

## 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 – Written Communication.	PreK-12+

### Collaboratively Developed

List SLO Development & Assessment team members and roles:

Administrator SLO Approval Sign-off:

Date:

### I. SLO Learning Goal

A.	<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.	Language Arts Anchor Standards:  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
B.	<b>SMART Goals</b> List the SMART goal(s) that target the SLO Learning Goal. <small>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</small>	S- I can write M- Pre and post assessment data A- To complete academic work R- Develop some level of mastery for the skill by the end of the year T- Progress monitoring will occur throughout the year
C.	<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.  Student will achieve (1-25%) growth in written communication.	

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

A.	<b>Strategies For Attaining SLOs</b> Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.	Instructional Strategies  Provide instruction on written communication activities. <ul 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> </ul>	Evidence/Artifacts  Data logs for students progress	Monitoring Dates  3 skill level trials over the course of the year
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### III. Assessment of SLO

A.	<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.	Performance will be evaluated using observation of the intended motion/action on the basis level of motor control (accuracy, frequency or consistency).
B.	<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.	
C.	<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.	Student is expected achieve (1-25%) growth in written communication.
D.	<b>Formative Evaluation</b> Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	Evaluations will be measured by the amount of change in the area of motor control.
<b>IV. Classroom Assessment Data</b>		
A.	<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.)	
B.	<b>Achievement</b> Record the actual percentage of students who achieved the growth goal and reflect on student progress.	
Principal Approval Sign-off:		Date: