

Jordan School District Student Learning Objective (SLO) Statement

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		SLP-Language (Narrative)	PreK-22
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>Increase ability to comprehend and respond to “wh” questions regarding a story/event LA:Language:Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). LA:Literature: Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</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 demonstrate comprehension of story and/or events M: Probes for story element knowledge A: Meets standards set by USOE R: Develops level of mastery for the standard by the end of the year 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>Students will achieve (1-25%) growth to increase comprehension and response to wh questions when read a text presented at current reading level.</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> <ul style="list-style-type: none"> -individual and small group instruction -high rate of student responses -immediate reinforcement and feedback -use of visual supports -guided practice 	<p>Evidence/Artifacts</p> <ul style="list-style-type: none"> -language sample -data logs -data charts 	<p>Monitoring Dates</p> <p>-at least 3 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>Pre-assessment: Student is read a current reading level text and asked to identify story elements using wh questions. Post-assessment: Same as pre-assessment</p>
B	<p>District Baseline Data or Historical Data/Trends</p> <p>Baseline data, previous data, or data trends are</p>	

	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.	Students will achieve (1-25%) growth to increase comprehension and response to wh questions when read a text presented at current reading level. (Identified by story maps or other structured narrative analysis.)
D	Formative Evaluation . Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	Current reading level text comprehended by story maps or other narrative analysis.
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: