

Student Learning Target

Grade: 10 th	Subject: English II	Interval of Instruction: 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?
- 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: In ELA, the knowledge, skills, and understandings include the following areas as defined by the standards and explained in the [PARCC Model Content Frameworks for English Language Arts \(ELA\)/Literacy](#):

- 1) Writing effectively when using and/or analyzing sources
- 2) Reading complex texts, both literary and informational
- 3) Language use for reading, writing, and speaking (includes vocabulary)
- 4) Speaking and listening

End-of-Year Assessment Method and Name: The state administers the [English II EOC](#) to all students enrolled in English II and this assessment is one of the methods students can use to meet the high stakes graduation requirement for English. This assessment A score of Good or Excellent on the End-of-Course assessment will indicate that they've demonstrated proficiency in these skills and a score of Fair or higher is the expectation for graduation purposes.

The following summarizes the structure of the assessment and how it is aligned to the priority content.

Section 1: The Writing section addresses the following Common Core ELA standards: Writing Standards: W. 9-10.2, W. 9-10.4, and W.9-10.9 The response to the prompt will be scored on three dimensions: Content, Style, and Conventions (i.e., sentence formation, usage, mechanics, and spelling). Scoring of conventions has been added to promote students' application of language skills. There are three [English II rubrics](#): the Content rubric, Style rubric, and Conventions rubric.

Section 2: Items in the Reading section will address the following Common Core ELA standards: All of the Reading Standards for Literature, except RL. 9-10.7 and RL.9-10.9; all of the Reading Standards for Informational Text, except RI.9-10.7 and RI.9-10.9; Language Standards: L. 9-10.4 and L. 9-10.5 (Vocabulary Acquisition and Use); Language Standards: L. 9-10.1, L. 9-10.2, and L. 9-10.3

Section 3: The Research section addresses the following Common Core ELA standards: Writing Standards: W. 9-10.7 and W. 9-10.8

Section 4: The Language section addresses: L. 9-10.1 and L. 9-10.2, and include the grade-level skills; Writing Standard: W. 9-10.5, the portion that mentions editing and revising; Skills that apply to English II (grades 9-10) on the [CCSS Language Progressive Skills chart](#).

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?

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The most recent set of assessment data on file for this class of 22 students includes the 8th grade ELA LEAP scores (taken spring 2013) and 9th grade EXPLORE (taken in 2014). I chose to look at the performance levels (Unsat, AB, Basic, Mastery, Adv) of my students LEAP scores. I also used the 9th grade EXPLORE [English](#) and [Reading](#) scores to determine college readiness as defined by the [College Readiness Benchmark Scores](#) identified by ACT. I also administered a diagnostic assessment composed of items from the [English II EOC Released Sample Items](#). The following is a table of each student's score set.

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

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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?

Population: This SLT is set for all 22 students enrolled in the one section of English II that I teach.

Identified Population: Students who will need additional support are the 12 students who are identified as not college ready in English and/or Reading. If 6-8 of these students score Good or Excellent on the EOC, I will consider this considerable impact and if 9 or more of these students score excellent, I will consider this outstanding impact.

Another SLT will be based on my 4 sections of English III.

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?

All 22 students will score Fair or above on English II EOC AND at least 16 of the 22 students will score Good or Excellent.

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: Less than 19 students score least Fair or above	Achievement range: 19-21 students score at least Fair or above	Achievement range: 22 students score Fair or above AND 16-18 of these students score Good or Excellent	Achievement range: 22 student score Fair or above AND 19 or more students score Good or Excellent

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?

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Ongoing

Throughout the year I will measure my students' growth through unit assessments that are aligned with the English II End-of-Course exam. I will give these unit assessments once every 9 weeks so I can evaluate their readiness for the EOC in May. Additionally, students will have an opportunity to speak or write in response to text daily and I will provide feedback and support that guides students to increase their performance in these areas.

Checkpoint 1

October

Checkpoint 2

January

Checkpoint 3

March