

Jordan School District Student Learning Objective (SLO) Statement

General Information

Classroom Teacher Name	State Funded Course Number	Course Title	Grade(s)
		Science	6 th grade
Collaboratively Developed List SLO Development & Assessment team members and roles:			
Stacey Cluff, Leanne Heagren, Angela Alm, Laurie Murdock, Robin Michelsen, Elizabeth Felt			
Principal 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>Standard 1: Students will understand that the appearance of the moon changes in a predictable cycle as it orbits Earth and as Earth rotates on its axis. Students will describe the appearance of the moon over the course of a month and day.</p> <p>Standard 2: Students will understand how Earth’s tilt on its axis changes the length of daylight and creates the seasons. Students will model the movement of Earth and Sun to create the seasons.</p> <p>Standard 3: Students will understand the relationship and attributes of objects in the solar system. Students will explain the size, distance and motion of objects within the systems in the universe and discuss how cultures have related to objects in the night sky.</p> <p>STANDARD V: Students will understand that microorganisms range from simple to complex, are found almost everywhere, and are both helpful and harmful. Students can explain that microorganisms are both helpful and harmful, simple and complex, and found everywhere.</p> <p>STANDARD VI: Students will understand properties and behavior of heat, light, and sound. Students can explain the properties and behavior of heat, light, and sound through movement and production.</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-</p> <p>I-I can explain why the moon changes in a predictable cycle and identify its position in relation to the earth and sun.</p> <p>II- I can explain how Earth’s tilt on its axis changes the length of daylight and creates the seasons on it’s yearly revolution.</p> <p>III-I can understand the relationship and attributes of objects in the solar system by describing and comparing components of the solar system using technology.</p> <p>IV-I can explain the size, distance and motion of objects in the universe and discuss how cultures have related to objects in the night</p>

		<p>sky.</p> <p>V- I can understand that microorganisms range from simple to complex, are found almost everywhere, and are both helpful and harmful through the process of observation, experimentation, and effects on the world around us.</p> <p>VI- I can explain the properties and behavior of heat, light, and sound through movement and production.</p> <p>M- There will be a pre- and post- test. Students will achieve a 35% growth minimum.</p> <p>A- Provides information that students will know and utilize.</p> <p>R- The specific concepts will be taught and mastered over one school year.</p> <p>T- One school year.</p>
--	--	---

C.	<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. Students will be able to explain size, distance, and motion related to the moon, earth as it causes the seasons, universe and solar system. Students will also be able to perform and explain experiments related to energy forms and microorganisms.</p> <p>The minimum expectation is an increase of 35% of expected growth for each student.</p>
----	---

II. Teacher SLO Implementation Plan – Formative, Monitoring

A.	Strategies For Attaining SLOs	Instructional Strategies	Evidence/Artifacts	Monitoring Dates
	Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.	<ul style="list-style-type: none"> • Student designed experiments • Application labs • Discovery activities • Use of technology • Teacher demonstrations • Use of reading & writing strategies • Class discussion • Formative & summative assessments • Exit tickets 	<ul style="list-style-type: none"> • Student created presentations • Student Data • Formative Assessment data • Summative assessment data • Notes/findings • Science journals/notebooks 	<ul style="list-style-type: none"> • Beginning of unit • End of unit • Formative assessments throughout the units

III. Assessment of SLO

A.	<p>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.</p>	<p>The JSD multiple-choice assessment provides a pre- and post test available on Mastery Connect.</p>
B.	<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 minimum expectation for individual student growth is based on the formula which requires students to grow by increasing his/her score by 35% of his/her expected growth from a pre-assessment to a post-assessment.</p>
C.	<p>Formative Evaluation Describe what formative evaluations would be recommended to monitor student progress toward</p>	<p>The Utah TRB for 5th grade provides open response questions, cloze reading, entry/exit slips, summary</p>

	the SLO.	writing, idea webs, and hands-on applications for students.
IV. Classroom Assessment Data (Classroom teachers input data and information for parts A, B, and C.)		
A.	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.	None
B.	Classroom Baseline Data Briefly describe data analysis completed after results of pre-assessment are obtained. Analysis includes an item analysis of the pre-assessment using the assessment blueprint.	None
C.	Achievement Record the actual percentage of students who achieved the growth goal and reflect on student progress. The percentage of students who achieved the growth goal will serve as the student growth portion of the teacher evaluation document.	
Principal Approval Sign-off:		Date: