

# Louisiana Believes

## Student Learning Target

<b>Grade:</b> High School (process applies to middle & high)	<b>Subject:</b> World History	<b>Interval of Instruction:</b> Full Year
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### 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 in this course?
- What [assessment](#) will provide the best evidence of my students' mastery of the priority content at the end of the year?
  - 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:** The Literacy standards for History/Social Studies included in the Common Core allow me to use the [Grade Level Expectations for World History](#) to help students think critically and read texts in a way that will help them understand the course content. Students will learn to use reasoning and evidence collection skills that are essential for success in college, career, and life.

The specific CCSS standards that will be the focus of this SLT are:

Reading in History/Social Studies	Writing in History/Social Sciences
<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RH.11-12.1</a> <a href="#">CCSS.ELA-Literacy.RH.11-12.2</a> <a href="#">CCSS.ELA-Literacy.RH.11-12.3</a>	<b>Text Types and Purposes:</b> <a href="#">CCSS.ELA-Literacy.WHST.11-12.1</a> <a href="#">CCSS.ELA-Literacy.WHST.11-12.2</a>
<b>Craft and Structure:</b> <a href="#">CCSS.ELA-Literacy.RH.11-12.4</a> <a href="#">CCSS.ELA-Literacy.RH.11-12.5</a> <a href="#">CCSS.ELA-Literacy.RH.11-12.6</a>	<b>Production and Distribution of Writing:</b> <a href="#">CCSS.ELA-Literacy.WHST.11-12.4</a> <a href="#">CCSS.ELA-Literacy.WHST.11-12.5</a> <a href="#">CCSS.ELA-Literacy.WHST.11-12.6</a>
<b>Integration of Knowledge and Ideas:</b> <a href="#">CCSS.ELA-Literacy.RH.11-12.7</a> <a href="#">CCSS.ELA-Literacy.RH.11-12.8</a> <a href="#">CCSS.ELA-Literacy.RH.11-12.9</a>	<b>Research to Build and Present Knowledge:</b> <a href="#">CCSS.ELA-Literacy.WHST.11-12.7</a> <a href="#">CCSS.ELA-Literacy.WHST.11-12.8</a> <a href="#">CCSS.ELA-Literacy.WHST.11-12.9</a>
<b>Range of Reading and Level of Text Complexity:</b> <a href="#">CCSS.ELA-Literacy.RH.11-12.10</a>	<b>Range of Writing:</b> <a href="#">CCSS.ELA-Literacy.WHST.11-12.10</a>

**Assessment Method and Name:** The assessment method I will use to determine success is an end of the year portfolio assessment. This portfolio will consist of student responses to eight authentic tasks (2 per grading period – for example: oral presentations, debates/Socratic seminars, document-based tasks, research paper) aligned to the World History GLEs and above standards. I will use a teacher-developed rubric that is aligned to the collection of tasks. Each student will have an individual end of year

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performance goal.

## 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?

The most recent set of assessment data on file for this class of 22 students includes the U.S. History EOC Exam scores and current ACT - Reading Subtest. I chose to look at the EOC performance levels and the highest subtest scores on file for the Reading subtest of the ACT as the [Reading](#) scores determine college readiness as defined by the [College Readiness Benchmark Scores](#) (student readiness for social science text at the college level) . I also administered a diagnostic assessment composed of two authentic tasks. The following is a table of each student's score set.

Student	US History EOC	ACT Reading- CR?	Diagnostic % correct	Student	US History EOC	ACT Reading- CR?	Diagnostic % correct
1	Good	NO	30%	12	Basic	NO	60%
2	Good	NO	48%	13	Basic	NO	67%
3	Excellent	NO	42%	14	Mastery	YES	86%
4	Fair	NO	25%	15	Mastery	YES	88%
5	Fair	NO	60%	16	Basic	YES	72%
6	Basic	NO	65%	17	Basic	YES	75%
7	Basic	NO	68%	18	AB	NO	52%
8	Mastery	YES	89%	19	Basic	NO	77%
9	Mastery	YES	90%	20	Mastery	YES	81%
10	Basic	YES	72%	21	Basic	YES	79%
11	Basic	YES	73%	22	Basic	NO	72%

There are 6 students who have historical achievement data that is of concern as well as scoring 60% or lower on the pre-assessment.

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10 students scored lower than 70% on the pre assessment and the highest score earned was 90%.

## 3. ON WHICH STUDENTS WILL I 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?

**Total Population:** 22 students identified above

**Identified Population:** 10 students have been identified as needing additional support as determined by their pre-assessment score of <70%.

### STUDENT LEARNING TARGET:

- What level of performance on the target assessment do I expect my targeted student population to achieve within the identified interval of instruction?

85% of students will meet or exceed their individualized learning goals as demonstrated by their performance on the end of year assessment.

### 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?

<b>Insufficient Attainment of Target (1 point):</b> The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	<b>Partial Attainment of Target (2 points):</b> The teacher has demonstrated some impact on student learning, but did not meet the target.	<b>Full Attainment of Target (3 points):</b> The teacher has demonstrated a considerable impact on student learning by meeting the target.	<b>Exceptional Attainment of Target (4 points):</b> The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement range:</b> <69% of students of students meet or exceed their individualized achievement goals.	<b>Achievement range:</b> 69% -84% of students meet or exceed their individualized achievement goals.	<b>Achievement range:</b> 85- 95% of students meet or exceed their individualized achievement goals.	<b>Achievement range:</b> >95% of students meet or exceed their individualized achievement goals.

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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?

### Ongoing

I will identify a minimum of 5 interim tasks to be given that include opportunities for students to introduce & support claim(s) about a topic or issue using quality evidence. Students will receive instruction and ongoing support while completing these tasks. I will score these tasks using the task specific rubrics. Based on the scores at each checkpoint, I will provide targeted support to groups of students who need specific instruction around the various components.

### Checkpoint 1

October: Research Tasks 1 & 2

### Checkpoint 2

January: Research Tasks 3 & 4

### Checkpoint 3

March: Research Task 5