Student Learning Target Assessment Identification Guide

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Overview
The Louisiana Department of Education (LDOE) seeks to support all educators in creating ambitious, measurable, and appropriate student learning targets (SLTs). The purpose of this guidebook is to support teachers in identifying appropriate assessments when gathering baseline data and monitoring student progress.

Student Learning Targets
Student Learning Targets (SLTs) are created to measure student progress to mastery. SLTs include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence.

In other words, this formula can be used as follows in any circumstance:

X *outcome in* **X** *amount of time on* **X** *assessment for* **X** *number of students*

This formula can be applied to any classroom regardless of school start dates, employee start dates or number of students assigned to a class. The measure of time begins once a classroom returns to instruction.

English Language Arts SLT Guidelines	

What assessments and/or data will be used for baseline data?	K-2
	● foundational skills assessments from a high quality curriculum
	● state approved literacy screener
	
	3-12
	● high quality curriculum-embedded assessments (see ELA Guidebook specific examples below):
	   ○ previous grade level's cold read task writing sample
	   ○ writing portfolio culminating writing task and extension task from previous year

What assessments and data will be used to measure student progress?	K-2 ● foundational skills assessments from high quality curriculum ● state approved literacy screener 3-12 ● writing assessments[1]: ○ end of unit/module assessments from a high quality curriculum
Other considerations [1]	**Assessments should be used to** ● determine readiness to read (K-2); ● measure a student's ability to express understanding of complex, grade-level texts; ● analyze student error patterns to help the teacher understand the student's source of confusion in order to meet that student's needs with the appropriate supports; and ● evaluate student work samples during planning to make instructional decisions. **ELA SLTs should *avoid* asking teachers to** ● base growth on leveled reading assessments, such as DRAs or Fountas and Pinnell; ● use student assessment data and results to identify "target standards" for isolated practice (3-12); ● use multiple-choice data in isolation to make instructional decisions during planning; ● teach grammar and syntax in isolation; ● teach writing disconnected from text; or ● use instructional materials, assessments, and programs not related to the high quality curriculum.

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[1] Writing tasks should be scored using the grade-level and task-specific LEAP 2025 Writing Rubric

Math SLT Guidelines	
What assessments and/or data will be used for baseline data?	K-2 ● baseline assessment from high quality curriculum ● GOLD® Scores from Pre-K ● GOLD® KEA ● DRDP-K 3-12 ● high quality curriculum diagnostic
What assessments and data will be used to measure student progress?	K-2 ● high quality curriculum-embedded assessments (i.e., end of unit/module assessments) 3-12 ● high quality curriculum-embedded assessments (i.e., end of unit/module assessments)
Other considerations	**Math SLTs should *avoid* asking teachers to** ● pre-test content students have not had the opportunity to learn; or ● use instructional materials, assessments, and programs not related to the high quality curriculum.

Science SLT Guidelines	
What assessments and/or data will be used for baseline data?	• high quality curriculum-embedded assessments
What assessments and data will be used to measure student progress?	K-2 • high quality curriculum-embedded assessments (i.e. end of unit/module assessments) 3 - 12 • high quality curriculum-embedded assessments (i.e. end of unit/module assessments)
Other considerations	**Science SLTs should *avoid* asking teachers to** • use prior year's assessment scores to determine baseline; • use assessments that are not curriculum-embedded, one dimensional, and/or are focused primarily on content recall; or • pre-test content students have not had the opportunity to learn.

Social Studies SLT Guidelines	
What assessments and/or data will be used for baseline data?	K-2 ● writing/oral assessment focused on developing and expressing arguments supported by reasons using a teacher-created rubric, or performance task rubrics in the Bayou Bridges curriculum 3-12 ● writing assessment focused on developing and expressing arguments supported by evidence using the LEAP rubric for written or extended-response items ● prompts may be drawn from the framing questions in the course frameworks or the performance task prompts in the Bayou Bridges curriculum, or be teacher/district developed based on unit content *Administer baseline assessment at appropriate point in first unit (not as a pre-test)*
What assessments and data will be used to measure student progress?	● portfolio that includes assessments from each unit focused on developing and expressing written/oral arguments
Other considerations	**Social studies SLTs should *avoid* asking teachers to** ● pre-test content students have not had the opportunity to learn; ● target only a small subset of standards ● use tests focused primarily on content recall; or ● set unrealistic growth targets for writing.