

## 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 Reading Skills	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.RF Increase reading 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	<b>S:</b> I can read <b>M:</b> Pre- and post- communication data <b>A:</b> Meets standards as set forth with USOE <b>R:</b> Develop some level of mastery for the standard by the end of the year <b>T:</b> 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 reading 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 -shared reading	<b>Evidence/Artifacts</b> -Data logs -Formal and informal observations	<b>Monitoring Dates</b> -pre- and post-assessment
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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’s current reading 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.	

C	<b>Evaluating Student Performance</b> . Describe expected student growth achievement using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used.	Student will achieve (1-25)% growth to increase reading skills.
D	<b>Formative Evaluation</b> . Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	The student will improve reading skills through the following _____.  <b>Foundational reading skills:</b> orientation of book, beginning and end of book, understanding of spoken words, syllables and sounds, rhyming words, etc. <b>Informational text:</b> identify details, topics, characters, parts of a book, and key points in text, etc. <b>Literature text:</b> identify details, major events, characters and unknown words in a story, letter recognition, letter sounds, sight words, etc.
<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: