

Jordan School District
Student Learning Objective (SLO) Statement
Multiple Representations of Functions

General Information

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

I. SLO Learning Goal

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>Interpreting Functions (Functions F-IF) Linear, Quadratic, and Exponential Models (Functions F-LQE)</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 can represent functions in multiple ways 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.</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>Students will achieve (1-25%) growth in ability to represent appropriate functions (linear, quadratic, exponential, square root, trigonometric, etc.) in multiple ways (graphically, algebraically, verbally, or in a table).</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 -high rate of student response -continuous scanning and monitoring -immediate reinforcement and feedback -guided practice</p>	<p>Evidence/Artifacts</p> <p>-teacher-charted records -data logs</p>	<p>Monitoring Dates</p> <p>-3 trials over the course of the year</p>
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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 representing functions in multiple ways. The post is the student representing functions in multiple ways.
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 students is to achieve <u>(1-25%)</u> growth in ability to represent appropriate functions (linear, quadratic, exponential, square root, trigonometric, etc.) in multiple ways (graphically, algebraically, verbally, or in a table).
D	Formative Evaluation . Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	The student can represent functions in multiple ways.
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: