

Jordan School District Student Learning Objective (SLO) Statement

General Information

Classroom Teacher Name	State Funded Course Number	Course Title	Grade(s)
		Science	5

Collaboratively Developed

List SLO Development & Assessment team members and roles:

Rachel Van Orden, Janae Barron, Shelley Wilson, Suzanne Thompson, Diane Holland

Principal SLO Approval Sign-off:

Date:

I. SLO Learning Goal

A.	<p>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.</p>	<p>Standard 1-Students will understand that chemical and physical changes occur in matter. Students can identify that chemical and physical changes occur in matter.</p> <p>Standard 2-Students will understand that volcanoes, earthquakes, uplift, weathering, and erosion reshape the Earth’s surface. Students will be able to describe the processes involved in reshaping the earth’s surface.</p> <p>Standard 3-Students will understand that magnetism can be observed when there is an interaction between the magnetic fields of magnets or between a magnet and materials made of iron. Students will be able to analyze the property of magnets and their relationship to the magnetic field of the earth.</p> <p>Standard 4-Students will understand features of static and current electricity. Students will be able to describe and analyze the features of static and current electricity.</p> <p>Standard 5-Students will understand that traits are passed from the parent organisms to their offspring, and that sometimes the offspring may possess variations of these traits that may help or hinder survival in a given environment. Students will be able to explain inherited and learned traits from parents to their offspring, which provide a survival advantage in their environment.</p>
B.	<p>SMART Goals 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: 1-I can identify that chemical and physical changes occur in matter. 2- I will be able to describe the processes involved in reshaping the earth’s surface. 3- I will be able to analyze the property of magnets and their relationship to the magnetic field of the earth. 4- I will be able to describe and analyze the features of static and current electricity. 5- I will be able to explain inherited and learned traits</p>

		<p>from parents to their offspring, which provide a survival advantage in their environment. M: There will be a pre- and post- test. Students will achieve a 35% growth minimum. A: Provides information for students to know and utilize. R: Yes, specific concepts can be mastered in this span. T: A one year class.</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.</p> <p>Students will be able to identify and analyze the behavior of matter, changes in the earth's surface, magnetism, static and current electricity, and learned and inherited traits. The minimum expectation is an increase of 35% of expected growth for each student.</p>			
II. Teacher SLO Implementation Plan – Formative, Monitoring				
A.	<p>Strategies For Attaining SLOs 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"> • Student designed experiments • Application labs • Discovery activities • Use of technology • Teacher demonstrations • Use of reading & writing strategies • Class discussion • Formative & summative assessments • Exit tickets 	<p>Evidence/Artifacts</p> <ul style="list-style-type: none"> • Student created presentations • Student Data • Formative Assessment data • Summative assessment data • Notes/findings • Science journals/notebooks 	<p>Monitoring Dates</p> <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 the SLO.</p>	<p>The Utah TRB for 5th grade provides open response questions, cloze reading, entry/exit slips, summary writing, idea webs, and hands-on applications for students.</p>		
IV. Classroom Assessment Data (Classroom teachers input data and information for parts A, B, and C.)				
A.	<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>	<p>none</p>		
B.	<p>Classroom Baseline Data</p>			

	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: