Student Learning Target

Grade:	Subject:	Interval of Instruction:
4th	Mathematics	Full Year

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:

The following statements helped me to prioritize my 4th grade math content:
(1) "While student fluency with math skills is critical, even more important is a student's ability to show mastery of a mathematical concept.
(2) State assessments will no longer demand that students simply perform based on memorized basic procedures. Rather, just as in real life, students are asked to solve complex problems based on their mathematical understanding." (page 11).

CCSS Mathematics for Grade 4 indicate that instructional time should focus on three critical areas:
(1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;
(2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;
(3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Sources: 3rd-5th Grade Louisiana Mathematics Guidebook, PARCC Model Content Framework for Grades 3-5 (page 22), CCSS Mathematics

End-of-Year Assessment Method and Name: I am using a 4th grade common end of year district developed assessment. This assessment includes 30 items that will determine student mastery of 4.OA.1-3, 4.NBT.1-6, and 4.NF.1-7. These tasks are aligned to the task types described in the 2014-2015 PARCC Assessment Guide and assess students' mastery of Priority Content. Various sources were used to create the assessment including EAGLE and the 3-5 LDE Guidebook. Student responses will be scored using correct responses and exemplars for each item. Scoring of student responses will take place during a teacher collaboration session.

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?

I reviewed the 2013-2014 3rd grade iLEAP results of my 25 students and calculated the average percent correct for each of the three reporting categories: **78%- Geometry and Data Measurement**; **59% - Number and Operations**; and **62% - Operations and Algebraic Thinking**.

I then administered a teacher developed 4th grade math readiness assessment. This assessment includes 30 items (25 selected response items and 5 extended constructed response tasks) that assess student mastery of necessary skills for aligned to the major clusters of 4th grade Math. I administered the assessment in 2 sessions on separate days. A summary of student performance on this assessment is provided in the chart below.

Readiness to Master Major Content **Grade 4 Mathematics** **Prior Grade Standards**	**# of Items**	**# and % students scoring 0-30% Correct**	**# and % students scoring 31-50% Correct**	**# and % students scoring 51-70% Correct**	**# and % students scoring 71-90% Correct**	**# and % students scoring 91-100% Correct**
Operations and Algebraic Thinking (3.OA.A.1 , 3.OA.A.3 , 3.OA.D.8)	6	0 0%	2 8%	10 40%	10 40%	3 12%
Number and Operations in Base Ten (, 3.NBT.A.1, 3.NBT.A.2, 3.NBT.A.3, 3.NBT.A.2, 3.OA.B.5, 3.OA.C.7)	12	2 8%	5 20%	8 32%	7 28%	3 12%
Number and Operations - Fractions (3.NF.A.1, 3.NF.A.2, 3.NF.A.3, 3.OA.A.1, 3.OA.A.3)	12	3 12%	9 36%	11 44%	1 4%	1 4%

Based on these results, I can conclude:

1) All students will need targeted practice with prerequisite skills in the major clusters of Number and Operations in Base Ten & Number and Operations – Fractions in order to achieve success in 4th grade math.
2) 5 students scored in the 0-50% correct range in 2/3 of the categories and will need additional support.

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?

All students will require targeted remedial support in order to be successful with current grade level standards. Therefore, all of my students (25) are the focus of this Student Learning Target. Five students have been identified as needing additional individualized support in order to be successful.

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?

80% of my students will achieve a score of 80% or higher on the end of year common assessment focused on the major math content for 4th grade (4.OA.1-3, 4.NBT.1-6, and 4.NF.1-7).

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?

Insufficient Attainment of Target (1 point):	**Partial Attainment of Target (2 points):**	**Full Attainment of Target (3 points):**	**Exceptional Attainment of Target (4 points):**
The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	The teacher has demonstrated some impact on student learning, but did not meet the target.	The teacher has demonstrated a considerable impact on student learning by meeting the target.	The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: 0 – 67% of my students score 80% or higher.	**Achievement range**: 68% - 79% of my students score 80% or higher.	**Achievement range:** 80% of my students score 80% or higher.	**Achievement range:** >80% of my students score 80% or higher.

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

As I plan, instruct, and assess throughout the year, I will:

1) use the 4th Grade Remediation Guide to determine student readiness for the grade level content standards.
2) assess mastery of the major content for 4th grade using Instructional and Extended Constructed Response Tasks located in the 4th Grade Math Guidebook and other teacher developed tasks.
3) administer mid and end of unit assessments that include tasks aligned to the appropriate unit standards.
4) administer 3 checkpoint assessments to determine mastery of 4.OA.1-3, 4.NBT.1-6, & 4.NF.1-7 (those taught at the time of each checkpoint assessment).

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?		
Checkpoint 1 I will assess student progress in October using a common assessment developed by the 4th grade team.	**Checkpoint 2** I will assess student progress in December using a common assessment developed by the 4th grade team.	**Checkpoint 3** I will assess student progress in February using a common assessment developed by the 4th grade team.