**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 Model SLO Template** is available at [http://schools.utah.gov](http://schools.utah.gov/cert/Educator-Effectiveness-Project/Resources.aspx). 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.

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| --- |
| **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:**

| **A Learning Goal** 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.** |
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|  |

**Section 2: Document Assessment(s) and Scoring:**

| **Assessment(s) and Scoring: Assessments** are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or **scoring rubrics** to describe the level at which students have learned. |
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| Identify what **proficiency** looks like to meet the Learning Goal.  |  |
| Describe the **Assessment(s)** (such as performance tasks and their corresponding **scoring rubric(s**) that measure the level of students’ understanding of the Learning Goal[[1]](#footnote-1). |  |
| Describe **how often** you will collect data to **monitor student progress** toward the Learning Goal. Note any formative assessments that you will use. |  |
| Explain how you will use this information to **differentiate instruction** for all students toward the Learning Goal (e.g., gifted and talented, ELL, special education). |  |

**Section 3: Establish Targets:**

| **Targets:** 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. **Targets** are used to effectively project levels of proficiency toward the Learning Goal. |
| --- |
| Identify the **baseline data** and **past performance** (e.g., courses, grades, test scores, etc.) of students to **categorize student levels** as their **starting points** prior to instruction and learning. | **STARTING Points** |
| Using students’ starting points, identify the **number or percentage of students** **expected** at each **Target** level based on available data about their performance(s). Include any appropriate subgroups. | **EXPECTED Growth** |
| Describe the **high, average, and low** expected levels of growth and **proficiency** required for students placed within the expected targeted groups. | **PROFICIENCY Levels** |

**Mid-Instructional Period Target adaptations:**

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| --- |
| **Revised SLO Targets:** At a conference with administrator/supervisor discuss any changes that might be needed.  |
| If SLO **Targets** are adjusted at mid-instructional period, list **revised outcomes** for end of instructional period Learning Goal. | **REVISED Targets** |

**Final Target Outcomes:**

| **Actual Outcomes for Targets:** Record the actual outcomes at the end of the instructional period as assessed using the identified assessment(s) and scoring rubrics for the whole class as well as for different subgroups, as appropriate.  |
| --- |
| Record the **actual** **number or percentage** of students who achieved the **Targets** set in the section above at the beginning of the instructional period. Include any appropriate subgroups as noted above. | **ACTUAL Outcomes** |
|  Provide any comments you wish to include about **actual** **Target** **outcomes and proficiency/growth levels** for student learning. |

**Section 4: Establish Educator Ratings**: Use the table below to document the educator rating based on the established **Learning Goal, Assessment(s), and Targets**.

|  |
| --- |
| **Educator Ratings:** Educator rating results are based on the final **SLO Target** outcomes. |
| [ ]  **Does Not Meet**Based on the students’ starting points, students performed worse than expected. | [ ]  **Partially Meets**Based on the students’ starting points, students partially performed as expected. | **[ ]  Meets**Based on the students’ starting points, students performed as expected. | [ ]  **Exceeds**Based on the students’ starting points, students performed better than expected. |
| Administrator/Supervisor comments. |
| Date | Administrator/ Supervisor Signature |
| Date | Educator Signature (the signature does not necessarily indicate agreement with the rating) |

1. Assessments and scoring rubrics need to be rated as high quality using the *Utah Assessment Review Tool*. [↑](#footnote-ref-1)