**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 | Adult Roles and Financial Literacy |
| Brief Course Description and Number of Students | This course prepares students to understand the nature, function, and significance of individual and family relationships integrated with general financial literacy. Topics include: decision-making to set and implement goals, values, communication skills, self-awareness, families, sources of income and the relationship between income and career preparation, crisis management, dating, marriage preparation, marriage, money management, saving, investing and parenting. Students who complete the entire 1.0 course will fulfill the General Financial Literacy graduation requirement. |
| Grade Level(s) | 11-12 |

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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 4 FACS educators and the USOE FACS specialist, Pearl Hart. Shelli Barnum: B.S., 12 years experience Holly Rawlins: M.S., 12 years experience Natalie Hancock B.S., 5 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 identify one financial and two personal values, and create a short and long-term SMART goal that relates to each of these values. |
| **Planning Information for Writing the Learning Goal** |  |
| Identify the big idea supported by the Learning Goal. | Setting SMART goals helps individuals to be more successful in their endeavors. |
| List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards). | **STANDARD 1**  Students will participate in activities that help increase their self-awareness, values and will use a rational decision-making process to set and implement personal and financial plans and goals.  **Objective 3: Classify short- and long-term goals and the steps needed to achieve them.**  a. Describe the goal setting process.  b. Compare short-term and long-term financial goals. (GFL 1.1c)  c. Set short term and long term goals that are consistent with personal values.  d. Explain the components of a financial plan (e.g., goals, net worth statement, budget, income and expense record, an insurance plan, a saving and investing plan) (GFL 1.1 b)  e. Design a plan to reach a specific financial goal. (GFL 1.1d)  f. List advantages of designing and following a personal financial plan. (GFL 1.1e)  g. ARFL #1 Performance Objective A Identify one financial and two personal values, and create a short and long-term goal that relates to each of these values. |
| Explain why this Learning Goal is important and meaningful for students to learn. | Being able to identify and set SMART goals is the basic foundation in the decision-making process.  Integrated Math Concepts:  Students will use basic mathematical concepts to design a financial plan to reach a specific financial goal.  Integrated Literacy Concepts:  Students will utilize financial key terms and other finance‐specific words, phrases, and concepts to create SMART financial and personal goals using clear and coherent writing. |
| Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards / big idea being measured. | Level one and four depth of knowledge is required for students to demonstrate their ability to identify one financial and two personal values and create short and long term goals. This is the basic foundation for the decision-making process. |
| 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 provide lectures and instructions on how to identify values, and create SMART goals. Multi-media presentations, videos, class discussions, group work and teacher lecture will be used to teach students how to identify personal values, and create SMART goals. |
| 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 1 class period (80 minutes) will be spent in teaching and learning about the components of SMART goals and how to create them. In addition, students will spend 1 day in a computer-lab experience (80 minutes) to create one financial and two personal SMART goals. |
| Explain how this time span is appropriate and sufficient for teaching the Learning Goal. | The time span is appropriate and sufficient because it provides students with critical and foundational teaching and learning activities, as well as lab time to implement the principles taught. |

**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. | The teacher will monitor and evaluate student progress using a grading rubric to ensure SMART goals are created in their goal brochure. The teacher will use the goal rubric to assess accurate student creation of one financial and two personal goals. The grading rubric includes: goals, both long and short term, values, and resources that the student will need to accomplish the goals. |
| Describe how often you will collect data to monitor student progress toward this Learning Goal. | Student progress will be monitored through questions in class. The teacher will walk around the room answering student questions and redirecting student writing when necessary. Student progress will also be evaluated as students complete their goal brochure assignment. Students will be assessed on the correct application of SMART goals into their personal endeavors. |
| 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 informally observe students in their group discussion as they evaluate whether example goals are deemed SMART goals.  The teacher will use a grading rubric to identify those students who understand the goal creation process.  For students who need additional time and assistance, individualized instruction and/or peer tutoring support will be provided. Advanced students can pass off their goal identification more rapidly and proceed with creating more goals, or have the opportunity of tutoring their peers. |
| **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 identify one financial and two personal values, and create a short and long-term SMART goal that relates to each of these values. The teacher will use the goal rubric to assess students creation of a goal brochure that outlines the SMART goals the student has created. |

**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-assessments examines students’ knowledge of short and long term goals and the steps needed to achieve them. 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 the 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 once 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 the classroom teacher, after the 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)