**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 | FACS Exploration - Integrated Model |
| Brief Course Description and Number of Students | This course provides students the opportunity to learn essential life skills. It allows them to develop skills in food and nutrition, childcare, interior design, clothing construction and style, consumerism, family relationships, personal responsibility, and job-related tasks. Student leadership (FCCLA) may be an integral part of the course. |
| Grade Level(s) | 8 |

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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 investigate the basic principles and elements of design as related to color and apply their knowledge in the creation of a model room reflecting their personal activities and interests. |
| **Planning Information for Writing the Learning Goal** |  |
| Identify the big idea supported by the Learning Goal. | Students will correctly incorporate the elements and principles of design as they create a color scheme with a pleasing effect on the shape, size, feelings, function, and mood in a model room. |
| List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards). | **STANDARD 2**  Students will be introduced to housing and interior design.  **Objective 1:**  Discuss how homes can be designed according to the activities, wants and needs of the family.  **Objective 2:**  Discuss the basic elements and principles of design.  a. Describe the effect of color on shape, size, feelings, and moods.  b. Identify color preferences and combine color combinations to form color schemes |
| Explain why this Learning Goal is important and meaningful for students to learn. | Being able to accurately utilize the principles and elements of design is the base foundation of interior design.  Integrated Math Concepts:  Students will identify the geometric principles of types of line and line segments, the mathematical principles of scale and proportion, and will differentiate between shape (2 dimensions) and form (3 dimensions) as they relate to Interior Design. Students will then incorporate these techniques in the creation of a three-dimensional model of a room.  Integrated Language Arts Concepts:  Students will synthesize the key terms and concepts of the principles of design (scale, proportion, balance, rhythm, emphasis/focal point, and harmony) and elements of design (line, shape and form, value, color, texture, and space) to create a three-dimensional model of a room incorporating these aspects of design. Students will then identify in writing the techniques used in their model.  Integrated Science Concepts:  Students will investigate the nature of color--color is the result of reflected light--and will analyze its effect and use in interiors. Students will then utilize principles relating to color in the creation of their three-dimensional model. |
| Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards / big idea being measured. | Level four depth of knowledge is required for students to create a model room with a pleasing color scheme that has a positive effect on the shape, size, feelings, functions, and mood of that interior space. |
| 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 multi-media presentations, previous student examples, class discussions, group work, and teacher lecture to teach students how to develop a color scheme utilizing the principles and elements of design. |
| 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 (70 minutes) will be spent in teaching and learning about the principles and elements of design in relation to creating pleasing color schemes. Included in those 6 days will be hands-on lab experiences to reinforce concepts identified above. |
| 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, as well as lab time needed for implementation of 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 model room measures the students’ ability to apply color concepts and incorporate the elements and principles of design. The model room will be evaluated using a general grading rubric that will measure use of the individual principles and elements of design (space, line, texture, shape/form, color, balance, emphasis, rhythm, harmony, scale/proportion) as well as the function, mood, and neatness of the finished model room. On the general grading rubric students will identify where the principles and elements of design concepts can be found in their model room. |
| Describe how often you will collect data to monitor student progress toward this Learning Goal. | Data will be collected 2-3 times within the 6 day time frame.  Various note worksheets and activities that reinforce the concepts will help monitor student progress. The teacher will monitor student progress as model rooms are created and students identify their use of each principle and element in their model room on the general grading rubric. The teacher will assess the model room using a general rubric. |
| 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). | To monitor student progress on this task, the teacher will check for progress and completion during each stage of the model room creation. Students must complete each stage in the task before moving on to the next step. For students who need additional time and assistance, individualized instruction and/or peer tutoring support will be provided. Advanced students will have the opportunity to work at their own pace and level. These students can be given the extra challenge of creating their room to scale or to extend the size of their room design. |
| **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 correctly integrate the elements and principles of design as they create a model room that incorporates a color scheme and an identified room function. Students will identify where the principles and elements of design concepts can be found in their model room on a general grading rubric.The general grading rubric evaluates how effectively each principle of design is applied in the three-dimensional room model. |

**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 unit, students will be given a pre-assessment to determine their current knowledge base. The pre-assessment examines students’ knowledge of principles and elements of design, color, and room form and function. 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)