

## Handout 5A.1. Student Learning Objective (SLO) Template

### COLUMBUS CITY SCHOOLS - STUDENT LEARNING OBJECTIVE (SLO) TEMPLATE

*This template should be completed while referring to the SLO Checklist. When submitted, the accompanying baseline data and assessment should be attached for review.*

Teacher Name: \_\_\_\_\_ Content Area and Course(s): \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ Academic Year: \_\_\_\_\_

#### Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

<i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i>
<input type="checkbox"/> <i>Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessment)</i>
<input type="checkbox"/> <i>Draws upon trend data, if available</i>
<input type="checkbox"/> <i>Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses</i>

#### Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*

<i>Which students will be included in this SLO? Include course, grade level, and number of students.</i>
<input type="checkbox"/> <i>Identifies the class or subgroup of students covered by the SLO</i>
<input type="checkbox"/> <i>Describes the student population and considers any contextual factors that may impact student growth</i>

# Ohio Student Learning Objective Samples

**William W. Wilen**



## Ohio Student Learning Objective Samples:

*Resources in Education*, 1997      *Learner-Centered Theory and Practice in Distance Education* Thomas M. Duffy, Jamie R. Kirkley, 2003-12-08 This book examines critical issues in the design of theoretically based and pedagogically sound distance education programs It integrates theory and pedagogy with practical issues related to practitioners administrators evaluators and policy analysts      *Coordinating Student Affairs Divisional Assessment* Erin Bentrin, Gavin W. Henning, Kimberly Yousey-Elsener, 2023-07-03 An ACPA NASPA Joint Publication The need for the new role of student affairs assessment coordinator has emerged in response to the increasing demand for outcomes information the proliferation of data and the recognition that coordinating this work within divisions is of paramount importance For those taking on this role this book constitutes a practical guide to leading and implementing an assessment program whether doing so full or part time as an individual or in a multi person office or whether reporting to or being in positional leadership Recognizing that this function that is new to student affairs and that those who take it on frequently find themselves in an in between world being both embedded with but also distinct from their divisional colleagues this book first addresses the common challenges and issues related to defining and implementing the role and cultivating a culture of assessment It then deals with the practicalities of creating systems and structures developing assessment skills throughout the organization and creating an integrated model for measuring progress towards strategic planning goals and for informing decision making and resource allocation The book concludes with guidance on leading and maintaining ethical standards related to data collection storage and sharing for the division and on navigating the dynamic political environment that assessment professionals will encounter

**Resources in Education**, 1997      *A Guide to Using Student Learning Objectives as a Locally-Determined Measure of Student Growth* Ohio. Department of Education, 2012 Over the past decade Ohio has made important education policy advances with a focus on student learning and achievement standards and accountability Ohio is serious about its commitment to quality schools and honors this commitment by providing Local Education Agencies LEAs a research based transparent fair teacher evaluation system adaptable to the specific contexts of Ohio s LEAs This guide focuses on the use of Student Learning Objectives SLOs as an optional locally determined measure for student growth The information contained in this guide is intended to support LEAs that are piloting SLOs as a measure of student growth during summer 2012 Contained in this guide are the resources and guidance that has been developed by the Ohio Department of Education ODE thus far however information within the guide is subject to revision at the conclusion of the pilot program based on feedback from participating LEAs These materials were developed to support the creation of SLO examples by LEAs participating in the pilot process This LEA work will support the ODE guidance for student growth measures and help to build capacity and knowledge of LEAs to implement student growth measures The following are appended 1 Student Learning Objective SLO Template 2 Student Learning Objective SLO Template Checklist 3 Guidance on Selecting Assessments for SLOs and 4 Sample

Template for the Analysis of Data      **Ohio's ... Annual Progress Report on Education** ,1993      **Librarians and Educators Collaborating for Success** Marcia A. Mardis,2016-12-05 The first in the IASL Libraries Unlimited partnership series this book features contributions written by authors from around the world about their effective collaboration experiences Collaboration between teachers and school librarians is a topic that is often discussed in the quest for educational excellence but the international perspective is something that is rarely explored This text documents the collaboration endeavors in international school libraries and drawing upon research and direct experience demonstrates effective collaboration experiences in a range of countries It also features selected brief case studies as well as several original essays on the topic of collaboration between teachers and teacher librarians in curriculum planning The result of a joint effort between Libraries Unlimited and the International Association of School Librarianship IASL this book shows how collaboration with teachers looks in the international arena It addresses topics such as collaborating for success with student searching the roles of librarians and teachers in the research process principal involvement information literacy inquiry based learning use of digital resources models of collaboration for diversity and evaluation of collaboration Additionally the current research findings presented will offer readers new insights into their profession      *Exceptional Child Education Resources* ,2002      **Developing and Implementing Assessment of Student Learning Outcomes** Andreea M. Serban,2004-08-18 As a result of changes in accreditation standards and state mandates community colleges are under increased pressure to produce evidence of student learning and achievement Accreditation standards and state accountability mandates are asking community colleges to produce comprehensive systems for assessing student learning outcomes that go beyond course grades and number of degrees and certificates awarded What is being requested is actual evidence of what students have learned at the course program and certificate and degree levels This volume provides examples that community colleges can apply to measuring student learning outcomes at the classroom course program and institutional levels to satisfy local state and accreditation requirements for assessing learning outcomes as a means for improving student success from cover      **Show What You Know on Ohio's Fourth Grade Proficiency Test** Deborah Tong,Patricia Nay,Vicki Kiner,Jolie S. Brams,1999-06      Research Quarterly for Exercise and Sport ,1980      **Learning Initiatives in the Residential Setting** Gene Luna,Jimmie Gahagan,2008      *Mathematics and Science Content Standards and Curriculum Frameworks* Rolf K. Blank,State Education Assessment Center (Council of Chief State School Officers),1997 The Council of Chief State School Officers CCSSO collaborating with Policy Studies Associates and a panel of experts in mathematics and science education has completed a study of states curriculum frameworks development and standards setting from 1994 The Council study analyzed the content and quality of state frameworks and standards documents and examined how states are working with local educators on implementation This report describes the changing landscape of framework development and standards setting in the United States and identifies emerging issues for practitioners and

policy makers The study was conducted with three kinds of data concerning the current situation of state standards and frameworks in mathematics and science A concept mapping analysis of all state curriculum frameworks and standards documents in mathematics and science was completed In order to identify all current state documents works in progress and dissemination and implementation activities interviews were held with state mathematics and science education specialists With the aggregated information from these sources a report that focuses on current and emerging policy issues pertaining to the implementation of standards based reform in mathematics and science education was developed Contains 27 references Author ASK *Show What You Know on Ohio's Sixth Grade Proficiency Test* Patricia Nay,Jolie S. Brams,Deborah Tong,Joan Schrader,1996-08 Designed to help students prepare for the Ohio sixth grade proficiency test Dynamics of Effective Teaching William W. Wilen,2000 Grade level 8 9 10 11 12 s t *Academe* ,2007 Are Ohio's Urban Youth at Risk? ,1999 **The Assessment Institute** ,1998 **Announcer** American Association of Physics Teachers,2003

**Developing the Curriculum** Peter F. Oliva,2005 This highly readable practical text guides students step by step through the process of curriculum development providing a solid foundation of key models and concepts Developing the Curriculum Sixth Edition is full of references to classic and current curriculum writings providing students with a synthesis of historic and contemporary principles and practices associated with creating an effective curriculum In addition the author introduces a model that combines curriculum and instruction and carefully explores issues and challenges at each stage Features Up to date coverage reflects today s best practices and current trends in current development Actual examples are interspersed throughout each chapter to reinforce major chapter content Each chapter contains objectives Website and media references end of chapter questions as well as supplementary exercises providing students the opportunity to critically analyze and review key concepts and strategies Extensive bibliographies enable students to conduct research on chapter topics Chapter 15 Issues in Curriculum Development provides clear and concise analyses accompanied by an easy to use bibliography An Appendix provides teachers with references to ERIC Clearinghouses Regional Educational Laboratories National Research and Development Centers Institute of Education Sciences and curriculum journals Peter F Oliva formerly professor and chairperson at Southern Illinois University Florida International University and Georgia Southern University is author of several textbooks He has taught in high school and at the Universities of Florida Hawaii Mississippi and Indiana State University

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## **Table of Contents Ohio Student Learning Objective Samples**

1. Understanding the eBook Ohio Student Learning Objective Samples
  - The Rise of Digital Reading Ohio Student Learning Objective Samples
  - Advantages of eBooks Over Traditional Books
2. Identifying Ohio Student Learning Objective Samples
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Ohio Student Learning Objective Samples
  - User-Friendly Interface
4. Exploring eBook Recommendations from Ohio Student Learning Objective Samples
  - Personalized Recommendations
  - Ohio Student Learning Objective Samples User Reviews and Ratings
  - Ohio Student Learning Objective Samples and Bestseller Lists
5. Accessing Ohio Student Learning Objective Samples Free and Paid eBooks
  - Ohio Student Learning Objective Samples Public Domain eBooks
  - Ohio Student Learning Objective Samples eBook Subscription Services
  - Ohio Student Learning Objective Samples Budget-Friendly Options

6. Navigating Ohio Student Learning Objective Samples eBook Formats
  - ePub, PDF, MOBI, and More
  - Ohio Student Learning Objective Samples Compatibility with Devices
  - Ohio Student Learning Objective Samples Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Ohio Student Learning Objective Samples
  - Highlighting and Note-Taking Ohio Student Learning Objective Samples
  - Interactive Elements Ohio Student Learning Objective Samples
8. Staying Engaged with Ohio Student Learning Objective Samples
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Ohio Student Learning Objective Samples
9. Balancing eBooks and Physical Books Ohio Student Learning Objective Samples
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Ohio Student Learning Objective Samples
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Ohio Student Learning Objective Samples
  - Setting Reading Goals Ohio Student Learning Objective Samples
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Ohio Student Learning Objective Samples
  - Fact-Checking eBook Content of Ohio Student Learning Objective Samples
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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