

# Utah Model Template: Student Learning Objectives (SLOs)

Educator Name	
School Name	
District Name	
Date	

**Directions:** The **Utah Model SLO Template** is recommended to be used statewide by educators using SLOs as an indication of student growth for educator evaluation. Adjustments to this template must be approved by the Utah State Office of Education (Board Rule).

The **Utah SLO Model Template** is available at ([website to be linked here](#)). The model should be used in tandem with the **Utah SLO Development Guide** to ensure information about **Learning Goals, Assessments and Targets** are appropriately addressed.

Course/Grade Level Information	
Course Name	
Brief Course Description and Number of Students	
Grade Level(s)	

Process, Implementation Timeline, and Sign-Offs	
Names and current job positions of those developing this SLO	
Administrator/Supervisor Name and Title	
Administrator/Supervisor sign-off of initial SLO	
Date final SLO is due to determine educator effectiveness rating	

### Section 1: Establish a Learning Goal:

<b>A Learning Goal</b> describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum.

### Section 2: Document Assessments and Scoring:

<b>Assessments and Scoring:</b> <b>Assessments</b> are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. <b>Assessments</b> should be accompanied by clear criteria or scoring rubrics to describe the level at which students have learned.	
Describe the <b>Assessment(s)</b> (such as performance tasks and their corresponding scoring rubrics) that measure the level of students' understanding of the Learning Goal <sup>1</sup> .	
Describe <b>how often</b> you will collect data to <b>monitor</b> student progress toward the Learning Goal.	
Explain how you will use this information to <b>differentiate instruction</b> for all students toward the Learning Goal (e.g., gifted and talented, ELL, special education).	

<sup>1</sup> Assessments and scoring rubrics need to be rated as high quality using the *Utah Assessment Review Tool*.

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### Section 3: Establish Targets:

<b>Targets:</b> Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. <b>Targets</b> are used to effectively project levels of proficiency toward the Learning Goal.	
Identify the <b>past performance</b> (e.g., courses, grades, test scores, etc.) of students to <b>categorize student levels</b> as their <b>starting points</b> prior to instruction and learning.	<b>STARTING Points</b>
Using students' starting points, identify the <b>number or percentage of students expected</b> at each <b>Target</b> based on available data about their performance(s). Include any appropriate subgroups.	<b>EXPECTED Growth</b>

### Mid-year Target adaptations:

<b>Adapted SLO Targets:</b> At a conference with administrator/supervisor discuss any changes that might be needed.	
If SLO <b>Targets</b> are adjusted, list <b>revised outcomes</b> for end of year Learning Goal.	<b>REVISED Targets</b>

### Final Target Outcomes:

<b>Actual Outcomes for Targets:</b> Record the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Record the <b>actual number or percentage</b> of students who achieved the <b>Targets</b> set in the section above at the beginning of the instructional period. Include any appropriate subgroups as noted above.	<b>ACTUAL Outcomes</b>
Please provide any comments you wish to include about <b>actual Target outcomes and proficiency/growth levels</b> for student learning.	

### Final Section: Establish Educator Ratings:

Use the table below to document the educator rating based on the established Learning Goal, Assessment(s), and Targets.

<b>Educator Ratings:</b> Educator rating results are based on the <b>SLO Targets</b> .			
<input type="checkbox"/> <b>Does Not Meet</b> Based on the students' starting points, students performed worse than expected.	<input type="checkbox"/> <b>Partially Meets</b> Based on the students' starting points, students partially performed as expected.	<input type="checkbox"/> <b>Meets</b> Based on the students' starting points, students performed as expected.	<input type="checkbox"/> <b>Exceeds</b> Based on the students' starting points, students performed better than expected.
Administrator/Supervisor comments.			
<u>Date</u>	<u>Administrator/ Supervisor Signature</u>		
<u>Date</u>	<u>Educator Signature</u> (the signature does not necessarily indicate agreement with the rating)		