

Jordan School District
Student Learning Objective (SLO) Statement
Writing: Capitalization & Punctuation

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		Resource/Cluster	K-12
Collaboratively Developed			
List SLO Development & Assessment team members and roles:			
Administrator SLO Approval Sign-off:		Date:	

I. SLO Learning Goal

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>K. L,2a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>K. L,2b. Recognize and name end punctuation.</p> <p>1. L,2a. Capitalize dates and names of people.</p> <p>1. L,2b. Use end punctuation for sentences.</p> <p>1. L,2c. Use commas in dates and to separate single words in a series.</p> <p>2. L,2a. Capitalize holidays, product names, and geographic names.</p> <p>2. L,2b. Use commas in greeting and closings of letters.</p> <p>2. L,2c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>3. L,2a. Capitalize appropriate words in titles.</p> <p>3. L,2b. Use commas in addresses.</p> <p>3. L,2c. Use commas and quotation marks in dialogue.</p> <p>4. L,2a. Use correct capitalization.</p> <p>4. L,2b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>4. L,2c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>5. L,2a. Use punctuation to separate items in a series.</p> <p>5. L,2b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>5. L,2c. Use a comma to set off the words <i>yes</i> and <i>no</i> to set off a tag question from the rest of the sentence and to indicate direct address.</p> <p>5. L,2d. Use underlining, quotation marks, or italics to indicate titles of works.</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 can use correct capitalization and punctuation when writing sentences.</p> <p>M: Pre and post writing assessment</p> <p>A: Meets the standards as set forth USOE</p> <p>R: Develop some level of mastery for the standard by the end of the year</p> <p>T: Progress monitoring will occur throughout the year</p>

C.	<p>SLO (Learning Goal)</p> <p>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>Students will achieve (1-25%) growth in ability to use the conventions of standard English capitalization and punctuation when writing sentences.</p>
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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> <ul style="list-style-type: none"> -individual and small group instruction - high rate of student response -continuous scanning and monitoring -immediate reinforcement and feedback -guided practice 	<p>Evidence/Artifacts</p> <ul style="list-style-type: none"> -student work samples -teacher-charted records -data logs 	<p>Monitoring Dates</p> <p>-3 trials over the course of the year</p>
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III. Assessment of SLO

A.	<p>Description of Assessment</p>	<p>The pre-assessment is the student writing sentences when given a</p>
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	<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>topic. The post-assessment is the student writing sentences when given a topic.</p>
B.	<p>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.</p>	
C.	<p>Evaluating Student Performance Describe expected student growth achievement using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used.</p>	<p>The expectation for individual student growth is to achieve (1-25%) growth in ability to use the conventions of standard English capitalization and punctuation when writing sentences.</p>
D.	<p>Formative Evaluation Describe what formative evaluations would be recommended to monitor student progress toward the SLO.</p>	<p>The student will demonstrate a command of the conventions of standard English capitalization and punctuation in sentences.</p>
IV. Classroom Assessment Data		
A.	<p>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.)</p>	
B.	<p>Achievement Record the actual percentage of students who achieved the growth goal and reflect on student progress.</p>	
Principal Approval Sign-off:		Date: