

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

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		Occupational Therapy – Self Care.	PreK-12+

**Collaboratively Developed**

List SLO Development & Assessment team members and roles:

Administrator SLO Approval Sign-off:

Date:

**I. SLO Learning Goal**

<b>A.</b>	<p><b>Selected Standards</b> 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>Early Childhood Guidelines:</p> <p>Guideline #II: The child develops an understanding of health and safety. Objective 1, Indicator A: Develops independence in personal hygiene. Objective 1, Indicator B: Develops independence in personal care.</p> <p>Elementary Health Education Standard #3: The students will understand and respect self and others related to human development and relationships.</p> <p>Secondary Health Education: Standard #6: Students will demonstrate knowledge of human development, social skills, and strategies that encourage healthy relationships and healthy growth throughout life.</p>
<b>B.</b>	<p><b>SMART Goals</b> List the SMART goal(s) that target the SLO Learning Goal. <b>S</b> - specific, focused on standards and “I can” statements <b>M</b> - measurable, can be appropriately and adequately assessed <b>A</b> - appropriate, meaningful for students <b>R</b> - realistic, achievable within the identified time span <b>T</b> - time-limited, can be evaluated within the time span</p>	<p>S- I can care for myself M- Pre and post assessment data A- Make progress toward the targeted goal R- Develop some level of mastery for the skill by the end of the year T- Progress monitoring will occur throughout the year</p>
<b>C.</b>	<p><b>SLO (Learning Goal)</b> 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>Student will achieve (1-25%) growth in self-care.</p>	

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

<b>A.</b>	<p><b>Strategies For Attaining SLOs</b> Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.</p>	<p>Instructional Strategies</p> <p>Provide instruction on Self Care activities.</p> <ol style="list-style-type: none"> <li>a. Introduction</li> <li>b. Direct instruction</li> <li>c. Model</li> <li>d. Prompt</li> <li>e. Reinforce</li> </ol>	<p>Evidence/Artifacts</p> <p>Data logs for students progress</p>	<p>Monitoring Dates</p> <p>3 skill level trials over the course of the year</p>
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III. Assessment of SLO		
A.	<p><b>Description of Assessment</b> 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>	Performance will be evaluated using observation of the intended motion/action on the basis of the level of independence (full/total assist to independent).
B.	<p><b>District Baseline Data or Historical Data/Trends</b> 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.</p>	
C.	<p><b>Evaluating Student Performance</b> Describe expected student growth achievement using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used.</p>	Student is expected achieve (1-25%) growth in self-care.
D.	<p><b>Formative Evaluation</b> Describe what formative evaluations would be recommended to monitor student progress toward the SLO.</p>	Evaluations will be measured by the amount of change in the level of independence.
IV. Classroom Assessment Data		
A.	<p><b>Classroom Baseline Data</b> 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.)</p>	
B.	<p><b>Achievement</b> Record the actual percentage of students who achieved the growth goal and reflect on student progress.</p>	
Principal Approval Sign-off:		Date: