

Student Learning Target (SLT) Guidance and Sample Templates

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Student Learning Target (SLT) Overview

Student learning targets (SLTs) are tools that enable educators to set meaningful goals for academic progress over a given period of time. SLTs set an expectation of student growth over a given period and provide a metric of evaluation. SLTs comprise 50% of the total evaluation score for non-VAM teachers and leaders and 15% for VAM teachers. All educators are required to have a minimum of two SLTs. 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 guidance is to support educators in developing meaningful targets that positively impact students.

Note: [Act 333](#) and [Bulletin 130](#) require student learning targets for each student to be discussed in a meeting between the evaluator and the evaluatee. Student learning targets not discussed in a meeting between an individual and the evaluator shall not be used in the person’s evaluation.

Student Learning Targets for Leaders

For leaders, one student learning target is based on overall school performance improvement in the current year, as measured by the school performance score. A second learning target shall be based on growth in a component (e.g., ELA or math improvement) of the school performance score. Principals at schools with special populations (e.g., alternative schools) or those that do not have grades with standardized testing and available value-added data (e.g., K-2 schools) may define learning targets based on the guidance provided in this document.

Goal-setting toolkits are available in the [Compass Library](#) to assist leaders in setting goals. These toolkits are updated each spring. Leaders may use the most currently published toolkit corresponding to the school’s configuration as a guide when setting improvement goals.

- [Principal Goal Setting Toolkit: Combination Schools](#)
- [Principal Goal Setting ToolkitL High Schools](#)
- [Principal Goal Setting ToolkitL K-8 Schools](#)
- [Alternative School Principal Goal Setting Guidance](#)
- [Career School Principal Goal Setting Guidance](#)
- [Early Learning School Principal Goal Setting Guidance](#)

Types of Student Learning Targets for Teachers

There are three main types of growth targets.

1. **Tiered Growth Targets** include all students with varying degrees of expected growth. Baseline assessment scores are placed into tiers. The tiers may vary depending on the type of assessment. For example, tiers may be set by percentages, points, or levels. Once the tiers are set, final targets are determined for each tier. The baseline score each student receives is matched to a tier to determine the individual growth target.

	Tier One	Tier Two	Tier Three
Baseline Scores	Students scoring above __% on an approved assessment	Students scoring __-__% on an approved assessment	Students scoring below __% on an approved assessment
Target Scores	Final assessment score of __% or above	Final assessment score of __% or above	Final assessment score of __% or above

2. **Targeted Growth Targets** focus on specific student groups only as a **second** SLT when the first SLT includes all students. If a particular student group has deficits in a skill or standard, one SLT can be targeted to improve those areas.

SLT #1	SLT #2
__% of all students will reach their individual growth targets in Reading Comprehension and Written Expression on the identified writing task for the specified ELA Guidebook Unit.	__% of an identified student group will move up 1 score point in Knowledge of Language and Conventions on the identified writing task for the specified ELA Guidebook Unit.

3. **Individual Growth Targets** provide each student with an individualized growth target based on previous performance, expectations, and other predetermined factors. Following a baseline assessment, the teacher determines a growth target for each student.

Student A	Student B	Student C
Will show a 4+ point growth on an approved assessment	Will show a 3+ point growth on an approved assessment	Will show a 6+ point growth on an approved assessment

The following questions may assist with determining which types of targets to write.

- How many and which courses do I teach?
- What grade(s) do I teach?
- What trends do I see in the school data for these grades/courses?
- How many students are in my class?
- Have I included all students?

Measures of Growth in Student Learning, a Step-by-Step Process

The following steps detail a process that systems can use to determine measures of student learning in order to generate a final teacher evaluation rating. The [Student Learning \(SLT\) Reflection Tool](#) can assist in completing this process.

Step 1: Identify what students are expected to know and be able to do.

- Begin with the [Louisiana Student Standards](#), or equivalent standards that govern the subject, to answer the question, “What do we expect our students to know and be able to do as a result of the instruction received in each content/course/grade that is offered in our system?”
 - The [Louisiana Connector Standards](#) may be referenced for educators of students with significant cognitive disabilities.
- Beginning with this question allows educators to think concretely about what they want to accomplish with their instruction and what aspirations they have for their students.

Step 2: Identify high-quality [curriculum-embedded](#) assessments or other approved assessments (e.g., approved literacy screeners) used in your school system to evaluate student learning throughout the school year.

Note: Per [Bulletin 130](#), state-approved common assessments shall be used as part of the body of evidence measuring the attainment of learning targets. Where there is no state-approved common assessment,

evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure the attainment of learning targets. The [SLT Assessment Identification Guide](#) provides a list of state-approved assessments to assist in measuring students’ attainment of learning targets.

- For grades and subjects where no high-quality or approved assessment exists, school systems identify different types of high-quality assessments commonly used across multiple schools/grades/courses to measure what students know and are able to do. The purpose of this step is to help systems identify:
 - The assessments that are measuring what students are expected to know and be able to do.
 - Which assessments are being used to measure student learning across the systems.
- Once assessments have been identified, systems may use the following questions to select the assessments that will be considered in educator evaluation:
 - Which assessments best measure student progress toward system/school/course learning expectations described in Step 1?
 - Which assessments will provide educators information to help inform their instructional decisions?

Step 3: Select measures for use in educator evaluations.

- Assessment measures used in educator evaluations should be closely related to the standards being taught, curriculum, scope and sequence, and expected outcomes for a given class/course.

Step 4: Determine the achievement range for results from included measures of student learning.

- Student learning targets (SLTs) are rated on a 4.0 scale. The four scoring categories are outlined below.

Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.	Partial Attainment of Target (2 points) Demonstrated some impact on student learning but did not meet the target.	Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range:	Achievement Range:	Achievement Range:	Achievement Range:

- When establishing the achievement ranges, it is important to consider baseline results and growth toward proficiency.

Monitoring Completion of Student Learning Targets in the Compass Information System (CIS)

All evaluation data, including student learning targets (SLTs), is reported in the [Compass Information System \(CIS\)](#). School administrators and school system CIS administrators should monitor completion to ensure all data entry follows the suggested [timeline](#) for completion. The recommended timeline for setting SLTs is between Fall and early Winter to

allow time for obtaining baseline data and monitoring student growth throughout the year. **If a teacher begins later in the school year or changes teaching assignments, the SLT formula is written in such a way that it can accommodate the limited timeframe. Teacher-student learning targets should be rated prior to the end of the school year.**

There are reports in CIS to assist in monitoring data completion specific to school leaders and school system CIS administrators.

- School evaluators can utilize the report generated by pressing the **To Do List** and **As Evaluator** tabs following login to CIS. This report will display all employees' names and allow the administrator to see at a glance if data entry is complete. Columns include SLTs Submitted, SLTs Assigned to be Rated, SLTs with Results Reported, SLTs Rated by Evaluator, Observations Submitted, and Final Evaluation Complete.
- CIS administrators can utilize the report generated by pressing the **Report** tab following login to CIS and then choosing **Completion of Evaluation**. Next, click on **View Selection** and choose **Districts Completion Progress**. All sites will be displayed, and columns include Assigned Evaluator, 2 Observations Completed, 2 SLTs Accepted, 2 SLTs Rated, and Evaluation Completed. Each site name can be clicked to view additional site-level details.
- The **Student Learning Target Data** report provides supervisors and administrators quick access to view SLT data in an Excel file with ratings. After logging into CIS, select the **Report** tab. For principals and school supervisors, the LEA and school site will be pre-selected. District-level administrators will use the drop-down to select a site to view. Next, Select **Student Learning Target Data**. An Excel file will be generated.

Blank Template For Teachers

Course Category:			
Grade:		Number of Students:	
Interval of Instruction:		Other Interval of Instruction:	
Student Assessment Name:		Other Assessment Name:	
Student Learning Target:			
Rationale for SLT:			
Baseline Data: Initial assessments:			
Checkpoints:			
End of Year Assessment:			
Scoring Categories			
Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.	Partial Attainment of Target (2 points) Demonstrated some impact on student learning but did not meet the target.	Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range:	Achievement Range:	Achievement Range:	Achievement Range:
<p>By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.</p> <p>Evaluator Signature: _____ Date _____</p> <p>Evaluatee Signature: _____ Date _____</p>			

Sample Student Learning Targets for Teachers

Course Category: Applied Courses for Students with Significant Cognitive Disabilities			
Grade: Varies		Number of Students:	
Interval of Instruction:		Other Interval of Instruction:	
Student Assessment Name: Developmentally-appropriate curriculum-based assessment		Other Assessment Name:	
Student Learning Target: ELA or Mathematics: Based on baseline data, ___% of students (or # of students) will meet or exceed their individual growth target on the final unit assessment.			
<p>Rationale for SLT: Content will be derived from the Louisiana Connectors (LC) which are aligned with the Louisiana Student Standards.</p> <p>ELA: Students must be able to demonstrate understanding of developmentally-appropriate ELA content; answer questions relating to the text; determine the meaning of words; report on a topic with a logical sequence.</p> <p>Math: Students must be able to demonstrate understanding of developmentally-appropriate math concepts; solve problems requiring addition or subtraction; solve word problems; solve real-world problems.</p> <p>The Louisiana Connectors (LC) should be chosen based on individual student strengths and weaknesses from pre-assessment data to improve growth targets in ELA or Mathematics.</p>			
<p>Baseline Data: Based on the students' assessment of cognitive functioning, ___% of students (or # of students) scored __-__, ___% of students (or # of students) scored __-__, and ___% of students (or # of students) scored __-__. These scores are indicative of the students' significant cognitive disabilities.</p> <p>Initial assessments:</p> <ul style="list-style-type: none"> Evaluation testing is completed on all students to determine cognitive functioning <p>Checkpoints:</p> <ul style="list-style-type: none"> Progress monitoring based on the students' unique IEP needs Diagnostic and unit assessment monitoring will occur <p>End of Year Assessment:</p> <ul style="list-style-type: none"> Progress monitoring Developmentally-appropriate curriculum-based assessments 			
Scoring Categories			
<p>Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by</p>	<p>Partial Attainment of Target (2 points) Demonstrated some impact on student learning but did not</p>	<p>Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by</p>	<p>Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by</p>

falling short of the target.	meet the target.	meeting the target.	surpassing the target by a meaningful margin.
Achievement Range: 0-__% (or number) of students meet or exceed their individual growth target	Achievement Range: __-__% (or numbers) of students meet or exceed their individual growth target	Achievement Range: __-__% (or numbers) of students meet or exceed their individual growth target	Achievement Range: Over __% (or number) of students meet or exceed their individual growth target
<p>By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.</p> <p>Evaluator Signature: _____ Date _____</p> <p>Evaluatee Signature: _____ Date _____</p>			

Course Category: Applied Courses for Students with Significant Cognitive Disabilities			
Grade: Varies		Number of Students: 4	
Interval of Instruction:		Other Interval of Instruction:	
Student Assessment Name: Developmentally-appropriate curriculum-based assessment		Other Assessment Name:	
Student Learning Target: Functional life skills: Based on baseline data, ___% of students (or # of students) will meet or exceed their individual growth target on the final unit assessment.			
Rationale for SLT: Functional life skills: Students must be able to demonstrate appropriate pragmatic skills; respond appropriately in social situations; identify and solve a social problem; advocate for help; demonstrate comprehension in social settings; follow safety rules; identify and/or print name; use the restroom independently and safely; engage in daily hygiene practices. The functional life skills selected should be chosen based on individual student strengths and weaknesses from pre-assessment data.			
Baseline Data: Based on the students' assessment of cognitive functioning, ___% of students (or # of students, if small) scored __-__, ___% of students (or # of students) scored __-__, and ___% of students (or # of students) scored __-__. These scores are indicative of the students' significant cognitive disabilities. Initial assessments: <ul style="list-style-type: none"> Evaluation testing is completed on all students to determine cognitive functioning Checkpoints: <ul style="list-style-type: none"> Progress monitoring based on the students' unique IEP needs Pre- and post-test monitoring will occur End of Year Assessment: <ul style="list-style-type: none"> Progress monitoring Developmentally-appropriate curriculum-based assessments 			
Scoring Categories			
Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.	Partial Attainment of Target (2 points) Demonstrated some impact on student learning but did not meet the target.	Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range: Less than __ students	Achievement Range: __- __ students meet or	Achievement Range: __ students meet or	Achievement Range: All students meet or

meet or exceed any of their individual growth targets	exceed at least 2 of their individual growth	exceed at least 2 of their their individual growth targets or all students meet at least 1 of their individual growth targets	exceed at least 2 of their individual growth targets
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By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.

Evaluator Signature: _____

Date _____

Evaluatee Signature: _____

Date _____

Student Learning Target Process: Applied Courses for Students with Significant Disabilities

Over the Summer:

1. Look at standards and IEP goals.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses?
4. Administer curriculum assessments/writing assignments to gather additional information about students.
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Administer various assessments/writing assignments for students to demonstrate they have met their targets and the content goals.

Course Category: Reading			
Grade: 1		Number of Students:	
Interval of Instruction: Semester		Other Interval of Instruction:	
Student Assessment Name: Literacy Screener		Other Assessment Name:	
Student Learning Target: Oral Reading Fluency: By May, ___% of students will meet or exceed their individual growth target for oral reading fluency on the approved literacy screener.			
Rationale for SLT: Students must be able to read with sufficient accuracy and fluency to support comprehension.			
<p>Baseline Data: ___% of students scored ___ on the fall administration of the approved literacy screener.</p> <p>Initial assessments:</p> <ul style="list-style-type: none"> • Students are assessed using the approved literacy screener (fall). • Students complete curriculum-based assessments. • Analyze data for students from previous year’s literacy screenings and end of module curriculum assessments. <p>Checkpoints:</p> <ul style="list-style-type: none"> • Curriculum-based assessments • Literacy indicator progress monitoring <p>End of Year Assessment: Students will complete the literacy screener in the spring.</p>			
Scoring Categories			
<p>Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.</p>	<p>Partial Attainment of Target (2 points) Demonstrated some impact on student learning but did not meet the target.</p>	<p>Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target.</p>	<p>Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</p>
<p>Achievement Range: 0- ___% of students meet or exceed their individual growth target</p>	<p>Achievement Range: ___- ___% of students meet or exceed their individual growth target</p>	<p>Achievement Range: ___- ___% of students meet or exceed their individual growth target</p>	<p>Achievement Range: ___- ___% of students meet or exceed their individual growth target</p>
<p>By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.</p> <p>Evaluator Signature: _____ Date _____</p> <p>Evaluatee Signature: _____ Date _____</p>			

Student Learning Target Process: Reading

Over the Summer:

1. Look at standards and EOY expectations.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses?
4. Administer curriculum assessments/writing assignments to gather additional information about students.
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Administer various assessments/writing assignments for students to demonstrate they have met their targets and the content goals.

Course Category: English			
Grade: 4		Number of Students:	
Interval of Instruction:		Other Interval of Instruction:	
Student Assessment Name: ELA Guidebook Culminating Writing Task		Other Assessment Name:	
Student Learning Target: Reading Comprehension and Written Expression: By May, all students will grow by __ points on the unit culminating writing task.			
Rationale for SLT: Students must be able to demonstrate their ability to read, understand, and express understanding of a new text.			
<p>Baseline Data: On the first ELA unit writing task, __% of students scored at least __%.</p> <p>Initial assessments:</p> <ul style="list-style-type: none"> • Students write responses to the section diagnostics from the 3rd grade ELA Guidebook unit. • Analyze student writing samples from previous year’s spring end of module writing tasks. <p>Checkpoints:</p> <ul style="list-style-type: none"> • Culminating tasks and section diagnostics from 4th grade ELA Guidebooks Units: The Whipping Boy, Hurricanes, The Lightning Thief, and Pushing Up the Sky (throughout the year) <p>End of Year Assessment: Students will independently write a proficient response to the 4th grade culminating task prompt from the American Revolution unit in the 4th grade ELA Guidebooks.</p>			
Scoring Categories			
<p>Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.</p>	<p>Partial Attainment of Target (2 points) Demonstrated some impact on student learning but did not meet the target.</p>	<p>Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target.</p>	<p>Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</p>
<p>Achievement Range: Fewer than __% of students grow by __ or more percentage points</p>	<p>Achievement Range: __ - __% of students grow by __ or more percentage points</p>	<p>Achievement Range: All students grow by __ or more percentage points</p>	<p>Achievement Range: All students grow by __ or more percentage points with __% growing by __ or more percentage points</p>
<p>By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.</p>			

Evaluator Signature: _____

Date _____

Evaluatee Signature: _____

Date _____

Student Learning Target Process: English Language Arts

Over the Summer:

1. Look at standards and EOY expectations via exemplar student writing aligned to grade-level standards.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer curriculum embedded assessments/writing assignments to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Administer curriculum embedded assessments/writing assignments for students to demonstrate they have met their targets and the content goals.

Course Category: Mathematics			
Grade: 5		Number of Students:	
Interval of Instruction:		Other Interval of Instruction:	
Student Assessment Name: Eureka End of module assessment		Other Assessment Name:	
Student Learning Target: Mathematics: Based on the unit one baseline data, ___% of students will grow by ___ or more points on the Module 6 assessment.			
Rationale for SLT: Students must be able to demonstrate understanding of math concepts (not just procedures); apply understanding to real world examples; use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision.			
Baseline Data: On Unit 1 end of module assessment, ___% of students scored ___-___, ___% of students scored ___-___, and ___% of students scored ___-___.			
Initial assessments: <ul style="list-style-type: none"> • Students complete unit 1 end of module assessment. 			
Checkpoints: End of module assessments from Eureka math consisting of a variety of item types aligned to the standards (throughout the school year)			
End of Year Assessment: Students will complete the 5 th grade end of <i>Module 6: Problem Solving with the Coordinate Plane</i> assessment from Eureka .			
Scoring Categories			
Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.	Partial Attainment of Target (2 points) Demonstrated some impact on student learning but did not meet the target.	Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range: Fewer than ___% of students grow by ___ or more percentage points	Achievement Range: ___-___% of students grow by ___ or more percentage points	Achievement Range: All students grow by ___ or more percentage points	Achievement Range: All students grow by ___ or more percentage points with ___% growing by ___ or more percentage points
By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.			

Evaluator Signature: _____

Date _____

Evaluatee Signature: _____

Date _____

Student Learning Target Process: Mathematics

Over the Summer:

1. Review standards and EOY expectations.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer curriculum embedded assessments to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Administer curriculum embedded assessments for students to demonstrate they have met their targets and the content goals.

Course Category: Science			
Grade: 6		Number of Students:	
Interval of Instruction:		Other Interval of Instruction:	
Student Assessment Name: OpenSciEd Unit 6 Summative Assessment		Other Assessment Name:	
Student Learning Target: Science: Based on the unit one baseline data, ___% of students will demonstrate increased proficiency with the science practice of constructing explanations in the context of science ideas and cross-cutting concepts in the Unit 6 assessment.			
Rationale for SLT: Students must be able to use the science and engineering practices to investigate, construct explanations and communicate about a phenomenon.			
Baseline Data: On 6.1 summative assessment, ___% of students scored ___-___, ___% of students scored ___-___, and ___% of students scored ___-___.			
Initial assessment(s):			
<ul style="list-style-type: none"> Students complete the OpenSciEd Unit 6.1 Summative Assessment, Portraits Through Glass. 			
Checkpoints: Students complete formative and summative curriculum-embedded assessments.			
End of Year Assessment: Students complete the OpenSciEd Unit 6.6 Growth Summative Assessment .			
Scoring Categories			
Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.	Partial Attainment of Target (2 points) Demonstrated some impact on student learning but did not meet the target.	Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range: Fewer than ___% of students reach their tiered growth target	Achievement Range: ___-___% of students reach their tiered growth target	Achievement Range: ___-___% of students reach their tiered growth target	Achievement Range: More than ___% of students reach their tiered growth target
By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.			
Evaluator Signature: _____		Date _____	
Evaluatee Signature: _____		Date _____	

Student Learning Target Process: Science

Over the Summer:

1. Review standards and Appendix A Learning Progressions.
2. Define goals based on the science and engineering practice descriptors for your grade band.

Beginning of the Year:

3. Administer curriculum embedded assessments to gather information about students. How does this information support understanding of your students' progress towards development of the science practice of constructing explanations?
4. Determine curriculum-embedded opportunities to monitor student progress.

Throughout the Year:

5. Track development of the practice of constructing explanations integrated with Unit-specific Disciplinary Cores Ideas and Cross-Cutting Concepts through curriculum embedded assessments.
6. Make any adjustments to instruction based on additional information.

End of the Year:

7. Administer curriculum embedded assessments for students to demonstrate they have increased proficiency in the targeted practice.

Course Category: Social Studies			
Grade: 5		Number of Students:	
Interval of Instruction:		Other Interval of Instruction:	
Student Assessment Name: Sets, Tasks, Standalone Items		Other Assessment Name:	
<p>Student Learning Target: Social Studies: Based on the unit one baseline data, ___% of students will grow by ___ points on standards-aligned classroom assessments with writing components to demonstrate their social studies knowledge and skills.</p>			
<p>Rationale for SLT: Students must build knowledge of social studies content; use sources regularly to enhance understanding of the content; make connections among people, events, and ideas across time and place; and express informed claims supported by information from social studies knowledge, evidence from sources, and clear reasoning.</p>			
<p>Baseline Data: On the initial classroom assessment, ___% of students scored __-__, ___% of students scored __-__, and ___% of students scored __-__.</p> <p>Initial assessments:</p> <ul style="list-style-type: none"> Students complete standards-aligned classroom assessments with writing components (constructed response, extended response) for the first unit of study. (e.g., Bayou Bridges chapter assessments and performance tasks) Analyze student performance data from state standardized social studies tests to determine overall strengths and areas in which students may need support. <p>Checkpoints:</p> <ul style="list-style-type: none"> Students complete social studies classroom assessment items with the appropriate units of study throughout the school year (e.g., Rule of Law in England set for Unit 1 in September). Students complete standards-aligned classroom assessments that include sets with writing components and standalone items created by grade-level teacher collaboration (throughout the school year). <p>End of Year Assessment: Students complete a culminating classroom assessment with writing components (April–May).</p>			
Scoring Categories			
<p>Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.</p>	<p>Partial Attainment of Target (2 points) Demonstrated some impact on student learning but did not meet the target.</p>	<p>Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target.</p>	<p>Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</p>
<p>Achievement Range: Fewer than ___% of students reach their growth target</p>	<p>Achievement Range: __-__% of students reach their growth target</p>	<p>Achievement Range: __-__% of students reach growth target</p>	<p>Achievement Range: More than ___% of students reach their growth target</p>

By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.

Evaluator Signature: _____

Date _____

Evaluatee Signature: _____

Date _____

Student Learning Target Process: Social Studies

Over the Summer:

1. Look at released test items and Bayou Bridges chapter assessments and performance tasks aligned to grade-level standards.
2. Define goals based on what students should know and be able to do by the end of the year.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer various document based questions from the previous year to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

Throughout the Year:

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to instruction or targets based on additional information.

End of the Year:

8. Administer various documents-based questions for students to demonstrate they have met their targets and the content goals.

Sample SLT for Alternative Site Teacher

Course Category:			
Grade: Varies		Number of Students: 8	
Interval of Instruction:		Other Interval of Instruction: Varies	
Student Assessment Name: Other		Other Assessment Name: Behavior Plan	
Student Learning Target: Behavior goals: Based on baseline data, ___% of student goals will be met over the course of attendance at the alternative site.			
Rationale for SLT: Students must be able to respond appropriately in social situations; identify and solve a social problem; advocate for help; and follow safety rules. The student goals selected should be chosen based on individual student strengths and weaknesses from baseline data. Students may have several goals.			
Baseline Data: See spreadsheet (May develop spreadsheet outlining each student's baseline score and individual goals for improvement). Initial assessments: <ul style="list-style-type: none"> Baseline data is collected. Checkpoints: <ul style="list-style-type: none"> Progress monitoring occurs with continued tracking of goals. End Assessment: <ul style="list-style-type: none"> Current data on individual goals is used to assess goals. 			
Scoring Categories			
Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.	Partial Attainment of Target (2 points) Demonstrated some impact on student learning but did not meet the target.	Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range: Less than ___% students meet their individual growth targets	Achievement Range: ___%-___%students meet or exceed their individual growth targets	Achievement Range: ___%-___% students meet or exceed their individual growth targets	Achievement Range: Over ___% students meet or exceed their individual growth targets
By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.			
Evaluator Signature: _____		Date _____	
Evaluatee Signature: _____		Date _____	

Student Learning Target Process: Alternative Site

Over the Summer:

1. Look at baseline data.
2. Define goals based on what students should know and be able to do before leaving the alternative site.

Beginning of the Year:

3. Review previous student performance data against the goals. What are students' strengths and weaknesses?
4. Develop instructional techniques and behavior plans.
5. Set individual and/or small group targets for reaching content goals.

Throughout the Year:

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to instruction or targets based on additional information.

End of the Timeframe:

8. Use current data to assess goals.

Sample Student Learning Targets for Leaders

Course Category:			
Grade:		Number of Students:	
Interval of Instruction: Full academic year		Other Interval of Instruction:	
Student Assessment Name: Other Assessment		Other Assessment Name: SPS	
Student Learning Target: Current year student achievement, as measured by School Performance Score (SPS), will meet or exceed a __ point gain to bring the SPS to __.			
Rationale for SLT: Bulletin 130 requires one principal SLT be based on overall SPS.			
Baseline Data: Current SPS is __. The SPS has shown an average growth of __ over the last 3 years. According to the goal setting tool , the average SPS score for schools in the __ to __ range is __.			
Initial assessments: <ul style="list-style-type: none"> • Previous overall SPS overall scores and growth 			
Checkpoints: <ul style="list-style-type: none"> • Student scores on high-quality curriculum embedded assessments 			
Scoring Categories			
Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.	Partial Attainment of Target (2 points) Demonstrated some impact on student learning but did not meet the target.	Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range: Insufficient attainment of the target would be any regression in SPS score.	Achievement Range: Partial attainment of the target would be an SPS growth of __-__ points.	Achievement Range: Full attainment of the target would be an SPS growth of __-__ points.	Achievement Range: Exceptional attainment of the target would be an SPS growth of __ or higher.
By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.			
Evaluator Signature: _____		Date _____	
Evaluatee Signature: _____		Date _____	

Student Learning Target Process: Leader

Over the Summer:

1. Review student scores and expected scores.
2. Develop plans for supporting content and/or grade levels needing refinement.

Beginning of the Year:

3. Review previous school performance score against the goals. List areas of strength and weakness.
4. Administer approved literacy screeners and high-quality assessments.
5. Set a target for the SPS based on school data.

Throughout the Year:

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to coaching and feedback to support instruction based on additional information.

Course Category:			
Grade:		Number of Students:	
Interval of Instruction: Full academic year		Other Interval of Instruction:	
Student Assessment Name: Other Assessment		Other Assessment Name: SPS	
Student Learning Target: The ACT index, as measured by the SPS calculator, will meet or exceed a ___ point growth which would result in an ACT index of ___.			
Rationale for SLT: Bulletin 130 requires one principal SLT be based on a component of the SPS.			
Baseline Data: Current ACT index is __. The ACT index has shown an average growth of __ over the last 3 years. According to the goal setting tool , the average ACT index for schools in the __ to __ range is __.			
Initial assessments:			
<ul style="list-style-type: none"> • Previous ACT index 			
Checkpoints:			
<ul style="list-style-type: none"> • Student scores on LEAP2025 exams • Student scores on high-quality curriculum embedded assessments 			
Scoring Categories			
Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.	Partial Attainment of Target (2 points) Demonstrated some impact on student learning, but did not meet the target.	Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range: Insufficient attainment of the target would be any regression in ACT index.	Achievement Range: Partial attainment of the target would be an ACT index growth of __-__ points.	Achievement Range: Full attainment of the target would be an ACT index growth of __-__ points.	Achievement Range: Exceptional attainment of the target would be an ACT index growth of __ or higher.
By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.			
Evaluator Signature: _____		Date _____	
Evaluatee Signature: _____		Date _____	

Student Learning Target Process: Leader

Over the Summer:

1. Review student scores and expected scores.
2. Develop plans for supporting content and/or grade levels needing refinement.

Beginning of the Year:

3. Review previous ACT index against the goals. List areas of strength and weakness.
4. Administer high quality curriculum assessments and EOC exams.
5. Set a target for the ACT index based on school data.

Throughout the Year:

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to coaching and feedback to support instruction based on additional information.