Jordan School District
Student Learning Objective (SLO) Statement
Math: Fractions

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		Resource/Cluster	4-6

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.	4.NF, 3c. Add and subtract mixed numbers with like denominators. 5.NF, 1. Add and subtract fractions with unlike denominators (including mixed numbers). 5.NF, 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 5.NF, 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
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 (add, subtract, multiply, divide) fractions M: Pre and post math assessment A: Meets the standards as set forth 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 in ability to (add, subtract, multiply, divide) fractions.	

II. Teacher SLO Implementation Plan – Formative, Monitoring

A.	**Strategies For Attaining SLOs** Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.	**Instructional Strategies** -individual and small group instruction - high rate of student response -continuous scanning and monitoring -immediate reinforcement and feedback -guided practice	**Evidence/Artifacts** -student work samples -teacher-charted records -data logs	**Monitoring Dates** - 3 trials over the course of the year

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 solving fraction problems. The post-assessment is the student solving fraction problems.
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.	The expectation for individual student growth is to achieve (1-25%) growth in ability to (add, subtract, multiply, divide) fractions.
D.	**Formative Evaluation** Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	The student can either answer orally or in writing when given fraction problems.
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: