**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 | Fashion Strategies |
| Brief Course Description and Number of Students | This course introduces students to the world of fashion. Areas to be included are: psychology of clothing, fashion fundamentals, elements and principles of design, textiles, consumerism, and fashion related careers, with an emphasis on personal application.  |
| 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 TeamSLO Example has been developed by 4 FACS educators and the USOE FACS specialist, Pearl Hart.Shelli Barnum: B.S., 13 years experienceHolly Rawlins: M.S., 12 years experienceNatalie Hancock B.S., 5 years experienceCarol 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 create a color wheel identifying primary, secondary and tertiary/intermediate, and the warm and cool colors. |
| **Planning Information for Writing the Learning Goal** |  |
| Identify the big idea supported by the Learning Goal. | The creation of color is the foundation of color psychology in fashion.  |
| List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards).  | STANDARD 2Students will recognize and use the principles and elements of fashion design.Objective 1c: Students will demonstrate knowledge of the color element/tool of design:I. Students will understand and identify color basics: primary, secondary, and tertiary/intermediate colors and their location on a 12-color wheel.Objective 4: Students will create a color wheel identifying primary, secondary, and tertiary/intermediate colors, and the warm and cool colors. |
| Explain why this Learning Goal is important and meaningful for students to learn. | Students need to understand the basic principles of color and color combinations in order to analyze and critique the use of color in fashion and create fashion designs.Integrated Math Concepts:Students will apply concepts of mathematical ratios in order to correctly mix primary colors to create secondary and tertiary colors on the color wheel. |
| 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 depth of knowledge is required to identify primary, secondary, and tertiary/intermediate colors, and warm and cool colors on the color wheel. Level four depth of knowledge is required for students to create a color wheel. This is the introduction to how color can be used to create color schemes for use in fashion. |
| 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 students will be taught through the use of teacher lectures on the correct placement of colors on the color wheel, different portions of the color wheel (primary, secondary, and tertiary/intermediate), and warm and cool colors. Multi-media presentations, videos, class discussions, group work, and personalized assignments will be used to teach the student about the color wheel. |
| 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 (70 minutes) will be spent in teaching and learning about primary, secondary, and tertiary colors. In addition, students will spend 1 day in a hands-on lab experience (70 minutes) to create a color wheel. |
| Explain how this time span is appropriate and sufficient for teaching the Learning Goal. | The time span is appropriate and sufficient because it will provide 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. | Students will create a color wheel (consisting of the primary, secondary, and tertiary/intermediate colors) by using the primary colors to mix and create the appropriate colors. Students’ color wheels must include all 12 colors and will be graded using a criteria list specifying the correct placement and coloring of the 12 colors on the wheel. If students have incorrectly completed either the placement or color of any part of the color wheel they must re-do that portion of the color wheel until it is correct. Student proficiency will be evaluated based on correct creation and placement of a color wheel. Students will also label their color wheel with primary, secondary, and tertiary/intermediate colors as well as identifying the warm and the cool colors. Student proficiency will be evaluated based on correct labeling and identification on the color wheel.  |
| Describe how often you will collect data to monitor student progress toward this Learning Goal. | Student progress will be monitored and evaluated throughout the creation of the color wheel. A criteria list will be used to identify progress throughout the 70 minute class period. |
| 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 monitor and evaluate student progress using a criteria list to ensure correct placement of the colors, and identification of the colors. For students who need additional time and assistance, individualized instruction and/or peer tutoring support will be provided. Advanced students can pass off their criteria list more rapidly and proceed with other projects and/or assignments, or have the opportunity to tutor 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 accurately create a color wheel, and correctly label the primary, secondary, and tertiary/intermediate colors, and the warm and cool colors. |

**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 the color wheel. 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 groupTo 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)