

# Louisiana Believes

## Student Learning Target

<b>Grade:</b> Teacher: Prekindergarten (4 yr olds)	<b>Subject:</b> MATH	<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 in this course?</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 enable me to determine how students are progressing throughout the year? If not, what <a href="#">assessment resources</a> will I use throughout the year?</li></ul></li></ul>		
<b>Priority Content:</b> For my children to be ready for Common Core-level mathematics in Kindergarten, they must build a foundation in counting, representing and comparing numbers, as well as describing shapes and space as outlined in the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> . Specific priorities include students' ability to use number concepts and operations, explore and describe spatial relationships and shapes, compare and measure and demonstrate knowledge of patterns		
<b>Assessment Method and Name:</b> To measure children's development in the above priority areas, I have chosen Teaching Strategies GOLD as the formative and summative assessment.  I will collect ongoing data about students' mastery of the prioritized math skills through observations and documentation of daily activities, routines, and children's work samples.		

<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>		
I administered the Teaching Strategies GOLD assessment in the first six weeks of school to assess children's beginning skill set. I organized the children's results as shown below.		
Groups	TS GOLD Widely Held Expectations	# Children Scoring in This Range
Group 1	Below Expectations	11
Group 2	Meeting Expectations	5
Group 3	Exceeding Expectations	4

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### 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?

This SLT connects to a school goal which focuses on children who are most at risk for not being prepared to enter Kindergarten ready to learn important skills necessary for them to develop foundational mathematics skills

**Total Population:** All of my students will be the focus of this SLT.

**Population 1:** Students in Group 1 (11 students) are well below the targeted range (Meeting Expectations) and will need additional support to ensure they are on track to be ready for in Kindergarten mathematics. My expectation for this group is to perform in the “Meeting Expectations” range for 4-Year-Olds.

**Population 2:** Students in Groups 2& 3 (9 students) currently meet or exceed expectations. These students will be expected to maintain or increase their level of performance in this area.

#### 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?

At the end of the year, at least 9 out of 11 (82%) of **Population 1** will score at the “Meeting Expectations” AND 100% of **Population 2** maintain or increase their level of performance for 4-Year-Olds in *Math Objectives for Development and Learning* as measured by the Teaching Strategies GOLD Assessment.

#### 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?

<p><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.</p>	<p><b>Partial Attainment of Target (2 points):</b> The teacher has demonstrated some impact on student learning, but did not meet the target.</p>	<p><b>Full Attainment of Target (3 points):</b> The teacher has demonstrated a considerable impact on student learning by meeting the target.</p>	<p><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.</p>
<p><b>Achievement range:</b> &lt; 45% (0-5) of <b>Population 1</b> score within the Meeting Expectations range for 4-Year-Olds <b>AND/OR</b> &lt;100% of <b>Population 2</b> maintain or increase their level of performance.</p>	<p><b>Achievement range:</b> 55-73% (6-8) of <b>Population 1</b> score within the Meeting Expectations range for 4-Year-Olds <b>AND/OR</b> &lt; 100% of <b>Population 2</b> maintain or increase their level of performance.</p>	<p><b>Achievement range:</b> 82% (9) of <b>Population 1</b> score within the Meeting Expectations range for 4-Year-Olds <b>AND 100%</b> of <b>Population 2</b> maintain or increase their level of performance.</p>	<p><b>Achievement range:</b> 100% of <b>Population 1</b> score within the Meeting Expectations range for 4-Year-Olds <b>AND 100%</b> of <b>Population 2</b> maintain or increase their level of performance.</p>

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## 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

- I plan to track progress at 3 checkpoints to ensure that they are on track to demonstrate proficiency (Meeting Expectations) in all *Teaching Strategies GOLD* literacy and language objectives and dimensions by the end of the year.

### Checkpoint 1

Finalize "checkpoints" of children's progress based on levels each child has reached on the Language and Literacy *GOLD Objectives for Development and Learning*; data will be collected through observation notes, photographs, video/audio clips, children's work samples, diagrams/sketches and checklists.

### Checkpoint 2

Finalize "checkpoints" of children's progress based on levels each child has reached on the Language and Literacy *GOLD Objectives for Development and Learning*; data will be collected through observation notes, photographs, video/audio clips, children's work samples, diagrams/sketches and checklists.

### Checkpoint 3

Finalize "checkpoints" of children's progress based on levels each child has reached on the Language and Literacy *GOLD Objectives for Development and Learning*; data will be collected through observation notes, photographs, video/audio clips, children's work samples, diagrams/sketches and checklists.