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.	**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.	Gross motor skills help students access their educational environment and allow them to receive instruction. They increase independence, increase social interaction, and improve attention.
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 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
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 level growth on independence in gross motor transitions.	

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 *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 transition skills	Evidence/Artifacts *Therapy intervention records *Progress monitoring *Classroom observation *Teacher/staff report	Monitoring Dates *3 trials over the course of the school year

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.	Physical therapy observation and assessment of the amount of physical assistance/verbal cuing required for gross motor transitions both pre and post.
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.	The expectation for individual student growth is to increase the student's level of independence by 1 level toward the gross motor skill transitions. 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
D.	**Formative Evaluation** Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	Physical therapy assessment and observation.

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: