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

## General Information

District Name		State Funded Course Number		Course Title		Grade(s)	
Jorg	Jordan School District						
Collaboratively Developed List SLO Development & Assessment team members and roles:							
Bec	ky Ahlberg and Pete Ron						
Administrator SLO Approval Sign-off:			Date:				
I. S	SLO Learning Goal						
A.	Selected Standards		Gross mot	or skills hel	p students	access the	eir educational
	Look at the standards associated with your content.		environment and allow them to receive instruction. They				
		g ideas" are for the given					•
	instructional period (typically a school year or		increase independence, increase social interaction, and improve attention.				
	semester). List the stan		improve a	ttention.			
	number. Where applica	ble, Utah Core Standards					
	must be identified.						
B.	SMART Goals		S: I can mo	ve about ir	n my educat	tional env	rironment
	List the SMART goal(s)	that target the SLO	M: Pre and	d post mobi	ility assessn	nent	
	Learning Goal.			rogress tow	•		al
				-			desired movement
	S - specific, focused on standards and "I can" statements  M - measurable, can be appropriately and adequately assessed		•			•	out the year
	A - appropriate, meaningful for	students			8		, at the feat
	<ul> <li>R - realistic, achievable within</li> <li>T - time-limited, can be evalua</li> </ul>						
C.	SLO (Learning Goal)	· · · · · · · · · · · · · · · · · · ·					
O.		udents will know and be able to do at	the end of the	course or grad	de based on c	ontent stand	dards and curriculum.
	•			· ·			
	Student will achieve 1 l	evel of growth on independe	nce in weigh	nt bearing a	ctivities.		
			J	J			
II. T	eacher SLO Implement	tation Plan - Formative, Monito	oring				
A.	Strategies For Attaining						
	on alegies i of Attairin	ig alus	Instructional St	rategies	Evidence/Artifa	cts	Monitoring Dates
	Briefly identify the recor		*One-on-one	rategies			Monitoring Dates  *3 trials over the course of
	Briefly identify the recor		*One-on-one instruction/ther	ару	*Therapy interv records	ention	
	Briefly identify the recor	mmended instructional evidence to be collected	*One-on-one instruction/ther *Physical facilit	apy tation	*Therapy interv records *Progress moni	ention	*3 trials over the course of
	Briefly identify the recorstrategies, artifacts and	mmended instructional evidence to be collected	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt	apy tation stance	*Therapy interv records	ention itoring servation	*3 trials over the course of
	Briefly identify the recorstrategies, artifacts and	mmended instructional evidence to be collected	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei	apy tation stance	*Therapy interv records *Progress moni *Classroom obs	ention itoring servation	*3 trials over the course of
	Briefly identify the recorstrategies, artifacts and	mmended instructional evidence to be collected	*One-on-one instruction/ther *Physical facsisi *Verbal prompt *Immediate rei and feedback *Therapeutic e	apy iation stance is nforcement xercise	*Therapy interv records *Progress moni *Classroom obs	ention itoring servation	*3 trials over the course of
	Briefly identify the recorstrategies, artifacts and	mmended instructional evidence to be collected	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei and feedback *Therapeutic e *Consult with c	apy iation stance is inforcement xercise lassroom	*Therapy interv records *Progress moni *Classroom obs	ention itoring servation	*3 trials over the course of
	Briefly identify the recorstrategies, artifacts and	mmended instructional evidence to be collected	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei and feedback *Therapeutic e *Consult with c teacher/staff to functional use *Immediate rei and feedback *Onsult with consult with con	apy tation stance s nforcement xercise lassroom practice and	*Therapy interv records *Progress moni *Classroom obs	ention itoring servation	*3 trials over the course of
	Briefly identify the recorstrategies, artifacts and	mmended instructional evidence to be collected	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei and feedback *Therapeutic e *Consult with c teacher/staff to	apy tation stance s nforcement xercise lassroom practice and	*Therapy interv records *Progress moni *Classroom obs	ention itoring servation	*3 trials over the course of
	Briefly identify the recor strategies, artifacts and and timelines for monito	mmended instructional evidence to be collected	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei and feedback *Therapeutic e *Consult with c teacher/staff to functional use *Immediate rei and feedback *Onsult with consult with con	apy tation stance s nforcement xercise lassroom practice and	*Therapy interv records *Progress moni *Classroom obs	ention itoring servation	*3 trials over the course of
	Briefly identify the recor strategies, artifacts and and timelines for monito	mmended instructional evidence to be collected oring student growth.	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei and feedback *Therapeutic e *Consult with c teacher/staff to functional use generalize tran	apy tation stance is nforcement xercise lassroom practice and sition skills	*Therapy interv records *Progress moni *Classroom obs *Teacher/staff r	ention itoring servation eport	*3 trials over the course of the school year
III. A.	Briefly identify the recorstrategies, artifacts and and timelines for monitors.  Assessment of SLO  Description of Assess	mmended instructional evidence to be collected bring student growth.	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei and feedback *Therapeutic e *Consult with c teacher/staff to functional use generalize tran	apy tation stance ts inforcement exercise lassroom practice and sition skills	*Therapy interv records *Progress moni *Classroom obs *Teacher/staff r	ention itoring servation eport	*3 trials over the course of the school year
	Briefly identify the recorstrategies, artifacts and and timelines for monitors.  Assessment of SLO  Description of Assess A brief description of the	mmended instructional evidence to be collected bring student growth.  sment e pre and post SLO	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei and feedback *Therapeutic e *Consult with c teacher/staff to functional use generalize tran	apy tation tation tistance is inforcement exercise lassroom practice and sition skills  perapy obse essistance/ve	*Therapy interv records *Progress moni *Classroom obs *Teacher/staff r	ention itoring servation eport	*3 trials over the course of the school year
	Assessment of SLO  Description of Assess A brief description of the measures should be pro	mmended instructional evidence to be collected bring student growth.  sment e pre and post SLO byided here. It should	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei and feedback *Therapeutic e *Consult with c teacher/staff to functional use generalize tran	apy tation stance ts inforcement exercise lassroom practice and sition skills	*Therapy interv records *Progress moni *Classroom obs *Teacher/staff r	ention itoring servation eport	*3 trials over the course of the school year
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	Assessment of SLO  Description of Assess A brief description of the measures should be prospecifically include sour assessment development.	mmended instructional evidence to be collected bring student growth.  sment e pre and post SLO byided here. It should	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei and feedback *Therapeutic e *Consult with c teacher/staff to functional use generalize tran	apy tation tation tistance is inforcement exercise lassroom practice and sition skills  prerapy obse essistance/ve	*Therapy interv records *Progress moni *Classroom obs *Teacher/staff r	ention itoring servation eport	*3 trials over the course of the school year
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	Assessment of SLO  Description of Assess A brief description of the measures should be prospecifically include sour assessment developme and post assessments.	mmended instructional evidence to be collected bring student growth.  sment e pre and post SLO byided here. It should rees used in the	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei and feedback *Therapeutic e *Consult with c teacher/staff to functional use generalize tran	apy tation tation tistance is inforcement exercise lassroom practice and sition skills  prerapy obse essistance/ve	*Therapy interv records *Progress moni *Classroom obs *Teacher/staff r	ention itoring servation eport	*3 trials over the course of the school year
A.	Assessment of SLO  Description of Assess A brief description of the measures should be prospecifically include sour assessment developme and post assessments.  District Baseline Data	evidence to be collected oring student growth.  sment e pre and post SLO ovided here. It should res used in the ent. Attach a copy of the pre	*One-on-one instruction/ther *Physical facilit *Physical assis *Verbal prompt *Immediate rei and feedback *Therapeutic e *Consult with c teacher/staff to functional use generalize tran	apy tation tation tistance is inforcement exercise lassroom practice and sition skills  prerapy obse essistance/ve	*Therapy interv records *Progress moni *Classroom obs *Teacher/staff r	ention itoring servation eport	*3 trials over the course of the school year
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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 of weight bearing.  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	
Α.	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.	
Princ	ipal Approval Sign-off:	Date: