**Directions:** This template is designed to help educators create Student Learning Objectives (SLOs). A complete SLO must include the information on Learning Goals, Assessments, and Targets found in the sections provided below.

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| **Course/Grade Level Information** |  |
| Course Name | Child Development |
| Brief Course Description and Number of Students | This course provides students with an understanding of the aspects of human growth and development. Parenting skills are developed as positive guidance techniques and child-related issues are studied. Learning activities, observation techniques, and lab experiences in working with young children may be included. Student leadership (FCCLA) may be an integral part of the course. |
| Grade Level(s) | 9-12 |

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| **Process, Implementation Timeline, and Sign-Offs** |  |
| List names and current job positions of those developing this SLO | SLO State Writing Team  SLO Example has been developed by 5 FACS educators Shelli Barnum: B.S., 12 years experience Holly Rawlins: M.S., 12 years experience Natalie Hancock B.S., 5 years experience Carolyn Chipman: M.S., 33 years experience  Carol Larsen: M.A., 5 years experience |
| Administrator/Supervisor Name and Title |  |
| Administrator/Supervisor sign-off of initial SLO |  |
| Date final SLO is due to determine educator effectiveness rating |  |

**Directions for establishing a Learning Goal:** Identify your proposed Learning Goal. Then thoroughly complete the planning information. This planning information should be used to guide the SMART review of the Learning Goal.

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| **SMART Protocol:**  A protocol to determine alignment of a proposed Learning Goal for the SLO. |
| **Specific** –Learning Goal is focused on the big idea and Utah Core content standards.  **Measurable** – Learning Goal is able to be appropriately and adequately assessed (note the Assessments section below will identify the specific assessment to be used).  **Appropriate –** Learning Goal is within the educator’s control to effect change and is important and meaningful for students to learn during the identified time span.  **Realistic –**Learning Goal, while ambitious, is achievable for both educators and students, during the time span identified.  **Time Limited** **–**Learning Goal can be applied to an evaluation within the time under the educator’s control. |

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| **Learning Goal:** A description of what students will be able to do at the end of the course or grade based on course- or grade-level Utah Core content standards and curriculum. |  |
| **Proposed Learning Goal for this SLO** |  |
| Describe the proposed **Learning Goal** for this SLO. | Students will analyze the relationship between prenatal care, the health of the pregnant woman, and the health of a fetus. |
| **Planning Information for Writing the Learning Goal** |  |
| Identify the big idea supported by the Learning Goal. | Accessing valid health information and services during pregnancy is essential for wellness and quality of life. |
| List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards). | STANDARD 3  Students will identify characteristics of prenatal care, pregnancy and childbirth.  Objective 1: Discuss the importance of early prenatal and on-going prenatal care.  a. Identify the role of appropriate nutrition and weight gain on prenatal development.  b. Identify the role of folic acid in the prevention of neural tube defects.  c. Identify heredity and environmental factors influencing birth defects (Down’s syndrome, PKU, muscular dystrophy, fetal alcohol syndrome, neural tube defects, cleft palate/cleft lip, club hand/foot) and what can be done to prevent them.  Objective 2: Identify heredity and environmental factors influencing birth defects.  a. Specify lifestyle factors that minimize environmental birth defects. (drugs, alcohol, tobacco |
| Explain why this Learning Goal is important and meaningful for students to learn. | Being able to identify and discuss the importance of prenatal nutrition, heredity, and environmental factors as related to the development of the fetus and associated health concerns is a foundational concept of child development.  Integrated Literacy Concepts  Students will interpret and utilize the key terms and concepts of prenatal nutrition, heredity, and environmental factors to evaluate their impact on the health and development of an unborn fetus. Students will draw evidence from informational texts, classroom activities, and instructional materials to create a written assignment in which students explain the negative and positive effects of prenatal care/health on the developing fetus. Students will be given the opportunity to present their information to the class. |
| Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards / big idea being measured. | Level two depth of knowledge is required for students to analyze and explain how prenatal care and the health of the pregnant woman affects the health of a fetus. |
| Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach this Learning Goal. | The teacher will lecture on prenatal care, nutrition during pregnancy, and impact of genetics and environment on the developing fetus. Multi-media presentations, small group work, class discussion, and learning activities will teach students about the positive and negative effects of prenatal care/health on a developing fetus. |
| Identify the time span for teaching the Learning Goal (e.g., daily class-45 minutes two days a week for the entire school year). | Approximately 6 class periods (80 minutes) will be spent in teaching and learning about prenatal care/health and the effects on the developing fetus. Throughout the teaching experience, students will have multiple opportunities to complete learning activities that reinforce what they are being taught. |
| Explain how this time span is appropriate and sufficient for teaching the Learning Goal. | This time span is appropriate and sufficient because it provides students with critical and foundational teaching and learning activities that are a foundation for understanding prenatal development. |

**Directions for documenting assessments and scoring:** Complete the questions below then use the planning information to develop and tailor the description and use of **assessments.**

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| **Assessments and Scoring: Assessments** should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the Learning Goal of the SLO. The **assessmen**t should be accompanied by clear criteria or rubrics to describe what students have learned. |  |
| **Planning Information for Explaining the Use of Assessments and Scoring** |  |
| Explain how student performance is defined and scored using the **assessments**. Include the specific rubric and/or scoring criteria to be used. | Student RAFT writing assignment will be assessed using a criteria list. Criteria list may include: medical care, nutrition, stress management, proper rest and exercise, avoidance of alcohol, tobacco and other drugs, prescription medications, folic acid, proper immunizations, etc. Students must include and explain at least 6 criteria items and their effect on the unborn fetus to be considered proficient. |
| Describe how often you will collect data to monitor student progress toward this Learning Goal. | Students will submit learning activities, as formative assessments, periodically throughout the teaching experience. The teacher will assess student understanding through these learning activities. In addition, students will submit their RAFT assignment, as a summative assessment, for final grading and assessment using the criteria list mentioned above. |
| Explain how will you use this information to monitor student progress and to differentiate instruction for all students toward this Learning Goal (e.g., gifted and talented, ELL, special education). | The teacher will use the criteria list to assess each student’s understanding of prenatal care/health. For students who need additional time and assistance, individualized instruction and/or peer tutoring support will be provided. Students will also be given extra time to write their RAFT assignment, if needed. Advanced students will be asked to provide references (text or online) as evidence to support their ideas. |
| **Assessments** **for the SLO** |  |
| Describe the **assessments** (such as performance tasks and their corresponding rubrics) that measure students’ understanding of the Learning Goal[[1]](#footnote-0). | Students will analyze and explain the positive and negative effects of the relationship between prenatal care, the health of the pregnant woman, and the health of a fetus by completing a writing assignment using the RAFT technique (RAFT stands for: R = Role, A = Audience, F = Format, T = Topic). In their writing students will take on the following role, etc. (R = Role: Fetus, A = Audience: Mom, F = Format: Letter, T = Topic: Prenatal Care.) Students are to write a letter as a fetus to it's mom about prenatal care. They need to identify what they want their mom to do or avoid while she is pregnant with them and why. They are given about 20+ minutes in class to write their letter. They begin with "Dear Mom," and end "Love, Your Fetus". Their letter needs to be at least 3 paragraphs long to address the things they've learned (effects of nutrition, folic acid, drugs, alcohol, tobacco, medical care, etc.). Student RAFT writing assignment will be assessed using the criteria list identified above. |

**Directions for establishing Targets:** Thoroughly complete the first two sections of the planning information prior to completing the other sections. This will guide you to know how Targets will be established.

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| **Targets:** Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. |  |
| **Planning Information for Writing Targets Used to Establish Educator Evaluation Ratings** |  |
| Describe the courses, assessments, and/or experiences used to establish **expected outcomes** for students’ understanding of the Learning Goal. | At the beginning of the course, students will be given a pre-assessment to determine their current knowledge base. The pre-assessment examines students’ knowledge of prenatal development and proper prenatal care/health. Test bank questions for this pre-assessment are available on the Utah State Core UTIPS website. |
| Identify the **performance** (e.g., grades, test scores, etc.) of students for the identified courses, assessments, or other sources of information to **categorize student levels** as their starting points. | To be determined by classroom teacher once pre-assessment has been administered. |
| Identify your **expected Targets** below and explain how these Targets demonstrate ambitious, yet realistic goals, for measuring students’ understanding of the Learning Goal. | Based on the pre-assessment, students will be grouped into three groups (low, proficient, advanced).  % of students will remain in the low group  % of students will progress or remain in the proficient group  % of students will progress or remain in the advanced group  To be determined by the classroom teacher, after the pre-assessment has been administered. |

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| **Targets:** Identify the expected outcomes by the end of the instructional period for the whole class and / or for different subgroups, as appropriate. |  |
| **Expected Targets for this SLO** |  |
| Using students’ starting points identify the **number or percentage of students** expected at each target of proficiency level based on available data about their performance(s). Be sure to include any appropriate subgroups. | To be determined by classroom teacher once pre-assessment has been administered. |

**Directions:** Complete this section at the end of the instructional period.

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| **Actual Outcomes for Targets:** Identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate. |  |
| Record the **actual** **number or percentage** of students who achieved the Targets. Be sure to include any appropriate subgroups as noted above. |  |
| Please provide any comments you wish to include about actual outcomes. |  |

**Directions for educator ratings**: The table below is to be used by the administrator/ supervisor reviewing the SLO to document the educator rating based on the Targets that were established.

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| **Educator Ratings:** Based on the results of the Learning Goal, Assessments/Tasks, and Targets of this SLO, an educator rating is noted below. |  |  |  |
| ▢ **Does Not Meet**  Based on the students’ starting points, students performed worse than expected. | ▢ **Partially Meets**  Based on the students’ starting points, students partially performed as expected. | **▢ Meets**  Based on the students’ starting points, students performed as expected. | ▢ **Exceeds**  Based on the students’ starting points, students performed better than expected. |
| Administrator/Supervisor comments: |  |  |  |
| Date | Administrator/ Supervisor Signature |  |  |
| Date | Educator Signature  (the signature does not necessarily indicate agreement with the rating) |  |  |

1. Assessments and rubrics need to be rated as high quality using the Assessment Review Tool. [↑](#footnote-ref-0)