# Jordan School District
## Student Learning Objective (SLO) Statement

General Information

| District Name | State Funded Course Number | Course Title | Grade(s) |
|---|---|---|---|
| Jordan School District | | SLP-Articulation | Prek-22 |

**Collaboratively Developed**
List SLO Development & Assessment team members and roles:

| | |
|---|---|
| Administrator SLO Approval Sign-off: | Date: |

## I. SLO Learning Goal

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| A. | **Selected Standards**<br>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. | LA:SL:6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate |
| B. | **SMART Goals**<br>List the SMART goal(s) that target the SLO Learning Goal.<br><br>**S** - specific, focused on standards and "I can" statements<br>**M** - measurable, can be appropriately and adequately assessed<br>**A** - appropriate, meaningful for students<br>**R** - realistic, achievable within the identified time span<br>**T** - time-limited, can be evaluated within the time span | S: I can demonstrate ability to express thoughts and ideas clearly<br>M: Sound production probes<br>A: Meets standards set by USOE<br>R: Develops level of mastery for the standard by the end of the year<br>T: Progress monitoring will occur throughout the year |
| C. | **SLO (Learning Goal)**<br>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.<br><br>Student will achieve (1-25%) growth to demonstrate increased sound production accuracy. | |

## II. Teacher SLO Implementation Plan – Formative, Monitoring

| | | Instructional Strategies | Evidence/Artifacts | Monitoring Dates<br>-at least 3 trials over the course of the year |
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| A. | **Strategies For Attaining SLOs**<br>Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth. | -individual and small group instruction<br>-high rate of student responses<br>-immediate reinforcement and feedback<br>-use of visual supports<br>-guided practice | -language sample<br>-data logs<br>-data charts | |

## III. Assessment of SLO

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| A. | **Description of Assessment**<br>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. | Pre-assessment: Student is presented with sounds, to produce orally, in isolation, words or appropriate narrative context.<br>Post-assessment: Same as pre-assessment |
| B. | **District Baseline Data or Historical Data/Trends**<br>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. | |

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| C. | **Evaluating Student Performance**<br>Describe expected student growth achievement using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used. | Student will achieve (1-25%) growth to demonstrate increased sound production accuracy.<br><br>(Current levels may include isolation, words, phrases, sentences or conversation.) |
| D. | **Formative Evaluation**<br>Describe what formative evaluations would be recommended to monitor student progress toward the SLO. | |
| **IV. Classroom Assessment Data** | | |
| A. | **Classroom Baseline Data**<br>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**<br>Record the actual percentage of students who achieved the growth goal and reflect on student progress. | |
| Principal Approval Sign-off: | | Date: |