

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

General Information

Classroom Teacher Name	State Funded Course Number	Course Title	Grade(s)
		Science	4th Grade
<b>Collaboratively Developed</b> List SLO Development & Assessment team members and roles:			
Kjersten Troxel, Jonathon Men, Marcia Newbold, Tabitha Geer, Yan'tu Barber, Marcia Howell, Maryann Mumford, Kelleen Leslie			
Principal SLO Approval Sign-off:		Date: June 11, 2015	

**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>Standard I: Students will understand that water changes state as it moves through the water cycle.</p> <p>Standard II: Students will understand that the elements of weather can be observed, measured, and recorded to make predictions and determine simple weather patterns.</p> <p>Standard III: Students will understand the basic properties of rocks, the processes involved in the formation of soils, and the needs of plants provided by soil.</p> <p>Standard IV: Students will understand how fossils are formed, where they may be found in Utah, and how they can be used to make inferences.</p> <p>Standard V: Students will understand the physical characteristics of Utah's wetlands, forests, and deserts, and identify common organisms for each environment.</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</p> <p><b>M</b> - measurable, can be appropriately and</p>	<p><b>S:</b></p> <ol style="list-style-type: none"> <li>1. I can describe how water how water moves through the water cycle.</li> <li>2. I can observe, measure, and record elements of</li> </ol>

	<p>adequately assessed</p> <p><b>A</b> - appropriate, meaningful for students</p> <p><b>R</b> - realistic, achievable within the identified time span</p> <p><b>T</b> - time-limited, can be evaluated within the time span</p>	<p>the weather to determine simple weather patterns.</p> <p>3. I can identify the basic properties of rocks, the process involved in the formation of soils, and the needs to plants provided by soil.</p> <p>4. I can describe how fossils are formed, where they may be found in Utah, and how they can be used to make inferences.</p> <p>5. I can describe the physical characteristics of Utah's wetlands, forests, and deserts and identify common organisms for each environment.</p> <p><b>M:</b> There will be a pre- and post- test. Students will achieve a 35% growth minimum.</p> <p><b>A:</b> Provides information for students to know and utilize.</p> <p><b>R:</b> Yes, specific concepts can be mastered in this time span</p> <p><b>T:</b> An academic school year.</p>
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C.	<p><b>SLO (Learning Goal)</b></p> <p>Students can identify various aspects of the water cycle, elements and patterns of weather, rocks/minerals, soil composition and its effect on plant growth, fossils, and the environments and ecosystems of Utah. Students will understand how organisms have adapted to the environment and how they can be classified.</p> <p>The minimum expectation is an increase of 35% of expected growth for each student.</p>
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**II. Teacher SLO Implementation Plan – Formative, Monitoring**

A.	<p><b>Strategies For Attaining SLOs</b></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"> <li>• Student designed experiments</li> <li>• Application labs</li> <li>• Discovery activities</li> <li>• Use of technology</li> <li>• Teacher demonstrations</li> <li>• Use of reading &amp; writing strategies</li> <li>• Class discussion</li> <li>• Formative &amp; summative assessments</li> <li>• Exit tickets</li> </ul>	<p>Evidence/Artifacts</p> <ul style="list-style-type: none"> <li>• Student created presentations</li> <li>• Student Data</li> <li>• Formative Assessment data</li> <li>• Summative assessment data</li> <li>• Notes/findings</li> <li>• Science journals/notebooks</li> </ul>	<p>Monitoring Dates</p> <ul style="list-style-type: none"> <li>• Beginning of unit</li> <li>• End of unit</li> <li>• Formative assessments throughout the units</li> </ul>
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**III. Assessment of SLO**

A.	<p><b>Description of Assessment</b> 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>SLO assessment is a multiple-choice assessment with 4-5 questions on each of the five standards being assessed. The questions were developed by a team of 4th grade educators from Jordan School District.</p>
B.	<p><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.</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><b>Formative Evaluation</b> Describe what formative evaluations would be recommended to monitor student progress toward the SLO.</p>	<p>Writing and research on animals, role playing adaptations game, quizzes, web activities, rock sorting, Mohs test on minerals, ecosystems posters, debates, and current events discussions.</p>

**IV. Classroom Assessment Data** (Classroom teachers input data and information for parts A, B, and C.)

A.	<p><b>District Baseline Data or Historical Data/Trends</b> 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>	<p>None</p>
B.	<p><b>Classroom Baseline Data</b> 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.</p>	<p>None</p>
C.	<p><b>Achievement</b> Record the actual percentage of students who achieved the growth goal and reflect on student progress. The percentage of students who achieved the growth</p>	

	goal will serve as the student growth portion of the teacher evaluation document.						
Principal Approval Sign-off:			Date:				