Louisiana Believes

Student Learning Target

Grade:	Subject:	Interval of Instruction:
10th & 11th	Algebra II (2 sections Fall; 1 section Spring)	Full-Year **(4x4 Block)**

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: To be prepared for success in college and career, my students must be proficient in the Common Core State Standards (CCSS) for mathematics. In Algebra II, we will focus on four critical areas of the standards:
(1) identifying structural similarities between the system of polynomials and the system of integers;
(2) using the coordinate plane to extend trigonometry to model periodic phenomena and prove/apply trig. identities;
(3) synthesizing and generalizing knowledge of functions to model empirical situations and make judgments;
(4) identifying ways to collect data and the role randomization and design play in drawing conclusions from data.
The applicable standards are PS-H-B1 and 3 and PS-H-C2, 3, 5, and 7.

End-of-Year Assessment Method and Name:
To measure students' proficiency in these critical areas, I will administer a District Developed Summative End of Year assessment.

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?

To understand where my 90 Algebra II students are starting the year, I examined their Algebra I and Geometry EOC assessment results. When comparing these data points to the state averages for 2012-13, I noted that this cohort of students, overall, performed just below the state average.

	Excellent	Good	Fair	Needs Improvement
Algebra I	14 students (15.5%)	36 students (40%)	35 students (39%)	5 students (5.5%)
Geometry	16 students (17.8%)	36 students (40%)	34 students (37.7%)	4 students (4.5%)

I also administered a diagnostic assessment to determine students' knowledge of the standards identified in the LDOE High School Math Guidebook necessary for success with Algebra II content. Specifically, I used the Remediation Guide for Algebra II to identify these prerequisite skills and developed the assessment using tasks included in the Guidebooks and items from other sources. A summary of the results follow.

- forty-two students (47%) answered 50% or more correctly
- thirty-two students (35%) answered 30-49% correctly

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?

- sixteen students (18%) answered fewer than 30% of items correctly
- 48 of my 90 students (53%) scored below 50% AND/OR scored Fair/Needs Improvement on one or more of the EOC assessments.

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?

Population: All students will be the focus of this learning target. While the diagnostic assessment is not Algebra II content, the data guided me as I worked with students to set their goals related to the end of year assessment. The minimum expectation for every student is 70%.

Identified Population: Through the review of the baseline data, I identified 48 students who will need additional support to achieve their individual goals.

An additional Student Learning Target will focus on ACT and specifically students who have not reached their maximum level of expected attainment.

Individual Student Goals (sample):

Student	Diagnostic Score (pre-requisite skills - %correct)	Goal: End of Year Assessment (Algebra II Content - %correct)
Student 1	90%	90% or higher
Student 2	88%	90% or higher
Student 3	49%	70% or higher
Student 4	79%	85% or higher
Student 5	66%	75% or higher
…	…	…
Student 89	63%	70% or higher
Student 90	28%	70% or higher

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?

76% (68) of my students will meet or exceed their identified goal on the Algebra II end of year assessment covering the major work of Algebra II.

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: Less than **70%** meet or exceed their goals.	**Achievement range:** **70% - 75%** of all students meet or exceed their goals.	**Achievement range:** **76% - 80%** of all students meet or exceed their goals.	**Achievement range:** **Full Attainment** is reached or exceeded AND at least **50%** of my **identified population** meet or exceed their 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

As the course progresses I will assess my students periodically to ensure they are on track to meet their goals. I will use assessments designed in EAGLE to ensure that data will be aligned to the end of year exam they will be taking. At each checkpoint the assessment will include items aligned to standards already taught up to that point.

Checkpoint 1	Checkpoint 2	Checkpoint 3
Fall Interim Assessment – end of September Spring Interim Assessment - end of February	Fall Interim Assessment – end of October Spring Interim Assessment - end of March	Fall Interim Assessment – end of November Spring Interim Assessment - end of April