Student Learning Objective (SLO) Frequently Asked Questions

What is a Student Learning Objective (SLO)?

Definitions of SLO's vary by state. Generally, a SLO is a class-wide academic goal. SLO's are currently used within educator evaluation frameworks in subject areas not assessed by state or local tests. SLO's represent the most important learning for the year (or semester where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, state or national standards, as well as any other school and district priorities. Teachers are evaluated based upon the degree to which the class goals were attained.

How are SLO's created?

Depending on the state or district decision, SLO's can be created by teachers independently or by teachers in collaboration with their evaluators. The information included in the SLO is determined by the state or district, but typically includes the following:

- Student population or sample included in the objective;
- Standards the SLO will align with;
- Assessments that will be used to measure student progress;
- Period of time covered by the SLO;
- Expected student growth; and
- Rationale for the expected student growth

For example, see the New York State Student Learning Objective Template.

How can STAR be used in SLO?

STAR can be used to set growth-oriented performance goals. One example, rooted in Response to Intervention, is described below.

Sample Goal. End of year goal related to number of students who will shift upward to higher category on Screening report.

Calculation for estimating goal. Use the documents below titled *Benchmarks, Cut Scores, and Growth Rates* to make research-based projections about the amount of growth in STAR scaled scores that groups of students with similar starting scores can make over the school year. Multiply the number of weeks by the weekly growth rate. Add this number to the initial Scaled Score to determine the estimated, goal Scaled Score.

R43213 - STAR Early Literacy™: Benchmarks and Cut Scores (pdf, 92 KB)
R43214 - STAR Reading™: Benchmark and Cut Scores (pdf, 137 KB)
R43215 - STAR Math™: Benchmarks and Cut Scores (pdf, 125 KB)

For a worked example, please see the following page.

Mr. Johnson is determining his reading SLO by using the Fall STAR Reading Screening Report (attached at the end of this document).

1. Mr. Johnson begins with his first student, Phun Le.
2. Phun's scaled score on the Fall STAR Assessment is 57. By using the STAR Reading Benchmarks, Cut Scores, and Growth Rates document. The moderate growth rate level for Phun's scaled score is 2.5 Scaled Score per week.
3. Mr. Johnson determined the interval of instructional time to be 30 weeks; therefore, the estimated increase would be 75 scaled score during the instructional interval. The goal for Phun is 132.
4. Mr. Johnson completed the calculations for the rest of his class. (see charts below)

Based on the steps outlined above, Mr. Johnson set the following Student Learning Objective (SLO):
- **Students in the Urgent Intervention category will move to the Intervention category (2 students);**
- **Students in the Intervention category will move to the On Watch category (4 students);**
- **Students in the On Watch category will move to the At/Above Benchmark Category (5 students);**
- **Students in the At/Above Benchmark Category will move to at least 50 PR (6 students)**

Urgent Intervention

Student	Scaled Score	Moderate Growth Rate (SS/Week)	SLO Time Interval (in weeks)	Estimated increase in Scaled Score	Goal Scaled Score
Le, Phun	57	2.5	30	75	132
Williams, D'artagnan	57	2.5	30	75	132

Intervention

Student	Scaled Score	Moderate Growth Rate (SS/Week)	SLO Time Interval (in weeks)	Estimated increase in Scaled Score	Goal Scaled Score
Gray, Malana	59	2.5	30	75	134
Hall, Ashley	61	3.1	30	93	154
Bowekaty, Durrell	63	3.1	30	93	156
Haler, Katelyn	64	3.1	30	93	157

On Watch

Student	Scaled Score	Moderate Growth Rate (SS/Week)	SLO Time Interval (in weeks)	Estimated increase in Scaled Score	Goal Scaled Score
Alvarado, Josh	66	3.1	30	93	159
Gurk, Kaleigh	67	3.1	30	93	160
Wilkison, Rece	69	3.1	30	93	162
Button, Justin	70	3.1	30	93	163
Schenck, Dylan	71	4.1	30	123	194

At/Above Benchmark

Student	Scaled Score	Moderate Growth Rate (SS/Week)	SLO Time Interval (in weeks)	Estimated increase in Scaled Score	Goal Scaled Score
Stone, Justin	72	4.1	30	123	195
Homer, Joshua	72	4.1	30	123	195
Bolden, Chad	72	4.1	30	123	195
Long, Melissa	90	4.8	30	144	234
Hill, Sommer	108	5.3	30	159	267
Vaughn, Jessica	163	5.3	30	159	322

![STAR Reading logo]

Screening Report
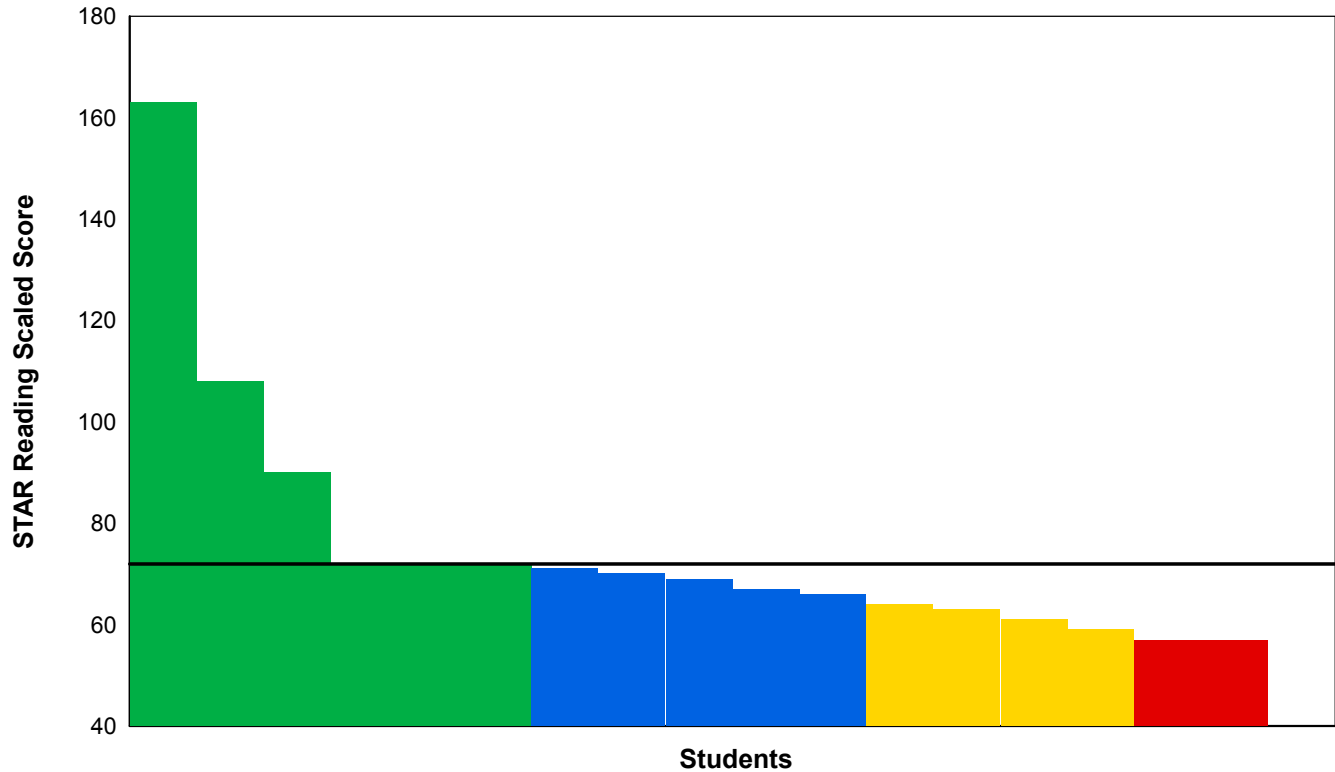## District Benchmark
Printed Thursday, April 26, 2012 9:24:03 AM

School: East Elementary School

Reporting Period: 9/1/2011 - 9/15/2011
(Fall)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 1

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
🟩 At/Above Benchmark	At/Above 72 SS	At/Above 40 PR	6	35%
Category Total			6	35%
Below Benchmark				
🟦 On Watch	Below 72 SS	Below 40 PR	5	29%
🟨 Intervention	Below 66 SS	Below 25 PR	4	24%
🟥 Urgent Intervention	Below 59 SS	Below 10 PR	2	12%
Category Total			11	65%
Students Tested			17	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

STAR Reading™

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Grade: 1

Urgent Intervention

Student	Class	Teacher	Test Date	SS	PR	GE	Est. ORF[a]	ZPD
Le, Phun	Mr. Johnson's class	Johnson, T.	09/05/2011	57	6	0.3	3	0.3-1.3
Williams, D'artagnan	Mr. Johnson's class	Johnson, T.	09/05/2011	57	6	0.3	3	0.3-1.3

Intervention

Student	Class	Teacher	Test Date	SS	PR	GE	Est. ORF[a]	ZPD
Gray, Malana	Mr. Johnson's class	Johnson, T.	09/05/2011	59	10	0.4	5	0.4-1.4
Hall, Ashley	Mr. Johnson's class	Johnson, T.	09/14/2011	61	12	0.5	7	0.5-1.5
Bowekaty, Durrell	Mr. Johnson's class	Johnson, T.	09/06/2011	63	17	0.5	9	0.5-1.5
Haler, Katelyn	Mr. Johnson's class	Johnson, T.	09/06/2011	64	19	0.6	9	0.6-1.6

On Watch

Student	Class	Teacher	Test Date	SS	PR	GE	Est. ORF[a]	ZPD
Alvarado, Josh	Mr. Johnson's class	Johnson, T.	09/14/2011	66	23[f]	0.7	11	0.7-1.7
Gurk, Kaleigh	Mr. Johnson's class	Johnson, T.	09/05/2011	67	28	0.7	12	0.7-1.7
Wilkison, Rece	Mr. Johnson's class	Johnson, T.	09/05/2011	69	33	0.8	13	0.8-1.8
Button, Justin	Mr. Johnson's class	Johnson, T.	09/06/2011	70	35	0.8	14	0.8-1.8
Schenck, Dylan	Mr. Johnson's class	Johnson, T.	09/05/2011	71	38	0.8	15	0.8-1.8

At/Above Benchmark

Student	Class	Teacher	Test Date	SS	PR	GE	Est. ORF[a]	ZPD
Stone, Justin	Mr. Johnson's class	Johnson, T.	09/05/2011	72	40	0.9	15	0.9-1.9
Horner, Joshua	Mr. Johnson's class	Johnson, T.	09/05/2011	72	40	0.9	15	0.9-1.9
Bolden, Chad	Mr. Johnson's class	Johnson, T.	09/05/2011	72	40	0.9	15	0.9-1.9
Long, Melissa	Mr. Johnson's class	Johnson, T.	09/05/2011	90	63	1.3	26	1.3-2.3

[a] Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

[f] Test date impacts PR. As a result, students with the same SS can have different PR scores and may fall into different screening categories.

STAR Reading™

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(Fall)

Grade: 1

At/Above Benchmark

Student	Class	Teacher	Test Date	SS	PR	GE	Est. ORF[a]	ZPD
Hill, Sommer	Mr. Johnson's class	Johnson, T.	09/05/2011	108	71	1.4	31	1.4-2.4
Vaughn, Jessica	Mr. Johnson's class	Johnson, T.	09/05/2011	163	80	1.7	44	1.7-2.7

[a] Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.