**New York State Student Learning Objective Template**

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| *All SLOs MUST include the following basic components:* | | | | | | | | | | | | | | | | | | | | | |
| **Population** | *These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* | | | | | | | | | | | | | | | | | | | | |
| **Learning Content** | *What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* | | | | | | | | | | | | | | | | | | | | |
| **Interval of Instructional Time** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* | | | | | | | | | | | | | | | | | | | | |
| **Evidence** | *What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* | | | | | | | | | | | | | | | | | | | | |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?* | | | | | | | | | | | | | | | | | | | | |
| **Target(s)** | *What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?* | | | | | | | | | | | | | | | | | | | | |
| **HEDI Scoring** | *How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?* | | | | | | | | | | | | | | | | | | | | |
| **HIGHLY EFFECTIVE** | | | **EFFECTIVE** | | | | | | | | | **DEVELOPING** | | | | | | **INEFFECTIVE** | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | **13** | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Rationale** | *Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* | | | | | | | | | | | | | | | | | | | | |