

Wisconsin Student Learning Objective

After reviewing available data and identifying the student population for whom the SLO will apply based on the needs identified by trends and patterns in the data, create a Student/School Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Subject Area/Grade Level

English as a Second Language/Kindergarten

Baseline Data and Rationale: *(What sources of data did you examine in selecting your SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?)*

This SLO was chosen because I have three Kindergarten students who are at beginning levels of ELPs in terms of pronunciation, writing and speaking skills. The W_APT screener test determined that all of these students were in the mid to low range of English level proficiency. In order maximize Academic English acquisition, a strong base of fluency in letter recognition and sounds needs to be present.

Learning Content and Grade Level: *(Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?)*

Reading and Language Arts

Student Population: *(Which students are included in the target population? How does the data analysis support the identified student population?)*

3 Kindergarten Students

Targeted Growth: *(Have you identified the starting point for each target student? How did you arrive at these growth goals?)*

The expected outcome will be that **all students will master the English alphabet** and sound patterns and be able to transfer this knowledge to the classroom, building on this primary skill.

Interval: *(Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?)*

This SLO will last the entire school year.

Evidence Sources: *(What benchmark assessments will you use (pre-instruction, mid-interval, post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

Initial data will be supplied by the Aims Web and/or the Beginning of the Year Kindergarten Assessment. Post assessment will be from the same tests. Additional assessments will be based on **teacher observations** and **group instruction**.

SLO Goal Statement: *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

I will work with Level 1 and 2 ESL Kindergarten students so that 100% of them will recognize the letters of the English alphabet and the sound that accompanies the letter by the end of the year because letter recognition and pronunciation is the basis for beginning literacy.

Instructional/Leadership Strategies and Support: *(What professional development opportunities support this goal? What instructional/leadership methods will you employ so that students progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?)*

The ESL Reading Rods Program will be used which focuses on letters and sounds, as well as putting words together with the beginning sounds. **Small group instruction will also be used.**