Targeted Consumer Mathematics
Example SLO

A Student Learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time. The SLO process is appropriate for use in all grade levels and content areas and establishes meaningful goals aligning curriculum, instruction, and assessment. This template guides teachers and evaluators through a collaborative SLO process. Portions of this template were adapted from the Center for Assessment *SLO Toolkit*. In addition, domains and components that may align with each element of the template are included from the Danielson Group *Framework for Effective Teaching* to support discussion between teachers and evaluators.

Check boxes are included throughout the template to document the initial discussion and approval of each element. Evaluators may include written feedback concerning each element directly into the template using a different font color.

Educator Information

Academic Year	2014-2015
Educator Name	Example Teacher
School Name	Example School
District Name	Example District

Planning Information

Course/Subject Name	Targeted Consumer Mathematics
Brief Course Description	The special education program is designed to meet the needs of students with disabilities who are eligible for special education services. Students are provided with individualized instruction to meet their specific needs. The goal of this program is to provide instruction, opportunities for application, knowledge, training and support to maximize independence and enhance students' opportunities to achieve their full potential. The targeted consumer mathematics course provides intensive math instruction targeting the application of basic math skills to everyday situations. Students develop competencies in mathematics for personal use in a problem-solving format that allows them to use math skills in consumer situations.
Grade Level(s)	11-12
Interval of Instruction	9/1/14 - 1/31/15

Timeline and Sign-Off

Evaluator Name and Title	Example Evaluator
Initial SLO Evaluator Sign-Off	9/1/14
Midcourse Check-In Sign-Off	12/15/14
Description of changes made during the Midcourse Check-In:	

No changes were made.	
Due Date of Final SLO	1/31/15

Element #1: Learning Goal

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1c Setting Instructional Outcomes
1e Designing Coherent Instruction

Domain 3: Instruction
3c Engaging Students in Learning

☒	Describe the learning goal.	Students will demonstrate the consumer mathematics skills necessary for budgeting, cost comparison, and purchasing.
☒	What big idea is supported by the learning goal?	The big idea supported by the learning goal is the ability to apply consumer mathematics skills needed in everyday situations.
☒	Which content standards are associated with this big idea? *List all standards that apply, including the text of the standards (not just the code).*	**Dynamic Learning Maps (DLM) Essential Elements** EE.N-CN.2.a. Use the commutative, associative, and distributive properties to add, subtract, and multiply whole numbers. EE.N-CN.2.b. Solve real-world problems involving addition and subtraction of decimals, using models when needed. EE.N-CN.2.c. Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed. **New Illinois Learning Standards** CCSS.Math.Content.HSN-CN.A.2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

☒	Describe the student population.	The student population includes seven ninth and tenth grade students. Each student has an IEP.
☒	Describe the instruction and strategies you will use to teach this learning goal. *Be specific to the different aspects of the learning goal.*	Students will engage in explicit instruction as well as simulated and real world practice opportunities.
☒	Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	The length of this specific course is determined on an individual basis, but usually occurs over the course of one school year.
☒	Explain how this time span is appropriate and sufficient for teaching the learning goal.	Students will have daily opportunities to engage in simulated and real world practice activities.

Questions to Guide Discussion

- Why is this learning goal important and meaningful for students to learn?
    - Students' knowledge and demonstration of consumer mathematics skills are vital to being a healthy and productive member of society.

- In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured (e.g., cognitive complexity)?
    - In order to demonstrate consumer mathematics skills students must be able to analyze, evaluate, and synthesize information from multiple sources and apply this knowledge in a variety of settings (e.g., grocery store).

Element #2: Assessments and Scoring

Assessments and evaluation procedures should be used to support and measure the learning goal. Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

Domain 1: Planning and Preparation	**Domain 3: Instruction**
1d Demonstrating Knowledge of Resources	3d Using Assessment in Instruction
1f Designing Student Assessments	

☒	Describe the assessments and evaluation procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students' understanding of the learning goal.	The district has developed common performance tasks with checklists (e.g., fast food restaurant, grocery shopping, etc.) and will use these checklists to evaluate performance tasks. These assessments will be administered throughout the course to evaluate students developing understanding and application of consumer mathematics. In addition, formative assessments will be used to regularly check for student understanding and the adjustment of individualized instruction.
☒	Describe how the assessments and evaluation procedures may be differentiated to meet the needs of all students described in the student population.	Assessments will be differentiated for each student according to the accommodations included in their IEP.
☒	Explain how student performance is defined and evaluated using the assessments. Include the specific rubric and/or evaluation criteria to be used.	The common performance tasks and formative assessments are scored using checklists including subcomponent skills of a given consumer mathematics skill evaluated with three performance levels. The beginning performance level indicates the need for the teacher to model that task for the student. The developing performance level indicates the need for verbal prompting throughout the task. The meeting performance level indicates that the student can complete the task independently.

Questions to Guide Discussion

- How often will you collect data to monitor student progress toward this learning goal?
    - Formative assessment will be used to provide baseline measures of students' understanding of consumer mathematics. These anecdotal observations will be completed prior to instruction at the beginning of the course. In addition, data will be collected using the performance tasks to monitor student progress toward the learning goal on a weekly basis.

- How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?
    - The data collected from all of the assessments will be used to differentiate instruction according to individual student's strengths and weaknesses throughout the course.

Element #3: Expected Growth Targets

In order to identify expected growth targets, educators must first identify students' actual performance through a review of available data reflecting students' starting points (i.e., baseline) concerning the learning goal. After the expected growth targets are identified, both the teacher and evaluator should reflect on whether the growth targets are ambitious, yet realistic for students to achieve in the specified period of time.

Domain 1: Planning and Preparation
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes

☒	Identify the actual performance (e.g., test scores, performance tasks, etc.) to establish starting points (i.e., baseline) for students.	Amy –Beginning Jose – Beginning William – Beginning Jonathan – Developing Susan – Developing Mari – Developing Moses – Developing
☒	Using students' starting points (i.e., baseline) identify the number or percentage of students expected at each growth target based on their assessment performance(s) (i.e., expected growth). Be sure to include any appropriate subgroups.	Amy –Developing Jose – Developing William – Meeting Jonathan – Meeting Susan – Meeting Mari – Meeting Moses – Meeting

Questions to Guide Discussion

- Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal (i.e., baseline data).
    - Formative assessment used prior to instruction at the beginning of the semester provides a baseline measure of performance that will be used to identify students' initial placement into the three performance levels and to identify growth targets for each group of students.

- Explain how these expected growth targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.
    - These targets are ambitious and realistic for each student based on their individual needs. Instruction will be differentiated as necessary to support all students' growth in learning.

Element #4: Actual Outcomes

Domain 3: Instruction	**Domain 4: Professional Responsibilities**
3e Demonstrating Flexibility and Responsiveness	4a Reflecting on Teaching 4b Maintaining Accurate Records

☒ Record the actual number or percentage of students who achieved the student growth targets. Be sure to include any appropriate subgroups.	Amy –Meeting Jose – Developing William – Meeting Jonathan – Meeting Susan – Meeting Mari – Meeting Moses – meeting
Please provide any comments you wish to include about the actual outcomes: All students met or exceeded their identified growth targets.	

Required for Evaluator

☒ Explain how the actual number or percentage of students who achieved student growth targets translates into an appropriate teacher rating.	All students met or exceeded their identified growth targets.

Element #5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). ☐	25% - 50% of Students Met the Indicated Growth Target(s). ☐	51% - 75% of Students Met the Indicated Growth Target(s). ☐	76% - 100% of Students Met the Indicated Growth Target(s). ☒
Date: 1/31/15	Evaluator Signature: *Evaluator*		
Date: 1/31/15	Teacher Signature: *Teacher*		