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?
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| **Ongoing** |
| **Checkpoint 1** | **Checkpoint 2** | **Checkpoint 3** |