

Jordan School District Student Learning Objective (SLO) Statement

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		Movement and Music	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.	Movement and Music: Child will develop movement and music skills through improvement of body movement, moving objects and music. This learning goal supports the following areas of the Utah Early Childhood Standards: Physical/Health & Science, Approaches to Learning & Science, and Creative Arts.
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 develop motor skills for body movement, make purposeful movements on objects and develop music skills. 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 Movement and Music Skills, 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: _____) <i>This SLO could be used with any of the following: Moving Body, Moving Objects and Music</i>	

II. Teacher SLO Implementation Plan – Formative, Monitoring

A	Strategies For Attaining SLOs	Instructional Strategies	Evidence/Artifacts	Monitoring Dates
.	Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.	Individual, small and large group instruction High rate of student engagement/response Immediate reinforcement and feedback Guided practice Modeling Use of visual support Physical motor activities Musical instruments Variety of music	Data charts/logs DOT Data	Three trials over the course of the year.

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>Observation of the skill three times a year using the Early Childhood Developmental Observation Tool (DOT) User's Guide.</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 of the data used here.</p>	
C	<p>Evaluating Student Performance</p> <p>Describe expected student growth achievement using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used.</p>	<p>The expectation for individual students is to achieve (1-25)% growth in Music and Movement as measured by the Developmental Observation Tool (DOT).</p>
D	<p>Formative Evaluation</p> <p>Describe what formative evaluations would be recommended to monitor student progress toward the SLO.</p>	<p>The Developmental Observation Tool (DOT) is designed to provide a comprehensive profile of a child's development. Educators use this tool to identify strengths and weaknesses, and plan activities and experiences for young children within the classroom to prepare them for kindergarten.</p>
IV. Classroom Assessment Data		
A	<p>Classroom Baseline Data</p> <p>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.)</p>	
B	<p>Achievement</p> <p>Record the actual percentage of students who achieved the growth goal and reflect on student progress.</p>	
Principal Approval Sign-off:		Date: