Student Learning Target

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Subject:</th>
<th>Interval of Instruction:</th>
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</table>

1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?
   - What **content** will I prioritize?
     - What standards are most tied to success?
     - What prior knowledge will they need to be successful?
   - What **assessment** 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** with this year’s **priority content**?
   - What **data sources** 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?
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?

<table>
<thead>
<tr>
<th>Insufficient Attainment of Target (1 point):</th>
<th>Partial Attainment of Target (2 points):</th>
<th>Full Attainment of Target (3 points):</th>
<th>Exceptional Attainment of Target (4 points):</th>
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</thead>
<tbody>
<tr>
<td>The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.</td>
<td>The teacher has demonstrated some impact on student learning, but did not meet the target.</td>
<td>The teacher has demonstrated a considerable impact on student learning by meeting the target.</td>
<td>The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</td>
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</tbody>
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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 and assessment methods 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
4. **HOW WILL I MONITOR PROGRESS?**

- When will I monitor students’ developing mastery of the priority content?
- What curricular resources and assessment methods 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?

<table>
<thead>
<tr>
<th>Checkpoint 1</th>
<th>Checkpoint 2</th>
<th>Checkpoint 3</th>
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