Louisiana Believes

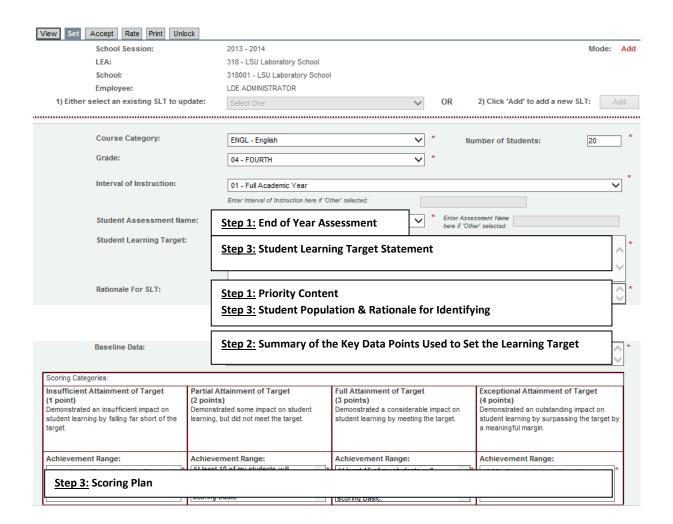
Student Learning Targets CIS & the 2014-2015 Goal Setting (SLT) Worksheet

The Louisiana Department of Education has released a set of tools that guide educators in the process of setting meaningful goals that will define their actions as they plan, instruct and assess throughout the year. Once goals are determined, educators are ready to enter their SLTs in the Compass Information System (CIS). Because the SLT Guide and screens in CIS vary, information is included below to illustrate the entry of text using screenshots and a sample SLT currently available in the <u>Teacher Toolbox</u>.

1st: Write Your Student Learning Target (SLT) Using the Goal Setting Worksheet

Step 1: Priority Content & End of Year Assessment	
Step 2: Baseline Data	
Step 3: Student Focus, Student Learning Target & Scoring Plan	
Step 4: Progress Monitoring	

2nd: Enter SLT Text into the Compass Information System (CIS) SLT Set Screen



APPENDIX A: Example *SLT Setting – Using the* <u>2014-2015 Goal Setting Worksheet</u>

The following chart illustrates an example of information to be entered using a sample SLT currently posted in the Teacher Toolbox.

2 nd Grade Math SLT Sample		
CIS SLT Entry Form	SLT Worksheet Location	Text to Enter
Course Category	Heading	MATH - Mathematics
Number of Students	Step 2: Baseline	20
Grade	Heading	03-THIRD
Interval of Instruction	Heading	01-FullAcademic
Student Assessment	Step 1: End of Year	District & Teacher Created Common
Name: Other – Enter	Assessment	Assessments
Assessment Name		
Student Learning	Step 3: SLT Statement	15 students will meet or exceed their individual
Target		achievement targets on the end of year
		assessments.
Rationale for SLT	Step 1: Priority Content	2nd Grade Math: Mastery of priority content,
	Step 3: Student Population &	conceptual understanding and math fluencies.
	Rational for Identifying	All 20 students will be the focus of this target
	(Summary)	but 8 students will need additional support
		based on a beginning of the year readiness
		assessment.
Baseline Data	Step 2: Baseline Data	I administered two diagnostic assessments. One
	(Summary)	measured fluency and the other measured
		conceptual understanding of prior grade level
		content. 12 students scored above 70% on the
		K and 1 st grade fluency assessment and 8 scored
		below 70%. On the conceptual assessment, 6 of
		these 8 students correctly answered 1 or 2 of
		the 5 tasks.
Scoring Plan	Step 3: Scoring Plan	See sample – enter text in appropriate fields

APPENDIX B: Screenshots – SLT Worksheet and CIS Entry Screens

