

Jordan School District Student Learning Objective (SLO) Statement

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District			
Collaboratively Developed List SLO Development & Assessment team members and roles:			
Becky Ahlberg and Pete Romney			
Administrator SLO Approval Sign-off:		Date:	

I. SLO Learning Goal

A.	<p>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.</p>	<p>Gross motor skills help students access their educational environment and allow them to receive instruction. They increase independence, increase social interaction, and improve attention.</p>
B.	<p>SMART Goals List the SMART goal(s) that target the SLO Learning Goal.</p> <p>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</p>	<p>S: I can move about in my educational environment M: Pre and post mobility assessment A: Make progress toward the targeted goal R: Develop some level of mastery for the desired movement T: Progress monitoring will occur throughout the year</p>
C.	<p>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.</p> <p>Student will achieve 1 level of growth on independence toward the gross motor skill of functional mobility.</p>	

II. Teacher SLO Implementation Plan – Formative, Monitoring

A.	<p>Strategies For Attaining SLOs Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.</p>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> *One-on-one instruction/therapy *Physical facilitation *Physical assistance *Verbal prompts *Immediate reinforcement and feedback *Therapeutic exercise *Consult with classroom teacher/staff to practice functional use and generalize functional mobility skills 	<p>Evidence/Artifacts</p> <ul style="list-style-type: none"> *Therapy intervention records *Progress monitoring *Classroom observation *Teacher/staff report 	<p>Monitoring Dates</p> <p>*3 trials over the course of the school year</p>
-----------	--	---	---	--

III. Assessment of SLO

A.	<p>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.</p>	<p>Physical therapy observation and assessment of distance traveled for functional mobility or the amount of physical assistance/verbal cuing required for functional mobility both pre and post.</p>
B.	<p>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.</p>	

C.	<p>Evaluating Student Performance Describe expected student growth achievement using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used.</p>	<p>The expectation for individual student growth is to increase the student's level of independence by 1 level toward the gross motor skill of functional mobility.</p> <p>Dependent = 0 Maximal Assist = 1 Moderate Assist = 2 Minimal Assist = 3 Contact Guard Assist = 4 Standby Assist = 5 Maximal Verbal Cuing = 6 Moderate VC = 7 Minimal VC = 8 Supervision = 9 Independent = 10</p>
D.	<p>Formative Evaluation Describe what formative evaluations would be recommended to monitor student progress toward the SLO.</p>	<p>Physical therapy assessment and observation.</p>
IV. Classroom Assessment Data		
A.	<p>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.)</p>	
B.	<p>Achievement Record the actual percentage of students who achieved the growth goal and reflect on student progress.</p>	
Principal Approval Sign-off:		Date: