Student Learning Target

Grade: 2nd (20 students)	Subject: Math	Interval of Instruction: 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 in this course?
- What assessment will provide the best evidence of my students' mastery of the priority content at the end of the year?
    - Will this assessment enable me to determine how students are progressing throughout the year? If not, what assessment resources will I use throughout the year?

Priority Content: After a comprehensive review of school-wide data, my school's leadership team identified math as the area of focus – specifically, mastery of priority content, conceptual understanding, and grade level math fluencies. In Grade 2, instructional time should focus on four critical areas and students should be fluent as defined by the Louisiana State Standards:

Content Focus	
Grade 2	1. Extending understanding of base-ten notation 2. Building fluency with addition and subtraction 3. Using standard units of measure 4. Describing and analyzing shapes
Fluencies Defined	
Grade 2	1. Add and subtract within 20 2. Add and subtract within 100 (paper and pencil)

Assessment Method and Name: District-created end of year assessment focused on the major content listed above and teacher-identified fluency assessments.

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 administered two diagnostic assessments:

Assessment 1 consisted of a series of fluency assessments to identify students who have not mastered the required fluencies of kindergarten and/or 1st grade (add and subtract within 5/add and subtract within 10).

Assessment 2 was administered to determine students' current level of conceptual understanding with prior grade math content. I used the five 1st grade extended constructive response tasks found in the K-2 Guidebook.

The results for each student are presented below. I used this data to set individual student achievement goals on the

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EOY assessment (columns 5 and 10) aligned to current grade level mathematics (major content and fluency).

Student #	Assessment 1: Fluency % Correct		Assessment 2: Tasks Correct out of 5	EOY Goal (min)	Student #	Assessment 1: Fluency % Correct		Assessment 2: Tasks Correct out of 5	EOY Goal (min)
	K	1st	1st	2nd		K	1st	1st	2nd
1	72	70	4	88%	11	100	88	5	95%
2	100	95	4	95%	12	100	82	4	95%
3	90	58	1	75%	13	80	79	4	92%
4	80	65	3	82%	14	100	47	2	78%
5	100	95	5	95%	15	72	65	1	75%
6	78	73	4	88%	16	72	71	4	88%
7	75	66	2	78%	17	86	70	3	82%
8	87	67	3	82%	18	100	59	1	75%
9	100	48	1	75%	19	100	89	4	95%
10	75	77	3	82%	20	100	83	4	95%

3. ON WHICH STUDENTS WILL I 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 in the course?

Total Population: All 20 students will be the focus of this target. I have set an EOY goal for each student.

Identified Population: Based on an analysis of this assessment data, I have identified 8 students who will need additional support to be successful based on their current fluency rate and conceptual understanding of Grade 1 content.

STUDENT LEARNING TARGET:
- What level of performance on the target assessment do I expect my targeted student population to achieve within the identified interval of instruction?

15 students will meet or exceed their individual achievement targets on the end of year assessments

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: <13 students meet or exceed their individualized achievement goals.	Achievement range: 13-14 students meet or exceed their individualized achievement goals.	Achievement range: 15-16 students meet or exceed their individualized achievement goals.	Achievement range: 17-20 students meet or exceed their individualized achievement goals.

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
Students in grade 2 will engage in mathematics instruction that focuses on major content and daily fluency exercises. I will use the instructional tasks from the LDOE Math Guidebook and fluency drills and will maintain a record of student understanding and progress toward meeting their individualized goals. I will identify and develop additional tasks to further monitor student understanding. District benchmark assessments aligned to the EOY assessment will be administered at three checkpoints.

Checkpoint 1	Checkpoint 2	Checkpoint 3
I will assess students in October using a district benchmark assessment	I will assess students in December using a district benchmark assessment	I will assess students in February using a district benchmark assessment