Jordan School District
Student Learning Objective (SLO) Statement

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		Early Receptive Language	Early Intervention and Pre-K

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.	**Early Receptive Language Skills:** Child will develop Early Receptive Language Skills though the improvement of responding with a smile to friendly speech/or smile, turning eyes/head toward sound, responding to own name and the verbal direction of 'look', 'no' and/or 'stop', listen selectively to familiar words, attend to the naming of pictures for one minute, follow familiar directions and demonstrate understanding of ten familiar objects. This learning goal supports the following areas of the Utah Early Childhood Standards: English Language Arts and Social/Emotional & Social Studies.
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 will develop Early Receptive Language Skills by improving my ability to respond with a smile to friendly speech/or smile, turn my eyes/head toward sound, responding to my name and the verbal direction of 'look', 'no' and/or 'stop', listen selectively to familiar words, attend to the naming of pictures for one minute, follow familiar directions and demonstrate understanding of ten familiar objects. M: Pre and post data probes on an identified DOT item. A: It meets Utah's Early Childhood Standards set forth by USOE. R: Students will develop some level of mastery by the end of the school 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 to increase Early Receptive Language, over the course of the year as measured by _____(e.g. data probes, teacher work sample, DOT) using the following instructional strategies: _____(e.g. discrete trials, individual and small group instruction, precision commands). (Utah's Early Childhood Core Standard Reference: _____) *This SLO could be used with any of the following: Responds with smile to friendly speech or smile, turns eye/head toward sound, responds to his/her own name, responds to "look", shows consistent response to requests, responds to "no" or "stop" in any way, Listens selectively to familiar words, attends to naming of pictures for at least one minute, follows familiar directions, and/or understands the names of 10 familiar objects.*

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, small and large group instruction High rate of student engagement/response Immediate reinforcement and feedback Guided practice Modeling Use of visual support Manipulatives Parent Training	**Evidence/Artifacts** Data, charts/logs Preschool Classroom Communication Summary	**Monitoring Dates** Three 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.	Observation of the skill three times a year using the Developmental Observation Tool (DOT) and/or Preschool Classroom Communication Summary.
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 (1-25)% growth in Receptive Language as measured by the Developmental Observation Tool (DOT).
D	**Formative Evaluation** Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	The Developmental Observation Tool (DOT) and the Preschool Classroom Communication Summary are designed to provide a comprehensive profile of a child's development. Speech Language Pathologists use these to identify strengths and weaknesses, and plan activities and experiences for young children within the classroom to prepare them for kindergarten.
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: