Student Learning Target

Grade: 1st (Vision Impaired Student)	Subject: ELA/Beginners Braille (Special Education Teacher)	Interval of Instruction: One Semester

1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?

• What content will I prioritize?
  o What standards are most tied to success?
  o 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?
  o Will this assessment method enable me to determine how students are progressing throughout the year?

Priority Content: Mastery of the skills listed in the Assessment of Braille Literacy Skills (ABLS) coupled with various opportunities to practice and increase fluency will assist the student in becoming an efficient and effective reader.
End-of-Year Assessment Method and Name: The Assessment of Braille Literacy Skills (ABLS) is a tool that tracks progress toward the mastery of all skills needed to become an efficient and effective braille reader.

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?
When assessed at the beginning of the school year, the student demonstrated retention of nearly all 56 Emergent Literacy Braille Readiness skills that were introduced during the previous school year. These emergent skills are the same skills a sighted student must learn in order to become a successful print reader with the addition of tactile discrimination skills. This student has shown a great interest in learning to read as evidenced by the pace at which the emergent skills were mastered and the fact they were retained over the summer break. It is anticipated a similar pace of learning will occur with the academic literacy skills.

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?
This SLT applies to one student who is blind and will use braille as the primary learning media in place of print.

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?

The student will demonstrate mastery of 28 of the 35 (80%) unique skills of Academic Literacy/Braille reading, as categorized under orientation to braille books, placement, hand movements, tracking patterns, and pictures.

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: The student achieved 19 or fewer of the listed skills for Academic Literacy/Braille Reading	**Achievement range:** The student achieved 20-27 of the listed skills for Academic Literacy/Braille Reading	**Achievement range:** The student achieved 28-30 of the listed skills for Academic Literacy/Braille Reading	**Achievement range:** The student achieved 31-35 of the listed skills for Academic Literacy/Braille Reading

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
Throughout the year I will monitor progress with frequent support of the student in the academic setting as well in individual sessions targeted at specific areas of need.

Checkpoint 1	Checkpoint 2	Checkpoint 3
1st- 9 weeks Skill Check	2nd - 9 weeks Skill Check	3rd - 9 weeks Skill Check