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Student Learning Target

Grade: Jump Start Tops Tech Diploma	Subject: Welding One	Interval of Instruction: Full Year
1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS? <ul style="list-style-type: none">• What content will I prioritize?<ul style="list-style-type: none">○ 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?<ul style="list-style-type: none">○ Will this assessment method enable me to determine how students are progressing throughout the year?		
Priority Content: The class will use NCCER Welding Level One (2009) Curriculum to instruct, assess, and credential students. NCCER 's Welding Curricula is aligned with the AWS SENSE program standards and is divided into the following modules: <ol style="list-style-type: none">1. Welding Safety2. Oxyfuel Cutting3. Plasma Arc Cutting4. Air Carbon Arc Cutting and Gouging5. Base Metal Preparation6. Weld Quality7. SMAW- Equipment & Set-up8. Shielded Metal Arc Electrodes9. SMAW- Beads and Fillet Welds10. Joint Fit-Up and Alignment11. SMAW- Groove Welds with Backing12. SMAW- Open V-Groove Welds Students must have completed NCCER Core to take this course. Therefore, students should have basic knowledge of safety in a laboratory environment.		
End-of-Year Assessment Method and Name: NCCER Welding Level One knowledge is determined through written assessments at the completion of each module as well as performance profiles (tasks) for modules requiring demonstration of mastery of individual skills. Students who are ACT 833 eligible may demonstrate success through either the NCCER Level 1 assessment or requirements for a Welder's Helper .		

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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?

Current Student Baseline Data:

The priority content for the Welding course requires students to demonstrate mastery of both knowledge and performance in Shielded Metal Arc Welding (SMAW), cutting and gouging. In order to achieve the full credential from the credentialing agency, students must achieve no less than 70% on each written assessment and must pass all performance profile tasks.

Students enrolled in the course must have passed NCCER Core as a prerequisite to taking NCCER Welding Level One. NCCER recommends 305 total hours for successful completion of the credential. Therefore, this class will be taught over two class periods for the year and coded accordingly (010902).

To determine the students' prior knowledge, an assessment was administered at the beginning of the course. This assessment included items from the 29111-09 and 29112-09 written assessments.

Because each student success on each module success depends on the passing the previous module(s), the instructor will have data available at the end of each assessment and performance task to check student progress.

Historical Student Achievement Data:

Last year, 85% of the students enrolled in this course earned the full IBC. 10% achieved completion of most performance tasks while 5% achieved completion of less than half of the performance tasks.

Based on the data collected and performance data from the previous class, it was determined that students will need remediation in the use and components of welding equipment as well as the use and components of testing tools.

Student Number	29111-09 Assessment	29112-09 Assessment
11087	3	2
34579	4	3
98426	7	6
55001	2	3
69741	8	8
56798	3	6
34801	6	3
55498	3	5
64897	4	5
24975	6	4

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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: All 10 students are included in this learning target. One student is eligible for alternate methods of demonstrating proficiency under [ACT 833](#).

Targeted Population: One student with welding experience scored 8/15 on the two pre-assessments. The remaining students scored below 50% on the two exams. To pass the NCCER assessments and earn an IBC, students must score at least 70% on the written assessment. Because only one student has prior knowledge of the craft, if 80% of the students earn the IBC under my instruction, it will demonstrate the instructor has made 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?

Eight out of ten students will earn the identified IBC.

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: Less than six earn the identified IBC.	Achievement range: At least six out of ten students earn the identified IBC.	Achievement range: Eight out of ten students earn the identified IBC.	Achievement range: Nine students or more earn the identified IBC.

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

As I plan, teach and assess I will

- 1.) Create weekly quizzes addressing content discussed that week
- 2.) Administer assessment at the end of teach unit and created by the pipeline maintenance instruction cohort
- 3.) Administer three checkpoint assessments created by the district and aligned to NCCE standards for petroleum pipeline maintenance

Checkpoint 1 Administer a checkpoint assessment in September	Checkpoint 2 Administer a checkpoint assessment in December	Checkpoint 3 Administer a checkpoint assessment in April
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