



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	<input type="checkbox"/> Year-Long <input type="checkbox"/> Semester <input type="checkbox"/> Trimester
Beginning/End Dates	
Initial Review Due Date	Year-long courses: <u>September 5, 2014</u> 1st trimester courses: <u>September 5, 2014</u> 1st semester courses: <u>September 5, 2014</u> 2nd trimester courses: <u>November 21, 2014</u> 2nd semester courses: <u>January 30, 2015</u> 3rd trimester courses: <u>March 6, 2015</u>
Formative Review Due Dates	Year-long courses: <u>October 24, 2014, January 9, 2015, March 20, 2015</u> 1st trimester courses: <u>October 2, 2014</u> 1st semester courses: <u>October 24, 2014</u> 2nd trimester courses: <u>January 8, 2015</u> 2nd semester courses: <u>March 20, 2015</u> 3rd trimester course: <u>April 17, 2015</u>
Final Submission Due Date	1st trimester courses: <u>November 7, 2014</u> 1st semester courses: <u>January 9, 2015</u> 2nd trimester courses: <u>February 20, 2015</u> 2nd semester courses: <u>May 29, 2015</u> 3rd trimester courses: <u>May 29, 2015</u> Year-long courses: <u>May 29, 2015</u>

Course/Grade-Level Information	
Course Name	Library-Media: Website Evaluation
Brief Course Description	Evaluation of websites for credibility and reliability based on author, bias, currency, domain extensic documentation. Evaluation of information for relevance to research project.
Grade Level(s)	7th – 12th
Process	
Identify who was involved in establishing the SLO (including title and affiliation).	Barbara Hopkins, Library-Media District Supervisor, Canyons School District Marianne Bates, Teacher Librarian, Albion Middle School, Canyons School District

Describe the data that were used to establish the SLO targets and why these data were used.	Students will complete a pre-assessment to establish the SLO targets. Because the pre-assessment includes questions about the important criteria in website evaluation, the pre-assessment will help determine learning activities necessary to bring students to 80% proficiency level.
<p>Learning Goal: Describe what students will be able to do at the end of this course based on content standards and curriculum. Learning Goal should be based on the SMART goal framework:</p> <p><i>Specific, strategic</i> – the Learning Goal is well defined, incorporates the “Big Idea,” and focuses on the Utah Core standards.</p> <p><i>Measurable</i> – the Learning Goal can be appropriately assessed in a quantifiable way.</p> <p><i>Action oriented</i> – the Learning Goal includes action steps as to what will occur for students to be able to achieve the goal.</p> <p><i>Rigorous, realistic, results-focused</i> – the Learning Goal is ambitious, but achievable during the identified course time span.</p> <p><i>Time-bound and tracked</i> – the Learning Goal has a timeline in which to assess outcomes and track progress.</p>	
State the Learning Goal (using the SMART goal framework).	<p>Students will analyze accuracy, validity, credibility, currency, and authority of website sources to determine relevance and applicability to the current assigned project.</p> <p>Being able to find relevant, credible and reliable website information sources through using evaluation strategies will enable students to answer research questions in a variety of subject areas.</p> <p>Possessing these skills will prepare students to solve information problems throughout their academic careers.</p>
<p>Specify all content standards associated with this Learning Goal.</p> <p><i>List all standards that apply and the text of the standards (not just the code).</i></p>	<p>Literacy: Information and Research Standards</p> <p>2.2.a Evaluate print and digital sources for relevancy, accuracy, validity, credibility, availability, currency, authority, accessibility within time limits, and ease of use.</p> <p>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.</p> <p>3.1.d Locate potential textual, visual, media, human, and digital sources to meet the research need.</p>
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.	<p>Understanding relevancy, accuracy, validity, credibility, currency, and authority will help students find credible and reliable information whenever they encounter an information problem. With this knowledge students can select information and determine if it is reliable and credible and relevant to their research. They will have to analyze the website to determine if it has a credible author, if it contains bias, if it is current, if the domain extension suggests reliability, and if the website contains documentation to draw conclusions about the website’s reliability. Students will use these analyzing skills to solve non-routine problems because every website is different. These are Level 3 skills.</p>
<p>Instruction</p>	
Time span (contact hours) for the SLO (e.g., daily class—45 minutes)	Two 50-minute periods
Describe the instruction and strategies that will be used to ensure student learning of the Learning Goal.	<p>Students need to know about a variety of sources including print, database, website, visual, media and human resources to complete research projects. As teacher librarians collaborating and planning with classroom teacher, we will use direct instruction, modeling, pair-share, graphic organizers, and an evaluation checklist in instruction. The teacher and students will both use technology during the class.</p>
Describe how the instruction will be scaffolded to meet the needs of both struggling and advanced students.	<p>The teacher librarian and collaborating teacher will adjust instruction and level of scaffolding based on results of the pre-assessment. The checklist provides some scaffolding for the students. The teacher will provide additional modeling and group analysis of sample websites if students are not mastering the lesson concepts. Partnering during research will be an additional scaffold for struggling students. Advanced students can evaluate other websites for additional perspectives on their research topics.</p>
<p>Assessments and Scoring: Assessments need to be standards-based, of high quality, and designed to best measure the knowledge and skills 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</p>	

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.	Students will complete a pre-assessment to determine baseline proficiency Students will complete a website evaluation checklist and answer two open-ended questions while doing research (application and summative) Students will complete a post test (summative)
Explain how student performance is defined and scored using the assessments. Include the specific scoring rubric to be used.	Checklist: Student correctly complete 4 out of 6 of the checklist criteria. Questions: Students provide a thorough explanation using specific examples Post test: Students will score 80% on the post test.
Detail how often data will be collected to monitor student progress toward the Learning Goal.	The pre-assessment will be given before instruction begins. Students will complete the website evaluation checklist every time they do research. The post test will be given after students have completed the checklist and questions while doing research.

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 each student.

Given the Learning Goal and the corresponding assessment rubric, define the targets anticipated at the end of the instructional period (course) for each corresponding proficiency level.	Level	Target Definitions
	1 Below Proficient	Students correctly complete 0-2 out of 6 of the checklist criteria. Students do not provide an explanation or a specific example. Students score below 60% on the post test.
	2 Minimally Proficient	Students correctly complete 3 out of 6 of the checklist criteria. Students provide an explanation without an example. Students score 60 - 79% on the post test.
	3 Proficient	Students correctly complete 4 out of 6 of the checklist criteria. Students provide an explanation using a specific example. Students score 80% on the post test.
	4 Highly Proficient	Students correctly complete 5 or 6 out of 6 of the checklist criteria. Students provide a detailed explanation using a specific examples. Students score above 80% on the post test.

Starting Levels (Beginning of Course): Based on pre-assessment results, identify the level of performance for all students in this class as well as 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 target detail the changes in scaffolding or instruction that will take place to ensure that those students will meet or exceed their expected targets by 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 target detail the changes in scaffolding or instruction that will take place to ensure that those students will meet or exceed their expected targets by 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
2 Minimally Proficient	Class 8 – A	Class 8 – B
	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
3 Proficient	Class 7 – A	Class 7 – B
	Class 8 – A	Class 8 – B
	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 target detail the changes in scaffolding or instruction that will take place to ensure that those students will meet or exceed their expected targets by 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:

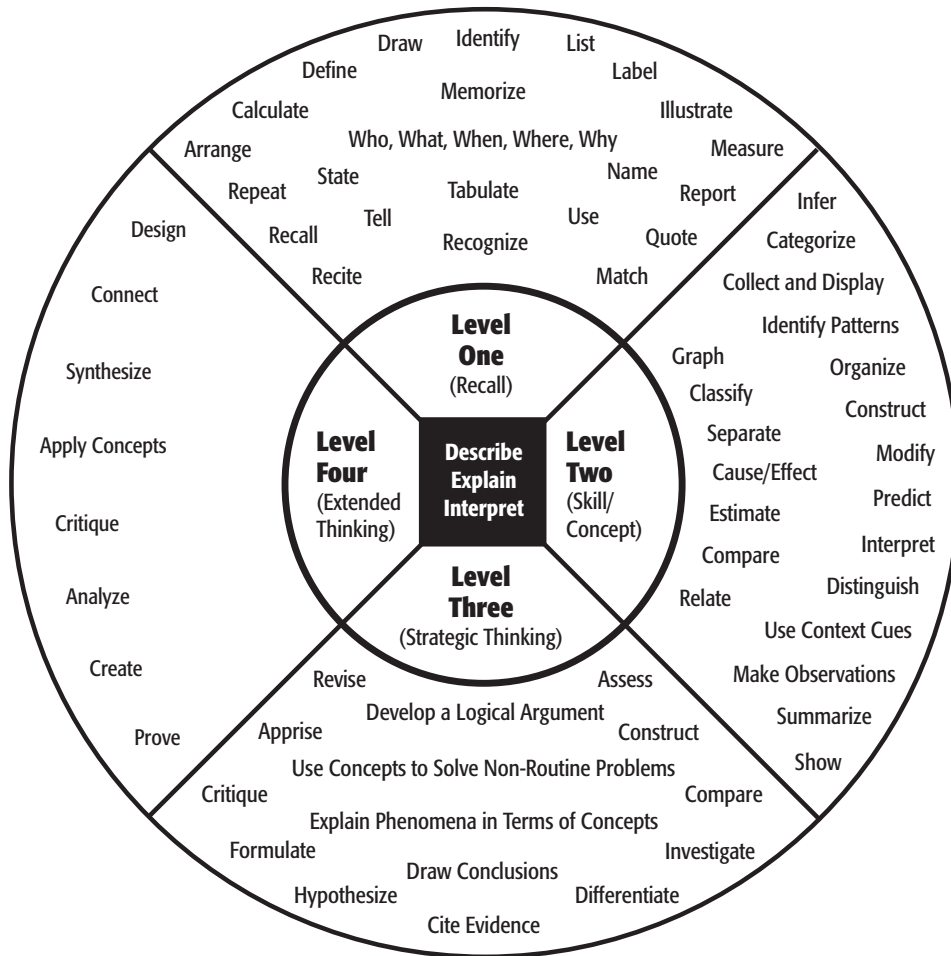
Teacher Ratings: Based on the results of the Learning Goal, assessments/tasks, and targets of this SLO, a teacher rating is noted below.

<input type="checkbox"/> Does Not Meet Based on the students' starting points, students performed worse than expected.	<input type="checkbox"/> Partially Meets Based on the students' starting points, students partially performed as expected.	<input type="checkbox"/> Meets Based on the students' starting points, students performed as expected.	<input type="checkbox"/> Exceeds Based on the students' starting points, students performed better than expected.
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Administrator Comments:

Date:	<u>Curriculum Specialist Signature</u>
Date:	<u>Educator Signature</u> <i>(signature does not necessarily indicate agreement with the rating)</i>
Date:	<u>Administrator Signature</u>

Depth of Knowledge (DOK) Levels



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.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
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.	Describe and illustrate how common themes are found across texts from different cultures.
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.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>