Jordan School District
Student Learning Objective (SLO) Statement
Social Skills

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District			Post High

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

Administrator SLO Approval Sign-off:	Date:

I. SLO Learning Goal Greeting Others

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.	Students will use manners to greet friends, family, and acquaintances in a variety of social situations.
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 greet people appropriately in a variety of situations. M: Pre and post observational data A: Meets the standards from the SVS Transition Rubric 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. Student will achieve (1-25)% growth to increase ability to use manners when greeting others.	

II. Teacher SLO Implementation Plan – Formative, Monitoring

		Instructional Strategies	Evidence/Artifacts	Monitoring Dates
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 Scanning and monitoring Actual practice on public transportation Reinforcement and feedback Individual modifications and adaptations as needed	Teacher Charted records Data Logs Student self monitoring tools Documents showing pre and post	Quarterly probes As determined by teacher

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	South Valley Transition Standards Observational Records

	pre and post assessments.	Student Logs Anecdotal data
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.	South Valley Transition Standards
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 increase ability to use manners when greeting others.
D.	**Formative Evaluation** Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	South Valley Standards Observational records Student logs, anecdotal records
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: