

Step 3: Set Student Learning Objective (Class)

Teacher(s): _____

Grade Level/Subject/Period: _____

Pre-Work: Step 1	Approved Assessment	Assessment:
	Approved Mastery Score	Score:
Pre-Work: Step 2	Level of Student Preparedness	High – Medium - Low -

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Class Objective Rubric	Based on students' starting points, the teacher moved an exceptional number of students to achieve content mastery.	Based on students' starting points, the teacher moved a significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved a less than significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved few students to achieve content mastery.
Class Objective Defined				

Use the following directions to write your class learning objective:

- 1) Complete the Pre-Work section using information from Step 1 and Step 2 approved forms
- 2) Look at numbers of students in the different Levels of Preparedness. Use the following guidance to determine what # or % of students at each level will achieve the content mastery score determined in Step 1:
 - A “Highly Effective” teacher should have all students in the high and medium levels of preparedness and most of the students in the low level of preparedness achieve content mastery.
 - An “Effective” teacher should have all students in the high level, almost all students in the medium level, and many students in the low level of preparedness achieve content mastery.
 - An “Improvement Necessary” teacher should have most students in the high and medium, and few students in the low level of preparedness achieve content mastery.
 - An “Ineffective” teacher should have few or no students in the high, medium, and low level of preparedness achieve content mastery.

- 3) Draft objective across performance levels (Ex. “Effective”: 80% of students will score an 85/100 or above on the end of course assessment; “Highly Effective”: 90% of students will score an 85/100 or above, etc)

Step 3: Set Student Learning Objective (Targeted)

Teacher(s): _____

Grade Level/Subject/Period: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Targeted Objective Rubric	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.	The teacher has not fully met the expectation described in the Student Learning Objective, but has demonstrated some impact on student learning.	The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.
Targeted Objective Defined	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 Targeted IN Content Standards: Approved Assessment: Growth and/or Achievement Goal:			

Use the following directions to write your targeted learning objective:

1. The targeted learning objective should be directed at students who start the course at the lowest level of preparedness. These students were identified in Step 2. If no students are categorized in this level, the teacher should choose another sub-group of students to target.
2. The objective may cover all content standards, or a specific subset of content standards. Based on the identified needs of the chosen student population, specify the content standards you will address with this objective.
3. Determine the best assessment(s) you have available for the specified group of students and standards. Make sure the assessment meets the approval criteria and that an evaluator has signed off on its use.
4. Based on student needs and available assessments, determine whether this objective should focus on growth, achievement, or both. Like the class objective, it can be a mastery goal adjusted for students’ starting points.
5. Draft objective based on what it means to be “effective” in this context. In other words, what does it mean to have achieved “significant mastery or progress” with this group of students? (Ex. Identified students will master the specified course “power” objectives on the end of course assessments)

Step 3: Evaluator Approval of Student Learning Objectives

Teacher(s): _____

Evaluator: _____

Class Learning Objective Assessment: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Exceptional number of students achieve content mastery	Significant number of students achieve content mastery	Less than significant number of students achieve content mastery	Few students achieve content mastery
Class Learning Objective				

Evaluator Feedback:

Class Learning Objective Approved

Targeted Learning Objective Assessment: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	Met goal or otherwise demonstrated significant student mastery or progress	Did not fully meet goal, but showed some student mastery or progress.	Did not meet goal, little to no student mastery or progress.
Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 Targeted IN Content Standards: Growth and/or Achievement Goal:			

Evaluator Feedback:

Targeted Learning Objective Approved

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____