

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: **6-10**

Content Area: Speech and Language

Component	Guiding Questions	Descriptors
Baseline/Trend Data	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<p>Pre-test data using STAR assessments indicates that 10 of the 14 (71%) 6th, 7th, 9th, and 10th grade on my caseload who receive speech and language services to address their vocabulary skills, earned a score of below 40 (out of a possible 100) on the Vocabulary Acquisition and Use domain of the STAR reading pre-assessment administered in September/October.</p> <ul style="list-style-type: none"> • 4/10 students (40%) earned a pre-test score that fell between 10-20 (out of 100). • 4/10 students (40%) earned a pre-test score that fell between 20-30 (out of 100). • 2/10 students (20%) earned a pre-test score that fell between 30-40 (out of 100).
Student Population	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<p>N=10 Of the students in Grades 6-10, on my caseload ,who earned Vocabulary Acquisition & Use scores of 40 or below who have documented weaknesses in their understanding and use of vocabulary:</p> <ul style="list-style-type: none"> • 3 have a classification of Speech Language Impaired • 1 has a classification of Other Health Impaired-ADHD • 6 have a classification of Specific Learning Disability <p>Vocabulary instruction is an important part of reading and language arts classes, as well as content area classes such as science and social studies. By giving students explicit instruction in vocabulary, they are able to learn the meaning of new words and strengthen their independent skills of constructing the meaning of text and content area information.</p>
Standards And Learning Content	<i>Which standards are connected to the learning content?</i>	<p>CCSS.ELA-Literacy.RL.6.4; CCSS.ELA-Literacy.RL.7.4; CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>CCSS.ELA-Literacy.RH.6-8.4; CCSS.ELA-Literacy.RH9-10.4; CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
Student Learning Goal/Objective Statement	<i>What is the expectation for student growth and development?</i>	<p>Secondary level students who receive speech/language therapy to address vocabulary skills will demonstrate improvement in their ability to understand Tier II vocabulary in support of reading comprehension.</p>

<p>Indicators Of Academic Growth And Development (IAGDs)</p> <p>Growth Targets</p>	<p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs.</p>	<p><u>IAGDs:</u></p> <p>A. <u>ASSESSMENTS/MEASURES OF PROGRESS</u></p> <p>Vocabulary Acquisition & Use domain of the STAR reading assessment</p> <p>B. <u>GROWTH TARGETS</u></p> <p>By June, at least 80% of students will demonstrate improvement in their understanding and use of vocabulary as measured by an increase of at least 5 points as measured by the students' pre/post score comparison on the Vocabulary Acquisition & Use domain of the STAR reading assessment.</p>
<p>Instructional Strategies/Supports</p>	<p><i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?</i></p>	<p>Explicit instruction and practice will occur in the structured therapy setting using research-based strategies and instruction designed by Marzano and Kinsella and strategies such as LINC and weekly session data will be kept in order to assess the current needs of the individual students in order to guide planning and instruction. Ongoing collaboration with ELA, Science and Social Studies teachers regarding targeted vocabulary tied to curriculum units will be critical to ensure success.</p>