

Title – Elementary School Speech Language Pathologist Student Learning Objective

Content Area – Speech Language

Grade Level – K-1

Students –

K: 7 students

Area of focus: Articulation (Student A, B), Expressive Language (Student C,D), Receptive Language (Students E, F), Fluency (Student G)

1: 4 students

Area of focus: Receptive Language (Student H), Expressive Language (Students I, J), Articulation (Student K)

Interval of Instruction – I will work with each of these students twice per week throughout SY 2013-2014.

Main Criteria	Element	Description
Essential Questions: What is the most important outcome that will enable students to have better access to education through your services?		
Priority of Content	Objective Statement	Students will make measurable improvements in articulation, fluency, voice, and expressive and/or receptive language, depending upon their individual needs.
	Rationale	Adequate expressive language skills are necessary for clear and effective academic and social communication. Receptive language skills are critical to comprehension, both in understanding academic content and social interactions and in acting upon spoken directions in an academic setting. Each of the language skills mentioned in the objective statement is measured on our District Speech Rubric for primary grades.
Essential Questions: Where are my students now with respect to the objective?		
	Baseline Data / Information	In most cases, the student’s Area of Focus was clear, based on the referral. However, I administered a pre-assessment in order to understand the student’s range and level of need. During the first two weeks of school, I met with each student individually and presented him or her with a picture. I asked him or her to look and listen while I read a story. Upon completion of the story, I asked the student 6 comprehension questions about the story. The student’s comprehension and expressive language, articulation, and fluency were scored on the District Speech Rubric for primary grades.
Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?		
Rigor of Target	Target(s)	By the final quarterly assessment, all students will move up at least two levels on the District Speech Rubric (6-level rubric) in their Area of Focus. In addition, all students will move up at least one level from their baseline in all other areas of speech addressed by the District Speech Rubric for primary grades.
	Rationale for Target(s)	The expectation that all students will improve at least one level on the District Speech Rubric is attainable given that we will meet at least twice per week to work exclusively on their Area of Focus and other receptive and expressive language skills. They have been referred because they have not made the developmental progress that we would expect based on their age. Therefore, it is not only reasonable but necessary to expect that the student will move up at least two levels in this area. Otherwise, they may not be able to close the gap between their language skill in this area and their peers’.
Quality of Evidence	Evidence Source(s)	In addition to bi-monthly observations, students’ language skills will be assessed quarterly in a manner similar to the baseline assessment. For example, students will be asked to listen to a story and answer comprehension questions and/or retell a story. Their expressive and receptive language will be scored on the District Speech Rubric for primary grades.

