

## Jordan School District Student Learning Objective (SLO) Statement

### General Information

<b>District Name</b>	<b>State Funded Course Number</b>	<b>Course Title</b>	<b>Grade(s)</b>
Jordan School District		Essential Elements- LA Language	PreK-22
<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.	EE.L Increase speaking skills
<b>B</b>	<b>SMART Goals</b> List the SMART goal(s) that target the SLO Learning Goal.  <b>S</b> - specific, focused on standards and “I can” statements <b>M</b> - measurable, can be appropriately and adequately assessed <b>A</b> - appropriate, meaningful for students <b>R</b> - realistic, achievable within the identified time span <b>T</b> - time-limited, can be evaluated within the time span	S: I can speak with proper grammar M: Pre- and post- communication data A: Meets standards as set forth with 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 to increase speaking skills.	

### 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.	<b>Instructional Strategies</b> -Individual and small group instruction -Continuous scanning and monitoring -Immediate reinforcement and feedback	<b>Evidence/Artifacts</b> -Data logs -Formal and informal observations	<b>Monitoring Dates</b> -pre- and post-assessment
----------	--	--	--	--

### 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’s current speaking level. The post-assessment is the same as the pre-assessment but is completed at the end of the year.
<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> Describe expected student growth achievement	Student will achieve (1-25)% growth to increase speaking skills.

	using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used.	
D	<p><b>Formative Evaluation</b></p> <p>Describe what formative evaluations would be recommended to monitor student progress toward the SLO.</p>	<p>The student will improve speaking skills through the following _____.</p> <p>(e.g. proper use of grammar and words, distinguish between letters and symbols or shapes, identify answers to simple questions (who, what, when, where, why), understand verbs, prepositions and word meanings, etc.)</p>
<b>IV. Classroom Assessment Data</b>		
A	<p><b>Classroom Baseline Data</b></p> <p>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.)</p>	
B	<p><b>Achievement</b></p> <p>Record the actual percentage of students who achieved the growth goal and reflect on student progress.</p>	
Principal Approval Sign-off:		Date: