

Jordan School District Student Learning Objective (SLO) Statement

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		Essential Elements- MA Operations and Algebraic Thinking	PreK-22
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.	EE.OA – Operations and Algebraic Thinking
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 and/or subtract M: Pre- and post- data A: Meets standards as set forth with 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. The student will achieve (1-25%) growth in ability to represent addition and/or subtraction.	

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 -Continuous scanning and monitoring -Immediate reinforcement and feedback	Evidence/Artifacts -Data logs -Formal and informal observations	Monitoring Dates -pre- and post-assessment
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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’s current level of adding and subtracting. The post-assessment is the same as the pre-assessment but is completed at the end of the year.
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 represent addition and/or subtraction.
D	Formative Evaluation . Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	The student will improve addition and/or subtraction skills through the following _____. (e.g. put together, take from, patterns, calculator, etc.)
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: