

Jordan School District
Student Learning Objective (SLO) Statement
Independent Living Skills - 2

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District			Post High
Collaboratively Developed List SLO Development & Assessment team members and roles:			
Administrator SLO Approval Sign-off:		Date:	

I. SLO Learning Goal Shopping Skills

A	<p>Selected Standards</p> <p>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.</p>	<p>Student will be able to make a purchase by going to a store, choosing an appropriate item, interacting with cashier, giving an appropriate amount of money, and receiving change (if needed).</p>
B	<p>SMART Goals</p> <p>List the SMART goal(s) that target the SLO Learning Goal.</p> <p>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</p>	<p>S: I will make a purchase. M: Pre and post observations A: Meets standard on SVS Transition Rubric R: Develop some level of mastery for the standard T: Progress monitoring will occur throughout the year.</p>
C	<p>SLO (Learning Goal)</p> <p>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.</p> <p style="text-align: center;">Student will achieve (1-25)% growth to increase ability to make a purchase at a store.</p>	

II. Teacher SLO Implementation Plan – Formative, Monitoring

A	<p>Strategies For Attaining SLOs</p> <p>Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.</p>	<p>Instructional Strategies</p> <p>Individual and small group instruction Scanning and monitoring Reinforcement and feedback Individual modifications and adaptations as needed</p>	<p>Evidence/Artifacts</p> <p>Teacher charted records Data Logs Student self monitoring tools</p>	<p>Monitoring Dates</p> <p>Weekly, monthly and/or quarterly</p>
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III. Assessment of SLO

A	<p>Description of Assessment</p> <p>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.</p>	<p>South Valley Transition Standards Observational Records Student Logs Anecdotal data</p>
B	<p>District Baseline Data or Historical Data/Trends</p> <p>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</p>	<p>South Valley Transition Standards</p>

	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 ability to make a purchase at a store.
D	Formative Evaluation . Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	South Valley Transition Standards Observational records Student Logs, anecdotal data
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: