Student Learning Target

Grade:	Subject:	Interval of Instruction:
9-12 (Alternative School: Discipline and Crisis Intervention Settings)	Mathematics (Algebra I and Geometry)	School Year

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:

The priority content for students enrolled in the two courses I teach:

Algebra I	Download
Math Geometry	Download

My classes are heterogeneous in terms of grade levels and content of mathematics; therefore, I look at major cluster standards in these subjects and the Mathematic Practice Standards to guide whole group instruction and differentiate specific student needs in small groups.

End-of-Year Assessment Method and Name:

Because of the mission of our school to educate students who enroll because of a discipline related event or personal crisis, we have a population that is ever changing. Students are assigned to our school throughout the year for varying lengths of time and after returning to their home school, some students return. These factors make it difficult to capture a true classroom level baseline at the beginning of the year. This led me to define an end-of year-assessment method that reflects an impact on student learning that considers:

- individual student-level baseline data aligned to on-grade level content;
- all students regardless of length of time enrolled; and
- students who return multiple times throughout the year.

The assessment method is cumulative with data being collected on a daily basis. At the conclusion of each lesson, I will determine student understanding using formative assessment methods aligned to the daily learning objective. Individual student responses will be noted as "mastered" or "not mastered."

At the end of the year, I will calculate the percent of daily objectives mastered for each student and compare this to his/her expected target. The impact on student learning will be measured by the percent of students meeting or exceeding their expected target.

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 [insert hyperlink to support docs] about students' mastery of prior knowledge and skills?
- Based on the data, what can I conclude about students' readiness?

As students enroll in my class, I will:

1. administer the *Entering Student Baseline Assessment* aligned to the most essential skills required for mastering on-grade level content based on the course they are enrolled (remediation guidance linked below);
2. calculate a score that reflects percent mastered; and
3. use the chart below to determine the student's expected learning target.

At the end of the year and for all students enrolled throughout the year, I will determine the:

1. number of daily assessments administered;
2. number of daily assessments mastered; and
3. percent mastered.

Example

A student enrolls in November, scores a 50% on the *Entering Student Baseline Assessment* and is assigned an expected target of 70%. He returns to his home school but reenrolls multiple times due to discipline actions. At the end of the year, it is determined that this student completed 30 daily assessments and mastered 25. This equates to 83% mastery and exceeds the expected target of 70%.

COURSE	REMEDIATION GUIDANCE	ENTERING STUDENT BASELINE ASSESSMENT SCORE RANGES (% MASTERED)				
		0-19%	20-40%	41-61%	62-82%	83-100%
		INDIVIDUAL END OF YEAR TARGET - % MASTERED				
Algebra I	Click Here	30%	50%	70%	90%	95%
Geometry	Click Here					

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?

Population: All Algebra I and Geometry students, regardless of the number of days enrolled, will be included in this Student Learning Target.

Identified Population: Students scoring 0-60% on the Entering Student Baseline Assessment will require additional support to meet proficiency levels for the course they are enrolled.

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 enrolled throughout the year will meet or exceed their expected percent correct as measured by the percent correct of all daily assessments.

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): The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	**Partial Attainment of Target (2 points):** The teacher has demonstrated some impact on student learning, but did not meet the target.	**Full Attainment of Target (3 points):** The teacher has demonstrated a considerable impact on student learning by meeting the target.	**Exceptional Attainment of Target (4 points):** The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: <70% of students meet or exceed their individual target.	**Achievement range:** 70%-89% of students meet or exceed their individual target.	**Achievement range:** 90%-95% of students meet or exceed their individual target.	**Achievement range:** >95% of students meet or exceed their individual target.

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

Every Friday, I will assess the progress students are making toward meeting their individual targets, as measured using daily assessments, by calculating the percent mastered for each student.

Checkpoint 1	**Checkpoint 2**	**Checkpoint 3**
Grading Period 1: *% on track to meeting their target*	Grading Period 2: *% on track to meeting their target*	Grading Period 3: *% on track to meeting their target*