needs of both struggling and advanced students.	The teacher librarian and collaborating teacher will adjust instruction and level of scaffolding based on the results of the pre-assessment. The teacher librarian will teach concepts using "chunking" so that students learn one or two skills at a time and then practice them with opportunity for feedback between chunking sessions. This ensures that students who are struggling get both practice and feedback. Students who master skills quickly will be given the choice of an additional, relevant database to use the same techniques and strategies with.

Assessments and Scoring: Assessments need to be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SLO and the application of knowledge and skills. The assessment must be accompanied by rubrics with clear criteria that describe what students have learned *(attach the Pre-Assessment and Summative Assessment measures along with the scoring rubric to be used)*.

Describe the assessments (such as performance tasks and their corresponding rubrics) that will measure students' understanding of the essential outcomes of this course. Both knowledge/skills and application assessments are required.	• Baseline Data: The pre-assessment will determine students' prior knowledge and current skill level when working with databases. • Teachers will monitor progress through the completion of the graphic organizer. • The post-assessment is the same instrument as the pre-assessment and, through comparison, will be used to assess student growth.
Explain how student performance is defined and scored using the assessments. Include the specific scoring rubric to be used.	• Students will be able to locate evidence to support claims and counterclaims by using the database being studied.
Detail how often data will be collected to monitor student progress toward the Learning Goal.	Data will be gathered previous to the lesson being taught using a pre-assessment. The same data will be gathered following instruction using the same instrument. An additional graphic organizer will be used to monitor student growth.

Targets: **Targets** are used to effectively define levels of proficiency toward the Learning Goal.

Specification of Targets: Define the targets for each proficiency level that are anticipated by the end of the instructional period (course) for all students.

Given the Learning Goal and the corresponding assessment rubric,	Level	Target Definitions

define the targets anticipated at the end of the instructional period (course) for each corresponding proficiency level.	**1** Below Proficient	**Student scores 69% 0r below on the post-assessment**
	2 Minimally Proficient	**Student scores at least 70% on the post-assessment**
	3 Proficient	**Student scores at least 80% on the post-assessment**
	4 Highly Proficient	**Student scores 90% or better on post-assessment**

Starting Levels (Beginning of Course): Based on pre-assessment results, identify the level of performance for all students in this class as well as for different subgroups as appropriate.

Use the pre-assessment results along with information about past performance (e.g., grades, test scores, etc.) of students in the identified course to categorize the starting levels of students prior to instruction and learning.	Level	Starting Level %	
	1 Below Proficient	Class 1 – A	Class 1 – B
		Class 2 – A	Class 2 – B
		Class 3 – A	Class 3 – B
		Class 4 – A	Class 4 – B
		Class 5 – A	Class 5 – B
		Class 6 – A	Class 6 – B
		Class 7 – A	Class 7 – B
		Class 8 – A	Class 8 – B
	2 Minimally Proficient	Class 1 – A	Class 1 – B
		Class 2 – A	Class 2 – B
		Class 3 – A	Class 3 – B
		Class 4 – A	Class 4 – B
		Class 5 – A	Class 5 – B
		Class 6 – A	Class 6 – B
		Class 7 – A	Class 7 – B
		Class 8 – A	Class 8 – B
	3 Proficient	Class 1 – A	Class 1 – B
		Class 2 – A	Class 2 – B
		Class 3 – A	Class 3 – B
		Class 4 – A	Class 4 – B
		Class 5 – A	Class 5 – B
		Class 6 – A	Class 6 – B
		Class 7 – A	Class 7 – B
		Class 8 – A	Class 8 – B
	4 Highly Proficient	Class 1 – A	Class 1 – B
		Class 2 – A	Class 2 – B
		Class 3 – A	Class 3 – B
		Class 4 – A	Class 4 – B
		Class 5 – A	Class 5 – B
		Class 6 – A	Class 6 – B
		Class 7 – A	Class 7 – B
		Class 8 – A	Class 8 – B

Expected Targets (End of Course): Identify the expected outcomes by the end of the instructional period (course) for all students in this class as well as for different subgroups as appropriate.

Using students' starting points, identify the percentage of students **expected** at each proficiency level based on their pre-assessment performance(s). Ideally, ALL students should progress at least one level.	Level	Expected %	
	1 Below Proficient	**0%**	
	2 Minimally Proficient	Class 1 – A	Class 1 – B
		Class 2 – A	Class 2 – B
		Class 3 – A	Class 3 – B
		Class 4 – A	Class 4 – B

		Class 5 – A	Class 5 – B
		Class 6 – A	Class 6 – B
		Class 7 – A	Class 7 – B
		Class 8 – A	Class 8 – B
	3 Proficient	Class 1 – A	Class 1 – B
		Class 2 – A	Class 2 – B
		Class 3 – A	Class 3 – B
		Class 4 – A	Class 4 – B
		Class 5 – A	Class 5 – B
		Class 6 – A	Class 6 – B
		Class 7 – A	Class 7 – B
		Class 8 – A	Class 8 – B
	4 Highly Proficient	Class 1 – A	Class 1 – B
		Class 2 – A	Class 2 – B
		Class 3 – A	Class 3 – B
		Class 4 – A	Class 4 – B
		Class 5 – A	Class 5 – B
		Class 6 – A	Class 6 – B
		Class 7 – A	Class 7 – B
		Class 8 – A	Class 8 – B

1 – Current Projected Targets: Following Formative Assessment 1, identify the current projected outcomes at the end of the instructional period (course) for all students in this class as well as for different subgroups as appropriate.

Using formative assessments, record the percentage of students who are **currently projected** to achieve the established targets. Be sure to include any appropriate subgroups.

Level	1 – Current Projected %	
1 Below Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B
2 Minimally Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B
3 Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B
4 Highly Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B

Compare current projected levels with Expected Targets (End of Course). For students who are not performing as expected to meet the targets, detail the changes in scaffolding or instruction that will take place to ensure that those students <u>will</u> meet or exceed their expected targets by the end of the course:

2 – Current Projected Targets: Following Formative Assessment 2, identify the current projected outcomes at the end of the instructional period (course) for all students in this class as well as for different subgroups as appropriate.

Using formative assessments, record the percentage of students who are **currently projected** to achieve the established targets. Be sure to include any appropriate subgroups.

Level	2 – Current Projected %	
1 Below Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B
2 Minimally Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B
3 Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B
4 Highly Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B

Compare current projected levels with Expected Targets (End of Course). For students who are not performing as expected to meet the targets, detail the changes in scaffolding or instruction that will take place to ensure that those students <u>will</u> meet or exceed their expected targets by the end of the course:

3 – Current Projected Targets: Following Formative Assessment 3, identify the current projected outcomes at the end of the instructional period (course) for all students in this class as well as for different subgroups as appropriate.

Using formative assessments, record the percentage of students who are **currently projected** to achieve the established targets. Be sure to include any appropriate subgroups.	Level	Current %	
	1 Below Proficient	Class 1 – A	Class 1 – B
		Class 2 – A	Class 2 – B
		Class 3 – A	Class 3 – B
		Class 4 – A	Class 4 – B
		Class 5 – A	Class 5 – B
		Class 6 – A	Class 6 – B
		Class 7 – A	Class 7 – B
		Class 8 – A	Class 8 – B
	2 Minimally Proficient	Class 1 – A	Class 1 – B
		Class 2 – A	Class 2 – B
		Class 3 – A	Class 3 – B
		Class 4 – A	Class 4 – B
		Class 5 – A	Class 5 – B
		Class 6 – A	Class 6 – B
		Class 7 – A	Class 7 – B
		Class 8 – A	Class 8 – B
	3 Proficient	Class 1 – A	Class 1 – B
		Class 2 – A	Class 2 – B
		Class 3 – A	Class 3 – B
		Class 4 – A	Class 4 – B
		Class 5 – A	Class 5 – B
		Class 6 – A	Class 6 – B
		Class 7 – A	Class 7 – B
		Class 8 – A	Class 8 – B
	4 Highly Proficient	Class 1 – A	Class 1 – B
		Class 2 – A	Class 2 – B
		Class 3 – A	Class 3 – B
		Class 4 – A	Class 4 – B
		Class 5 – A	Class 5 – B
		Class 6 – A	Class 6 – B
		Class 7 – A	Class 7 – B
		Class 8 – A	Class 8 – B

Compare current projected levels with Expected Targets (End of Course). For students who are not performing as expected to meet the targets, detail the changes in scaffolding or instruction that will take place to ensure that those students will meet or exceed their expected targets by the end of the course:

Actual Targets: Identify the actual outcomes at the end of the instructional period (course) for all students in this class as well as for different subgroups as appropriate *(attach the Pre-Assessment. Formative Assessments, and End-of-Course Assessment results to this report)*.

Record the **actual** percentage of students who achieved the targets at the end of the course. Be sure to include any appropriate subgroups.

Level	Actual %	
1 Below Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B
2 Minimally Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B
3 Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B
4 Highly Proficient	Class 1 – A	Class 1 – B
	Class 2 – A	Class 2 – B
	Class 3 – A	Class 3 – B
	Class 4 – A	Class 4 – B
	Class 5 – A	Class 5 – B
	Class 6 – A	Class 6 – B
	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B

Educator Comments:

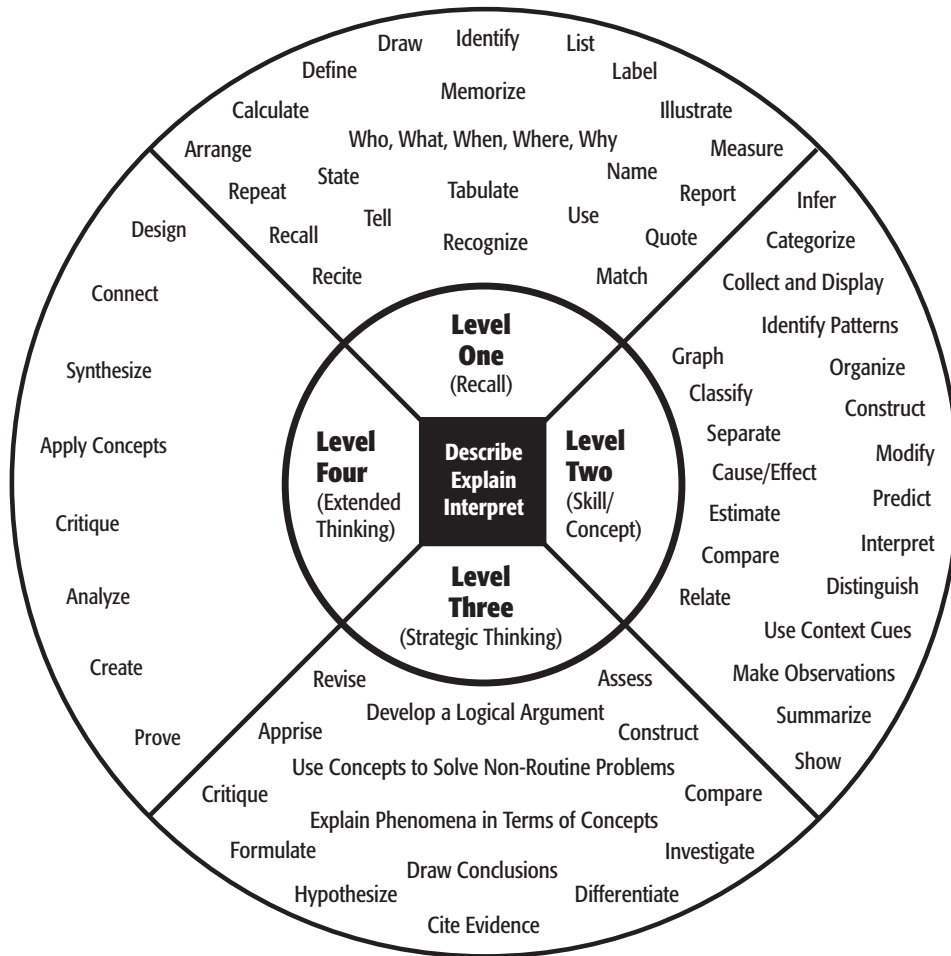| Teacher Ratings: Based on the results of the Learning Goal, assessments/tasks, and targets of this SLO, a teacher rating is noted below.			
☐ **Does Not Meet**	☐ **Partially Meets**	☐ **Meets**	☐ **Exceeds**
Based on the students' starting points, students performed worse than expected.	Based on the students' starting points, students partially performed as expected.	Based on the students' starting points, students performed as expected.	Based on the students' starting points, students performed better than expected.

Administrator Comments:

Date:	Curriculum Specialist Signature
Date:	Educator Signature *(signature does not necessarily indicate agreement with the rating)*
Date:	Administrator Signature

Depth of Knowledge (DOK) Levels

Draw Identify List
Define Label
Calculate Memorize
Arrange Illustrate
Who, What, When, Where, Why
Repeat State Name Measure
Design Tell Tabulate Report
Recall Use Infer
Connect Recite Recognize Quote Categorize
Match Collect and Display
Synthesize Identify Patterns
Graph Organize
Apply Concepts Classify Construct
Separate Modify
Level Four (Extended Thinking) **Describe Explain Interpret** **Level Two** (Skill/Concept) Cause/Effect Predict
Critique Estimate Interpret
Compare Distinguish
Analyze Relate Use Context Cues
Level Three (Strategic Thinking) Make Observations
Create Revise Assess Summarize
Prove Develop a Logical Argument Construct Show
Apprise Use Concepts to Solve Non-Routine Problems
Critique Compare
Explain Phenomena in Terms of Concepts
Formulate Investigate
Hypothesize Draw Conclusions Differentiate
Cite Evidence

Level One (Recall)

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Apply mathematical model to illuminate a problem or situation.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Analyze and synthesize information from multiple sources.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Describe and illustrate how common themes are found across texts from different cultures.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	Design a mathematical model to inform and solve a practical or abstract situation.
	Organize, represent and interpret data.		