

Jordan School District
Student Learning Objective (SLO) Statement
Wood Shop - 2

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		Wood Shop	7-Post High

Collaboratively Developed

List SLO Development & Assessment team members and roles:

Administrator SLO Approval Sign-off:

Date:

I. SLO Learning Goal Math and Measuring

A	<p>Selected Standards</p> <p>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>Students will be able to use basic math as they apply to measuring in a woodshop.</p>
B	<p>SMART Goals</p> <p>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 will make measurements as needed in a woodshop. M: Pre and Post tests A: Meets the measurement standards for the Utah State Core - Woodworking R: Develop some level of mastery for the standard T: Progress will be measured quarterly and monitored throughout the year.</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.

Student will achieve (1-25)% growth to increase ability to measure accurately with tools in the woodshop.

II. Teacher SLO Implementation Plan – Formative, Monitoring

A	<p>Strategies For Attaining SLOs</p> <p>Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.</p>	<p>Instructional Strategies</p> <p>Small group instruction Individual Instruction Scanning and monitoring Reinforcement and feedback</p>	<p>Evidence/Artifacts</p> <p>Pre and Post tests with feedback Teacher charted records Data Logs Student self-monitoring tools</p>	<p>Monitoring Dates</p> <p>Quarterly or more often if needed.</p>
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III. Assessment of SLO

A	<p>Description of Assessment</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>Pre and Post Tests Observational Records Student Logs</p>
B	<p>District Baseline Data or Historical Data/Trends</p>	<p>Pre assessment data gathered at the first of they</p>

	<ul style="list-style-type: none"> 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>year.</p>
C	<p>Evaluating Student Performance</p> <ul style="list-style-type: none"> Describe expected student growth achievement using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used. 	<p>Student will achieve (1-25)% growth to increase ability to measure accurately with tools in the woodshop.</p>
D	<p>Formative Evaluation</p> <ul style="list-style-type: none"> Describe what formative evaluations would be recommended to monitor student progress toward the SLO. 	<p>Observational records Student Logs Anecdotal data</p>
<p>IV. Classroom Assessment Data</p>		
A	<p>Classroom Baseline Data</p> <ul style="list-style-type: none"> 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	<p>Achievement</p> <ul style="list-style-type: none"> Record the actual percentage of students who achieved the growth goal and reflect on student progress. 	
Principal Approval Sign-off:		Date: