

Jordan School District

Student Learning Objective (SLO) Statement

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		Representation	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	<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>Representation: Child will be able to increase their ability to use pretending and creativity. This learning goal supports the following areas of the Utah Early Childhood Standards: Approaches to Learning & Science, Social/Emotional & Social Studies, Creative Arts, Physical/Health & Science, and English Language Arts.</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 use pretending and/or creating skills to increase representation skills.</p> <p>M: Pre and post data probes on an identified DOT item.</p> <p>A: It meets Utah’s Early Childhood Standards set forth by USOE.</p> <p>R: Students will develop some level of mastery by the end of the school year.</p> <p>T: Progress monitoring will 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>Student will achieve (1-25)% growth to increase their ability to Pretend and Create, 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: _____)</p> <p><i>This SLO could be used with any of the following: Pretending and Creating</i></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, small and large group instruction High rate of student engagement/response Immediate reinforcement and feedback Guided practice Modeling Use of visual support Literature Variety of art supplies Centers to promote role play</p>	<p>Evidence/Artifacts</p> <p>Data charts/logs DOT Data</p>	<p>Monitoring Dates</p> <p>Three trials over the course of the year.</p>
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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 will be measured at least three times a year using the Early Childhood Developmental Observation Tool (DOT) User’s Guide.</p>
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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 Representation 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) 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.
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: