

Student Learning Target

Grade: 5th	Subject: Social Studies	Interval of Instruction: Full Year
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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:

Based on the [GLEs for 5th grade social studies](#), I know that students are expected to be able to think and write about the content. I am using document-based tasks to assess mastery of the GLEs because tasks require students to answer open-ended questions about the content, examine the relationships between events and ideas by interpreting and synthesizing sources, and develop and support claims using quality evidence.

End-of-Year Assessment Method and Name:

The assessment method I will use to determine success is a series of performance-based tasks administered throughout the school year and a final set of tasks at the end of the year. The performance-based tasks and associated rubrics I will use were created by a committee of teachers convened by the district. These tasks are aligned to the grade 5 GLEs for social studies and modeled after the [sample tasks](#) released by the Louisiana Department of Education. In each unit of study, there will be at least one authentic document-based task. At the end of the year, students will complete three tasks and their average score will be calculated.

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?

The most recent assessment data showed that social studies is one of the lowest performing subject areas (79.6 Assessment Index). To determine how well my students are able to think and write about the social studies content, I administered an assessment that included an authentic task in the first unit of the year. I scored student responses using a rubric similar to that used on the task portion of the state assessment.

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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?

Total Population: 53 students from my two classes completed the initial task to determine baseline data.

Initial Task Results:

- 0 students scored a Level 4
- 8 students scored a Level 3
- 10 scored a Level 2
- 16 scored a Level 1
- 19 scored a Level 0

Identified Population: All students will need support to reach their goals. However, the 35 students with a score of 0-1 will need additional support. Each student will be given a goal that represents what I expect them to achieve as an average score on the end of year set of tasks.

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?

90% of students will meet their individual goal on the on the end of the year tasks.

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: <51% of students achieved meet or exceed their end of year goal.	Achievement range: 51%-82% of students meet or exceed their end of year goal.	Achievement range: 82-90% of students meet or exceed their end of year goal.	Achievement range: >90% of students meet or exceed their end of year goal.

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 will identify a minimum of 4 document-based tasks to be given that include opportunities for students to answer open-ended questions about a topic, examine the relationships between events and ideas by interpreting and synthesizing sources and develop and support claims or informed opinions about a topic or issue using quality evidence. Students will receive instruction and ongoing support while completing these tasks. I will score these tasks using the task-specific rubrics. Based on the scores at each checkpoint, I will provide targeted support to groups of students who are not on target to meeting their goal.

Checkpoint 1	Checkpoint 2	Checkpoint 3
October - November: Tasks #1 and #2	December - January: Tasks #3 and #4	March-April: End of Year Set (3)