**Student Learning Target**

| Grade: | Subject: | Interval of Instruction: |
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| WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?  * Whatcontent will I prioritize?   + What [standards](https://www.louisianabelieves.com/resources/library/academic-standards) are most tied to success?   + What prior knowledge will they need to be successful? * What [assessment](https://www.louisianabelieves.com/docs/default-source/teaching/slt-assessment-identification-guide.pdf?sfvrsn=38859c1f_10) 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? | | |
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| **End-of-Year Assessment Method and Name:** | | |
| 1. **WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?**  * What knowledge/skills are related to success with this year’s priority content? * What [data sources](https://www.louisianabelieves.com/resources/library/data-center) and background information 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? | | |
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| 1. **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? | | | |
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| **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? | | | |
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| **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](https://www.louisianabelieves.com/docs/default-source/teaching/slt-assessment-identification-guide.pdf?sfvrsn=38859c1f_10) will I use to determine students’ mastery of the priority content on an on-going basis?   o Are these assessment methods aligned with the end-of-year assessment identified in Step 1? | | |
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| **Ongoing** | | |
| **Checkpoint 1** | **Checkpoint 2** | **Checkpoint 3** |