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 (Social/Pragmatic)	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.	LA:S&L:Standard 1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively LA:S&L:Standard 6-Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Demonstrate understanding and use of social language by following agreed upon rules of discussions and interactions
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 demonstrate an understanding and use of social language rules for discussions and interactions. M: Social Language Rubrics 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

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 demonstrate an increase in use of social language roles by increasing skills on social language rubric measures.

II. Teacher SLO Implementation Plan – Formative, Monitoring

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

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.	Pre-assessment: Student is observed during a typical school interaction and assessed for current levels based on a Social Language Rubric Post-assessment: Same as pre-assessment
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.	Student will achieve (1-25%) growth to demonstrate an increase in use of social language roles by increasing skills on social language rubric measures. (Targeted areas may include greetings, initiating conversation, maintaining conversation, turn-taking, conversational repairs appropriate non-verbal language, etc. with levels designated on rubric.)
D.	**Formative Evaluation** Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	Social Language Rubric with designated skill areas selected and shows levels of independence of skills. (See attached sample for Expressive-Pragmatics.)
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:

Pragmatic/Expressive Language Rubric

Event	Full Physical/visual Prompts/Assistance Needed or multiple models/prompts required	Verbal model and Prompt needed	Verbal model needed	Verbal-only Prompts Needed	Independent
Verbal Greeting	1	2x	3	4	5
Initiate conversation	1x	2	3	4	5
Appropriate non-verbal communication	1	2	3	4	5x
Appropriate protest/tell someone no	1	2	3	4x	5
Maintain conversational exchange beyond 1 turn	1x	2	3	4	5
Respond to directives	1	2	3	4x	5
Yes/no question responses	1	2	3	4	5x
Wh question responses	1x	2	3	4	5
Make requests	1x	2	3	4	5
Verbally Expresses Basic Needs (toileting, hunger, discomfort)	1x	2	3	4	5

Total Rubric Score:___25/50_____

*Assignment of score/prompt level for each event is determined by >75% of prompts in that event needing that level of prompting.