Student Learning Target (SLT) Reflection Tool

Released June 2024

# Student Learning Target

| Grade: | | | | | Subject: | | | | | Interval of Instruction: | | | | |
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| WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?  * What content will I prioritize?   + What [standards](https://www.louisianabelieves.com/resources/library/academic-standards) are most tied to success?   + What prior knowledge will they need to be successful? * What [assessment](https://www.louisianabelieves.com/docs/default-source/teaching/slt-assessment-identification-guide.pdf?sfvrsn=38859c1f_10) 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? | | | | | | | | | | | | | | |
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| **End-of-Year Assessment Method and Name:** | | | | | | | | | | | | | | |
| 1. **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](https://www.louisianabelieves.com/resources/library/data-center) 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? | | | | | | | | | | | | | | |
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| 1. **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? | | | | | | | | | | | | | | |
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| **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? | | | | | | | | | | | | | | |
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| **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? | | | | | | | | | | | | | | |
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| Ineffective  (1 point) Demonstrated an insufficient impact on student learning by falling far short of the target. | | | Emerging  (2 points) Demonstrated some impact on student learning, but did not meet the target. | | | Proficient  (3 points) Demonstrated a considerable impact on student learning by meeting the target. | | | Highly Effective  (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin. | | | Exemplary  (5 points) Demonstrated an exceptional impact on student learning by surpassing the target by an outstanding margin. | | |
| Achievement Range: | | | Achievement Range: | | | Achievement Range: | | | Achievement Range: | | | Achievement Range: | | |
| 1. **HOW WILL I MONITOR PROGRESS?**  * When will I monitor students’ developing mastery of the priority content? * What [curricular resources](http://www.louisianabelieves.com/resources/library/year-long-scope-sequence) and [assessment methods](https://www.louisianabelieves.com/docs/default-source/teaching/slt-assessment-identification-guide.pdf?sfvrsn=38859c1f_10) 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** | | | | | | | | | | | | | | |
| **Checkpoint 1** | | | | | **Checkpoint 2** | | | | | **Checkpoint 3** | | | | |