

# Louisiana Believes

## Student Learning Target

<b>Grade:</b> 6 <sup>th</sup> - 8 <sup>th</sup> (Special Education – Resource Teacher)	<b>Subject:</b> ELA	<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 in this course?</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> The <a href="#">6-8<sup>th</sup> grade ELA Assessment Guide</a> says, “the PARCC ELA/Literacy assessments focus on an integrated approach to reading and writing and are based on assessment advances that reflect an effective ELA classroom, [including the following]: <ul style="list-style-type: none"> <li>careful, close reading of authentic complex literary and informational texts, not artificially produced or commissioned passages;</li> <li>writing tasks that require students to write to sources and allow for a range of responses that demonstrate what students know and can do. (page 1)</li> </ul> <p>So, I can conclude that my students must achieve a minimum level of mastery with comprehending complex, grade-level texts and writing in response to them in order to be successful on the 2014-2015 ELA assessment.</p>		
<b>End-of-Year Assessment Method and Name:</b> I am using the research and literary analysis assessment tasks from the <a href="#">Performance-Based Assessment in the PARCC 6<sup>th</sup>, 7<sup>th</sup> &amp; 8<sup>th</sup> grade ELA practice tests</a> that assess students’ ability to comprehend complex grade-level texts and write in response to them. These items will be scored using <a href="#">the PARCC rubric</a> . I will monitor students’ progress throughout the year using aligned assessment tasks from the <a href="#">6<sup>th</sup>-8<sup>th</sup> grade ELA Curriculum Guidebook</a> .		

<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>					
<p>I reviewed 2013-2014 5<sup>th</sup>-7<sup>th</sup> grade iLEAP results for the 35 students who I support in the area of English Language Arts. This review focused on the Research to Build Knowledge and Reading and Responding sections. In order to further understand students’ ability to comprehend and write in response to on grade level texts, the regular ELA teachers administered 2 slightly modified writing assessment tasks from the appropriate grade level ELA Curriculum English Guidebook and scored them using the <a href="#">PARCC Condensed Scoring Rubric for Prose Constructed Response Items</a>. The following is a performance summary for my group of students.</p>					
iLEAP Data	# of Students	Diagnostic Assessment Average (# of students at each level)			
iLEAP Score Range		0-3	4-6	7-9	10-12
>60%	2	0	2	0	0
50-60%	13	8	5	0	0
0-50%	20	18	2	0	0

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## 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?

Further analysis of my students' performance on the diagnostic assessment indicates they have weaknesses in the areas of Reading Comprehension of Key Ideas and Details, Writing: Written Expression, and Writing: Knowledge of Language and Conventions.

Based on these results, I can conclude that all students will need more practice with on-level texts and repeated opportunities to write in response to those texts in order to achieve success in ELA.

## 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?

All 35 students will be the focus of this learning target. I will need to focus additional support on the 26 students who scored 60% or lower on the iLEAP and in the 0-3 range on the diagnostic assessment.

In collaboration with the regular education teachers, I will set individual student learning goals that focus on increasing student performance on all three components of the End of Year assessment (Reading: Comprehension of Key Ideas and Details, Writing: Written Expression, and Writing: Knowledge of Language and Conventions). All students will be expected to reach a minimum score of 6/12 on the end of year assessment.

### 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 by the end of the course?

85% of my students will achieve or exceed their individual student learning goal on the end of year performance writing task.

### 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?

<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.	<b>Partial Attainment of Target (2 points):</b> The teacher has demonstrated some impact on student learning, but did not meet the target.	<b>Full Attainment of Target (3 points):</b> The teacher has demonstrated a considerable impact on student learning by meeting the target.	<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.
<b>Achievement range:</b> <75% of students meet their individual student achievement goal.	<b>Achievement range:</b> 75-84% of students meet their individual student	<b>Achievement range:</b> 85-90% of students meet their individual student	<b>Achievement range:</b> >90% of students meet their individual student achievement goal.

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	achievement goal.	achievement goal.	
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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

My students will write weekly in response to the texts in each unit of study within their regular education ELA course. I plan to use the instructional tasks and maintain a record of student performance on these tasks in order to monitor progress.

#### Checkpoint 1

I will assess students in October using a writing task from EAGLE.

#### Checkpoint 2

I will assess students in December using a writing task from EAGLE.

#### Checkpoint 3

I will assess students in February using a writing task from EAGLE.