

Jordan School District Student Learning Objective (SLO) Statement

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan District		Deaf Education- Writing	PreK-12+
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.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. (L.4.1f)
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 write complete sentences. M. Pre and post writing assessments A. Meets the standards of USOE R. Develop a level of mastery for the standard by the end of the year. T. Progress monitoring to 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 grow (1-25%) in their ability to write complete sentences. Student will develop completed sentences based on specific, basic sentence patterns in isolation, in a series of sentences, or in a complete paragraph.	

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 instruction -high rate of student response -continuous scanning and monitoring -immediate reinforcement and feedback -guided practice	Evidence/Artifacts -teacher-charted records -data logs	Monitoring Dates -3 trials over the course of the year
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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 writing a composition when given a prompt. The post-assessment is the student writing a composition when given a prompt.
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 grow (1-25%) in their ability to write complete sentences.
D	Formative Evaluation . Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	The student will write complete sentences, based on specific sentence patterns. The student will respond to questions or prompts by writing complete sentences, a series of complete sentences, or a complete paragraph.
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: