

Louisiana Believes

Student Learning Target

Grade: 11 th (Counselor SLT)	Subject: ACT Composite Score	Interval of Instruction: Full Academic Year
1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS? <ul style="list-style-type: none">• What content will I prioritize?<ul style="list-style-type: none">○ 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?<ul style="list-style-type: none">○ Will this assessment method enable me to determine how students are progressing throughout the year?		
Priority Content: <p>ACT[®] uses a series of assessments (EXPLORE[®] in 8th and 9th, PLAN[®] in 10th, and ACT[®]) to measure College and Career Readiness. Students earn a Sub-score in the subjects of English, mathematics, reading, and science and a Composite score which reflects all subjects. Maximizing performance on these assessments will provide students with expanded college and career options and aligns with ASCA Mindsets & Behaviors for Student Success, specifically Mindset Standards 4 and 5, Behavior Standard/Learning Strategies 3, 7, and 9, Behavior Standard/Self-Management Skills 5, and Behavior Standard/Social Skills 1.</p>		
End-of-Year Assessment Method and Name: <p>During the 2014-2014 school year, students will take the ACT[®] during the 2015 Spring State administration date or on some other regular assessment date. The highest Composite score earned to date will be used to measure the achievement of this Student Learning Target (SLT). ACT[®] Assessment</p>		

2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW? <ul style="list-style-type: none">• 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?
<p>I reviewed student EXPLORE[®], PLAN[®] and ACT[®] results to identify two pieces of data for all 11th grade students:</p> <ol style="list-style-type: none">1) expected ACT[®] score range (from PLAN[®] reports)2) highest Composite score earned to date <p>From this, I identified 15 students in the 11th grade who have taken the ACT[®] but who have not met or exceeded their top score in the expected range or have no ACT[®] score on file.</p>

Louisiana Believes

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?

There are 126 students enrolled in grades 9 - 12, but the focus of this SLT is the 15 students in the 11th grade who have not met or exceeded the top score in the predicted range as reported on their individual PLAN® reports. These students require additional support to maximize college and career options as they seek to meet or exceed the top score of their expected range.

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?

80% of the 15 identified students will achieve an ACT® Composite score that is at or exceeds the top score of their expected score range as reported on their PLAN® Score Report.

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: <60% (0-8) meets the target.	Achievement range: 60-74% (9-10) meets the target.	Achievement range: 75-85% (11-12) meets the target.	Achievement range: >85% (13-15) meets the target.

Louisiana Believes

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

In collaboration with the counselor, the target population will develop an [action plan](#) to maximize performance on the ACT assessment. At a minimum, plans will include participation in individualized instruction sessions, an ACT prep course, bi-weekly progress monitoring and consultation with counselor to review/adjust action plan. Action plans will be communicated with and agreed upon by students, teachers and parent.

Checkpoint 1

1st Nine Weeks

Participation in individualized instruction sessions

Collaboration with counselor

Performance on ACT® practice test

Checkpoint 2

2nd Nine Weeks

Participation in individualized instruction sessions

Collaboration with counselor

Performance on ACT® practice test

Checkpoint 3

3rd Nine Weeks

Participation in individualized instruction sessions

Collaboration with counselor

Performance on ACT® practice test