



## Writing an Objective Statement

### 1. Introduction

#### 1.1 Welcome



#### Notes:

Hello and welcome to RIDE's online module for Student Learning Objectives: Writing an Objective Statement.

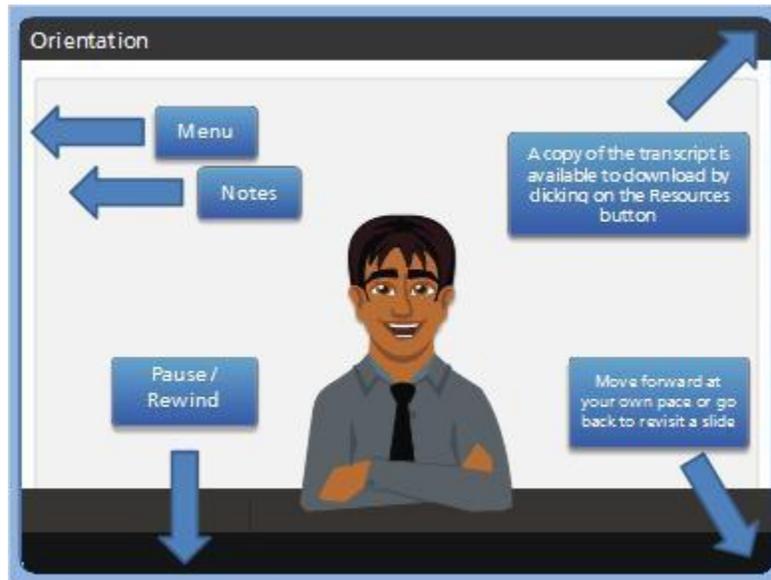
You will need:

- An uninterrupted internet connection
- An updated internet browser

If the module does not appear to be functioning for you, please make sure your browser is up to date. To learn how to update your browser you can click on the link on your screen to launch a youtube video demonstration.

If you are ready to begin click "Next"...

## 1.2 Orientation



### Notes:

Before we get started we want to orient you to a few important areas on the screen.

On the bottom you can pause or rewind any slide at any time.

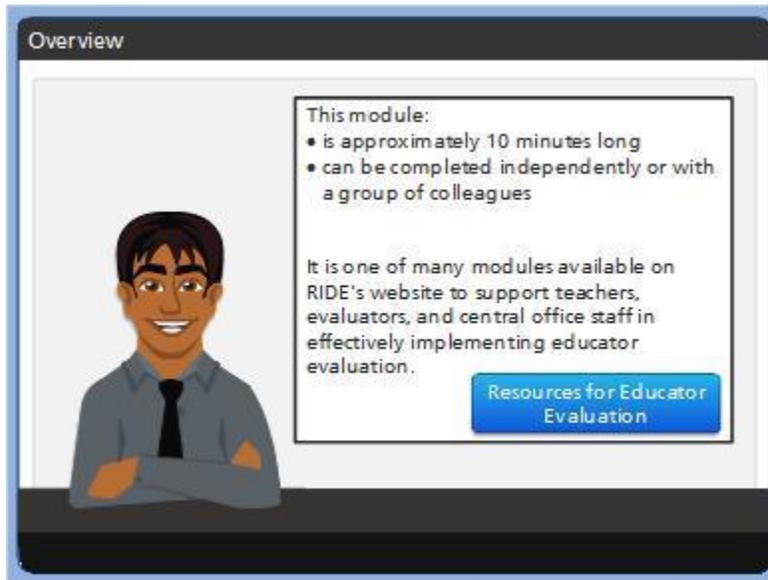
On the left-hand side, you'll see the menu, which shows you where you are in the module and allows you to quickly find any particular slide you may want to go back to. This is particularly helpful if you want to use this module as a reference later and have a specific slide you are looking for.

The second tab, next to the Menu displays the audio transcript for each slide.

The Resources button in the top right links to easy access of any attached materials. A complete transcript of this module with slide images is available to download by clicking on the Resources button.

To move forward, click on the Next Button in the bottom right hand corner.

## 1.3 Overview

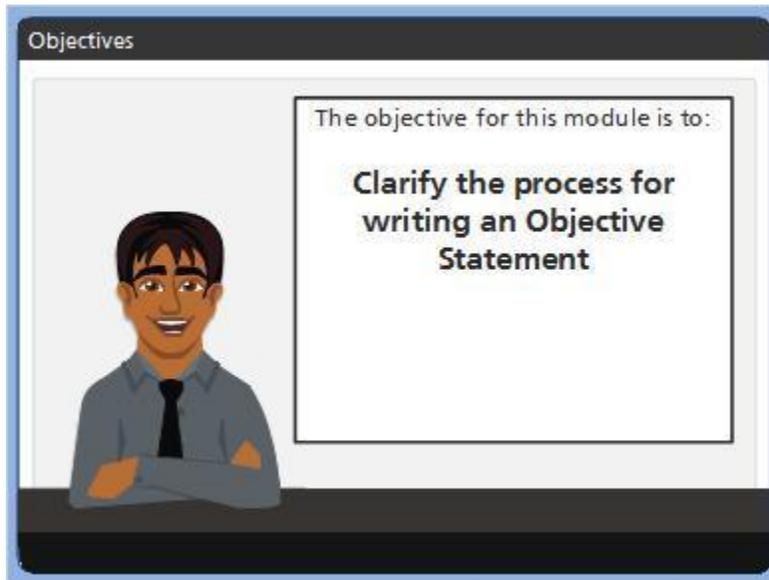


### Notes:

This module is approximately 10 minutes long and can be completed independently or with a group of colleagues. We strongly encourage grade-level teams and departments to view the modules and engage in conversations as a group.

It is one of many modules available on RIDE's website to support teachers, evaluators, and central office staff in effectively implementing educator evaluation. Click on the blue box to open our webpage.

## 1.4 Objectives

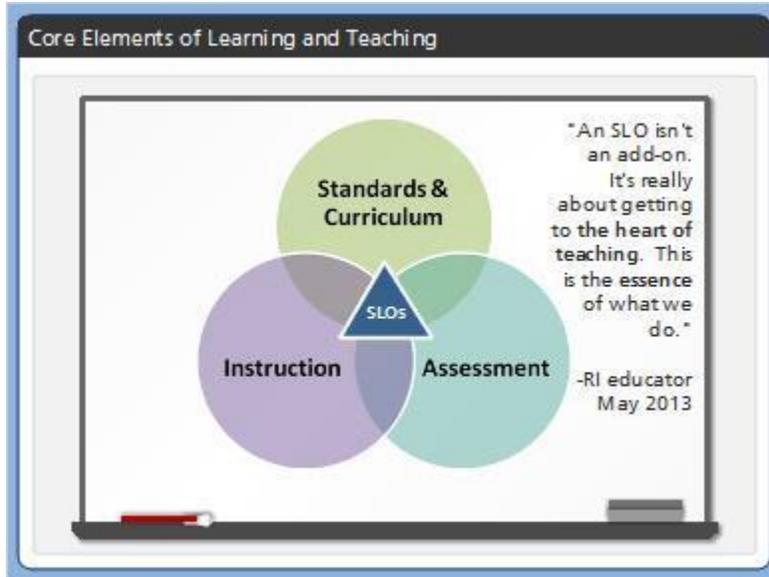


### Notes:

The objective for this module is to clarify the process for writing an Objective Statement.

## 2. SLOs

### 2.1 Core Elements of Learning and Teaching



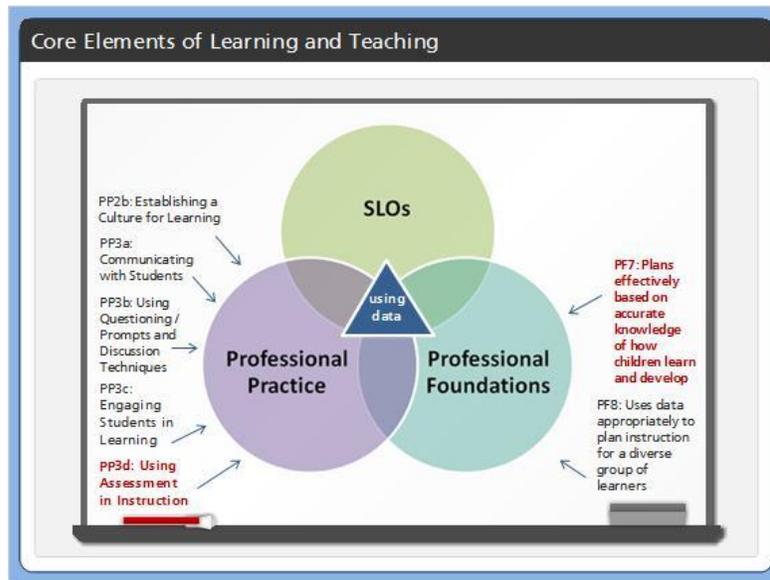
#### Notes:

SLOs can be a meaningful approach to measuring student learning because they enable teachers, those who know their students best, to determine the focus of their teaching and how student learning will be measured. As one RI educator said, "An SLO isn't an add-on. It's really about getting to the heart of teaching. This is the essence of what we do."

As a goal-setting process, SLOs incorporate the core elements of teaching: they are based on Standards & Curriculum, their use and results help inform Instruction, and they are monitored and measured using Assessment.

At the intersection of these core elements is strategic data use, which takes many forms in schools today. Whether it's RTI, PLPs, or SLOs, we engage in the cycle of inquiry-examining data, setting goals, and monitoring progress-to determine if our instruction is successful.

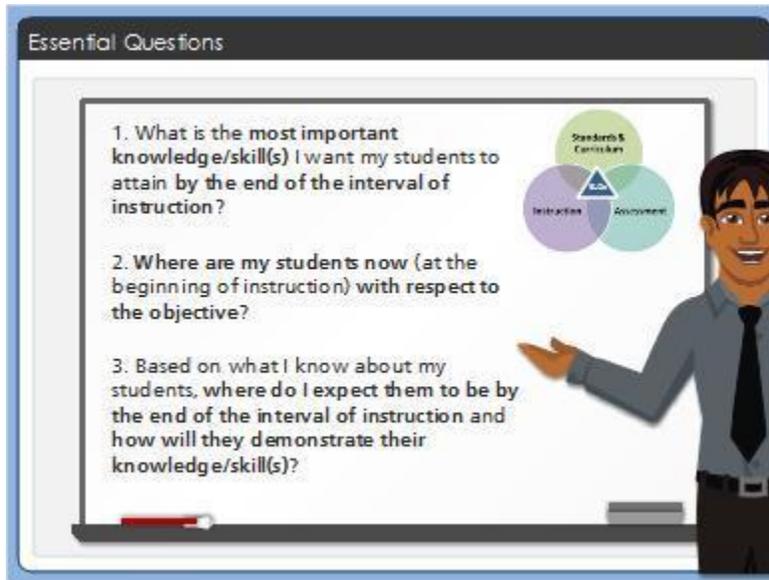
## Untitled Layer 1 (Slide Layer)



### Notes:

Just as SLOs are connected to established best practices for data use, they are also connected to the other criteria of the educator evaluation system. The point is that these are not just tools for determining how a teacher is effective. They are part of the instructional process that *makes* a teacher effective.

## 2.2 Essential Questions



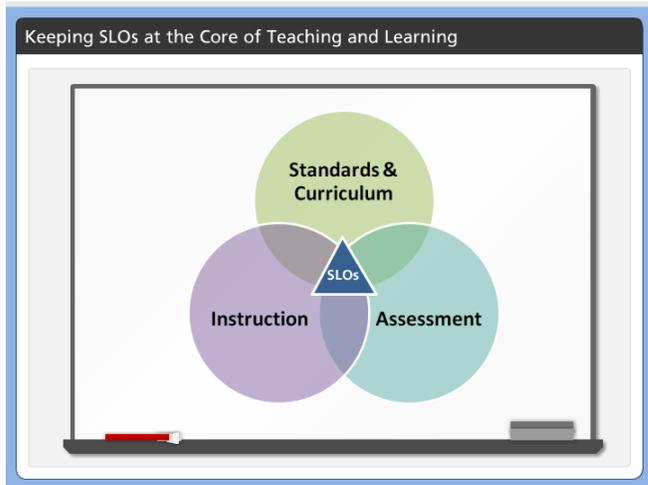
### Notes:

An SLO asks educators to answer three essential questions:

1. What is the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?
2. Where are my students now (at the beginning of instruction) with respect to the objective?
3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skill(s)?

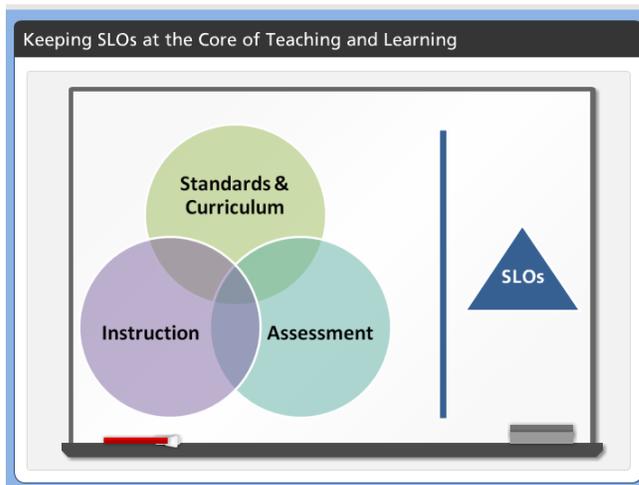
These essential questions are part of the core elements of teaching and learning and great teachers have been asking and answering these in their practice for years.

## 2.3 Keeping SLOs at the Core of Teaching and Learning



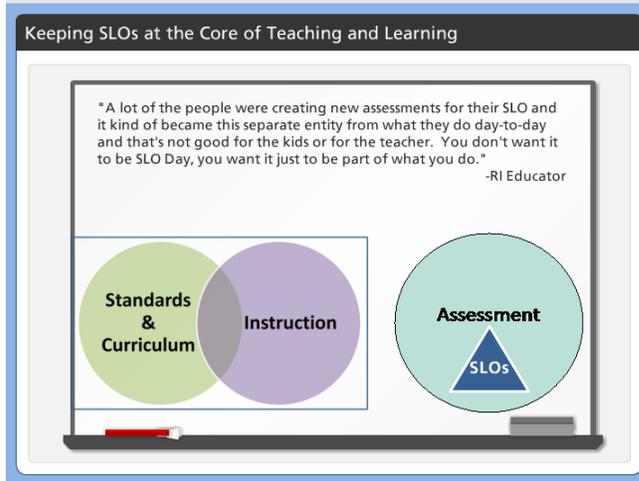
### Notes:

Over the past year of full implementation, districts and schools learned which SLO practices and policies helped support the process in their local contexts and identified others that might have made it seem like a separate initiative.



### Notes:

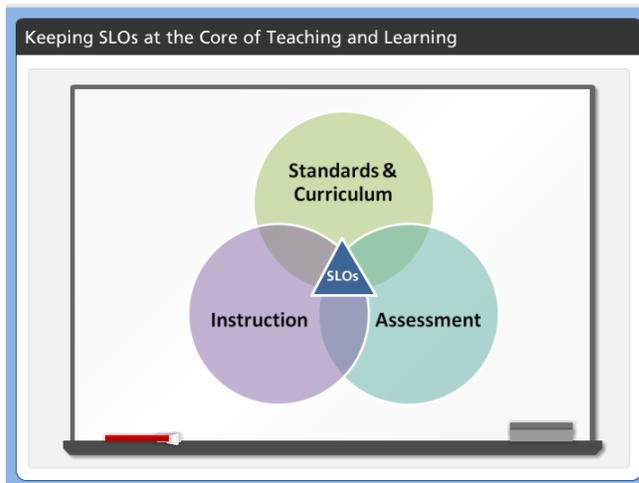
If teachers have to adopt SLOs that do not align with their standards, curriculum, or instruction then SLOs may no longer feel authentic to them and may become separate from their daily work.



**Notes:**

If the evidence sources are not integrated with the standards, curriculum, and instruction and are not ones that are important to the class or would not already be used but rather are added on simply for the sake of the SLO, then the SLO becomes detached from the learning and teaching of that classroom. If teachers must all utilize the same targets, rather than create ones that accurately reflect the expected outcomes for the students they teach, then there is also a disconnect.

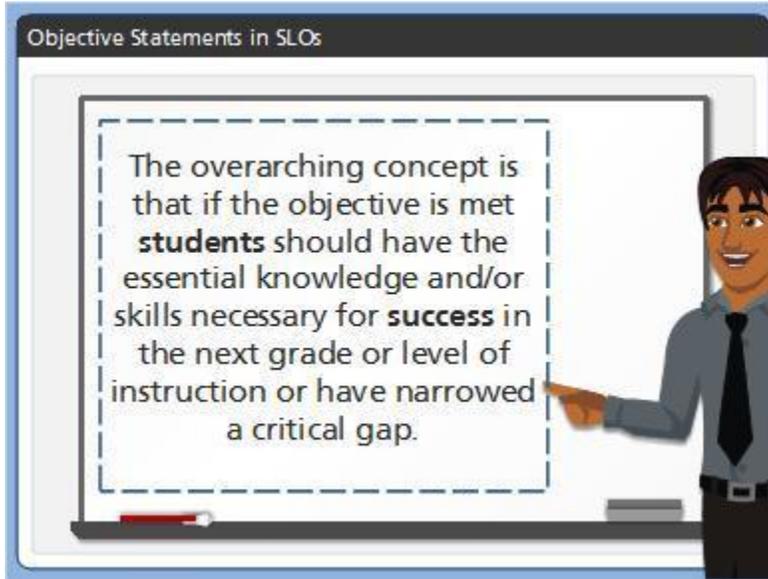
As one RI educator said, "A lot of the people were creating new assessments for their SLO and it kind of became this separate entity from what they do day-to-day and that's not good for the kids or for the teacher. You don't want it to be SLO Day, you want it just to be part of what you do."



**Notes:**

Ultimately, many leaders told us that SLO implementation worked best for them when teachers were involved in setting their own SLOs.

## 2.4 Objective Statements in SLOs

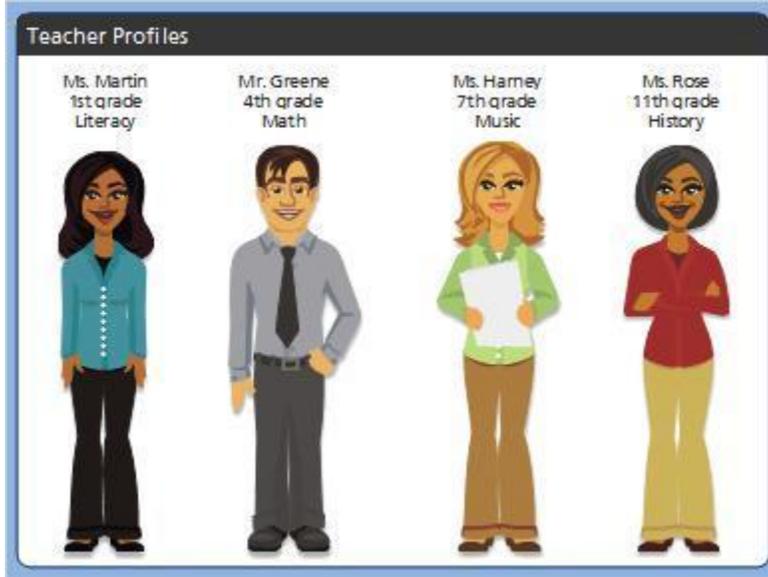


### Notes:

Identifying the most essential knowledge and/or skills that students should gain in a course is central to effective teaching. Through reflection and collaboration teachers should set Objective Statements for their courses that, if the students meet, prepare them for success in the next grade of level of instruction or have narrowed a critical gap.

### 3. The Four-Step Process

#### 3.1 Teacher Profiles

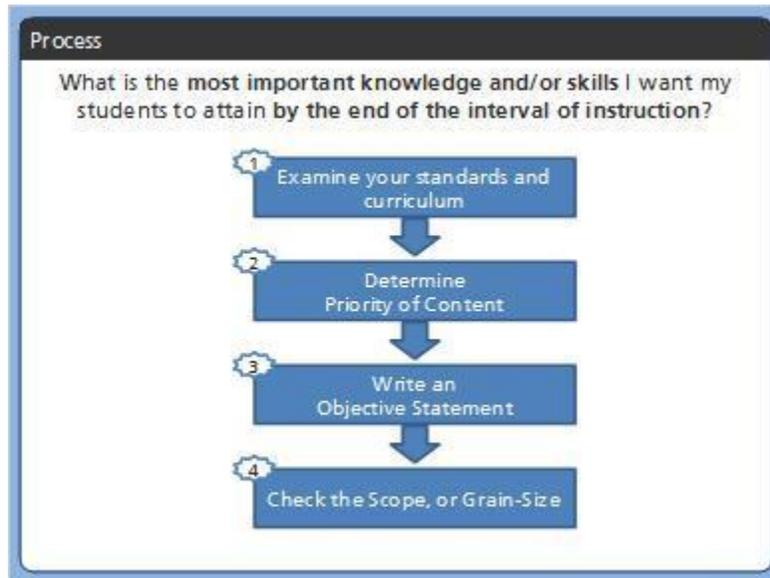


**Notes:**

These are four teachers we will use as examples throughout the rest of the module:

Ms. Martin is a 1st grade teacher who wants one of her SLOs to focus on literacy. Mr. Greene is a 4th grade teacher who wants one of his SLOs to focus on mathematics. Ms. Harney is a middle school music teacher who wants one of her SLOs to target the 7th grade. Lastly, Ms. Rose is an 11th grade history teacher.

### 3.2 Process



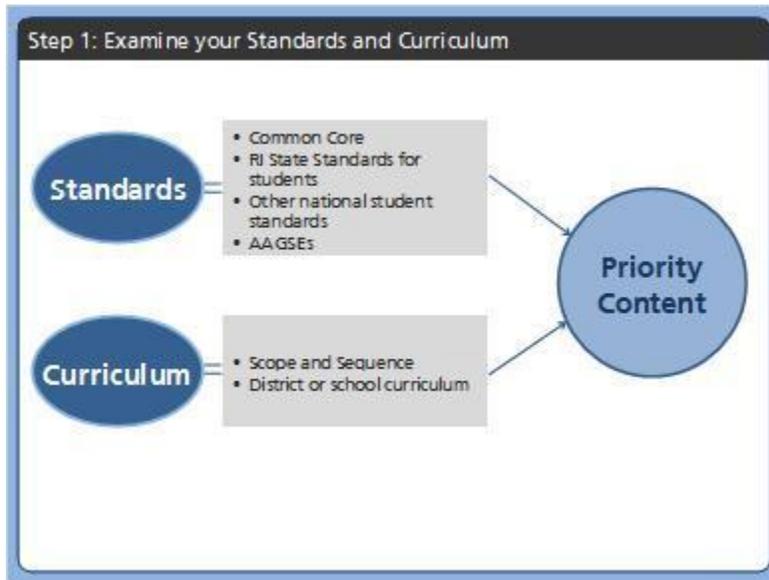
#### Notes:

To answer the first essential question "what are the most important knowledge and/or skills I want my students to attain by the end of the interval of instruction" educators need to engage in a four step process:

First, examine your standards and curriculum. Second, determine your priority of content from those standards and curriculum. Third, write an objective statement and fourth, check the scope, or grain size of the objective statement.

The following slides will unpack each step in more detail.

### 3.3 Step 1: Examine your Standards and Curriculum



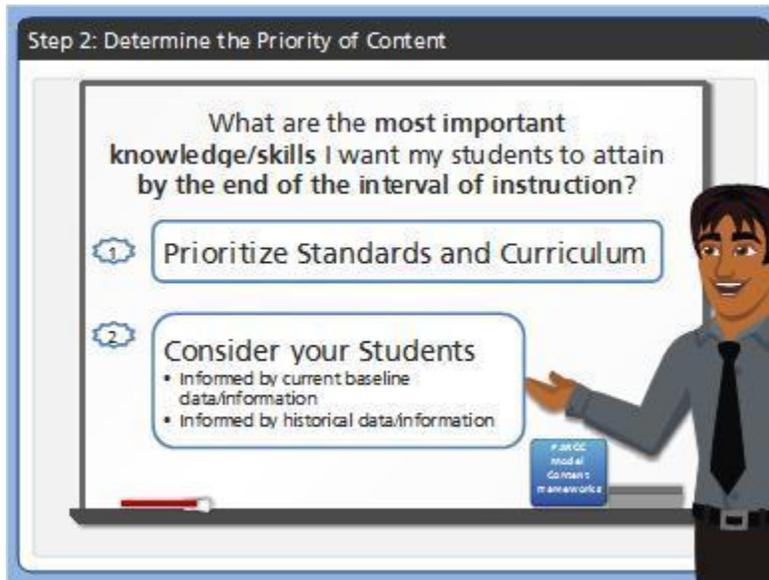
#### Notes:

The Priority Content in your class will be informed by your standards and your curriculum and so examining these is the first step.

Your standards might be your grade level or grade span standards from the Common Core State Standards, RI state standards, national standards, AAGES, or other content-specific standards.

Then, look at your curriculum, including your scope and sequence as well as your district or school curriculum. Identify the pillars of your curriculum. For content, select the knowledge that students have to securely own in order to be successful this year and beyond. For skills, look for overarching ones that you circle back to throughout the year, even when the content is new.

### 3.4 Step 2: Determine the Priority of Content



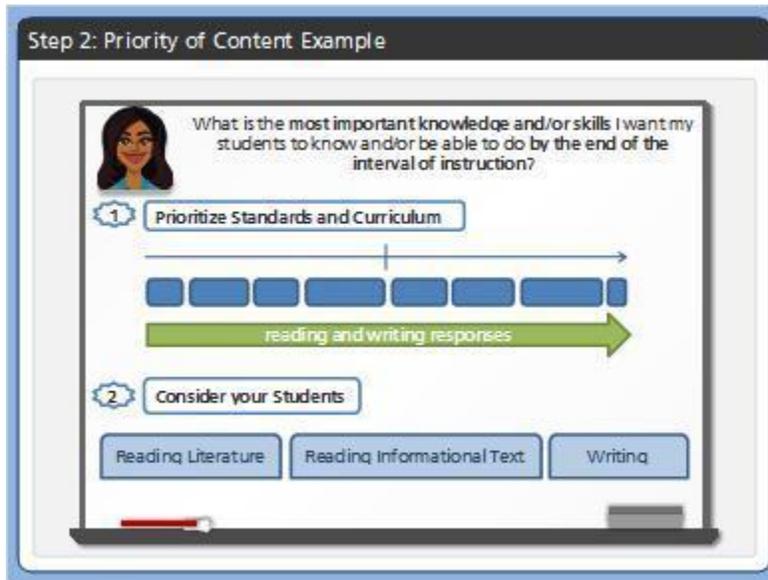
#### Notes:

In the second step prioritizing can be difficult, but not all standards are equally important for our students, just like not every aspect of your curriculum is equally critical. Sometimes certain skills or knowledge gain or lose importance because students are behind or ahead of where they need to be. For one 2nd grade teacher ensuring students read and write on grade level before the end of the year might be an incredibly important focus because students arrive below grade level but in another classroom, in which students arrive reading on grade level, a different literacy focus might become more critical.

Our standards, our curriculum, and also our students' needs all dictate the content we must prioritize. Working with colleagues, department chairs, curriculum directors, and administrators is a great way to help determine what is most essential to focus on.

If you'd like to open the PARCC Model Content Frameworks, click on the blue box.

### 3.5 Step 2: Priority of Content Example



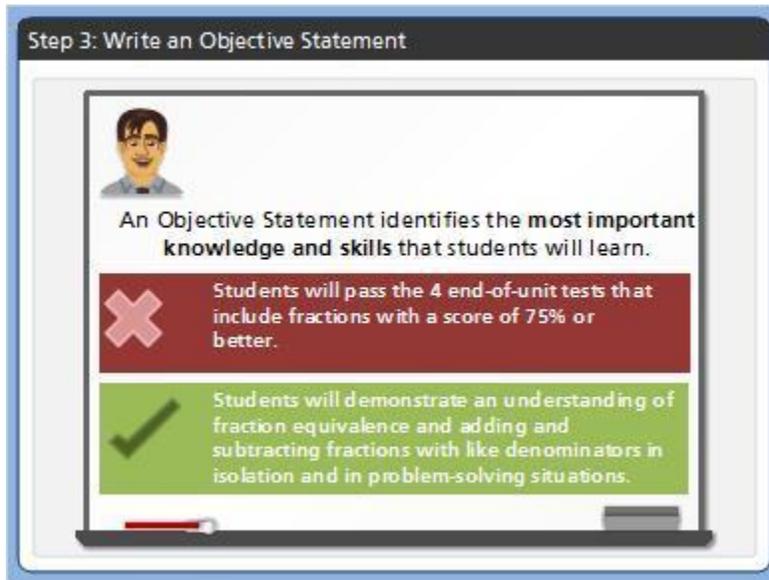
#### Notes:

Since Ms. Martin teaches first grade, her students' literacy is a major focus. She has strands in reading literature, informational text, foundational skills, writing, speaking and listening, language, and the range, quality, and complexity of texts. Ms. Martin's school year has four quarters and she has 8 units in her literacy curriculum. When she thinks about the year as a whole, she realizes that her students are constantly reading a variety of texts and developing the skills to write a response about what they've read, even when she is also targeting other strands and standards.

After getting to know her students in September, she discovered that while students' reading abilities varied, their writing in response to text was even more wide-ranging.

Ms. Martin elected to prioritize her instruction on reading and writing in response to text because she understands that students will need to have these foundational skills in order to successfully engage in their academics and life.

### 3.6 Step 3: Write an Objective Statement



#### Notes:

Step three involves taking the Priority of Content and articulating it in one to three sentences that clearly identifies what knowledge and/or skills students will learn by the end of the interval of instruction.

In Mr. Greene's first attempt the Objective Statement describes a potential evidence source and target but does not articulate the actual knowledge or skills that his students will learn. In the revised Objective Statement, it is clear what the students will focus on developing throughout the year.

### 3.7 Step 4: Check the Scope, or Grain-Size

**Step 4: Check the Scope, or Grain-Size**

**Scope = Grain Size**  
An Objective Statement is not small enough that students will learn it in a unit or half of the course but isn't so big that it's not measurable or unable to achieve in the interval of instruction.

Too Narrow	Appropriate	Too Broad
<p>Students will be able to explain the forces that led to the rise and fall of the Roman Empire.</p>	<p>Students will be able to analyze how several ancient civilizations (e.g., Babylonia, Egypt, Greece, Rome) were shaped by internal and external forces, including geography, religion, government, economics, and language.</p>	<p>Students will be able to explain how ancient civilizations were influenced by internal and external forces.</p>

#### Notes:

When determining a Student Learning Objective educators should ensure the scope or grain-size of their Objective Statement is appropriate for the interval of instruction. If the focus is too narrow you may be able to teach it in a unit, but it will not be a central focus for you and your students throughout the interval of instruction. If the focus of the statement is too broad it is not a targeted objective that is measurable and should not be used. The overarching concept is that if the objective is met, students should have the essential knowledge and/or skills necessary for success in the next grade or level of instruction.

Here you can see Ms. Rose's three attempts at writing an Objective Statement that had the appropriate scope. Her first attempt was too narrow. While students do study the rise and fall of the Roman Empire it is only one small piece of the curriculum. It was not big enough to capture the enduring understanding her students needed to have by the end of the year. When she revised it, though, it became too broad and was too big to be able to clearly measure. Her final Objective Statement was appropriate. It is a skill that Ms. Rose circles back to with students throughout every unit and is embedded in various assignments throughout the year, serving as built-in formative assessment for progress monitoring. If students are going to be prepared for senior year they have to be able to master this. It's not only the right curricular focus, it's the right size - central to the entire course, but still measurable and attainable in her interval of instruction.

### 3.8 Consider the Interval of Instruction



#### Notes:

The length of the interval of instruction will influence the objective statement. Any teacher who is teaching a year-long class each day will have a broader Objective Statement than someone teaching a quarter-long class once a week.

For example, Ms. Harney only sees her students once a week for 50 minutes and halfway through the year her students switch specials and take visual arts and she gets the other half of the seventh grade. She teaches students for a total of 16.6 hours. Her Objective Statement will need to be smaller in scope than if she taught students every day for an entire year, like Ms. Rose, whose Objective Statement will be broader in scope.

### 3.9 Practice: Check the Scope, or Grain Size

Practice: Check the Scope, or Grain-Size

Context:

- 1st grade teacher
- 20 students with whom she spends 2 hrs per day on literacy

Too Narrow      Appropriate      Too Broad

All students will improve their reading levels by the end of the year.

Students will increase the number of sight words they can read by the end of the year.

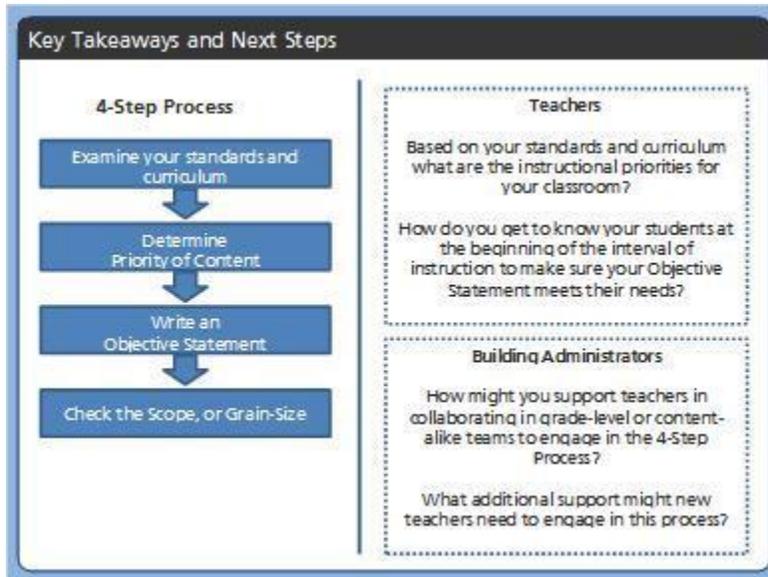
Students will read and write in response to appropriate grade-level books with fluency and understanding.

#### Notes:

Here is a chance for you to practice. Remember that Ms. Martin teaches 1st grade and her SLO is about literacy. There are three boxes at the top, one that says "too narrow" one that says "appropriate" and one that says "too broad". Below are three attempts she made at writing in Objective Statement. Drag and drop each example into the box which it belongs. If you drop it in the right box it will stay there, but if you drop it in a different box it will snap back to its original place for you to try again.

## 4. Closing and Resources

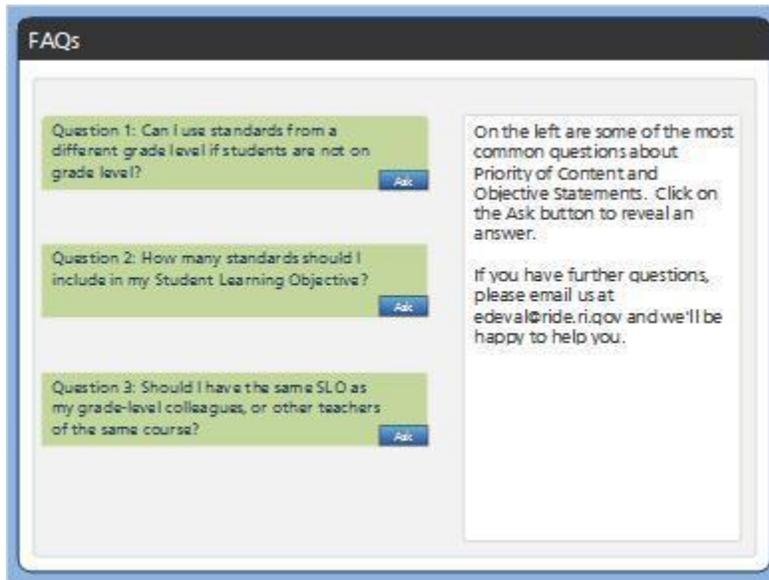
### 4.1 Key Takeaways and Next Steps



#### Notes:

To summarize, when writing Objective Statements it's best for teachers to engage in this four-step process of examining their standards and curriculum, determining their Priority of Content, writing an Objective Statement, and then checking the scope, or grain size. We encourage any educator to use this process to review an SLO from this past year if they plan on adapting it for the upcoming one. Take a moment to reflect on the questions here, based on your role.

## 4.2 FAQs



### Notes:

On the left are some of the most common questions about the Priority of Content and Objective Statements. Click on the ask button to reveal an answer.

If you have further questions, please email us at [edeval@ride.ri.gov](mailto:edeval@ride.ri.gov) and we'll be happy to help you.

## question 1 (Slide Layer)

**FAQs**

Question 1: Can I use standards from a different grade level if students are not on grade level?

Question 2: How many standards should I include in my Student Learning Objective?

Question 3: Should I have the same SLO as my grade-level colleagues, or other teachers of the same course?

**Can I use standards from a different grade level if students are not on grade level?**

Teachers may need to access other grade level standards while focusing on grade level expectations in order to build skills and close gaps during the interval of instruction. When there is a significant gap between the students' present level of performance and the skills and knowledge required to meet the grade-level standards, the grade-level standards should still be used to for SLOs. Using the grade-level standards as a roadmap, content should be prioritized to clearly indicate the skills and knowledge most important to long-term academic success. In many cases, the Objective Statement will require the students to make more than one year's progress in an academic school year in order to narrow the gap.

## question 2 (Slide Layer)

**FAQs**

Question 1: Can I use standards from a different grade level if students are not on grade level?

Question 2: How many standards should I include in my Student Learning Objective?

Question 3: Should I have the same SLO as my grade-level colleagues, or other teachers of the same course?

**How many standards should I include in my Student Learning Objective?**

There is no correct number of standards for any teacher to include in their Student Learning Objective. The selection of standards should be strategic and include those that directly apply to the Objective Statement and corresponding Evidence Source(s).

### question 3 (Slide Layer)

The slide is titled "FAQs" in a dark header. It contains three questions in green boxes on the left and their corresponding answers in white boxes on the right. The third question is highlighted with a blue border, indicating it is the current slide layer. A small purple 'x' icon is visible in the top right corner of the answer box for the third question.

**Question 1:** Can I use standards from a different grade level if students are not grade level?

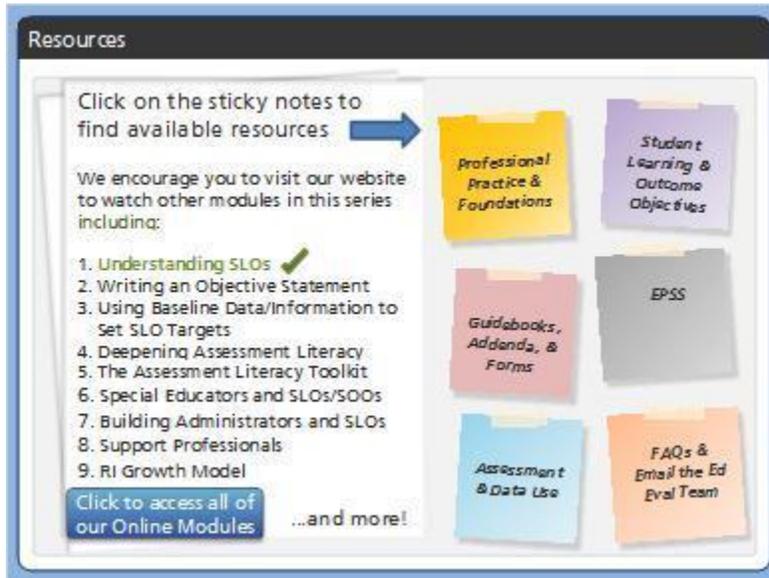
**Question 2:** How many standards should include in my Student Learning Objective?

**Question 3:** Should I have the same SLO my grade-level colleagues, or other teachers of the same course?

**Should I have the same SLO as my grade-level colleagues, or other teachers of the same course?**

The practice of collaboration and sharing of objectives by teams of educators (e.g., 2nd grade team, 9th grade ELA teachers, or Science Dept.) in the Student Learning Objective writing process is encouraged whenever possible. However, identical Student Learning Objectives should not be used by teams of teachers unless they are co-teachers of the same students. Teams of teachers who are sharing a Student Learning Objective might have the same language in most sections, like in the Objective Statement, but will have distinct Baseline Data/Information results and corresponding Targets accounting for the students on their class roster.

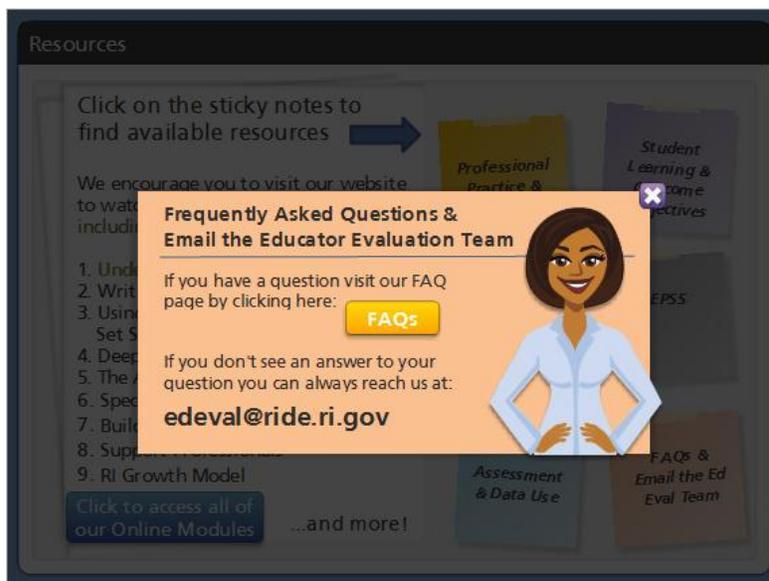
### 4.3 Resources



#### Notes:

There are many resources available for educators. Click on the sticky notes to the right to reveal the resources available in that area so that you can find the ones that will be most helpful to you.

#### FAQs & Email the Ed Eval Team (Slide Layer)



## Assessment and Data Use (Slide Layer)

Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch videos including:

1. Understanding  
2. Writing  
3. Using  
Set S  
4. Deep  
5. The  
6. Spec  
7. Build  
8. Supp  
9. RI Growth Model

Click to access all of our Online Modules ...and more!

**Instruction, Assessment, and Data Use**

Below are some links we hope are helpful!

- Instruction & Assessment Page
- Comprehensive Assessment System (CAS) Page
- Common Core - ELA
- Data Use PD

Professional Practice & ...  
Student Learning & Outcome Objectives  
EPSS  
FAQs & Email the Ed Eval Team  
Assessment & Data Use

## Student Learning and Outcome Objectives (Slide Layer)

Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch videos including:

1. Understanding  
2. Writing  
3. Using  
Set S  
4. Deep  
5. The  
6. Spec  
7. Build  
8. Supp  
9. RI Growth Model

Click to access all of our Online Modules ...and more!

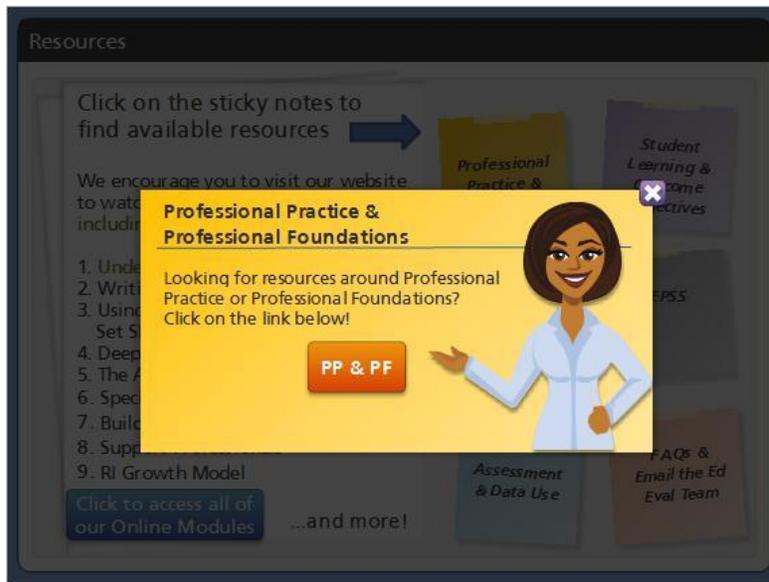
**Student Learning Objectives & Student Outcome Objectives**

There are a number of resources you can access, including various SLO and SOO samples, by clicking on the link below. We encourage you to look at the variety posted to help you generate ideas for your own.

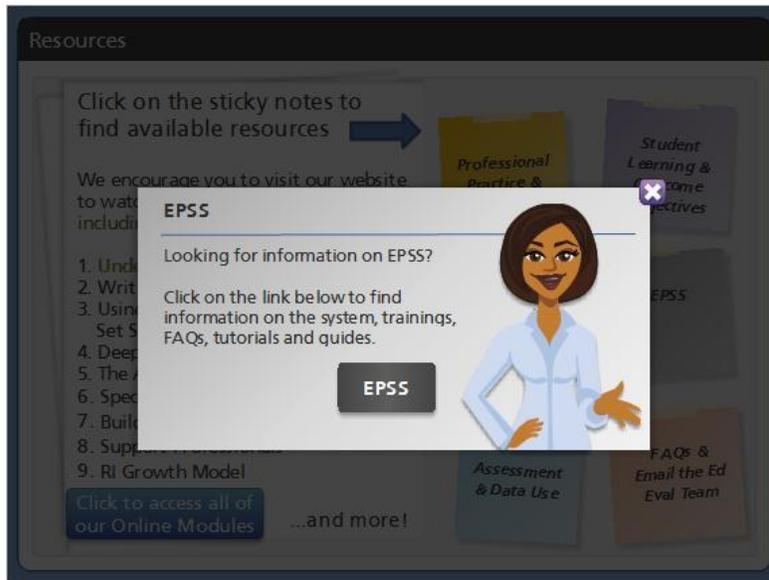
SLOs and SOOs

Professional Practice & ...  
Student Learning & Outcome Objectives  
EPSS  
FAQs & Email the Ed Eval Team  
Assessment & Data Use

## Professional Practice & Professional Foundations (Slide Layer)



## EPSS (Slide Layer)



## Guidebooks, Addenda, and Forms (Slide Layer)

The image shows a screenshot of a website interface with a slide layer overlay. The background is a dark grey area with the word "Resources" at the top left. Below it, there is text: "Click on the sticky notes to find available resources" with a blue arrow pointing right. Further down, it says "We encourage you to visit our website to watch videos including..." followed by a list of items: "1. Understanding...", "2. Writing...", "3. Using...", "4. Deep...", "5. The...", "6. Spec...", "7. Buil...", "8. Supp...", "9. RI Growth Model". At the bottom left, there is a blue button that says "Click to access all of our Online Modules" and the text "...and more!". On the right side, there are several sticky notes with titles like "Professional Practice & Performance", "Student Learning & Outcomes", "EPSS", "Assessment & Data Use", and "FAQs & Email the Ed Eval Team".

**Guidebooks, Addenda, and Forms**

Click on the button below to access guidebooks, addenda, and forms related to the Evaluation and Support System.

**Guidebooks, Addenda, and Forms**

The slide layer features a cartoon illustration of a woman with dark hair, wearing a white lab coat, with her arms crossed. There is a small 'X' icon in the top right corner of the slide layer, indicating it can be closed.