

Elementary SLP Student Learning Growth Goal

Content Standard(s) /Learning Target	<p>The following standards will be the focus of the assessment and instruction:</p> <p>RL.5.3- Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.</p> <p>RI.5.2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>SL.5.2- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.4- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.5.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
Context	<p>Total number of students: 4 Number of students on an IEP: 4 Number of students identified 0 as ELL: 1 Number of students identified 0 as TAG: Number of students on a 504: Other: 1</p> <p>Other: The student marked "other" will be using speech services offered by the University of Oregon. The student will not have the same instructional time, nor period of instruction, as the other students.</p>

Assessment	<p>Category II Assessment:</p> <p>Students will be given a mid-year assessment that measures their knowledge of the academic common core vocabulary definitions that have been taught up until that point. At the end of the year, students will be given a post-assessment targeting the same 14 academic common core vocabulary definitions that were measured in the baseline assessment and students will also be given an application assessment focused on their ability to demonstrate their knowledge of the same 5 of the 14 academic common core vocabulary that were targeted in the baseline assessment.</p>
Baseline Data	<p>A baseline assessment targeting matching the correct definitions of 14 academic common core vocabulary as well as an application assessment that targeted students demonstrating their use of 5 of the 14 academic common core vocabulary was given. The students' data can be found in the attached document.</p>
Student Learning and Growth Goal Statement	<p>In order to make progress towards meeting individual IEP goals as well as the Common Core State Standards, during the 2014-2015 school year, students in the 5th grade identified as being significantly below average on a standardized assessment of language production and comprehension (i.e., below the 7th percentile) will increase their knowledge of 14 academic common core vocabulary definitions by 50% from their baseline assessment in October 2014 to post-intervention assessment in April 2015.</p> <p>In addition, two students who scored 70% on the baseline application measure will demonstrate an increase of 20% and the other two students who scored between 20-30% will demonstrate an increase of 50% in their ability to demonstrate their knowledge of 5 of the 14 academic common core vocabulary in an application assessment given in October 2014 and post-assessment in April 2015.</p> <p>The academic common core vocabulary were chosen based on frequency of occurrence in the students' general education Language Arts curriculum (See attached document- SLG Targets). Data will be gathered at baseline, mid-year, and post-intervention using an assessment created by the Speech-Language Pathologists in the district.</p>

Rationale	Adequate vocabulary is necessary for clear and effective communication as well as academic performance. These students in particular all have documented need for specially designed instruction because they have not made the developmental progress in communication/language when compared to their same-age peers. The expectation that all students will improve is attainable. The learning target is appropriate and rigorous for these students given their delayed communication skills and because they're initial baseline is so low. It would be expected that they learn some, but probably not all, of the targeted vocabulary.
Strategies	Students will receive targeted intervention in a small group, two times per week for 30 minutes each session for the school year. Targeted vocabulary will be taught using Marzano's evidence-based six-step process for vocabulary instruction.
Aligned Professional Learning and Support	Participation in a professional learning community of speech-language pathologists focusing on contextualized language interventions. Continuing education including reading sections of "Contextualized Language Intervention: Scaffolding PreK-12 Literacy Achievement" by Teresa Ukrainetz.