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Student Learning Target

Grade: Teacher: Prekindergarten (4 yr olds)	Subject: ELA	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? 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: For my children to be ready for Common Core-level English-Language Arts in Kindergarten, they must build a foundation in pre-reading, writing, speaking, listening and development of language as outlined in the Louisiana Birth to Five Early Learning and Development Standards . Specific priorities include students' ability to listen to and understands increasingly complex language; use language to express thoughts and needs; use appropriate conversational and other communication tools, demonstrate phonological awareness; demonstrate knowledge of the alphabet; demonstrate knowledge of print and its uses; comprehend and respond to books and other texts; and demonstrate emergent writing skills.		
Assessment Method and Name: To measure children's development in the above priority areas, I have chosen Teaching Strategies GOLD as the formative and summative assessment.		
I will collect ongoing data about students' language and literacy skills through observations and documentation of daily activities, routines, and children's work samples.		

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? 		
I administered the Teaching Strategies GOLD assessment within the first six weeks of school to assess children's beginning skill set. The results are shown below.		
	TS GOLD Widely Held Expectations	# Children Scoring in This Range
Group 1	Below Expectations	12
Group 2	Meeting Expectations	5
Group 3	Exceeding Expectations	3

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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?

This SLT connects to a school goal which focuses on children who are most at risk for not being prepared to enter Kindergarten ready to learn important skills necessary for them to develop foundational reading skills as well as skills related to writing, speaking and listening and language development.

Total Population: All of my students will be the focus of this SLT.

Population 1: Students in Group 1 (12 students) are well below the targeted range (Meeting Expectations) and will need additional support to ensure they are on track to be ready for Common Core-level ELA in Kindergarten. My expectation for this group is to perform in the “Meeting Expectations” range for 4-Year-Olds.

Population 2: Students in Groups 2& 3 (8 students) currently meet or exceed expectations. They will maintain or increase their level of performance in this area.

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?

At the end of the year, at least 10 out of 12 (83%) of **Population 1** will score at the “Meeting Expectations” AND 100% of **Population 2** maintain or increase their level of performance for 4-Year-Olds in *Language and Literacy Objectives for Development and Learning* as measured by the Teaching Strategies GOLD 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?

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: < 50% (0-6) of Population 1 score within the Meeting Expectations range for 4-Year-Olds <u>AND/OR</u> <100% of students in Population 2 maintain or increase their level of performance.	Achievement range: 58-75% (7-9) of Population 1 score within the Meeting Expectations range for 4-Year-Olds <u>AND/OR</u> < 100% of students in Population 2 maintain or increase their level of performance.	Achievement range: 83% (10) of Population 1 score within the Meeting Expectations range for 4-Year-Olds <u>AND</u> 100% of Population 2 maintain or increase their level of performance.	Achievement range: 100% of Population 1 score within the Meeting Expectations range for 4-Year-Olds <u>AND</u> 100% of Population 2 maintain or increase their level of performance.

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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 plan to track progress at 3 checkpoints to ensure that they are on track to demonstrate proficiency (Meeting Expectations) in all *Teaching Strategies GOLD* literacy and language objectives and dimensions by the end of the year.

Checkpoint 1

Finalize "checkpoints" of children's progress based on levels each child has reached on the Language and Literacy *GOLD Objectives for Development and Learning*; data will be collected through observation notes, photographs, video/audio clips, children's work samples, diagrams/sketches and checklists.

Checkpoint 2

Finalize "checkpoints" of children's progress based on levels each child has reached on the Language and Literacy *GOLD Objectives for Development and Learning*; data will be collected through observation notes, photographs, video/audio clips, children's work samples, diagrams/sketches and checklists.

Checkpoint 3

Finalize "checkpoints" of children's progress based on levels each child has reached on the Language and Literacy *GOLD Objectives for Development and Learning*; data will be collected through observation notes, photographs, video/audio clips, children's work samples, diagrams/sketches and checklists.