



Wisconsin Student/School Learning Objective Planning K-5 Reading Sample/Template

Name _____ Grade _____

Subject _____ Date _____

- ☐ SLO is an individual educator goal
☐ SLO is a team-based goal (identify team members in the box below):

Identify all SLO Team Members:

SLOs ARE INDIVIDUAL SO SELECT "SLO IS AN INDIVIDUAL EDUCATOR GOAL"

I. Baseline Data and Rationale: *(Why did you choose this objective? What evidence can you provide related to your current student population's baseline abilities as it relates to this goal?)*

- ☐ The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.
- ☐ The data analysis supports the rationale for the SLO goal.
- ☐ The baseline data indicates the individual starting point for each student included in the target population.
- ☐ If this is the same SLO as you submitted last year/last semester, please provide justification for why.

SLO Sample #1

Progress Monitoring by Instructional Text Reading Level

GRADE	MONTHS OF THE SCHOOL YEAR									
	1	2	3	4	5	6	7	8	9	10
K	–	A	B	B	C	C	C	D	D	D
1	D/E	E	F	F	G	H	H	I	J	J
2	J/K	K	K	K	L	L	L	M	M	M
3	M/N	N	N	N	O	O	O	P	P	P
4	P/Q	Q	Q	Q	R	R	R	S	S	S
5	S/T	T	T	T	U	U	U	V	V	V

In this section, break down your student data into three groups.

_____ % of my students are reading below grade level. (Grade level would be considered the level at Month 1 of the chart.)
 _____ % of my students are reading at grade level. (At grade level would be anywhere within months 1-10 in your grade level band)
 _____ % of my students are reading above grade level. (Above grade level would be reading one year or more above your grade level)

II. Alignment

- ☐ The SLO is aligned to the specific content standards representing the critical content for learning within a grade-level and subject area.
- ☐ The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in the baseline data.

State Standards- Music, Art, PE/Health, Media, Early Childhood, School Counseling

Common Core Anchor Standards- Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

III. Student Population *(Who are you going to include in this objective? Indicated in the rationale above?)*

- ☐ The student population identified in the goal reflects the results of the data analysis.

Sample Language:

All 21 students are included in the SLO
None of the students have an IEP for reading
1 student had an IEP for Speech

IV. Targeted Growth *(What is your goal for student growth?)*

- ☐ Growth trajectories reflect appropriate gains for students based on identified starting points or benchmark levels.
- ☐ Growth goals are rigorous, yet attainable.
- ☐ Targeted growth is revisited based on progress monitoring data and adjusted if needed.

SLO Sample #1

Fountas and Pinnell

Break down individual group data by level.

****If students are reading below grade level according to Month 1 on the chart, they should exhibit a year's growth plus one level, in order to close the gap.**

****If students are reading at grade level or are reading within the grade level band, they should exhibit a year's growth.**

****If students are reading above the grade level (meaning, they are reading outside of the grade level band for your grade level), they should exhibit a year's growth and/or a goal specific to their specific need. For example, if they need more work on a specific comprehension level, you could dig in deeper to that. (See Paula/Kelsey/Lori if you want to talk through what this could look like!)**

V. Interval *(How long will you focus on this objective?)*

- ☐ The interval is appropriate given the SLO goal.
- ☐ The interval reflects the duration of time the target student population is with the educator.
- ☐ Mid-interval checks are planned, data is reviewed, and the revisions to the goal are made if necessary.
- ☐ Mid-interval revisions are based on strong rationale and evidence supporting the adjustment mid-course.

2022-23 school year

VI. Evidence Sources *(What assessments and/or evidence sources will you use for ongoing measurement of student progress toward your goal?)*

- ☐ The assessment chosen to serve as evidence appropriately measures intended growth goals/learning content.
- ☐ Assessments are valid, reliable, fair, and unbiased for all students/target population.
- ☐ The evidence reflects a [balanced use of the assessment data](#).
- ☐ Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the final summary conference.
- ☐ Teacher-created rubrics, if used to assess student performance, have well crafted performance levels that: clearly define levels of performance; are easy to understand; and show a clear path to student mastery.

Fountas and Pinnell- Growth

Running Records/ Comprehension checks

VII. SLO goal statement

Verify your SLO goal meets the SMART Criteria:

- ☐ Specific
- ☐ Measureable
- ☐ Attainable
- ☐ Results-based
- ☐ Time bound

SLO Sample #1

By May 2023, 100% of my students will show adequate growth in the area of reading according to the Fountas and Pinnell Reading Assessment.

VIII. Instructional Strategies and Support *(What methods or interventions will you use to support this objective?)*

- ☐ Strategies reflect a differentiated approach appropriate to the target population.
- ☐ Strategies were adjusted throughout the interval based on formative assessment and progress monitoring data.
- ☐ Collaboration with others - teachers, specialists, instructional coaches, assistant principals - is indicated when appropriate.
- ☐ Appropriate professional development opportunities are addressed.
- ☐ PPG should be linked here as an strategy

Sample ideas:

Provide feedback on individual goals to students

Small group instruction targeted on student needs using the F&P Continuum or Fast Bridge

Goal setting with students

Use multiple sources of data to personalize instruction

Use coach to videotape my lesson with students above grade level to ensure I am addressing beyond the text and deeper comprehension.

Observe colleague in grade ahead to have a model for deeper questioning.

After engaging in the SLO process and reviewing the self assessment, develop one professional practice goal (PPG) that, when aligned to the SLO may increase student learning.

Professional Practice Goal Statement

Verify your PPG Statement meets the [SMART Criteria](#):

- ☐ Specific
- ☐ Measurable
- ☐ Attainable
- ☐ Results Based
- ☐ Time-Bound

IDEAS: Building theme focus (ie We are Connected, #youhaveaplacehere)

Standard Indicators in My Learning Plan that you find as areas for growth or want to continue growth

FPC (implementing all components to fidelity, using [Look fors](#), breaking down a single component like Guided Reading)

PLC's (looking at running records and how you move students levels, calibrating how you all give the BAS test, other PLC' discussions)

2022-2023 SLO Final Scoring rubric:

End-of-Interval Final SLO Score				
SLO Self-Score Rubric				
Criteria	4	3	2	1
<p>SLO Self-Score Rubric</p> <p><i>*Description of scoring criteria included, but not exhaustive.</i></p>	<p>Educator engaged in a comprehensive, data-driven process that resulted in exceptional student growth.</p> <ul style="list-style-type: none"> Based on evidence aligned to the SLO and Outcome Process Guide, the educator set a rigorous, superior goal based on a comprehensive analysis of all required and supplemental data sources; skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data; and reflected on the process across the year/cycle in a consistent, accurate, and thoughtful way resulting in exceptional student growth. 	<p>Educator engaged in a data-driven process that resulted in student growth.</p> <ul style="list-style-type: none"> Based on evidence aligned to the SLO and Outcome Process Guide, the educator set an attainable goal based on a comprehensive analysis of all required and supplemental data sources; used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data; and reflected on the process across the year/cycle in an accurate or consistent way resulting in student growth. 	<p>Educator engaged in an inconsistent process that resulted in inconsistent student growth.</p> <ul style="list-style-type: none"> Based on evidence aligned to the SLO and Outcome Process Guide, the educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction; and reflected on the process across the year/cycle in an inconsistent and/or inaccurate way resulting in inconsistent or minimal student growth. 	<p>Educator minimally engaged in a process that resulted in minimal or no student growth.</p> <ul style="list-style-type: none"> Based on evidence aligned to the SLO and Outcome Process Guide, the educator set an inappropriate goal; inconsistently or inappropriately used assessments; did not monitor progress; did not adjust instruction based on progress monitoring data; and did not reflect on the process across the year/cycle in a consistent, accurate, and thoughtful way resulting in minimal or no student growth.
Rubric Score: 0/0				

Holistic SLO Score



Criteria	4	3	2	1
<p>SLO Evaluator Scoring Rubric</p> <p><i>*Description of scoring criteria included, but not exhaustive.</i></p>	<p>*Educator set rigorous and appropriate goal(s) based on a comprehensive analysis of all required and supplemental data sources.</p> <p>*Educator consistently assessed students using strategic, appropriate, and authentic assessment practices.</p> <p>*Educator continuously monitored student and personal (instructional/practice) evidence/data.</p> <p>*Educator consistently and accurately reflected on student and personal (instructional/practice) evidence/data and consistently and accurately made connections between the two.</p> <p>*Educator consistently and appropriately revised practice based on evidence/data and reflection.</p> <p>*Educator process resulted in exceptional student growth.</p>	<p>*Educator set goal(s) based on analysis of all required and supplemental data sources.</p> <p>*Educator consistently assessed students using appropriate assessment practices.</p> <p>*Educator frequently monitored student and personal evidence/data.</p> <p>*Educator consistently and accurately reflected on student and personal (instructional/practice) evidence/data and made connection between the two.</p> <p>*Educator consistently adjusted practice based on evidence/data and reflection.</p> <p>*Educator process resulted in student growth.</p>	<p>*Educator set goal(s) based on analysis of required or supplemental sources.</p> <p>*Educator inconsistently used appropriate assessment practices.</p> <p>*Educator infrequently monitored student and personal (instructional/practice) evidence /data.</p> <p>*Educator consistently reflected on student and personal (instructional/practice) evidence/data</p> <p>*Educator inconsistently and inappropriately adjusted practice based on evidence/data and reflection.</p> <p>*Educator process resulted in minimal student growth.</p>	<p>*Educator set inappropriate goal(s).</p> <p>*Educator consistently used inappropriate assessment practices.</p> <p>*Educator did not monitor student and personal (instructional/practice) evidence/data.</p> <p>*Educator inconsistently and inaccurately reflected on student and personal (instructional/practice) evidence/data.</p> <p>*Educator did not adjust practice based on evidence/data or reflection.</p>

Rubric Score: 0/0