

**Jordan School District**  
**Student Learning Objective (SLO) Statement**  
**Math: Counting and Cardinality**

General Information

<b>District Name</b>	<b>State Funded Course Number</b>	<b>Course Title</b>	<b>Grade(s)</b>
Jordan School District		Resource/Cluster	K
<b>Collaboratively Developed</b> List SLO Development & Assessment team members and roles:			
Administrator SLO Approval Sign-off:		Date:	

**I. SLO Learning Goal**

<b>A.</b>	<b>Selected Standards</b> Look at the standards associated with your content. Determine what the “big ideas” are for the given instructional period (typically a school year or semester). List the standards and reference number. Where applicable, Utah Core Standards must be identified.	K.CC, 1. Count to 100 by ones and by tens. K.CC, 2. Count forward beginning from a given number within the known sequence.
<b>B.</b>	<b>SMART Goals</b> List the SMART goal(s) that target the SLO Learning Goal.  S - specific, focused on standards and “I can” statements M - measurable, can be appropriately and adequately assessed A - appropriate, meaningful for students R - realistic, achievable within the identified time span T - time-limited, can be evaluated within the time span	S: I can count forward from _____ to _____. M: Pre and post math assessment A: Meets the standards as set forth USOE R: Develop some level of mastery for the standard by the end of the year T: Progress monitoring will occur throughout the year
<b>C.</b>	<b>SLO (Learning Goal)</b> Write a description of what students will know and be able to do at the end of the course or grade based on content standards and curriculum.  Student will achieve (1-25%) growth in ability to count forward from _____ to _____.	

**II. Teacher SLO Implementation Plan – Formative, Monitoring**

<b>A.</b>	<b>Strategies For Attaining SLOs</b> Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.	Instructional Strategies -individual and small group instruction - high rate of student response -continuous scanning and monitoring -immediate reinforcement and feedback -guided practice	Evidence/Artifacts -teacher-charted records -data logs	Monitoring Dates -3 trials over the course of the year
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**III. Assessment of SLO**

<b>A.</b>	<b>Description of Assessment</b> A brief description of the pre and post SLO measures should be provided here. It should specifically include sources used in the assessment development. Attach a copy of the pre and post assessments.	The pre-assessment is the student counting forward. The post-assessment is the student counting forward.
<b>B.</b>	<b>District Baseline Data or Historical Data/Trends</b> Baseline data, previous data, or data trends are essential to the SLO since they provide the basis for the SLO growth targets. Provide a description of the data used here.	
<b>C.</b>	<b>Evaluating Student Performance</b>	The expectation for individual student growth is to

	Describe expected student growth achievement using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used.	achieve (1-25%) growth in ability to count forward from _____ to _____.
D.	<b>Formative Evaluation</b> Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	The student can either answer orally or in writing when counting forward from _____ to _____.
<b>IV. Classroom Assessment Data</b>		
A.	<b>Classroom Baseline Data</b> Briefly describe data analysis completed after results of pre-assessment. Also consider student achievement information, data analysis from other sources or observational data. (Classroom teacher provides the data.)	
B.	<b>Achievement</b> Record the actual percentage of students who achieved the growth goal and reflect on student progress.	
Principal Approval Sign-off:		Date: