**Student Learning Target**

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| **Grade:** | **Subject:** | **Interval of Instruction:** |
| **1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?** * What [content](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/standards) will I prioritize?
	+ What standards are most tied to success?
	+ What prior knowledge will they need to be successful?
* What [assessment](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments) 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?
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| **Priority Content:**  |
| **End-of-Year Assessment Method and Name:** |

| **2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?** * What [knowledge/skills are related to success](http://www.louisianabelieves.com/academics/2014-2015-curricular-package) with this year’s [priority content](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/standards)?
* What [data sources](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/student-achievement-results) and [background information](http://www.louisianabelieves.com/resources/library/data-center) are available?
* What diagnostic assessment resources are available?
* What can I conclude [insert hyperlink to support docs] about students’ mastery of prior knowledge and skills?
* Based on the data, what can I conclude about students’ readiness?
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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?
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| **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?
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| **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?
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| **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:**  | **Achievement range:** | **Achievement range:** | **Achievement range:** |

| **4. HOW WILL I MONITOR PROGRESS?*** When will I monitor students’ developing mastery of the priority content?
* What [curricular resources](http://www.louisianabelieves.com/resources/library/year-long-scope-sequence) and [assessment methods](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments) 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** |
| **Checkpoint 1** | **Checkpoint 2** | **Checkpoint 3** |