

Student Learning Target Assessment
Identification Guide
2020-2021

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Overview

The Louisiana Department of Education (LDOE) seeks to support all educators in creating ambitious, measurable, and appropriate student learning targets (SLTs). The purpose of this guidebook is to support teachers in identifying appropriate assessments when gathering baseline data and monitoring student progress.

STUDENT LEARNING TARGETS 2020-2021

Student Learning Targets (SLTs) are created to measure student progress to mastery. SLTs include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence.

In other words this formula can be used as follows in any circumstance including the 2020-2021 school year:

X outcome in X amount of time on X assessment for X number of students

This formula can be applied to any classroom regardless of school start dates, number of students assigned to a class, or existence of state-monitored assessments. The measure of time begins once a classroom returns to instruction.

2020-2021 Teacher SLT Notes

For 2020-2021 teachers are required to create two SLTs.

For the 2020-2021 school year only, any assessment reported to or monitored by the state **cannot** be included in teacher SLT data. Teachers are encouraged to use formative assessment data, diagnostic data, or pre- and post-tests as alternate assessment options. SLTs for school leaders can include formative data or SPS scores.

2020-2021 Leader SLT Notes

For 2020-2021 leaders are required to create two SLTs. These SLTs may be comprised of formative goals or SPS related goals.

Formative goals for leaders follow the same format as the SLT formula above:

X outcome in X amount of time on X assessment for X number of students.

This outcome can include a subject area assessment listed in this guide, an attendance goal, or perhaps a school culture goal.

or

Leaders can use SPS related goals from 2018-2019 and set a goal for 2020-2021.

English Language Arts SLT Guidelines for 2020-2021	
What assessments and/or data will be used for baseline data?	<p>K-2</p> <ul style="list-style-type: none"> ● foundational skills assessments from the Tier 1 curriculum ● assessments to express understanding of a read aloud <p>3-12</p> <ul style="list-style-type: none"> ● Tier 1 curriculum-embedded assessments (see Guidebook specific examples below): <ul style="list-style-type: none"> ○ previous grade level’s CRT writing sample ○ writing portfolio CWT and ET from previous year ● LEAP 360 diagnostic data
What assessments and data will be used to measure student progress?	<p>K-2</p> <ul style="list-style-type: none"> ● foundational skills assessments from the Tier 1 curriculum ● assessments to express understanding of a read aloud <p>3-12</p> <ul style="list-style-type: none"> ● writing assessments¹: <ul style="list-style-type: none"> ○ end of unit/module assessments from a Tier 1 curriculum ○ LEAP 360 interims
Other considerations ¹	<p>Assessments should be used to</p> <ul style="list-style-type: none"> ● determine readiness to read (K-2); ● measure a student’s ability to express understanding of complex, grade-level texts; ● analyze student error patterns to help the teacher understand the student’s source of confusion in order to meet that student’s needs with the appropriate supports; and ● evaluate student work samples during planning to make instructional decisions. <p>ELA SLTs should avoid asking teachers to</p> <ul style="list-style-type: none"> ● use student assessment data and results to identify “target standards” for isolated practice (3-12); ● use multiple-choice data in isolation to make instructional decisions during planning; ● teach grammar and syntax in isolation; ● teach writing disconnected from text; and ● use instructional materials, assessments, and programs not related to the Tier 1 curriculum.

¹ Writing tasks should be scored using the grade-level and task-specific LEAP 2025 Writing Rubric

Math SLT Guidelines for 2020-2021	
What assessments and/or data will be used for baseline data?	<p>K-2</p> <ul style="list-style-type: none"> ● baseline assessment from Tier 1 curriculum ● GOLD® Scores from Pre-K ● GOLD® KEA ● DROP-K <p>3-12</p> <ul style="list-style-type: none"> ● LEAP 360 diagnostic data ● Tier 1 curriculum diagnostic
What assessments and data will be used to measure student progress?	<p>K-2</p> <ul style="list-style-type: none"> ● Tier 1 curriculum-embedded assessments (i.e., end of unit/module assessments) <p>3-12</p> <ul style="list-style-type: none"> ● Tier 1 curriculum-embedded assessments (i.e., end of unit/module assessments) ● LEAP 360 interim assessments
Other considerations	<p>Math SLTs should avoid asking teachers to</p> <ul style="list-style-type: none"> ● pre-test content students have not had the opportunity to learn; or ● use instructional materials, assessments, and programs not related to the Tier 1 curriculum.

Science SLT Guidelines for 2020-2021	
What assessments and/or data will be used for baseline data?	<ul style="list-style-type: none"> district, school, or teacher-generated assessments that are ideally phenomenon based and three dimensional (assessment items should include at least two dimensions of the standards)
What assessments and data will be used to measure student progress?	<p>K-12</p> <ul style="list-style-type: none"> Scope and Sequence Documents: anchor phenomenon reflection questions and/or sample questions for students to investigate EAGLE items or practice test items aligned to standards taught, administered immediately following the aligned unit district, school, or teacher-generated assessments that are phenomenon based and three dimensional (assessment questions should include at least two dimensions of the standards) <p>3 - 8 Biology</p> <ul style="list-style-type: none"> grades 3-5: PhD Science end of module assessments grades 6-8: IQWST or OpenSciEd end of unit assessments Biology: Inquiry Hub transfer tasks
Other considerations	<ul style="list-style-type: none"> Assessment questions and tasks should be centered around real-world phenomena and include relevant data, images, and texts. Assessment questions and tasks should incorporate two or three dimensions of the standards and require students to apply scientific content knowledge and skills (e.g., analyzing data, using models, designing solutions, engaging in arguments, etc.). <p>Science SLTs should avoid asking teachers to</p> <ul style="list-style-type: none"> use assessments that are one dimensional and/or are focused primarily on content recall; or pre-test content students have not had the opportunity to learn.

Social Studies SLT Guidelines 2020-2021	
What assessments and/or data will be used for baseline data?	<p>K-2</p> <ul style="list-style-type: none"> ● writing/oral assessment focused on developing and expressing arguments supported by reasons using a teacher-created rubric ● arguments should be in response to compelling questions <p>3-12</p> <ul style="list-style-type: none"> ● writing assessment focused on developing and expressing arguments supported by evidence using the LEAP rubric for extended-response items ● prompts may be drawn from the scope and sequences, EAGLE, the practice tests, or be teacher/district developed based on unit content <p><i>*Administer baseline assessment at appropriate point in first unit (not as a pre-test)</i></p>
What assessments and data will be used to measure student progress?	<ul style="list-style-type: none"> ● portfolio that includes assessments from each unit focused on developing and expressing written/oral arguments
Other considerations	<p>Social studies SLTs should avoid asking teachers to</p> <ul style="list-style-type: none"> ● pre-test content students have not had the opportunity to learn; ● target only a small subset of GLEs; ● use tests focused primarily on content recall; or ● set unrealistic growth targets for writing.