

Louisiana Believes

Student Learning Target

Grade:	Subject:	Interval of Instruction:
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:		
End-of-Year Assessment Method and Name:		

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?

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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?

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](#) 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

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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?

Checkpoint 1

Checkpoint 2

Checkpoint 3

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