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## Student Learning Target

<b>Grade:</b> Middle School	<b>Subject:</b> Reading	<b>Interval of Instruction:</b> School 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?</li><li>○ What prior knowledge will they need to be successful?</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 method enable me to determine how students are progressing throughout the year?</li></ul></li></ul>		
<b>Priority Content:</b> <p>My primary role is to increase the academic success of special education students in grades 6-8. Specifically, I support the instruction taking place in regular English Language Arts (ELA) courses with the goal of increasing student achievement in accessing and responding to on-grade level texts.</p> <p>In reviewing the <a href="#">6-8th Grade ELA Curriculum Guidebook</a>, I found that students must be able to:</p> <ol style="list-style-type: none"><li>1) read complex, grade-level texts and communicate effectively about those texts through speaking or writing</li><li>2) write to sources, using evidence from texts to present careful analyses, well-defended claims, and clear information</li></ol>		
<b>End-of-Year Assessment Method and Name:</b> <p>I am using a sample cold-read assessment task from the LDOE's <a href="#">ELA Curriculum Guidebook</a>, which is built out in <a href="#">EAGLE</a>. Student understanding and skills will be assessed using a task from their grade level. These tasks are aligned to Louisiana Student Standards for ELA and assess student proficiency with the above listed Priority Content. The writing items will be scored using an appropriate rubric, as indicated in <a href="#">EAGLE</a>.</p>		

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

The [ELA teachers' goal setting process](#) included a beginning of the year assessment with 2 slightly modified cold-read assessments from the [LDOE English Guidebook](#) which are built out in [EAGLE](#). Each student completed the assessment for their individual grade level. The essay writing portion of the exam was scored using an appropriate rubric. The following table represents the highest component score for each student.

BASELINE ASSESSMENT RESULTS					
STUDENT NUMBER	GRADE	Reading: Comprehension of Key Ideas and Details	Writing: Written Expression	Writing: Knowledge of Language and Conventions	TOTAL
1	6TH	3	3	4	10
2	6TH	2	2	3	7
3	6TH	1	1	1	3
4	6TH	0	0	0	0
5	6TH	3	2	2	7
6	6TH	1	1	0	2
7	7TH	3	1	1	5
8	7TH	2	2	2	6
9	7TH	3	2	1	6
10	7TH	0	0	0	0
11	7TH	1	1	1	3
12	7TH	2	2	2	6
13	7TH	4	2	2	8
14	7TH	3	3	3	9
15	8TH	1	0	1	2
16	8TH	1	1	1	3

Given these results, I 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 be successful. It is clear that students need support to increase their ability to write in response to texts. Students will be receiving ELA instruction from their regular education teacher and we have collaborated to identify the area I can most support to impact student achievement. This includes a focus on [word knowledge, use and connection](#).

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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?

**Population:** 16 students in grades 6-8. All students receive the majority of their special education services and instruction in the general education classroom. Using the baseline assessment data, each student will be assigned an end of year expected score. This goal is based on where they began the year and what I expect them to achieve by the end of the year.

INDIVIDUAL TARGET GUIDANCE			
Baseline Assessment	0-2	3-6	7-10
Expected Score	4	5-7	8-11

**Focus Population:** The students needing more support are those with a baseline assessment score that fell between 0 and 3 **and** who scored 0-1 on each of the 3 components of the baseline assessment. This group includes 7 students (3 in 6th grade, 2 in 7th and 2 in 8th). If 4 or more of these students and 9 students who are not part of the focus population reach their individual target, I will consider that a *considerable impact on student learning*.

#### 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?

81% of students will meet or exceed their expected score and no student declines in performance (baseline to end of year) on an end of the year grade-level cold-read assessment taken from the [LDOE Curriculum Guidebook](#) and built out in [EAGLE](#).

#### 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> <70% of students meet or exceed their individual target.	<b>Achievement range:</b> 70%-80% of students meet or exceed their individual target.	<b>Achievement range:</b> 81%-90% of students meet or exceed their individual target and no students decline.	<b>Achievement range:</b> >90% of students meet or exceed their individual target and no students decline.

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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. Each ELA teacher plans to use the instructional tasks from the [LDOE Curriculum Guidebook](#) and maintain a record of student performance on these tasks in order to monitor progress.

### Checkpoint 1

Grading Period 1: *% on track to meeting their target as determined by interim writing tasks*

### Checkpoint 2

Grading Period 2: *% on track to meeting their target as determined by interim writing tasks*

### Checkpoint 3

Grading Period 3: *% on track to meeting their target as determined by interim writing tasks*