Louisiana Believes

Student Learning Targets in the CCSS Classroom:
English Language Arts

Objectives

By the end of the session, participants will be able to:

- Explain how goals drive classroom instruction

- Explain how each step of the goal-setting process supports instructional priorities in an English Language Arts course

- Explain how the Toolbox resources support the goal-setting process

- Identify the aspects of a rigorous ELA SLT

Agenda

▶ Why do we set goals?

How do we set goals?

How does setting goals help achieve the ELA focus areas?

What are our next steps?

Why do we set goals?

- Student learning targets (SLTs) are measureable goals for student achievement that reflect an ambitious, but reasonable, expectation for growth.

- Strong teacher SLTs:
  - Are aligned with a path to college or career readiness;
  - Prioritize content that is aligned to CCSS;
  - Identify a high-quality assessment to measure student progress;
  - Are aligned to leader goals.

Student learning targets establish a vision for what students should know or be able to do at the end of the year and guide the educator's planning and instructional decisions.

Below are focus areas for students in 2014-15.

Educators' goals should be built around these key skills.

ENGLISH LANGUAGE ARTS

- Comprehend (access) meaningful, on grade level texts

- Speak and write in response to meaningful texts

How do we align goal-setting with the 2014-15 ELA focus areas?

Goal Setting

- What should students know/be able to do by the end of the year?
  - Comprehend Meaningful, on grade level texts
  - Speak and write in response to meaningful, on grade level texts

Unit Focus

- What do you want students to learn?
  - Comprehend meaningful, on-level texts
  - Speak and write in response to meaningful, on grade level texts

Unit Assessments

- What evidence do I have that they've learned it?
  - Demonstrate ability to comprehend and speak and write in response to meaningful, on-level texts

Daily Instructional Tasks

- How can I help them learn it?
  - Plan and instruct using on grade level texts daily with all students; increasingly challenging questions that help students comprehend text; increasingly complex tasks that require students to speak about text

ELA Example or Non-Example?

Based on what you currently know and understand about SLTs and the focus areas for 2014-2015, identify each as a quality example or non-example SLT.

<u>7th Grade ELA</u>
At the end of the twelve week rotation period, 18 out of 23 (75%) students will demonstrate proficiency on the literary elements terms assessment.

<u>8th Grade ELA</u>

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 8th grade cold-read assessment from the *Conservation as a Natural Duty* unit in the 8th grade ELA Guidebook.

What does this look like in practice?

✓ Read the assigned section from the [ELA Guidebook](about) about instructional shifts. Note, underline, or highlight information that should guide goal-setting for 2014-2015.

✓ Access a set of unit assessments.
1. Open one of the ELA Guidebooks (K-2, 3-5, 6-8, 9-12)
2. Choose a grade level
3. Locate the *Very Complex* text set for that grade.

✓ Note, underline, or highlight where shifts are reflected in the unit assessments.

✓ Discuss the actions an ELA teacher should take to ensure that her students are prepared to complete assessments like these successfully.

SQUARE-SHARE Activity

If students must be able to:	Then educators should set goals for students that:
Comprehend (access) meaningful, on grade level texts	
Speak and write in response to meaningful texts	

SQUARE-SHARE Activity

If students must be able to:	Then educators should set goals for students that:
Comprehend (access) meaningful, on grade level texts	*require students read and comprehend on grade level texts*
Speak and write in response to meaningful texts	*require students to write and speak in response to meaningful text*

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Why do we set goals?

▶ **How do we set goals?**

How does setting goals help achieve the ELA focus areas?

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The Goal-Setting Process

1. What should students know and be able to do? How will I measure success?

2. What do students know and what are they able to do now?

3. On which students will I focus the target?

4. How will I monitor progress?

Updated SLT Guide

Step 1: What should students know and be able to do?

   How will I measure success?

Step 2: What do students know and what are they able to do now?

Step 3: Is there a group of students on which I should focus this learning target?

   - Student Learning Target

   - Scoring Plan

Step 4: How will I monitor Progress?

Priority Content

ENGLISH LANGUAGE ARTS:

- Comprehend (access) meaningful, on grade level texts
- Speak and write in response to meaningful texts

Step 1: What should students know and be able to do? How will I measure success?

- What content will I prioritize?

- What assessment will provide the best evidence of my student's master of the priority content at the end of the year?

Step 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?

Setting Targets for <u>All</u> Students

<u>ELA Teachers Set Goals that:</u>

- Require students read and comprehend on grade level texts
- Require students speak and write in response to text

Step 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?

Setting the Target

Step 3: 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?

Defining Success

Step 3: 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 <u>reasonably</u> be expected to meet or exceed the expected level of performance?

Monitoring Progress

ELA teachers plan, instruct & assess using:

- On grade level texts daily with ALL students

- Increasingly challenging questions that help students comprehend text

- Increasingly complex tasks that require students write and speak about text

Step 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?

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Why do we set goals?

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▶ **How does setting goals help achieve the ELA focus areas?**

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ELA Teachers Set Goals that:

- Require students read and comprehend on grade level texts
- Require students to write and speak in response to text

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1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?

- What content will I prioritize?
  - What standards are most tied to success?
  - What prior knowledge will they need to be successful?
- What assessment 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?

Priority Content:

In reviewing the 6-8th Grade Curriculum Guidebook and the 8th Grade PARCC Model Content Framework, I found that 8th grade ELA students must be able to:

1) read complex and varied text [, and] students must also communicate effectively about that text
2) write to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information

Further, the 8th grade ELA PARCC assessment requires students to write analytical and informative essays in response to a variety of texts.

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.

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 [insert hyperlink to support docs] about students' mastery of prior knowledge and skills?
- Based on the data, what can I conclude about students' readiness?

I reviewed 2013-2014 7th grade iLEAP results, focusing on the Research to Build Knowledge and Reading and Responding sections. My students performed as follows:

1) 24/75 students correctly answered 0-45% across both sections
2) 32/75 students correctly answered 50% -65% across both sections
3) 19/75 students correctly answered 65% or higher across both sections

The 7th Grade iLEAP Assessment Guide indicates that students who performed below Basic on the ELA iLEAP will need

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 7th 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
Reading: Comprehension of Key Ideas and Details	2	10	19	23	21
Writing: Written Expression (W.7.1, W.7.2)	11	12	18	15	19
Writing: Knowledge of Language and Conventions	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 8th grade ELA CCSS.

ELA Teachers Set Goals that:

- Require students read and comprehend on grade level texts
- Require students to speak and write in response to text

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 are part of one of the school's identified subgroups and will need additional support to achieve success with the 8th grade ELA CCSS and to be prepared for 9th grade ELA.

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

ELA teachers plan, instruct & assess using:

- On grade level texts daily with ALL students
- Increasingly challenging questions that help students comprehend text
- Increasingly complex tasks that require students speak and write about text

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 8th grade ELA curriculum guide and maintain a record of student performance on these tasks in order to monitor progress.

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

Activity: Developing Strong SLTs

Small group activity

Individually, take 5 minutes to review the SLT example in full and consider:

- Does this SLT reflect the student focus areas for ELA?

- What will it take to get teachers to set goals such as the exemplar provided?

- What materials/resources are available to guide teachers in this process?

ELA Goal-Setting Resources

Goal Setting Step	Resources
Step 1: What do they need to know & how will I measure?	Curriculum Guidebooks Unit Assessments and Planning Resources
Step 2: What do they know and what are they able to do?	2013-2014 SLT results Assessment data (District benchmark data/State test results
Step 3: Which student will I focus the target?	2013-2014 SLT results Assessment data (District benchmark data/State test results
Step 4: Ho will I monitor progress?	Assessment Guidance Unit Assessments and Planning Resources

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Next Steps

Making a Plan

➢ Who should be involved in disseminating this information?

➢ What structures are already in place to guide this process?

➢ What will teachers need help with?

➢ How can the Toolbox resources support them?

Questions?

Contact: Compass@la.gov or visit http://www.louisianabelieves.com/teaching/compass