

Jordan School District

Student Learning Objective (SLO) Statement

Reading: Phonics

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		Resource/Cluster	K-6
Collaboratively Developed			
List SLO Development & Assessment team members and roles:			
Administrator SLO Approval Sign-off:		Date:	

I. SLO Learning Goal

A.	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.	K. RF,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. K. RF,3b. Associate the long and short sounds with common spellings (graphemes for the five major vowels). 1. RF,3a. Know the spelling-sound correspondences for common consonant digraphs. 1. RF,3c. Know final –e and common vowel team conventions for representing long vowel sounds. 2. RF,3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2. RF,3d. Decode words with common prefixes and suffixes. 3. RF,3b. Decode words with common Latin suffixes. 4. RF,3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 5. RF,3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
B.	SMART Goals List the SMART goal(s) that target the SLO Learning Goal. <div style="font-size: small;"> 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 </div>	S: I can apply phonics and word analysis skills in decoding words. M: Pre and post phonics assessment A: Meets the standards as set forth USOE R: Develop some level of mastery for the standard by the end of the year T: Progress monitoring will occur throughout the year
C.	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. Student will achieve (1-25%) growth in ability in letter-sound correspondence and/or word analysis skills.	

II. Teacher SLO Implementation Plan – Formative, Monitoring

A.	Strategies For Attaining SLOs Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.	Instructional Strategies -individual and small group instruction - high rate of student response -continuous scanning and monitoring -immediate reinforcement and feedback -guided practice	Evidence/Artifacts -teacher-charted records -data logs	Monitoring Dates -3 trials over the course of the year
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III. Assessment of SLO		
A.	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.	The pre-assessment is a list of letters, phonograms, and/or affixes the student reads aloud. The post-assessment is the same list of letters, phonograms, and/or affixes that the student reads aloud.
B.	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.	
C.	Evaluating Student Performance Describe expected student growth achievement using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used.	The expectation for individual student growth is to achieve (1-25%) growth in ability in letter-sound correspondence and/or word analysis skills.
D.	Formative Evaluation Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	The student will read from a list of letters, phonograms, and/or affixes the student reads aloud. Re-teaching will occur based on mastery/non-mastery of letter sounds, phonograms, and/or affixes.
IV. Classroom Assessment Data		
A.	Classroom Baseline Data Briefly describe data analysis completed after results of pre-assessment. Also consider student achievement information, data analysis from other sources or observational data. (Classroom teacher provides the data.)	
B.	Achievement Record the actual percentage of students who achieved the growth goal and reflect on student progress.	
Principal Approval Sign-off:		Date: