Student Learning Target

Samples

Student Learning Target Samples

Contents

Guidance for Districts

Measures of Growth in Student Learning, a Step by Step Process

This document consists of steps for identifying and determining the measures of growth in student learning – Student Learning Targets (SLTs) – that are included in a district's educator evaluation system. These steps detail a process that can be used by districts to determine measures of student learning in order to generate a final teacher evaluation rating.

Step 1:   Identify what students are expected to know and be able to do

- Begin with the Louisiana Student Standards, or equivalent standards that govern the subject, to answer the question, "What do we expect our students to know and be able to do as a result of the instruction received in each content/course/grade that is offered in our district?"
- Beginning with this question allows everyone in the district to think concretely about what it is they want to accomplish with their instruction and to think about what aspirations they have for their students.

Step 2:   Identify available assessments being used in your district to evaluate student learning throughout the school year

- Districts identify different types of assessments commonly used across multiple schools/grades/courses to measure what students know and are able to do. The purpose of this step is to help districts identify:
    - The assessments that are measuring what students are expected to know and be able to do
    - Which assessments are being used to measure student learning across the district
    - Grades and subjects where no formal assessment exists to evaluate student learning
- Once an assessment inventory has been completed, districts may use the following questions to identify the assessments that will be considered in educator evaluation:
    - Which assessments are aligned to the Louisiana Student Standards, or equivalent standards that govern the subject?
    - Which assessments best measure student progress toward district/school/course learning expectations described in Step 1?
    - Which assessments are deemed most valuable by educators to provide them information to help inform their instructional decisions?

Step 3:   Select measures for use in educator evaluations.

- Assessments used in educator evaluations should be closely related to the standards being taught, curriculum, scope and sequence, and expected outcomes for a given class/course. LEAP 360 provides educators with assessments meeting these criteria.

Step 4:   Determine success criteria for results from included measures of student learning.

- The Department has identified a rating scale for the state model system that has four performance categories: Much Less Than Expected, Less Than Expected, Expected, and More Than Expected.
- When establishing criteria for a measure of student learning it is important to consider baseline results and growth toward proficiency.

English Language Arts

4th Grade ELA

Measure Name	SLT – Written Expression
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 4th Grade ELA

Baseline Info: Students must be able to demonstrate their ability to read, understand, and express understanding of a new text. Initial assessments:

- Students write responses to state diagnostic cold-read assessment (August)
- Students write responses to the cold-read assessment, *Because of Winn Dixie*, from the 3rd grade ELA Guidebook. (September)
- Analyze data for students from the state standardized ELA tests to determine how well they learned the previous year's content.

Checkpoints:

- Cold read writing tasks from 4th grade ELA Guidebook Units *Hurricanes, American Revolution, Lightening Thief, Whipping Boy* (throughout the year)
- State interim assessments, focusing on writing portion
  - Interim 1 (October)
  - Interim 2 (March)

End of Year Assessment: Students will independently write a proficient response on the 4th grade cold-read assessment from the *Pushing Up the Sky* unit in the 4th grade ELA Guidebook. Based on the initial assessment results, student targets will meet the following success criteria.

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
__-__% of students score a __ or more on Written Expression and less than __% score at least a __.	__-__% of students score a __ or more on Written Expression and __-__% of students score at least a __.	__-__% of students score a __ or more on Written Expression and the remaining students score at least a __.	__-__% of students score a __ or more on Written Expression

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Student Learning Target Process: English Language Arts

Over the Summer:

1. Look at standards and EOY expectations via exemplar student writing aligned to grade-level standards
2. Define goals based on what students should know and be able to do by the end of the year

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer various assessments/writing assignments to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year

Throughout the Year:

6. Track whether students are or are not meeting their targets
7. Make any adjustments to instruction or targets based on additional information

End of the Year:

8. Administer various assessments/writing assignments for students to demonstrate they have met their targets and the content goals

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4th Grade ELA-Growth to Mastery

Measure Name	Growth to Mastery-ELA
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 4th Grade ELA

Baseline Info: In a Growth to Mastery model, students must progress toward mastery in 8th grade. Initial assessments:

- Analyze data from state 4th grade ELA diagnostic, detailing levels of 3rd grade learning (August)
- Students receive target for being on track toward Mastery level on 8th grade assessment (August)
- Analyze data for students from state standardized ELA tests to determine how well they learned the previous year's content

Checkpoints:

- Teacher formative assessment aligned to the scope and sequence for state interims (throughout the school year)
- State Interim assessment for 4th grade
    - Interim 1 (October)
    - Interim 2 (March)

End of Year Assessment: Students will reach their target on the state summative assessment to be on track for Mastery at the 8th grade level. Students already at Advanced will maintain that level of achievement. Based on the initial assessment results, student targets will meet the following success criteria.

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
Fewer than __% of students meet or exceed their individual Growth to Mastery target	__-__% of students meet or exceed their individual Growth to Mastery target	__-__% of students meet or exceed their individual Growth to Mastery target	__-__% of students meet or exceed their individual Growth to Mastery target

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Student Learning Target Process: English Language Arts

Over the Summer:

1. Look at standards and EOY expectations via exemplar student writing aligned to grade-level standards
2. Define goals based on what students should know and be able to do by the end of the year

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer various assessments/writing assignments to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year

Throughout the Year:

6. Track whether students are or are not meeting their targets
7. Make any adjustments to instruction or targets based on additional information

End of the Year:

8. Administer various assessments/writing assignments for students to demonstrate they have met their targets and the content goals

Measures of Effectiveness: Growth to Mastery

Question 1: If students are not yet achieving Mastery, are they on track to doing so?

- Every student scoring below Mastery will receive a simple, clear growth target for the following year that illustrates the growth required to be on track to Mastery in ELA and math by 8th grade.
- If a student achieves the target, the school shall earn 150 points, equivalent to an A+. Otherwise, move to question 2.

Question 2: Are students growing at a rate comparable to their peers?

- Using Louisiana's value-added measurement, it is possible to compare students' individual performance to that of similar peers.
- Schools will earn points based on students' growth percentile as compared to peers.

8th Grade ELA

Measure Name	SLT –Essay
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 8th Grade ELA

Baseline Info: Students must be able to demonstrate their ability to read, understand, and express understanding of a new text. Initial assessments:

- Students write responses to the cold-read assessment, *Behind the Scenes,* from the 7th grade ELA Guidebook (September)
- Analyze data for students from state standardized ELA tests to determine how well they learned the previous year's content

Checkpoints: Cold-read writing tasks from 8th grade ELA Guidebook units *Call of the Wild*, *Tell-Tale Heart*, *Flowers for Algernon, Sugar* (throughout the school year)

End of Year Assessment: Students will independently write a proficient response on the 8th grade cold-read assessment from the *Conservation as a Natural Duty* unit in the 8th grade ELA Guidebook

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
__-__% of students score a __ or more on the culminating writing task and less than __% score at least a __	__-__% of students score a __ or more on the culminating writing task and __-__% of students score at least a __	__-__% of students score a __ or more on the culminating writing task and __-__% of students score at least a __	__-__% of students score a __ or more on the culminating writing task

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Student Learning Target Process: English Language Arts

Over the Summer:

1. Look at standards and EOY expectations via exemplar student writing aligned to grade-level standards
2. Define goals based on what students should know and be able to do by the end of the year

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer various assessments/writing assignments to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year

Throughout the Year:

6. Track whether students are or are not meeting their targets
7. Make any adjustments to instruction or targets based on additional information

End of the Year:

8. Administer various assessments/writing assignments for students to demonstrate they have met their targets and the content goals

10th Grade ELA

Measure Name	SLT –Literary Analysis
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 10th Grade ELA

Baseline Info: Students must be able to demonstrate their ability to read, understand, and express understanding of a new text. Initial assessments:

- Students write responses to the cold-read assessment, *Fahrenheit 451* from the 9th grade ELA Guidebook (September)
- Analyze data for students from state standardized ELA tests to determine how well they learned the previous year's content

Checkpoints: Cold-read writing tasks from 10th grade ELA Guidebook units *Rhetoric, Metamorphosis, Henrietta's Dance* (throughout the school year)

End of Year Assessment: Students will independently write a proficient response on the 10th grade cold-read assessment from the *Macbeth* unit in the 10th grade ELA Guidebook. Based on the initial assessment results, student targets will meet the following success criteria.

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
Fewer than __% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target

Student Learning Target Process: English Language Arts

Over the Summer:

1. Look at standards and EOY expectations via exemplar student writing aligned to grade-level standards
2. Define goals based on what students should know and be able to do by the end of the year

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer various assessments/writing assignments to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year

Throughout the Year:

6. Track whether students are or are not meeting their targets
7. Make any adjustments to instruction or targets based on additional information

End of the Year:

8. Administer various assessments/writing assignments for students to demonstrate they have met their targets and the content goals

10th Grade ELA

Measure Name	SLT –Literary Analysis
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 10th Grade ELA

Baseline Info: Students must be able to demonstrate their ability to read, understand, and express understanding of a new text. Initial assessments:

- Students write responses to state diagnostic cold-read assessment (August)
- Analyze data for students from state standardized ELA tests to determine how well they learned the previous year's content

Checkpoints: State interim assessments, focusing on writing portion

- o Interim 1 (October)
- o Interim 2 (March)

End of Year Assessment: Students will independently write a proficient response on the 10th grade cold-read assessment from the *Macbeth* unit in the 10th grade ELA Guidebook. Based on the initial assessment results, student targets will meet the following success criteria.

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
Fewer than __% if students grow by __ or more points	__-__% of students grow by __ or more points	All students grow by __ or more points	All students grow by __ or more points with __-__% growing by __ or more points

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Student Learning Target Process: English Language Arts

Over the Summer:

1. Look at standards and EOY expectations via exemplar student writing aligned to grade-level standards
2. Define goals based on what students should know and be able to do by the end of the year

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer various assessments/writing assignments to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year

Throughout the Year:

6. Track whether students are or are not meeting their targets
7. Make any adjustments to instruction or targets based on additional information

End of the Year:

8. Administer various assessments/writing assignments for students to demonstrate they have met their targets and the content goals

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Mathematics

5th Grade Math

Measure Name	SLT – Math
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 5th Grade Math

Baseline Info: Students must be able to demonstrate understanding of math concepts (not just procedures); apply understanding to real world examples; use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision. Initial assessments:

- Students take state 5th grade math diagnostic aligned to standards, detailing levels of 4th grade learning (August)
- Analyze data for students from state standardized math tests to determine how well they learned the previous year's content (August)

Checkpoints: State interim assessments aligned to standards for 5th grade math

- Interim 1 (October)
- Interim 2 (March)

End of Year Assessment: Students complete an assessment with a variety of item types aligned to the standards generated from EAGLE. Based on the initial assessment results, student targets will meet the following success criteria.

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
Fewer than __% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target

Student Learning Target Process: Mathematics

Over the Summer:

1. Review the standards and EOY expectations via sample LEAP practice tests and released items.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:
3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.

5th Grade Math

Measure Name	SLT – Math
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 5th Grade Math

Baseline Info: Students must be able to demonstrate understanding of math concepts (not just procedures); apply understanding to real world examples; use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision. Initial assessments:

- Students complete an assessment with a variety of item types aligned to the standards (August – September)
- Analyze data for students from state standardized math tests to determine how well they learned the previous year's content (August)

Checkpoints: End of module assessments from Eureka math consisting of a variety of item types aligned to the standards (throughout the school year).

End of Year Assessment: Students will complete the 5th grade end of *Module 6: Problem Solving with the Coordinate Plane* assessment from Eureka.

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
Fewer than __% if students grow by __ or more percentage points	__-__% of students grow by __ or more percentage points	All students grow by __ or more percentage points	All students grow by __ or more percentage points with __-__% growing by __ or more percentage points

Student Learning Target Process: Mathematics

Over the Summer:

1. Review the standards and EOY expectations via sample [LEAP practice tests] and [released items.]
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.

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5th Grade Math-Growth to Mastery

Measure Name	SLT – Math
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 5th Grade Math

Baseline Info: In a Growth to Mastery model, students must progress toward mastery in 8th grade. Initial assessments:

- Analyze data from state 5th grade math diagnostic, detailing levels of 4th grade learning (August).
- Students receive target for being on track toward Mastery levels on 8th grade assessment (August)
- Analyze data for students from state standardized math tests to determine how well they learned the previous year's content

Checkpoints:

- Teacher formative assessment aligned to the scope and sequence for state interims (throughout the school year)
- State interim assessments for 5th grade
  - Interim 1 (October)
  - Interim 2 (March)

End of Year Assessment: Students will reach their target on the state summative assessment to be on track for Mastery at the 4th grade level. Students already at Advanced will maintain that level of achievement.

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
Fewer than __% of students meet or exceed their individual Growth to Mastery target	__-__% of students meet or exceed their individual Growth to Mastery target	__-__% of students meet or exceed their individual Growth to Mastery target	__-__% of students meet or exceed their individual Growth to Mastery target

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Student Learning Target Process: Mathematics

Over the Summer:

1. Review the standards and EOY expectations via sample LEAP practice tests and released items.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:
3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.

Measures of Effectiveness: Growth to Mastery

Question 1: If students are not yet achieving Mastery, are they on track to doing so?

- Every student scoring below Mastery will receive a simple, clear growth target for the following year that illustrates the growth required to be on track to Mastery in ELA and math by 8th grade.
- If a student achieves the target, the school shall earn 150 points, equivalent to an A+. Otherwise, move to question 2.

Question 2: Are students growing at a rate comparable to their peers?

- Using Louisiana's value-added measurement, it is possible to compare students' individual performance to that of similar peers.
- Schools will earn points based on students' growth percentile as compared to peers.

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7th Grade Math

Measure Name	SLT – Math
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 7th Grade Math

Baseline Info: Students must be able to demonstrate understanding of math concepts (not just procedures); apply understanding to real world examples; use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision. Initial assessments:

- Students take state 7th grade math diagnostic, detailing levels of 6rd grade learning (August)
- Students complete Type II and Type III problem sets created by grade level PLC (August – September)
- Analyze data for students from state standardized math tests to determine how well they learned the previous year's content (August)

Checkpoints:

- PLC-created formative assessments, focused on Type II and Type III tasks aligned to the scope and sequence for state interims (throughout the school year)
- State interim assessments for 7th grade math
    - Interim 1 (October)
    - Interim 2 (March)

End of Year Assessment: Students complete end of year culminating assessment (April). Based on the initial assessment results, student targets in regard to Type II and Type III tasks will meet the following success criteria.

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
Fewer than __% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target	__-__% of students meet or exceed their individual growth target

Student Learning Target Process: Mathematics

Over the Summer:

1. Review the standards and EOY expectations via sample LEAP practice tests and released items.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:
3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.

Geometry

Measure Name	SLT – Math
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: Geometry

Baseline Info: Students must be able to demonstrate understanding of math concepts (not just procedures); apply understanding to real world examples; use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision. Initial assessments:

- Students take the state Geometry diagnostic, detailing the prerequisite skills students need in order to be successful with content (August)
- Analyze data for students from state standardized math tests to determine how well they learned prior content (August)

Checkpoints:

- PLC-created formative assessments aligned to the scope and sequence for state interims (throughout the school year)
- State interim assessments for Geometry
    - o Interim 1 (October)
    - o Interim 2 (January
    - o Interim 3 (March)

End of Year Assessment: Students complete end of year culminating assessment (April). Based on the initial assessment results, student targets will meet the following success criteria.

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
__-__% students score __% or better on the post assessment	__% or more students score __% or better on the post-assessment.	__% or more students score __% or better on the post-assessment.	__% or more students score __% or better on the post-assessment.

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Student Learning Target Process: Mathematics

Over the Summer:

1. Review the standards and EOY expectations via sample LEAP practice tests and released items.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:
3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a diagnostic assessment and classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Use the summative LEAP assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals.

Science

4th Grade Science

Measure Name	SLT – Science
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 4th Grade Science

Baseline Info: Students must be able to use the science and engineering practices to investigate, construct explanations and communicate about a phenomenon. Initial assessment(s):

- Students complete a science task based on previous grade-level content – see *LDOE Instructional Tasks* for model tasks and sample student exemplar responses.
- Analyze data for students from state standardized science test (3rd grade) to determine how well they mastered previous standards.

Checkpoints: Students complete science instructional tasks aligned to standards taught.

End of Year Assessment: Students complete the science task*, Loss of Species, Loss of Ecosystem* focused on students' ability to draw conclusions when presented with a phenomenon and data. (April-May)

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
____% or _____ score a __ or more on the end of the year science task set and less than __% score at least a __	____% or _____ score a __ on the end of the year science task set and less than __% score at least a __	____% or _____ score a __ on the end of the year science task set and less than __% score at least a __	__-__% of students score a __ on the end of the year science task set

Student Learning Target Process: Science

Over the Summer:

1. Review the standards
2. Define goals based on what students should know and be able to do by the end of the year

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year

Throughout the Year:

6. Track whether students are or are not meeting their targets through formative assessments
7. Make any adjustments to instruction or targets based on additional information

End of the Year:
8. Use a summative end of the year assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals

Student Learning Target Samples

7th Grade Science

Measure Name	SLT – Science
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 7th Grade Science

Baseline Info: Students must be able to use the science and engineering practices to investigate, construct explanations and communicate about a phenomenon. Initial assessment(s):

- Students complete a science task based on previous grade-level content – see *LDOE Instructional Tasks* for model tasks and sample student exemplar responses.
- Analyze data for students from state standardized science test (6th grade) to determine how well they mastered previous standards.

Checkpoints: Students complete science instructional tasks aligned to standards taught.

End of Year Assessment: Students complete the science task, *Reintroducing Native Species*, focused on students' ability to draw conclusions when presented with a phenomenon and data. (April-May)

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
____% or _____ score a __ or more on the end of the year science task set and less than __% score at least a __.	____% or _____ score a __ or more on the end of the year science task set and less than __% score at least a __.	____% or _____ score a __ or more on the end of the year science task set and less than __% score at least a __.	__-__% of students score a __ or higher on the end of the year science task set

Student Learning Target Process: Science

Over the Summer:

1. Review the standards
2. Define goals based on what students should know and be able to do by the end of the year

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer a classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year

Throughout the Year:

6. Track whether students are or are not meeting their targets through formative assessments
7. Make any adjustments to instruction or targets based on additional information

End of the Year:
8. Use a summative end of the year assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals

Biology

Measure Name	SLT – Science
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: Biology

Baseline Info: Students must be able to use the science and engineering practices to investigate, construct explanations and communicate about a phenomenon. Initial assessments:
- Students complete teacher created science task – see *Growth of Duckweed* for model task and scoring of extended response items, including exemplary responses.
- Analyze data for students from state standardized science test (8th grade) to determine how well they mastered previous standards.

Checkpoints:
- Students complete sample science tasks located in Eagle (throughout the school year).
- Students complete science tasks created by grade level PLC (throughout the school year).

End of Year Assessment: Students complete the science task, *Growth of Duckweed,* focused on students' ability to draw conclusions when presented with a phenomenon and creating a scientific model based on the phenomenon and conclusions (April). Based on the initial assessment results, student targets will meet the following success criteria.

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
__-__% of students score a __ or more on the Biology Extended Response and less than __% score at least a __.	__-__% of students score a __ or more on the Biology Extended Response and __-__% of students score at least a __.	__-__% of students score a __ or more on the Biology Extended Response and the remaining students score at least a __.	__-__% of students score a __ or higher on the Biology Extended Response

Student Learning Target Process: Science
Over the Summer: 1. Review the standards 2. Define goals based on what students should know and be able to do by the end of the year **Beginning of the Year:** 3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals? 4. Administer a classroom formative task(s) to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses? 5. Set individual and/or small group targets for reaching content goals by the end of the year **Throughout the Year:** 6. Track whether students are or are not meeting their targets through formative assessments 7. Make any adjustments to instruction or targets based on additional information **End of the Year:** 8. Use a summative end of the year assessment or data from interim assessment to determine whether students demonstrate they have met their targets and the content goals

Social Studies

4th Grade Social Studies

Measure Name	SLT – Social Studies
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 4th Grade Social Studies

Baseline Info: Students must use sources regularly to learn content; make connections among people, events, and ideas across time and place; and express informed opinions supported by evidence from sources and outside knowledge.
Initial assessments:

- Students complete the sample task set created from EAGLE focusing on results from the extended response in the categories of Content and Claims (August).
- Analyze data for students from state standardized social studies tests to determine how well they learned the previous year's content.

Checkpoints:

- Students complete task set, *Louisiana During WWII* (September)
- Students complete task sets located in EAGLE (throughout the school year)
- Students complete task sets created by grade level PLC (throughout the school year).

End of Year Assessment: Students complete the LEAP Practice Test

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
___ - ___% of students scoring a ___ on the LEAP Practice Test	___ - ___% of students scoring a ___ on the LEAP Practice Test	___ - ___% of students scoring a ___ on the LEAP Practice Test	___ - ___% of students scoring a ___ on the LEAP Practice Test

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Student Learning Target Process: Social Studies

Over the Summer:

1. Look at released test items and scope and sequence aligned to grade-level standards
2. Define goals based on what students should know and be able to do by the end of the year

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer various document based questions from the previous year to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year

Throughout the Year:

6. Track whether students are or are not meeting their targets
7. Make any adjustments to instruction or targets based on additional information

End of the Year:
8. Administer various documents based questions for students to demonstrate they have met their targets and the content goals

8th Grade Social Studies

Measure Name	SLT – Social Studies
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: 8th Grade Social Studies

Baseline Info: Students must use sources regularly to learn content; make connections among people, events, and ideas across time and place; and express informed opinions supported by evidence from sources and outside knowledge. Initial assessments:

- Students complete the sample task set, *Woman's Rights Movement* from 7th grade Released and Sample Test Items, focusing on results from the extended response in the categories of Content and Claims (August).
- Analyze data for students from state standardized social studies tests to determine how well they learned the previous year's content.

Checkpoints:

- Students complete task set, *Louisiana During WWII* (September)
- Students complete task sets located in EAGLE (throughout the school year)
- Students complete task sets created by grade level PLC (throughout the school year)

End of Year Assessment: Students complete task set, *Louisiana Economy during the Antebellum Period* focusing on results from the extended response in the categories of Content and Claims (April). Based on the initial assessment results, student targets will meet the following success criteria.

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
Fewer than __% of students grow by __ or more points on Content and Claims	__-__% of students grow by __ points on Content and Claims	All students grow by __ or more points on Content and Claims	All students grow by __ or more points with __-__% growing by __ or more points on Content and Claims

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Student Learning Target Process: Social Studies

Over the Summer:

1. Look at released test items and scope and sequence aligned to grade-level standards
2. Define goals based on what students should know and be able to do by the end of the year

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer various document based questions from the previous year to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year

Throughout the Year:

6. Track whether students are or are not meeting their targets
7. Make any adjustments to instruction or targets based on additional information

End of the Year:
8. Administer various documents based questions for students to demonstrate they have met their targets and the content goals

Civics

Measure Name	SLT – Social Studies
Educator Type	Teacher
Attribution (Individual or Collective)	Individual

Content Area/Other: Civics

Baseline Info: Students must use sources regularly to learn content; make connections among people, events, and ideas across time and place; and express informed opinions supported by evidence from sources and outside knowledge. Initial assessment(s):

- Students complete the sample task set, *Louisiana Economy during the Antebellum Period* from released and sample test items, focusing on results from the extended response in the categories of Content and Claims (August)
- Analyze data for students from state standardized social studies tests to determine how well they learned the previous year's content

Checkpoints: Students complete task sets, *Suffrage* (September) and Global Competition (February)

End of Year Assessment: Students complete task set, *Personal Finances* focusing on results from the extended response in the categories of Content and Claims (April)

Success Criteria			
Much Less Than Expected	**Less Than Expected**	**Expected**	**More Than Expected**
Fewer than___ % of students reach or exceed their individual target for Content and Claims	___ - ___% of students reach or exceed their individual target for Content and Claims	___ - ___% of students reach or exceed their individual target for Content and Claims	___ - ___% of students reach or exceed their individual target for Content and Claims

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Student Learning Target Process: Social Studies

Over the Summer:

1. Look at released test items and scope and sequence aligned to grade-level standards
2. Define goals based on what students should know and be able to do by the end of the year

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer various document based questions from the previous year to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year

Throughout the Year:

6. Track whether students are or are not meeting their targets
7. Make any adjustments to instruction or targets based on additional information

End of the Year:
8. Administer various documents based questions for students to demonstrate they have met their targets and the content goals