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Student Learning Target

Grade: 3 rd -5 th	Subject: Special Education: Mathematics	Interval of Instruction: Full 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 in this course?○ What prior knowledge will they need to be successful in this course?• 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 enable me to determine how students are progressing throughout the year? If not, what assessment resources will I use throughout the year?		
Priority Content: <p>The following statements helped me to prioritize my goals for students who I support in the area of mathematics:</p> <ol style="list-style-type: none">1) "While student fluency with math skills is critical, even more important is a student's ability to show mastery of a mathematical concept." (page 11, Math Guidebook: Grades 3-5)2) "State assessments will no longer demand that students simply perform based on memorized basic procedures. Rather, just as in real life, students are asked to solve complex problems based on their mathematical understanding." (page 11, Math Guidebook: Grades 3-5) <p>In order for my students to be successful in grade level mathematics, I must identify which students need remediation and on which standards remediation would be most beneficial for these students. Identified students need quality remediation focused just on the content needed to quickly get students to practice at grade level. By practicing content at grade level, students more quickly improve their skill and understanding.</p> <p>Source: Louisiana Mathematics Guidebook: Grades 3-5</p>		
End-of-Year Assessment Method and Name: District created End of Year Assessments (3 rd , 4 th , and 5 th) – includes identified remediation standards for current grade priority content as well as current grade level tasks within the major clusters for the appropriate grade. All items are aligned to the task types described in the 2014-2015 PARCC Assessment Guide . Various sources were used to write the items and tasks including EAGLE and the LDE Guidebooks. Student responses will be scored using correct responses and exemplars for each item. Scoring of student responses will take place during a teacher collaboration session.		

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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?

Each grade level teacher administered a teacher-developed math readiness assessment with each including 27 items (25 selected response items and 2 extended constructed response tasks) that assess student mastery of necessary prior grade level content aligned to the major clusters of the current grade level. After reviewing the diagnostic data and prior assessment data, I assigned two goals to each student – one that represents mastery of remedial content and the other of current grade level content. A summary of these data points is below.

Student	Current Grade	Diagnostic % Correct	Prior Year Assessment Data	EOY Assessment Goal (prior/current)	Student	Current Grade	Diagnostic % Correct	Prior Year Assessment Data	EOY Assessment Goal (prior/current)
1	3rd	50%	Not available	85%/75%	12	4th	40%	Unsat	85%/75%
2	3rd	63%	Not available	90%/80%	13	4th	52%	Unsat	85%/75%
3	3rd	70%	Not available	90%/85%	14	4th	67%	AB	90%/85%
4	3rd	45%	Not available	85%/75%	15	4th	79%	Basic	95%/90%
5	3rd	59%	Not available	85%/75%	16	4th	53%	Unsat	85%/75%
6	3rd	37%	Not available	85%/75%	17	4th	47%	Unsat	85%/75%
7	3rd	80%	Not available	95%/90%	18	5 th	62%	AB	85%/75%
8	4th	77%	Basic	95%/90%	19	5 th	71%	Basic	90%/85%
9	4th	60%	Unsat	85%/75%	20	5 th	61%	AB	85%/75%
10	4th	55%	Unsat	85%/75%	21	5 th	77%	Basic	95%/90%
11	4th	73%	AB	90%/85%	22	5 th	59%	Unsat	85%/75%

Based on these results, I can conclude:

- 1) All students will need targeted practice with prerequisite skills in the major clusters of the prior grade standards.
- 2) 12 students (4 – 3rd grade; 5-4th grade; and 2-5th grade) will need additional support.

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3. IS THERE A SUBGROUP OF STUDENTS ON WHICH I WILL 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 in the course?

Population: All 22 students will require targeted remedial support in order to be successful with current grade level standards. Therefore, all of my students (22) are the focus of this Student Learning Target.

Identified Population: Twelve students have been identified as needing additional individualized support in order to be successful. My goal for these twelve students is for each of them to meet or exceed their goals (85% on the remedial content and 75% on current year priority content) on the EOY assessment.

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 by the end of the course?

75% of my students will meet or exceed both of their individual learning targets on the end of year common assessment focused on required remedial and current grade level priority content.

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):	Partial Attainment of Target (2 points):	Full Attainment of Target (3 points):	Exceptional Attainment of Target (4 points):
The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	The teacher has demonstrated some impact on student learning, but did not meet the target.	The teacher has demonstrated a considerable impact on student learning by meeting the target.	The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: 0 – 64% of my students meet or exceed one or more of their learning targets.	Achievement range: 65-74% of my students meet or exceed one or more of their learning targets.	Achievement range: 75-85% of my students meet or exceed both of their learning targets.	Achievement range: >-85% of my students meet or exceed both of their learning targets.

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

As I plan, instruct, and assess throughout the year, I will collaborate closely with the grade level teachers to:

- 1) use the appropriate grade level Remediation Guide to determine student readiness for the grade level content standards.
- 2) provide targeted remedial instruction at the most beneficial and appropriate time so as to be successful with current level mathematics content.

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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?

3) monitor mastery of the major content for the grade level using tasks identified as being aligned to the EOY assessment items.

4) administer 3 checkpoint assessments to determine mastery of remedial and current grade level content.

Checkpoint 1

I will assess student progress in October using a common assessment developed by the grade level teams.

Checkpoint 2

I will assess student progress in December using a common assessment developed by the grade level teams.

Checkpoint 3

I will assess student progress in February using a common assessment developed by the grade level teams.