

Weber School District - Student Learning Objectives (SLOs)

Educator Name:

School Name:

School Year:

<p>Learning Goal What do you want students to know and be able to do?</p> <p>Specific Measurable Appropriate Realistic Time Limited</p>	<p>STANDARDS: What do you want students to know and be able to do? <i>Points to consider:</i> Is the goal ambitious, yet realistic, for the grade level?</p> <hr/> <p>Big Idea: Students will become fluent in alphabetic, phonemic, and phonological skills necessary to become proficient in reading at a kindergarten level.</p> <p>Standard(s): RF. K. 1d: Recognize and name all upper- and lowercase letters of the alphabet. RF. K. 2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. RF. K. 3: Know and apply grade-level phonics and word analysis skills in decoding words. RF. K. 3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF. K. 3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF. K. 3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>Student Learning Goal:</p> <ul style="list-style-type: none"> • Based upon DIBELS Composite Score, a minimum of 65% of BOY Intensive Students will increase to Strategic or Benchmark levels by the EOY. • Based upon DIBELS Composite Score, a minimum of 60% of BOY Strategic Students will increase to the Benchmark level by the EOY. • Based upon DIBELS Composite Score, a minimum of 75% of BOY Benchmark Students will remain at the Benchmark level by the EOY. <p>Time Span for SLO Cycle: Learning goal will span the entire school year.</p>
<p>Assessment How will you evaluate each student's understanding and achievement?</p>	<p>Starting Point: How will you evaluate each student's depth of understanding and achievement before the instruction?</p> <p>Within the first month of school, students will be administered the BOY Kindergarten DIBELS test. Their composite score on this test will be used for placement in Learning Target levels.</p> <hr/> <p>Progress monitoring: How will you evaluate each student's depth of understanding and achievement during instruction?</p> <p>BOY Intensive Students will be progress monitored every two weeks. BOY Strategic Students will be progress monitored every month. Although it is not required, it is highly recommended that your Benchmark students be progress monitored monthly as well. All students will be administered the MOY Kindergarten DIBELS test. Teachers should use the LNF, FSF, PSF and/or NWF scores to identify each student's individual needs and to guide further instruction.</p>

Expected Targets: How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?

Within the last month of school, students will be administered the EOY Kindergarten DIBELS test. Their composite score on this test will be used to determine if they met the Expected Target. Teachers set their own classroom Expected Target percentage (must meet or exceed the minimum percentage specified in the above Student Learning Goal.) This target may be adjusted throughout the year as needed.

Learning Target(s) (Teacher Specific)

Level	Baseline Data	Expected Target(s)	Outcome Data
Benchmark (BOY DIBELS: Composite Score ≥ 26 EOY DIBELS: Composite Score ≥ 119)		Target %: (minimum 75%)	
Below Benchmark (Strategic) (BOY DIBELS: Composite Score 13-25 EOY DIBELS: Composite Score 89-118)		Target %: (minimum 60%)	
Well Below Benchmark (Intensive) (BOY DIBELS: Composite Score <13 EOY DIBELS: Composite Score < 89)		Target %: (minimum 65%)	

Curriculum & Instruction
 What learning experiences and teaching strategies best promote understanding and achievement?

Consider:

- whole group
- small group
- partner
- individual
- collaborative experiences

Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?*

Possible Resources:

- SMART CVC flipping tiles <http://exchange.smarttech.com/details.html?id=28c70bf0-cba6-47ec-a3e2-b29b39798376>
- SMART CVC dice: <http://exchange.smarttech.com/details.html?id=d0865f7d-03de-4353-9a5f-4a25f6315dc8>
- Letter naming activities: http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf
- Segmenting and Blending: http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part4.pdf
http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part5.pdf

How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?*

Possible Learning Experiences:

- Peer Tutoring
- Small Groups Instruction

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- Cooperative learning groups
- Think, Pair, Share
- Turn and Talk
- Hands-on manipulatives
- Songs
- Heidi Songs: [https://www.heidisongs.com/our-products/index.php?id=6&keywords=Letters %26 Sounds](https://www.heidisongs.com/our-products/index.php?id=6&keywords=Letters%26Sounds)
- Storybot Letter Videos: <https://www.youtube.com/playlist?list=PLD9908AF19A9D352A>

Differentiation
How will you respond to differing levels of understanding and achievement throughout the learning cycle?

How will you provide additional instructional support for students who don't understand?

Possible Additional Support:

- Reading Specialist
- Peer Tutoring
- Volunteers
- Child Study Teams
- iPad apps: <https://docs.google.com/document/d/1heN-vzg36g2aNN4-dzSEW-4LCI2cw0m57fXRItHAPvi/edit?usp=sharing>
- RTI activities: <http://www.interventioncentral.org/response-to-intervention>

How will you extend or deepen learning for students who are already proficient?

Possible Extensions:

- segment longer words
- use fluency passages
- extend oral work into writing activities
- read as whole words rather than individual sounds

Reflection and Data Analysis

How will evidence of student understanding and achievement be used to drive instructional decisions?

Based on your SLO data

What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept?

What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth?

What changes could be made to your instructional practice to address the needs of all (low, average, high) students?