

Jordan School District
Student Learning Objective (SLO) Statement
Writing: Sentences

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.	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.	K. L,1f. Produce and expand complete sentences in shared language activities. 1. L,1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. L.1f. Produce, expand, and rearrange complete simple and compound sentences. 3. L.1i. Produce, simple, compound, and complex sentences. 4. L.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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 write complete sentences. M: Pre and post writing assessment A: Meets the standards as set forth 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. Students will achieve (1-25%) growth in ability to produce complete sentences.	

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 - high rate of student response -continuous scanning and monitoring -immediate reinforcement and feedback -guided practice	Evidence/Artifacts -student work samples -teacher-charted records -data logs	Monitoring Dates -3 trials over the course of the year
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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 writing a series of complete sentences. The post-assessment is the student writing a series of complete sentences.
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 expectation for individual student growth is to achieve (1-25%) growth in ability to produce complete sentences.
D.	Formative Evaluation Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	The student writes a series of complete sentences.
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.)	
B.	Achievement Record the actual percentage of students who achieved the growth goal and reflect on student progress.	
Principal Approval Sign-off:		Date: