

**Jordan School District**  
**Student Learning Objective (SLO) Statement**  
**Secondary Algebra Equations**

General Information

<b>District Name</b>	<b>State Funded Course Number</b>	<b>Course Title</b>	<b>Grade(s)</b>
Jordan District		Resource/Cluster - Math	6-12
<b>Collaboratively Developed</b> List SLO Development & Assessment team members and roles:			
Administrator SLO Approval Sign-off:		Date:	

**I. SLO Learning Goal**

A.	<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.	Math Algebra Equations (Algebra A-REI)
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 solve equations and/or inequalities. M. Pre and post math assessments A. Meets the standards of USOE R. Develop a level of mastery for the standard by the end of the year. T. Progress monitoring to occur throughout the year.
C.	<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 (1-26)% growth in ability to solve (one step, multi-step, linear, quadratic, etc) equations and/or inequalities.	

**II. Teacher SLO Implementation Plan – Formative, Monitoring**

A.	<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 -high rate of student response -continuous scanning and monitoring -immediate reinforcement and feedback -guided practice	<b>Evidence/Artifacts</b> -teacher-charted records -data logs	<b>Monitoring Dates</b> -3 trials over the course of the year
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**III. Assessment of SLO**

A.	<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 solving equations/inequalities. The post-assessment is the student solving equations/inequalities.
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.	The expectation for individual students is to achieve <u>(1-26)%</u> growth in ability to solve <u>(one step, multi-step, linear, quadratic, etc)</u> equations and/or inequalities.
D.	<b>Formative Evaluation</b> Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	The student can solve equations/inequalities.
<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: