

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

### General Information

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

### Collaboratively Developed

List SLO Development & Assessment team members and roles:

S. Jimenez, J. Brown, L. Robinson

Administrator SLO Approval Sign-off:

Date: 9/28/15

### I. SLO Learning Goal

<b>A.</b>	<p><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.</p>	<p>Expanded Core: (Concepts of Orientation and Mobility) Students will orient and move in their environment.</p> <p>Objective 1: Demonstrate basic orienting and travel skills. Objective 2: Orient and travel in campus environments. Objective 3: Orient and travel in residential environments. Objective 4: Orient and travel in commercial environments. Objective 5: Travel on public transportation.</p>
<b>B.</b>	<p><b>SMART Goals</b> List the SMART goal(s) that target the SLO Learning Goal.</p> <p><b>S</b> - specific, focused on standards and “I can” statements <b>M</b> - measurable, can be appropriately and adequately assessed <b>A</b> - appropriate, meaningful for students <b>R</b> - realistic, achievable within the identified time span <b>T</b> - time-limited, can be evaluated within the time span</p>	<p>S: I can orient and travel in my environment M: Pre- and post- orientation and mobility data A: Meets expanded core curriculum R: Develop some level of mastery for the expanded core by the end of the year T: Progress monitoring will occur throughout the year</p>
<b>C.</b>	<p><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.</p> <p>The student will achieve growth of (1-25%) in the ability to orient and travel.</p>	

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

<b>A.</b>	<p><b>Strategies For Attaining SLOs</b> Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.</p>	<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>-Continuous scanning and monitoring</li> <li>-Immediate reinforcement and feedback</li> </ul>	<p><b>Evidence/Artifacts</b></p> <ul style="list-style-type: none"> <li>-Data logs</li> <li>-Formal and informal observations</li> </ul>	<p><b>Monitoring Dates</b></p> <p>-3 progress monitoring session per year</p>
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### III. Assessment of SLO

<b>A.</b>	<p><b>Description of Assessment</b></p> <p>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>The pre-assessment is the student’s current orientation and mobility skills (using data probes, log data and the TAPS initial and on-going assessment). The post-assessment is the same as the pre-assessment but is completed at the end of the year.</p>
<b>B.</b>	<p><b>District Baseline Data or Historical Data/Trends</b></p> <p>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.	<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.	The student will achieve growth of (1-25%) in the ability to orient and travel.
D.	<b>Formative Evaluation</b> Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	Data probes, log data and the TAPS initial and on-going assessment
<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: