**Student Learning Objective Form (Building Administrator)**

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| **Student Learning Objective Title:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Student Learning Objective Grade Level(s)** *Circle all that apply*:

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| Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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| **Content Area:** | Art | ELA/English | ESL | Mathematics | Music |
| Physical Education | Science | Social Studies | World Languages | Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Number of Students:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Interval of Instruction** *(select one):*  Semester School Year Other *(Please specify):* |

***Priority of Content***

***Essential Question:*** *What is the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?*

**Objective Statement:**

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| *Describe the overall objective, identifying the priority content and articulating what knowledge and/or skills students will learn by the end of the interval of instruction. The objective statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured.* |

**Rationale:**

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| *Describe the data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective.*  |

***Essential Question:*** *Where are my students now (at the beginning of instruction) with respect to the objective?*

**Baseline Data:**

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| *Describe the students’ baseline knowledge and/or skills, including the source(s) of data/information and its relation to the overall Objective (e.g., are students entering without, with, or above the necessary prerequisite knowledge or skills?).* |

***Rigor of Target***

***Essential Question:*** *Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge and skills?*

**Target(s):**

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| *Describe where you expect students to be at the end of the interval of instruction. If baseline data suggest meaningful differences in prerequisite knowledge or skills, targets should be tiered to be both rigorous and attainable for students at various levels.* |

**Rationale for Target(s):**

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| *Explain how the target(s) was determined including data source(s) (e.g., benchmark assessment, historical data for the students in the course, historical data from past students). Explain why the target(s) is appropriate (both rigorous and attainable) for all students.* |

***Quality of Evidence***

**Evidence Source(s):**

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| *Describe how student learning will be assessed and why the assessment(s) is appropriate for measuring the Objective. Describe how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) and how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).*  |

***Approval of Objective (Completed by the Evaluator)***

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| **Priority of Content** *Circle one* **:** | Acceptable Needs Revision |
| **Rigor of Target** *Circle one***:** | Acceptable Needs Revision |
| **Quality of Evidence** *Circle one:* | Acceptable Needs Revision |

**Notes:**

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