Jordan School District
Student Learning Objective (SLO) Statement

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		Essential Elements- LA Speaking and Listening	PreK-22

Collaboratively Developed
List SLO Development & Assessment team members and roles:

Administrator SLO Approval Sign-off:	Date:

I. SLO Learning Goal

A.	**Selected Standards** 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.SL Increase expressive communication
B.	**SMART Goals** 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 express myself 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
C.	**SLO (Learning Goal)** 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 expressive communication skills.	

II. Teacher SLO Implementation Plan – Formative, Monitoring

		Instructional Strategies	Evidence/Artifacts	Monitoring Dates
A.	**Strategies For Attaining SLOs** Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.	-PECS -Core Vocabulary -Answering questions -Making choices -Using devices -Greetings -Expressing feelings -Individual and small group instruction -Continuous scanning and monitoring -Immediate reinforcement and feedback	-Data logs -Formal and informal observations	-pre- and post-assessment

III. Assessment of SLO

A.	**Description of Assessment** 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 expressive communication level. The post-assessment is the same as the pre-assessment but is completed at the end of the year.
B.	**District Baseline Data or Historical Data/Trends** 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.	**Evaluating Student Performance** 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 expressive communication skills.
D.	**Formative Evaluation** Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	The student will improve expressive communication through the following _____. (e.g. PECS, assistive device, CORE Vocabulary, making choices, sign language, etc.)
IV. Classroom Assessment Data		
A.	**Classroom Baseline Data** 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.	**Achievement** Record the actual percentage of students who achieved the growth goal and reflect on student progress.	
Principal Approval Sign-off:		Date: