

# CMS Student Learning Objective Guide

Teacher: \_\_\_\_\_

Academic Year: \_\_\_\_\_

<b>Student Learning Objective:</b>						
<b>Population</b> <i>Who are you going to include in this objective?</i>	<b>Learning Content</b> <i>What will you teach? What will students learn?</i>	<b>Rationale</b> <i>Why did you choose this objective?</i>	<b>Strategies</b> <i>What methods will you use to accomplish this objective?</i>	<b>Interval</b> <i>How long will you focus on this objective?</i>	<b>Assessment</b> <i>How will you measure the outcome of your objective?</i>	<b>Targeted Growth</b> <i>What is your goal for student achievement?</i>

<b>Guiding Questions:</b>						
What student group(s) is/are targeted?  What are the students' social or cultural strengths?	What general content area(s) is/are targeted?	What needs for all students and subgroups were identified?  What strengths and weaknesses were identified?  Based on what data?	What does research say about implementing this strategy?  How will you differentiate instruction?	How do you know if you've spent enough or too much time on an objective?	What assessment(s) will be used to measure whether students met the objective?  What type of assessment is it?  Why is this the best assessment for your objective?	What is the target level of performance and/or percentage of students who will perform at that level on the assessment?  How was the target for the performance objective determined?

<b>Criteria:</b>						
<input type="checkbox"/> Defines and targets the needs of an identified population <input type="checkbox"/> Considers demonstrated strengths of identified population <input type="checkbox"/> Includes a majority of the identified population <input type="checkbox"/> Assumes 85% attendance of the identified population <input type="checkbox"/> Writes in any agreed upon exceptions	<input type="checkbox"/> Targets specific academic concepts, skills, or behaviors based on the NCSCOS <input type="checkbox"/> Uses baseline data to guide selection and instruction <input type="checkbox"/> Targets year-long, semester-long, or quarter-long concepts, skills, or behaviors <input type="checkbox"/> Based on needs assessment <input type="checkbox"/> Is rigorous <input type="checkbox"/> Is a good example of ongoing, reflexive practice <input type="checkbox"/> Is measurable	<input type="checkbox"/> Supports goals of SIP <input type="checkbox"/> Aligns with one or more state and district standards <input type="checkbox"/> Addresses observable student need(s) <input type="checkbox"/> Based on review of school and classroom data for areas of strength and need <input type="checkbox"/> Provides clear focus for instruction and assessment	<input type="checkbox"/> Identifies the model of instruction or the key strategies to be used <input type="checkbox"/> Selects strategies appropriate to the content and skill level observed in the pre-test data <input type="checkbox"/> Follows research-based best practices <input type="checkbox"/> Are relevant to students	<input type="checkbox"/> Identifies time that instruction will occur <input type="checkbox"/> Matches the amount of time in the curriculum <input type="checkbox"/> Provides adequate time for content complexity	<input type="checkbox"/> Uses an agreed upon assessment and follows appropriate guidelines <input type="checkbox"/> Aligns with the targeted learning content area <input type="checkbox"/> Relationship with the learning objective is apparent <input type="checkbox"/> Provides pre and post data <input type="checkbox"/> Measures the growth, gain, or change expected <input type="checkbox"/> Provides a formula for combining more than one assessment, if needed <input type="checkbox"/> Has been demonstrated as reliable and valid for targeted students	<input type="checkbox"/> Meets or exceeds standards of practice <input type="checkbox"/> Is a rigorous expectation for students <input type="checkbox"/> Provides summarized baseline data <input type="checkbox"/> Predicts gain based on past performance of students when available <input type="checkbox"/> Addresses growth, gain, or change of at least 75% of the identified population <input type="checkbox"/> Explains any exceptions

<b>Support:</b>						
What learning opportunities will help you meet your SLO?						
What kind of instructional support and/or professional development do you need to execute this objective?						
Have you located a specific learning opportunity to address your need? Is it available soon enough to help you meet your goal?						
What materials or other resources would help you meet your SLO?						