

# Louisiana Believes

## Student Learning Target

<b>Grade:</b> 8 <sup>th</sup>	<b>Subject:</b> ELA	<b>Interval of Instruction:</b> Full Year
<b>1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?</b> <ul style="list-style-type: none"><li>• What <a href="#">content</a> will I prioritize?<ul style="list-style-type: none"><li>○ What standards are most tied to success?</li><li>○ What prior knowledge will they need to be successful?</li></ul></li><li>• What <a href="#">assessment</a> 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"><li>○ Will this assessment method enable me to determine how students are progressing throughout the year?</li></ul></li></ul>		
<b>Priority Content:</b> <p>In reviewing the 6-8<sup>th</sup> Grade Curriculum Guidebook and the 8<sup>th</sup> Grade PARCC Model Content Framework, I found that 8<sup>th</sup> grade ELA students must be able to:</p> <ol style="list-style-type: none"><li>1) read complex and varied text [, and] students must also communicate effectively about that text</li><li>2) write to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information</li></ol> <p>Further, the 8<sup>th</sup> grade ELA PARCC assessment requires students to write analytical and informative essays in response to a variety of texts.</p> <p>Based on this information, I can conclude that my students must achieve a minimum level of mastery of the following standards: W.8.1, W.8.2, RI.8.1, RI.8.10, RL.8.1, RL.8.10.</p>		
<b>End-of-Year Assessment Method and Name:</b> <p>Based on my 75 students' baseline data from the 7<sup>th</sup> grade iLEAP, I am using a sample cold-read assessment task from the LDOE's 8<sup>th</sup> Grade ELA Curriculum Guidebook. It assesses students' mastery of W.8.1, W.8.2, RI.8.1, RI.8.10, RL.8.1, RL.8.10 standards. These tasks are aligned to PARCC's text complexity standards and assess students' mastery of the above listed Priority Content. These items will be scored using the PARCC rubric.</p>		

<b>2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?</b> <ul style="list-style-type: none"><li>• What <a href="#">knowledge/skills are related to success</a> with this year's <a href="#">priority content</a>?</li><li>• What <a href="#">data sources</a> and <a href="#">background information</a> are available?</li><li>• What diagnostic assessment resources are available?</li><li>• What can I conclude about students' mastery of prior knowledge and skills?</li><li>• Based on the data, what can I conclude about students' readiness?</li></ul>
<p>I reviewed 2013-2014 7<sup>th</sup> grade iLEAP results, focusing on the Research to Build Knowledge and Reading and Responding sections. My students performed as follows:</p> <ol style="list-style-type: none"><li>1) 24/75 students correctly answered 0-45% across both sections</li><li>2) 32/75 students correctly answered 50% -65% across both sections</li><li>3) 19/75 students correctly answered 65% or higher across both sections</li></ol> <p>The 7<sup>th</sup> Grade iLEAP Assessment Guide indicates that students who performed below Basic on the ELA iLEAP will need</p>

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## 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?

intensive instruction in drawing conclusions and making inferences about particular part of a text (RI/RL.7.1) and finding evidence that supports the main idea or claim of a text (RI/RL.7.1).

I then administered 2 slightly modified cold-read assessments aligned to W.7.1 and W.7.2 from the 7<sup>th</sup> grade English Guidebook. They were scored using the PARCC Condensed Scoring Rubric for Prose Constructed Response Items. My students performed as follows:

	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading: Comprehension of Key Ideas and Details</b>	2	10	19	23	21
<b>Writing: Written Expression (W.7.1, W.7.2)</b>	11	12	18	15	19
<b>Writing: Knowledge of Language and Conventions</b>	16	18	34	5	2

Based on these results, I conclude that all students will need more practice with on-level texts and repeated opportunities to write in response to those texts in order to achieve success with 8<sup>th</sup> grade ELA CCSS.

## 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?

I will need to focus additional support on the 44 students who:

- 1) Scored 45% or lower correct on the Reading sections of the iLEAP and
- 2) Scored in the 0-1 range on the reading and writing sections of the diagnostic assessment

The focus of this target are the 44 students who:

- 1) scored a 0 or 1 on the Reading component of the rubric and
- 2) scored between 0 and 2 on the Written Expression component of the rubric as well. 23 of these students scored non-proficient last year and will need additional support to achieve success with the 8<sup>th</sup> grade ELA CCSS and to be prepared for 9<sup>th</sup> grade ELA.

My other SLT will address the remaining 31 students with a different growth target.

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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?

All 44 students will achieve at least a 2 in Reading: Comprehension of Key Ideas and Details AND a 2 in Written Expression on the identified 8<sup>th</sup> grade cold-read assessment from the *Conservation as a Natural Duty* unit in the 8<sup>th</sup> grade ELA Guidebook.

## 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?

<b>Insufficient Attainment of Target (1 point):</b> The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	<b>Partial Attainment of Target (2 points):</b> The teacher has demonstrated some impact on student learning, but did not meet the target.	<b>Full Attainment of Target (3 points):</b> The teacher has demonstrated a considerable impact on student learning by meeting the target.	<b>Exceptional Attainment of Target (4 points):</b> The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement range:</b> 29 or fewer students reach the established achievement level.	<b>Achievement range:</b> At least 30 to 43 students reach the established achievement level.	<b>Achievement range:</b> All 44 students reach the established achievement level.	<b>Achievement range:</b> At least 22 students score higher than a 2 on both components.

## 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

My students will write weekly in response to the texts in each unit of study. I plan to use the instructional tasks from the 8<sup>th</sup> grade ELA curriculum guide and maintain a record of student performance on these tasks in order to monitor progress.

<b>Checkpoint 2</b> I will assess students in October using a cold-read assessment from EAGLE.	<b>Checkpoint 3</b> I will assess students in December using a cold-read assessment from EAGLE.	<b>Checkpoint 3</b> I will assess students in February using a cold-read assessment from EAGLE.
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