**SLO SAMPLE**

**GOAL STATEMENTS**

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**Park Elementary**

**Kindergarten-4th Grade**

**2014-2015**

**MATH**

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| **Sample SLO Goal Statement - Kindergarten** |
| **2a. Goal Statement** | To help students become fluent with addition and subtraction within 10. |
| **2b. PA Standards** | CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.   |
| **2c. Rationale** | Fluency is the foundation of mathematics.  |

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| **Sample SLO Goal Statement – 1st Grade** |
| **2a. Goal Statement** | Students will represent and solve problems involving addition and subtraction within 20. |
| **2b. PA Standards** | PA CC 2.2.1.A.1 Algebraic Concepts Represent and solve problems involving addition and subtraction within 20 |
| **2c. Rationale** | A focus in grade 1 should be on Operations and Algebraic Thinking to help lay the foundation for future study in mathematics. Student competency in this area is a predictor of math learning success.  |

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| **Sample SLO Goal Statement – 2nd Grade** |
| **2a. Goal Statement** | Represent and solve problems involving addition and subtraction within 100. |
| **2b. PA Standards** | PACC.2.2.2.A.1 Operations and Algebraic Thinking |
| **2c. Rationale** | A focus in grade 2 should be on Operations and Algebraic Thinking to help lay the foundation. Student competency in this area is a predictor of math learning success. |

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| **Sample SLO Goal Statement – 3rd Grade** |
| **2a. Goal Statement** | Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. |
| **2b. PA Standards**  | CC.2.1.3.B.1Apply place value understanding and properties of operations to perform multi-digit arithmetic. |
| **2c. Rationale** | Mastery of numbers and operations focusing on base ten are fundamental skills for all students to succeed in math and to show achievement on the PSSA. |

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| **Sample SLO Goal Statement – 4th Grade** |
| **2a. Goal Statement** | To help students use place value understanding and properties to perform multi-digit arithmetic. |
| **2b. PA Standards** | M04.A-T.2.1 Use operations to solve problems |
| **2c. Rationale** | Fluency is the foundation of mathematics.  |

**READING: FOUNDATIONAL SKILLS**

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| **Sample SLO Goal Statement - Kindergarten** |
| **2a. Goal Statement** | Students will demonstrate basic knowledge of one-to-one letter-sound correspondence |
| **2b. PA Standards** | CC.1.1.K.DKnow and apply grade-level phonics and word analysis skills in decoding words. |
| **2c. Rationale** | The ability to demonstrate basic knowledge of one-to-one letter-sound correspondence in decoding words is a necessary skill to learn to read. |

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| **Sample SLO Goal Statement – Kindergarten (Letter Naming Fluency)** |
| **2a. Goal Statement** | Students will recognize and name all uppercase and lowercase letters of the alphabet.  |
| **2b. PA Standards** | CC.1.1.K.BDemonstrate understanding of organization and basic features of print.  |
| **2c. Rationale** | The ability to demonstrate a basic understanding of organization and basic features of pint are necessary skills to learn to read. |

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| **Sample SLO Goal Statement – Kindergarten (NWF-CLS)** |
| **2a. Goal Statement** | Students will recognize correct letter sounds through the nonsense word fluency component of DIBELS.  |
| **2b. PA Standards** | CC.1.1.K.CDemonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| **2c. Rationale** | The ability to demonstrate a basic understanding of spoken words, syllables, and sounds (phonemes) are necessary skills to learn to read. |

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| **Sample SLO Goal Statement – Kindergarten (NWF-WWR)** |
| **2a. Goal Statement** | Students will read WHOLE WORDS through the nonsense word fluency component of DIBELS.  |
| **2b. PA Standards** | CC.1.1.K.CDemonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| **2c. Rationale** | The ability to demonstrate a basic understanding of spoken words, syllables, and sounds (phonemes) are necessary skills to learn to read. |

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| **Sample SLO Goal Statement –1st Grade (NWF-WWR)** |
| **2a. Goal Statement** | Students will read WHOLE WORDS through the nonsense word fluency component of DIBELS.  |
| **2b. PA Standards** | CC.1.1.1.CDemonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| **2c. Rationale** | The ability to demonstrate a basic understanding of spoken words, syllables, and sounds (phonemes) are necessary skills to learn to read. |

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| **Sample SLO Goal Statement – 1st Grade (NWF-CLS)** |
| **2a. Goal Statement** | Students will recognize correct letter sounds through the nonsense word fluency component of DIBELS.  |
| **2b. PA Standards** | CC.1.1.1.CDemonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| **2c. Rationale** | The ability to demonstrate a basic understanding of spoken words, syllables, and sounds (phonemes) are necessary skills to learn to read. |

**READING: COMPREHENSION**

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| **Sample SLO Goal Statement – 1st Grade (Reading Comprehension)** |
| **2a. Goal Statement** | Students will be able to respond to questions or retell a story using story elements such as characters, settings and major events. |
| **2b. PA Standards** | CC. 1.3.1.C Describe characters, settings, and major events in a story, using key details. |
| **2c. Rationale** | The ability to understand characters, setting and events is needed for basic comprehension. |

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| **Sample SLO Goal Statement – 2nd Grade (Reading Comprehension)** |
| **2a. Goal Statement** | Students will demonstrate knowledge of story structure. |
| **2b. PA Standards** | PA CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| **2c. Rationale** | The use of this information will demonstrate a student’s knowledge of the structure of a story which will help them gain greater comprehension. |

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| **Sample SLO Goal Statement – 3rd Grade (Reading Comprehension)** |
| **2a. Goal Statement** | Students will demonstrate understanding of information extrapolated from text features (maps, charts, graphs, diagrams, etc.). |
| **2b. PA Standards** | PA CC 1.2.3.G - Use information gained from text features to demonstrate understanding of a text. |
| **2c. Rationale** | The use of information gained from text features demonstrates a student’s ability to comprehend when information is presented visually, numerically, and textually, not only in language arts, but across all content areas. |

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| **Sample SLO Goal Statement – 4th Grade (Reading Comprehension)** |
| **2a. Goal Statement** | When reading independently, students will comprehend literary fiction at the fourth grade level. |
| **2b. PA Standards** | PA CC 1.3.4.K- Read and comprehend literary fiction on grade level, reading independently and proficiently.  |
| **2c. Rationale** | Students need to read and comprehend material across all content areas. |

**READING: ACCURACY**

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| **Sample SLO Goal Statement – 1st Grade** |
| **2a. Goal Statement** | Students will read 1st grade leveled materials with accuracy.  |
| **2b. PA Standards**  | CC.1.1.1.ERead with accuracy and fluency to support comprehension. |
| **2c. Rationale** | Reading with accuracy demonstrates a student’s ability to apply knowledge of phonics, word analysis, and context clues for decoding words to support understanding in language arts and across content areas.  |

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| **Sample SLO Goal Statement – 2nd Grade** |
| **2a. Goal Statement** | Students will read 2nd grade leveled materials with accuracy.  |
| **2b. PA Standards**  | CC.1.1.2.ERead with accuracy and fluency to support comprehension. |
| **2c. Rationale** | Reading with accuracy demonstrates a student’s ability to apply knowledge of phonics, word analysis, and context clues for decoding words to support understanding in language arts and across content areas.  |

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| **Sample SLO Goal Statement – 3rd Grade** |
| **2a. Goal Statement** | Students will read 3rd grade leveled materials with accuracy.  |
| **2b. PA Standards**  | CC.1.1.3.ERead with accuracy and fluency to support comprehension. |
| **2c. Rationale** | Reading with accuracy demonstrates a student’s ability to apply knowledge of phonics, word analysis, and context clues for decoding words to support understanding in language arts and across content areas.  |

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| **Sample SLO Goal Statement – 4th Grade** |
| **2a. Goal Statement** | Students will read 4th grade leveled materials with accuracy.  |
| **2b. PA Standards**  | CC.1.1.4.ERead with accuracy and fluency to support comprehension. |
| **2c. Rationale** | Reading with accuracy demonstrates a student’s ability to apply knowledge of phonics, word analysis, and context clues for decoding words to support understanding in language arts and across content areas.  |

**READING: FLUENCY**

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| **Sample SLO Goal Statement – 1st Grade** |
| **2a. Goal Statement** | Students will demonstrate growth in their ability to fluently read literary non-fiction and informational text on grade level, reading independently and proficiently. |
| **2b. PA Standards**  | CC.1.1.1.ERead with accuracy and fluency to support comprehension. |
| **2c. Rationale** | The ability to read and decode words in a fluent and fluid manner has a direct impact on the students’ ability to effectively comprehend and make meaning from text.  |

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| **Sample SLO Goal Statement – 2nd Grade** |
| **2a. Goal Statement** | Students will demonstrate growth in their ability to fluently read literary non-fiction and informational text on grade level, reading independently and proficiently. |
| **2b. PA Standards**  | CC.1.1.2.ERead with accuracy and fluency to support comprehension. |
| **2c. Rationale** | The ability to read and decode words in a fluent and fluid manner has a direct impact on the students’ ability to effectively comprehend and make meaning from text.  |

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| **Sample SLO Goal Statement – 3rd Grade** |
| **2a. Goal Statement** | Students will demonstrate growth in their ability to fluently read literary non-fiction and informational text on grade level, reading independently and proficiently. |
| **2b. PA Standards**  | CC.1.1.3.ERead with accuracy and fluency to support comprehension. |
| **2c. Rationale** | The ability to read and decode words in a fluent and fluid manner has a direct impact on the students’ ability to effectively comprehend and make meaning from text.  |

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| **Sample SLO Goal Statement – 4th Grade** |
| **2a. Goal Statement** | Students will demonstrate growth in their ability to fluently read literary non-fiction and informational text on grade level, reading independently and proficiently. |
| **2b. PA Standards**  | CC.1.1.4.ERead with accuracy and fluency to support comprehension. |
| **2c. Rationale** | The ability to read and decode words in a fluent and fluid manner has a direct impact on the students’ ability to effectively comprehend and make meaning from text.  |

**WRITING**

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| **Sample SLO Goal Statement – 1st Grade** |
| **2a. Goal Statement** | Students will be able to write content (events, details, thoughts and feelings) to narrate an experience or story. |
| **2b. PA Standards** | CC. 1.4.1.OInclude thoughts and feelings to describe experiences and events. (Narrative Content statement) |
| **2c. Rationale** | Developing content in narrative stories is generally one of the first steps first graders take toward becoming a writer and this step is largely essential before other domains can be shaped. |

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| **Sample SLO Goal Statement – 2nd Grade** |
| **2b. Goal Statement** | Students will demonstrate use of grade-appropriate English conventions. |
| **2a. PA Standards** | PA CC 1.4.2.RDemonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| **2c. Rationale** | Effective, clear, written communication depends upon the appropriate commands of the standard English language. |

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| **Sample SLO Goal Statement – 3rd Grade** |
| **2a. Goal Statement** | Students will demonstrate use of grade-appropriate English conventions. |
| **2b. PA Standards** | PA CC 1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| **2c. Rationale** | Effective, clear, written communication depends upon the appropriate commands of the standard English language. |

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| **Sample SLO Goal Statement – 4th Grade** |
| **2a. Goal Statement** | Students will demonstrate use of grade-appropriate English conventions. |
| **2b. PA Standards** | PA CC 1.4.4.R- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| **2c. Rationale** | Effective, clear, written communication depends upon the appropriate commands of the standard English language. |

**ART**

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| **Sample SLO Goal Statement** |
| **2a. Goal Statement** | Students will produce visual images which demonstrate an understanding of the use of color. |
| **2b. PA Standards** | 9.1.A Know and use the elements and principles of each art form to create works in the arts and humanities. |
| **2c. Rationale** | The fundamental base of using colors in art is an understanding of how to create a color wheel, use a color wheel, and recognize color families as they are arranged on the color wheel. |

**PHYSICAL EDUCATION (ELEMENTARY)**

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| **Sample SLO Goal Statement** |
| **2a. Goal Statement** | Students will apply movement skills, concepts, and strategies to physical activity. |
| **2b. PA Standards** | 10.5.6.A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.10.5.6.F. Identify and apply game strategies to basic games and physical activities.  |
| **2c. Rationale** | A competent mover who applies strategies is more likely to be active for a lifetime. |

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| **Sample SLO Goal Statement** |
| **2a. Goal Statement** | Students will be able to recognize, describe, and apply basic movement skills.  |
| **2b. PA Standards**  | 10.5.3A. Recognize and use basic movement skills and concepts.• locomotor movements (e.g., run, leap, hop)• non-locomotor movements (e.g. bend, stretch, twist)• manipulative movements (e.g., throw, catch, kick)• relationships (e.g., over, under, beside)• combination movements (e.g.,locomotor, non-locomotor, manipulative)• space awareness (e.g., self-space, levels, pathways, directions)• effort (e.g., speed, force)10.5.3B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.• form• developmental differences• critical elements• feedback |
| **2c. Rationale** | A competent (skillful) mover is more likely to be active for a lifetime. This goal prepares students to build physical activity skills for use in future grade levels.  |

**LIBRARY (ELEMENTARY)**

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| **Sample SLO Goal Statement - Library** |
| **2a. Goal Statement** | The goal of the Library/4th grade SLO is students gaining the skills to locate and access the Destiny Online Catalog. |
| **2b. PA Standards**  | 1.9 Use media and technology resources for self-directed learning, support personal productivity, group collaboration, and learning throughout the curriculum.  |
| **2c. Rationale** | Using an OPAC in a Library allows learners to become independent searchers of information resources,( problem solvers,) and lifelong readers and learners. |

**ELL (ELEMENTARY)**

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| **Sample SLO Goal Statement** |
| **2a. Goal Statement** | Student will demonstrate effective communication in the target language by speaking, listening, reading and writing |
| **2b. PA Standards** | WIDA ELDS #1 ELLs communicate for social and instructional purposes with in the school setting |
| **2c. Rationale** | Communicative ability impacts speaking listening, reading and writing which are integral to second language learners and can be used to evaluate a student’s ability to communicate in the target language (English) and assimilate into the culture |

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| **Sample SLO Goal Statement** |
| **2a. Goal Statement** | All students will demonstrate growth in the 3 domains of the Writing rubric provided by the WIDA consortium. |
| **2b. PA Standards**  | Refer to the WIDA consortium Writing rubric |
| **2c. Rationale** | The WIDA Writing rubric is a tool that was created and normed to assess the Writing proficiency of English language learners. |

**MUSIC (ELEMENTARY)**

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| **Sample SLO Goal Statement** |
| **2a. Goal Statement** | Students will demonstrate proficiency in reading traditional notation. |
| **2b. PA Standards** | Reading and notating music. |
| **2c. Rationale** | Reading traditional notation allows communication and documentation of musical ideas across time and between people. |

**INSTRUMENTAL MUSIC (ELEMENTARY)**

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| **Sample SLO Goal Statement** |
| **2a. Goal Statement** | Students will demonstrate proficiency on their chosen instrument. |
| **2b. PA Standards**  | Performing on instruments, alone and together, varied repertoire of music. |
| **2c. Rationale** | The ability of a student to perform successfully on a musical instrument is dependent upon the development of specific essential skills. |

**SPECIAL EDUCATION (ELEMENTARY)**

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| **Sample SLO Goal Statement - Writing** |
| **2a. Goal Statement** | Students will provide details to thoroughly support their topic |
| **2b. PA Standards** | PACC Foundational Skills 1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content |
| **2c. Rationale** | It is important for student to clearly express their ideas in written form. |

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| **Sample SLO Goal Statement – Reading Comprehension** |
| **2a. Goal Statement** | Students will be able to answer questions such as who, what, where , when, why and how to demonstrate they have understood what they read |
| **2b. PA Standards** | PACC Foundational Skills 1.2 Students read, understand, and respond to informational texts with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence |
| **2c. Rationale** | It is important for students to understand what they read so that they can apply prior knowledge and extend their learning. |

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| **Sample SLO Goal Statement – Math Problem Solving** |
| **2a. Goal Statement** | The students will use operations, patterns, and estimating strategies for problem solving.  |
| **2b. PA Standards** | CC.2.2.3.A.4Solve problems involving the four operations, and identity and explain patterns in arithmetic. **\*\*Please find a corresponding standard for your grade level\*\*** |
| **2c. Rationale** | The use of information gained from problem solving strategies demonstrates a student’s ability to use operation, identify patterns, and use estimation strategies not only in mathematics, but across subject areas.  |

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| **Sample SLO Goal Statement – Math Computation** |
| **2a. Goal Statement** | Students will demonstrate fluency of mathematical operations using rational numbers.  |
| **2b. PA Standards** | CC.2.1.3.B.1Apply place value understanding and properties of operations to perform multi-digit arithmetic. **\*\*Please find a corresponding standard for your grade level\*\*** |
| **2c. Rationale** | The use of mathematical operations using rational numbers is the foundation for other mathematical skills and will support the student’s ability to perform.  |

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| **Sample SLO Goal Statement - Math** |
| **2a. Goal Statement** | Students will demonstrate fluency of mathematical operations using rational numbers.  |
| **2b. PA Standards** | CC.2.1.3.B.1: Apply place value understanding and properties of operations to perform muti-digit arithmetic. **\*\*Please find a corresponding standard for your grade level\*\*** |
| **2c. Rationale** | The use of mathematical operations using rational numbers is the foundation for other mathematical skills and will support the student’s ability to perform.  |