

SANDOVAL STUDENT LEARNING OBJECTIVE FRAMEWORK

	Baseline <i>What does the data show you about students' starting points?</i>	Population <i>Who are you going to include in this objective?</i>	Objective <i>What will students learn?</i>	Rationale <i>Why did you choose this objective?</i>	Strategies <i>What methods will you use to accomplish this objective?</i>	Assessment <i>How will you measure the outcome of the objective?</i>	Targeted Growth <i>What is your goal for student achievement?</i>
Criteria	<ul style="list-style-type: none"> <input type="checkbox"/> Uses allowable data to drive instruction and set growth targets <input type="checkbox"/> Is measureable <input type="checkbox"/> Targets specific academic concepts, skills, or behaviors based upon approved assessment objectives and student needs 	<ul style="list-style-type: none"> <input type="checkbox"/> 90% attendance is assumed <input type="checkbox"/> Pre-test data available for each student included <input type="checkbox"/> Exceptions are allowed, based upon evaluator approval 	<ul style="list-style-type: none"> <input type="checkbox"/> Rigorous <input type="checkbox"/> Targets specific academic concepts, skills, and behaviors based on the CCSS or district curriculum, where available <input type="checkbox"/> Use baseline data to guide selection and instruction <input type="checkbox"/> Targets year-long, semester-long, or quarter-long concepts, skills, or behaviors <input type="checkbox"/> Is measureable <input type="checkbox"/> Collaboration required 	<ul style="list-style-type: none"> <input type="checkbox"/> Aligns with school and district improvement plans <input type="checkbox"/> Aligns with teaching strategies and learning content <input type="checkbox"/> Classroom data is reviewed for areas of strengths and needs by student group, subject area, concepts, skills, and behavior 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the model of instruction or key strategies to be used <input type="checkbox"/> Is appropriate for learning content and skill level observed in assessment data provided throughout the year <input type="checkbox"/> Follows research-based best practices 	<ul style="list-style-type: none"> <input type="checkbox"/> Administered in a consistent manner and data is secure <input type="checkbox"/> Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop <input type="checkbox"/> Produces timely and useful data <input type="checkbox"/> Standardized; has the same content, administration, and results reporting for all students <input type="checkbox"/> Aligned with state or district standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Maximum of 5 tiers <input type="checkbox"/> Expressed in whole numbers <input type="checkbox"/> Encourage collaboration, but teachers can set distinct targets <input type="checkbox"/> Covers 75% of population <input type="checkbox"/> Based upon pre-assessments data <input type="checkbox"/> Allowable baseline data can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria <input type="checkbox"/> Students can uphold high achievement <input type="checkbox"/> Quantifiable goals
Guiding Questions	<ul style="list-style-type: none"> • How did students perform on the pre-assessment? • What allowable data have you considered? • What student needs are identified using the baseline data? 	<ul style="list-style-type: none"> • What student groups are targeted? • What are the students' social and cultural strengths and/or needs? 	<ul style="list-style-type: none"> • What general content areas are targeted? • Is the content scaffolded and rigorous? • How is the content connected to the CCSS or district curriculum? • How is the baseline data used to inform instruction? 	<ul style="list-style-type: none"> • What strengths and needs were identified? • Based upon what data? 	<ul style="list-style-type: none"> • How will you differentiate instruction? • What key strategies will be used? 	<ul style="list-style-type: none"> • What assessment will be used to measure whether students met the objective? • What type of assessment (Type I, II, and III)? • How do you know the assessments are consistently administered? 	<ul style="list-style-type: none"> • What is the growth target? • How was the target determined? • What is the percentage of students who will perform at the target level? • Are you using any tiers? If so, what data supports this?

