Jordan School District
Student Learning Objective (SLO) Statement

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		TVI	PreK-22

Collaboratively Developed List SLO Development & Assessment team members and roles:			
M. Lira, S. Jimenez			
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.	Standard 2: (Concepts of Print and Braille) Students develop an understanding of how brailled language works. Objective 1: Demonstrate an understanding that braille carries "the" message. a. Recognize that braille carries different messages. b. Identify messages in common environmental braille (e.g., signs, boxes, wrappers). c. Develop an awareness of messages conveyed through common print (e.g., signs, boxes, wrappers). d. Understand that braille and print are two different means of representing the same message. e. Contracted braille will be taught as it is introduced in the literacy curriculum. f. Differentiate between brailled letters and words, and understand that some brailled letters also represent words.
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 read using Braille M: Pre- and post- braille data A: Meets standards as set forth with USOE R: Develop some level of mastery for the standard by the end of the year 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. The student will achieve growth of (1-25%) in the ability to read Braille.	

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 -Individual and small group instruction -Continuous scanning and monitoring -Immediate reinforcement and feedback	Evidence/Artifacts -Data logs -Formal and informal observations	Monitoring Dates -3 progress monitoring session per 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.	The pre-assessment is the student's current ability to read Braille (using Braille assessment, data probes, log data). The post-assessment is the same as the pre-assessment but is completed at the end of the year.
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 student will achieve growth of (1-25%) in the ability to read Braille.
D.	**Formative Evaluation** Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	Letter recognition, timing reading passages, reading comprehension questions.
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.)	Baseline based on pre-tests
B.	**Achievement** Record the actual percentage of students who achieved the growth goal and reflect on student progress.	
Principal Approval Sign-off:		Date: