Jordan School District Student Learning Objective (SLO) Statement

General Information

	istrict Name State Funded Course Number			Course Title		Grade(s)		
Jord	ordan School District			Guidance/	Behavior	PreK-22		
Collaboratively Developed List SLO Development & Assessment team members and roles:								
Principal SLO Approval Sign-off:				Date:				
I. S	SLO Learning Goal			I				
Α	Selected Standards		Social Studies K-2: Students will recognize their roles and					
	Look at the standards associated with your content.		responsibilities of being a good citizen					
	Determine what the "big ideas" are for the given		Objective 1: Demonstrate appropriate ways to behave in different					
	instructional period (typic	settings.						
	/	rds and reference number.						
	Where applicable, Utah C	Core Standards must be						
	identified.							
	SMART Goals	d a de GLOT		ollow classro		1/ 1	<i>.</i> •	
	• • • • • • • • • • • • • • • • • • • •	that target the SLO Learning			er survey and Is set forth w		tion	
	Goal.						dand by the and of the	
	S - specific, focused on standards	and "Laan" stataments	year	op some ieve	ei oi iliastei y	ioi the stanc	dard by the end of the	
	M - measurable, can be appropria		-	s monitoring	g will occur t	hroughout th	ie vear	
	A - appropriate, meaningful for s R - realistic, achievable within th		1 Trogres	5 moment	, will occur t	mougnout ti	ic year	
	T - time-limited, can be evaluated							
C.	SLO (Learning Goal)							
	Write a description of what stud	lents will know and be able to do at the	end of the course	e or grade base	d on content star	ndards and curri	iculum.	
	G. 1	500/		1.1				
	Student will achieve (1-2.	5)% growth to increase their rate	e of complian	ice with clas	sroom rules.			
II.		ation Plan – Formative, Monitorin						
Α	Strategies For Attaining		Instructional S	Strategies	Evidence/Artif	facts	Monitoring Dates	
A .	Briefly identify the recom	nmended instructional		_			_	
A .	Briefly identify the recomstrategies, artifacts and ev	nmended instructional vidence to be collected and	- Individual and	d/or small	- Student interv - Student logs		Beginning/Ending of Year End of term progress reports	
A .	Briefly identify the recom	nmended instructional vidence to be collected and	- Individual and group instruction - Immediate rei	d/or small	- Student interv - Student logs - Observations	iews	Beginning/Ending of Year	
A .	Briefly identify the recomstrategies, artifacts and ev	nmended instructional vidence to be collected and	- Individual and group instruction - Immediate rein and feedback - Guided praction	d/or small on nforcement	- Student interv - Student logs	iews	Beginning/Ending of Year End of term progress reports	
A .	Briefly identify the recomstrategies, artifacts and ev	nmended instructional vidence to be collected and	- Individual and group instruction - Immediate reif and feedback - Guided praction - Role plays	d/or small on nforcement	- Student interv - Student logs - Observations - Narrative repo	iews	Beginning/Ending of Year End of term progress reports	
A .	Briefly identify the recomstrategies, artifacts and ev	nmended instructional vidence to be collected and	- Individual and group instruction - Immediate rein and feedback - Guided praction	d/or small on nforcement	- Student interv - Student logs - Observations - Narrative repo	iews	Beginning/Ending of Year End of term progress reports	
	Briefly identify the recomstrategies, artifacts and ev	nmended instructional vidence to be collected and	- Individual and group instruction - Immediate reif and feedback - Guided praction - Role plays	d/or small on nforcement	- Student interv - Student logs - Observations - Narrative repo	iews	Beginning/Ending of Year End of term progress reports	
	Briefly identify the recomstrategies, artifacts and extimelines for monitoring s	nmended instructional vidence to be collected and student growth.	- Individual and group instruction - Immediate reif and feedback - Guided praction - Role plays - Self-Monitorin	d/or small on inforcement ce	- Student interv - Student logs - Observations - Narrative repo - Teacher surve	iews ort y	Beginning/Ending of Year End of term progress reports Regular check-ins	
	Briefly identify the recomstrategies, artifacts and extimelines for monitoring states. Assessment of SLO Description of Assessment	nmended instructional vidence to be collected and student growth.	- Individual and group instruction - Immediate reif and feedback - Guided praction - Role plays - Self-Monitorin	d/or small on inforcement ce	- Student interv - Student logs - Observations - Narrative repo	iews ort y	Beginning/Ending of Year End of term progress reports Regular check-ins	
	Briefly identify the recomstrategies, artifacts and extimelines for monitoring strategies. Assessment of SLO Description of Assessment A brief description of the should be provided here.	ent pre and post SLO measures It should specifically include	- Individual and group instruction - Immediate rein and feedback - Guided praction - Role plays - Self-Monitorin	d/or small on nforcement ce ng ment — teach	- Student interv - Student logs - Observations - Narrative repo - Teacher surve	ort y ad/or student	Beginning/Ending of Year End of term progress reports Regular check-ins	
	Assessment of SLO Description of Assessment A brief description of the should be provided here. sources used in the assess	ent pre and post SLO measures It should specifically include sment development. Attach a	- Individual and group instruction - Immediate rein and feedback - Guided praction - Role plays - Self-Monitorin	d/or small on nforcement ce ng ment — teach	- Student interv - Student logs - Observations - Narrative repo - Teacher surve	ort y ad/or student	Beginning/Ending of Year End of term progress reports Regular check-ins Observation	
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	Assessment of SLO Description of Assessment A brief description of the should be provided here. sources used in the assess copy of the pre and post a Evaluating Student Performs	ent pre and post SLO measures It should specifically include sment development. Attach a assessments. formance	- Individual and group instruction - Immediate reis and feedback - Guided practic - Role plays - Self-Monitorin - Pre assessing Post assessing - Student wi	d/or small on nforcement ce ng ment — teach sment — teac	- Student interv - Student logs - Observations - Narrative repo - Teacher surve er survey, an her survey, a	ort y nd/or student nd/or studen	Beginning/Ending of Year End of term progress reports Regular check-ins Observation	
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В.	Briefly describe data analysis completed after results of pre-assessment are obtained. Analysis includes an item analysis of the pre-assessment using the assessment blueprint.	
C.	Achievement	
	Record the actual percentage of students who achieved	
	the growth goal and reflect on student progress. The	
	percentage of students who achieved the growth goal	
	will serve as the student growth portion of the teacher	
	evaluation document.	
Principal Approval Sign-off:		Date: