**Student Learning Target**

|  |  |  |
| --- | --- | --- |
| **Grade:** | **Subject:** | **Interval of Instruction:** |
| **1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?**   * What [content](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/standards) will I prioritize?   + What standards are most tied to success?   + What prior knowledge will they need to be successful? * What [assessment](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments) will provide the best evidence of my students’ mastery of the priority content at the end of the year?   + Will this assessment method enable me to determine how students are progressing throughout the year? | | |
| **Priority Content:** | | |
| **End-of-Year Assessment Method and Name:** | | |

| **2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?**   * What [knowledge/skills are related to success](http://www.louisianabelieves.com/academics/2014-2015-curricular-package) with this year’s [priority content](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/standards)? * What [data sources](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/student-achievement-results) and [background information](http://www.louisianabelieves.com/resources/library/data-center) are available? * What diagnostic assessment resources are available? * What can I conclude about students’ mastery of prior knowledge and skills? * Based on the data, what can I conclude about students’ readiness? |
| --- |
|  |

| **3. IS THERE A GROUP OF STUDENTS ON WHICH I SHOULD FOCUS THIS LEARNING TARGET?**   * Have I set learning targets for all of my students? * Which subgroups in my school population need additional support to achieve success? * Which students will need additional support to achieve success? | | | |
| --- | --- | --- | --- |
|  | | | |
| **STUDENT LEARNING TARGET:**   * What level of performance on the end-of-year assessment from Step 1 do I expect the identified student population to achieve? | | | |
|  | | | |
| **SCORING PLAN:**   * How will you measure your students’ success? * Based on students’ baseline data, what is the minimum level of performance I expect from the identified students? * Based on students’ baseline data, how many students can reasonably be expected to meet or exceed the expected level of performance? | | | |
| **Insufficient Attainment of Target (1 point):**  The teacher has demonstrated an insufficient impact on student learning by falling far short of the target. | **Partial Attainment of Target  (2 points):**  The teacher has demonstrated some impact on student learning, but did not meet the target. | **Full Attainment of Target  (3 points):**  The teacher has demonstrated a considerable impact on student learning by meeting the target. | **Exceptional Attainment of Target (4 points):**  The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin. |
| **Achievement range:** | **Achievement range:** | **Achievement range:** | **Achievement range:** |

| **4. HOW WILL I MONITOR PROGRESS?**   * When will I monitor students’ developing mastery of the priority content? * What [curricular resources](http://www.louisianabelieves.com/resources/library/year-long-scope-sequence) and [assessment methods](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments) will I use to determine students’ mastery of the priority content on an on-going basis?   + Are these assessment methods aligned with the end-of-year assessment identified in Step 1? | | |
| --- | --- | --- |
| **Ongoing** | | |
| **Checkpoint 1** | **Checkpoint 2** | **Checkpoint 3** |