

# **Teacher Student Learning Target (SLT) Guidance and Sample Templates**

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## Guidance for Systems

### Student Learning Target (SLT) Overview

Student learning targets (SLTs) are tools that enable teachers to set meaningful goals for academic progress over a given period of time. SLTs set an expectation of student growth over a given period of time and provide a metric of teacher evaluation. SLTs comprise 50% of the total evaluation score for non-VAM teachers and 15% of the evaluation score for VAM teachers. The Louisiana Department of Education (LDOE) seeks to support all educators in creating ambitious, measurable, and appropriate student learning targets (SLTs). The purpose of this guidance is to support teachers in developing meaningful targets that positively impact students.

Note: [Act 333](#) and BESE policy require student learning targets for each student to be discussed in a meeting between evaluator and evaluatee. Student learning targets not discussed in a meeting between an individual and the evaluator shall not be used in the person’s evaluation.

### Types of Student Learning Targets

There are three main types of growth targets.

1. **Tiered Growth Targets** include all students with varying degrees of expected growth. Baseline assessment scores are placed into tiers. The tiers may vary depending on the type of assessment. For example, tiers may be set by percentages, points, or levels. Once the tiers are set, final targets are determined for each tier. The baseline score each student receives is matched to a tier to determine the individual growth target.

	Tier One	Tier Two	Tier Three
Baseline Scores	Students scoring above ___% on an approved assessment	Students scoring ___ - ___% on an approved assessment	Students scoring below ___% on an approved assessment
Target Scores	Final assessment score of ___% or above	Final assessment score of ___% or above	Final assessment score of ___% or above

2. **Targeted Growth Targets** focus on specific student groups only as a **second** SLT when the first SLT includes all students. If a group of students have deficits in particular skills or standards, one SLT can be targeted to improve those areas.

SLT #1	SLT #2
___% of all students will reach their individual growth targets in Reading Comprehension and Written Expression on the identified writing task for the specified ELA Guidebook Unit.	___% of an identified student group will move up 1 score point in Knowledge of Language and Conventions on the identified writing task for the specified ELA Guidebook Unit.

3. **Individual Growth Targets** provide each student with an individualized growth target based on previous performance, expectations and other predetermined factors. Following a baseline assessment, the teacher determines a growth target for each student.

Student A	Student B	Student C
Will show a 4+ point growth on an approved assessment	Will show a 3+ point growth on an approved assessment	Will show a 6+ point growth on an approved assessment

The following questions may assist with determining which types of targets to write.

- How many and which courses do I teach?
- What grade(s) do I teach?
- What trends do I see in the school data for these grades/courses?
- How many students are in my class?
- Have I included all students?

### Measures of Growth in Student Learning, a Step by Step Process

The following steps detail a process that can be used by systems to determine measures of student learning in order to generate a final teacher evaluation rating. The [Student Learning \(SLT\) Reflection Tool](#) can assist in completing this process.

#### Step 1: Identify what students are expected to know and be able to do.

- Begin with the [Louisiana Student Standards](#), or equivalent standards that govern the subject, to answer the question, “What do we expect our students to know and be able to do as a result of the instruction received in each content/course/grade that is offered in our system?”
  - The [Louisiana Connector Standards](#) may be referenced for educators of students with significant cognitive disabilities.
- Beginning with this question allows educators to think concretely about what it is they want to accomplish with their instruction and to think about what aspirations they have for their students.

#### Step 2: Identify high quality [curriculum-embedded](#) assessments or other approved assessments (e.g., approved literacy screeners) being used in your school system to evaluate student learning throughout the school year.

Note: Per Bulletin 130, state approved common assessments shall be used as part of the body of evidence measuring attainment of learning targets. Where there is no state approved common assessment, evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure attainment of learning targets. The [SLT Assessment Identification Guide](#) provides a list of state approved assessments to assist in measuring students’ attainment of learning targets.

- For grades and subjects where no high quality or approved assessment exists, school systems identify different types of high quality assessments commonly used across multiple schools/grades/courses to measure what students know and are able to do. The purpose of this step is to help systems identify:
  - The assessments that are measuring what students are expected to know and be able to do.
  - Which assessments are being used to measure student learning across the systems.
- Once assessments have been identified, systems may use the following questions to select the assessments that will be considered in educator evaluation:
  - Which assessments best measure student progress toward system/school/course learning expectations described in Step 1?

- Which assessments will provide educators information to help inform their instructional decisions?

**Step 3: Select measures for use in educator evaluations.**

- Assessment measures used in educator evaluations should be closely related to the standards being taught, curriculum, scope and sequence, and expected outcomes for a given class/course.

**Step 4: Determine the achievement range for results from included measures of student learning.**

- Student learning targets (SLTs) are rated on a 4.0 scale. The four scoring categories are outlined below.

Insufficient Attainment of Target (1 point)  Demonstrated an insufficient impact on student learning by falling short of the target.	Partial Attainment of Target (2 points)  Demonstrated some impact on student learning, but did not meet the target.	Full Attainment of Target (3 points)  Demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points)  Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range:	Achievement Range:	Achievement Range:	Achievement Range:

- When establishing the achievement ranges for a measure of student learning it is important to consider baseline results and growth toward proficiency.

**Monitoring Completion of Student Learning Targets in the Compass Information System (CIS)**

All evaluation data, including student learning targets (SLTs), is reported in the [Compass Information System \(CIS\)](#). School administrators and school system CIS administrators should monitor completion to ensure all data entry follows the suggested [timeline](#) for completion. The recommended timeline for setting SLTs is between September 12-December 5 to allow time for obtaining baseline data and monitoring student growth throughout the year. If a teacher begins later in the school year, the SLT formula is written in such a way that it can accommodate the limited timeframe. Teacher student learning targets should be rated prior to the end of the school year.

There are reports in the CIS to assist in monitoring data completion specific to school administrators and school system CIS administrators.

- School evaluators can utilize the report generated by pressing the **To Do List** and **As Evaluator** tabs following login to CIS. This report will display all employees' names and allow the administrator to see at a glance if data entry is complete. Columns include: SLTs Submitted, SLTs Assigned to be Rated, SLTs with Results Reported, SLTs Rated by Evaluator, Observations Submitted, and Final Evaluation Complete.
- CIS administrators can utilize the report generated by pressing the **Report** tab following login to CIS, and then choosing **Completion of Evaluation**. Next, click on **View Selection** and choose **Districts Completion Progress**. All sites will be displayed and columns include: Assigned Evaluator, 2 Observations Completed, 2 SLTs

Accepted, 2 SLTs Rated, Evaluation Completed. Each site name can be clicked to view additional site level details.

- The **Student Learning Target Data** report provides supervisors and administrators quick access to view SLT data in an excel file with ratings. After logging into CIS, select the **Report** tab. For principals and school supervisors, the LEA and school site will be pre-selected. District level administrators will use the drop down to select a site to view. Next, Select **Student Learning Target Data**. An excel file will be generated.

**Blank Student Learning Target Template**

<b>Course Category:</b>			
<b>Grade:</b>		<b>Number of Students:</b>	
<b>Interval of Instruction:</b>		<b>Other Interval of Instruction:</b>	
<b>Student Assessment Name:</b>		<b>Other Assessment Name:</b>	
<b>Student Learning Target:</b>			
<b>Rationale for SLT:</b>			
<b>Baseline Data:</b> Initial assessments:  Checkpoints:  End of Year Assessment:			
Scoring Categories			
<b>Insufficient Attainment of Target (1 point)</b> Demonstrated an insufficient impact on student learning by falling short of the target.	<b>Partial Attainment of Target (2 points)</b> Demonstrated some impact on student learning, but did not meet the target.	<b>Full Attainment of Target (3 points)</b> Demonstrated a considerable impact on student learning by meeting the target.	<b>Exceptional Attainment of Target (4 points)</b> Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement Range:</b>	<b>Achievement Range:</b>	<b>Achievement Range:</b>	<b>Achievement Range:</b>
<p><b>By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.</b></p> <p><b>Evaluator Signature:</b> _____ <b>Date</b> _____</p> <p><b>Evaluatee Signature:</b> _____ <b>Date</b> _____</p>			

**Sample Student Learning Targets**

<b>Course Category:</b> Applied Courses for Students with Significant Cognitive Disabilities			
<b>Grade:</b> Varies		<b>Number of Students:</b>	
<b>Interval of Instruction:</b>		<b>Other Interval of Instruction:</b>	
<b>Student Assessment Name:</b> Developmentally-appropriate curriculum-based assessment		<b>Other Assessment Name:</b>	
<b>Student Learning Target:</b> ELA or Mathematics: Based on baseline data, ___% of students (or # of students, if small) will meet or exceed their individual growth target on the final unit assessment.			
<b>Rationale for SLT:</b> Content will be derived from the Louisiana Connectors (LC) which are aligned with the Louisiana Student Standards.  ELA: Students must be able to demonstrate understanding of developmentally-appropriate ELA content; answer questions relating to the text; determine the meaning of words; report on a topic with a logical sequence.  Math: Students must be able to demonstrate understanding of developmentally-appropriate math concepts; solve problems requiring addition or subtraction; solve word problems; solve real-world problems.  The Louisiana Connectors (LC) should be chosen based on individual student strengths and weaknesses from pre-assessment data to improve growth targets in ELA or Mathematics.			
<b>Baseline Data:</b> Based on the students' assessment of cognitive functioning, ___% of students (or # of students, if small) scored __-__, ___% of students (or # of students) scored __-__, and ___% of students (or # of students) scored __-__. These scores are indicative of the students' significant cognitive disabilities.  Initial assessments: <ul style="list-style-type: none"> <li>Evaluation testing is completed on all students to determine cognitive functioning</li> </ul> Checkpoints: <ul style="list-style-type: none"> <li>Progress monitoring based on the students' unique IEP needs</li> <li>Diagnostic and unit assessment monitoring will occur</li> </ul> End of Year Assessment: <ul style="list-style-type: none"> <li>Progress monitoring</li> <li>Developmentally-appropriate curriculum-based assessments</li> </ul>			
Scoring Categories			
<b>Insufficient Attainment of Target (1 point)</b> Demonstrated an	<b>Partial Attainment of Target (2 points)</b> Demonstrated some	<b>Full Attainment of Target (3 points)</b> Demonstrated a	<b>Exceptional Attainment of Target (4 points)</b> Demonstrated an

insufficient impact on student learning by falling short of the target.	impact on student learning, but did not meet the target.	considerable impact on student learning by meeting the target.	outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement Range:</b> 0-__% (or number) of students meet or exceed their individual growth target	<b>Achievement Range:</b> __-__% (or numbers) of students meet or exceed their individual growth target	<b>Achievement Range:</b> __-__% (or numbers) of students meet or exceed their individual growth target	<b>Achievement Range:</b> Over __% (or number) of students meet or exceed their individual growth target

**By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.**

**Evaluator Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Evaluatee Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

<b>Course Category:</b> Applied Courses for Students with Significant Cognitive Disabilities	
<b>Grade:</b> Varies	<b>Number of Students:</b> 4
<b>Interval of Instruction:</b>	<b>Other Interval of Instruction:</b>
<b>Student Assessment Name:</b> Developmentally-appropriate curriculum-based assessment	<b>Other Assessment Name:</b>
<b>Student Learning Target:</b> Functional life skills: Based on baseline data, __% of students (or # of students, if small) will meet or exceed their individual growth target on the final unit assessment.	
<p><b>Rationale for SLT:</b> Functional life skills: Students must be able to demonstrate appropriate pragmatic skills; respond appropriately in social situations; identify and solve a social problem; advocate for help; demonstrate comprehension in social settings; follow safety rules; identify and/or print name; use the restroom independently and safely; engage in daily hygiene practices.</p> <p>The functional life skills selected should be chosen based on individual student strengths and weaknesses from pre-assessment data.</p>	
<b>Baseline Data:</b> Based on the students' assessment of cognitive functioning, __% of students (or # of students, if small) scored __-__, __% of students (or # of students) scored __-__, and __% of students (or # of students) scored __-__.	
These scores are indicative of the students' significant cognitive disabilities.	



Initial assessments:

- Evaluation testing is completed on all students to determine cognitive functioning

Checkpoints:

- Progress monitoring based on the students' unique IEP needs
- Pre- and post-test monitoring will occur

End of Year Assessment:

- Progress monitoring
- Developmentally-appropriate curriculum-based assessments

**Scoring Categories**

<b>Insufficient Attainment of Target (1 point)</b> Demonstrated an insufficient impact on student learning by falling short of the target.	<b>Partial Attainment of Target (2 points)</b> Demonstrated some impact on student learning, but did not meet the target.	<b>Full Attainment of Target (3 points)</b> Demonstrated a considerable impact on student learning by meeting the target.	<b>Exceptional Attainment of Target (4 points)</b> Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement Range:</b> Less than __ students meet or exceed any of their individual growth targets	<b>Achievement Range:</b> __ - __ students meet or exceed at least 2 of their individual growth	<b>Achievement Range:</b> __ students meet or exceed at least 2 of their individual growth targets or all students meet at least 1 of their individual growth targets	<b>Achievement Range:</b> All students meet or exceed at least 2 of their individual growth targets

**By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.**

**Evaluator Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Evaluatee Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Student Learning Target Process: Applied Courses for Students with Significant Disabilities**

**Over the Summer:**

1. Look at standards and IEP goals.
2. Define goals based on what students should know and be able to do by the end of the year.

**Beginning of the Year:**

3. Review previous student performance data against the goals. What are students' strengths and weaknesses?
4. Administer curriculum assessments/writing assignments to gather additional information about students.
5. Set individual and/or small group targets for reaching content goals by the end of the year.

**Throughout the Year:**

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to instruction or targets based on additional information.

**End of the Year:**

8. Administer various assessments/writing assignments for students to demonstrate they have met their targets and the content goals.

<b>Course Category:</b> READING			
<b>Grade:</b> 1		<b>Number of Students:</b>	
<b>Interval of Instruction:</b> Semester		<b>Other Interval of Instruction:</b>	
<b>Student Assessment Name:</b> Literacy Screener		<b>Other Assessment Name:</b>	
<b>Student Learning Target:</b> Oral Reading Fluency: By May, ___% of students will meet or exceed their individual growth target for oral reading fluency on the approved literacy screener.			
<b>Rationale for SLT:</b> Students must be able to read with sufficient accuracy and fluency to support comprehension.			
<p><b>Baseline Data:</b> ___% of students scored ___ on the fall administration of the approved literacy screener.</p> <p>Initial assessments:</p> <ul style="list-style-type: none"> <li>• Students are assessed using the approved literacy screener (fall)</li> <li>• Students complete curriculum-based assessments</li> <li>• Analyze data for students from previous year's literacy screenings and end of module curriculum assessments</li> </ul> <p>Checkpoints:</p> <ul style="list-style-type: none"> <li>• Curriculum-based assessments</li> <li>• Literacy indicator progress monitoring</li> </ul> <p>End of Year Assessment: Students will complete the literacy screener in the spring.</p>			
<b>Scoring Categories</b>			
<b>Insufficient Attainment</b>	<b>Partial Attainment of</b>	<b>Full Attainment of</b>	<b>Exceptional Attainment</b>

<p><b>of Target (1 point)</b> Demonstrated an insufficient impact on student learning by falling short of the target.</p>	<p><b>Target (2 points)</b> Demonstrated some impact on student learning, but did not meet the target.</p>	<p><b>Target (3 points)</b> Demonstrated a considerable impact on student learning by meeting the target.</p>	<p><b>of Target (4 points)</b> Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</p>
<p><b>Achievement Range:</b> 0-__% of students meet or exceed their individual growth target</p>	<p><b>Achievement Range:</b> __-__% of students meet or exceed their individual growth target</p>	<p><b>Achievement Range:</b> __-__% of students meet or exceed their individual growth target</p>	<p><b>Achievement Range:</b> __-__% of students meet or exceed their individual growth target</p>

**By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.**

**Evaluator Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Evaluatee Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Student Learning Target Process: Reading**

**Over the Summer:**

1. Look at standards and EOY expectations.
2. Define goals based on what students should know and be able to do by the end of the year.

**Beginning of the Year:**

3. Review previous student performance data against the goals. What are students' strengths and weaknesses?
4. Administer curriculum assessments/writing assignments to gather additional information about students.
5. Set individual and/or small group targets for reaching content goals by the end of the year.

**Throughout the Year:**

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to instruction or targets based on additional information.

**End of the Year:**

8. Administer various assessments/writing assignments for students to demonstrate they have met their targets and the content goals.

<b>Course Category:</b> ENGLISH			
<b>Grade:</b> 4		<b>Number of Students:</b>	
<b>Interval of Instruction:</b>		<b>Other Interval of Instruction:</b>	
<b>Student Assessment Name:</b> ELA Guidebook Culminating Writing Task		<b>Other Assessment Name:</b>	
<b>Student Learning Target:</b> Reading Comprehension and Written Expression: By May, all students will grow by ___ points on the unit culminating writing task.			
<b>Rationale for SLT:</b> Students must be able to demonstrate their ability to read, understand, and express understanding of a new text.			
<p><b>Baseline Data:</b> On the first ELA unit writing task, ___% of students scored at least ___%.</p> <p>Initial assessments:</p> <ul style="list-style-type: none"> <li>• Students write responses to the section diagnostics from the 3rd grade ELA Guidebook unit.</li> <li>• Analyze student writing samples from previous year’s spring end of module writing tasks</li> </ul> <p>Checkpoints:</p> <ul style="list-style-type: none"> <li>• Culminating tasks and section diagnostics from 4<sup>th</sup> grade <a href="#">ELA Guidebooks Units</a>: The Whipping Boy, Hurricanes, The Lightning Thief, and Pushing Up the Sky (throughout the year)</li> </ul> <p>End of Year Assessment: Students will independently write a proficient response to the 4<sup>th</sup> grade culminating task prompt from the American Revolution unit in the 4<sup>th</sup> grade ELA Guidebooks.</p>			
Scoring Categories			
<p><b>Insufficient Attainment of Target (1 point)</b> Demonstrated an insufficient impact on student learning by falling short of the target.</p>	<p><b>Partial Attainment of Target (2 points)</b> Demonstrated some impact on student learning, but did not meet the target.</p>	<p><b>Full Attainment of Target (3 points)</b> Demonstrated a considerable impact on student learning by meeting the target.</p>	<p><b>Exceptional Attainment of Target (4 points)</b> Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</p>
<p><b>Achievement Range:</b> Fewer than ___% of students grow by ___ or more percentage points</p>	<p><b>Achievement Range:</b> ___ - ___% of students grow by ___ or more percentage points</p>	<p><b>Achievement Range:</b> All students grow by ___ or more percentage points</p>	<p><b>Achievement Range:</b> All students grow by ___ or more percentage points with ___% growing by ___ or more percentage points</p>
<b>By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.</b>			

Evaluator Signature: \_\_\_\_\_

Date \_\_\_\_\_

Evaluatee Signature: \_\_\_\_\_

Date \_\_\_\_\_

**Student Learning Target Process: English Language Arts**

**Over the Summer:**

1. Look at standards and EOY expectations via exemplar student writing aligned to grade-level standards.
2. Define goals based on what students should know and be able to do by the end of the year.

**Beginning of the Year:**

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your content goals?
4. Administer curriculum embedded assessments/writing assignments to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

**Throughout the Year:**

6. Track whether students are or are not meeting their targets.
7. Make any adjustments to instruction or targets based on additional information.

**End of the Year:**

8. Administer curriculum embedded assessments/writing assignments for students to demonstrate they have met their targets and the content goals.

<b>Course Category:</b> MATHEMATICS			
<b>Grade:</b> 5		<b>Number of Students:</b>	
<b>Interval of Instruction:</b>		<b>Other Interval of Instruction:</b>	
<b>Student Assessment Name:</b> Eureka End of module assessment		<b>Other Assessment Name:</b>	
<b>Student Learning Target:</b> Mathematics: Based on the unit one baseline data, ___% of students will grow by ___ or more points on the Module 6 assessment.			
<b>Rationale for SLT:</b> Students must be able to demonstrate understanding of math concepts (not just procedures); apply understanding to real world examples; use accurate procedures and skills to answer questions and demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision.			
<b>Baseline Data:</b> On Unit 1 end of module assessment, ___% of students scored ___-___, ___% of students scored ___-___, and ___% of students scored ___-___.			
Initial assessments: <ul style="list-style-type: none"> <li>• Students complete unit 1 end of module assessment</li> </ul>			
Checkpoints: End of module assessments from <a href="#">Eureka</a> math consisting of a variety of item types aligned to the standards (throughout the school year)			
End of Year Assessment: Students will complete the 5 <sup>th</sup> grade end of <i>Module 6: Problem Solving with the Coordinate Plane</i> assessment from <a href="#">Eureka</a> .			
Scoring Categories			
<b>Insufficient Attainment of Target (1 point)</b> Demonstrated an insufficient impact on student learning by falling short of the target.	<b>Partial Attainment of Target (2 points)</b> Demonstrated some impact on student learning, but did not meet the target.	<b>Full Attainment of Target (3 points)</b> Demonstrated a considerable impact on student learning by meeting the target.	<b>Exceptional Attainment of Target (4 points)</b> Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement Range:</b> Fewer than ___% of students grow by ___ or more percentage points	<b>Achievement Range:</b> ___-___ % of students grow by ___ or more percentage points	<b>Achievement Range:</b> All students grow by ___ or more percentage points	<b>Achievement Range:</b> All students grow by ___ or more percentage points with ___ % growing by ___ or more percentage points
<b>By signing this document, I acknowledge that this student learning target was discussed in a meeting between</b>			

evaluator and evaluatee.

Evaluator Signature: \_\_\_\_\_

Date \_\_\_\_\_

Evaluatee Signature: \_\_\_\_\_

Date \_\_\_\_\_

**Student Learning Target Process: Mathematics**

**Over the Summer:**

1. Review standards and EOY expectations.
2. Define goals based on what students should know and be able to do by the end of the year.

**Beginning of the Year:**

3. Review previous student performance data against the goals. What are students' strengths and weaknesses based on your goals?
4. Administer curriculum embedded assessments to gather additional information about students. How does this information support or refine your understanding of your students' strengths and weaknesses?
5. Set individual and/or small group targets for reaching content goals by the end of the year.

**Throughout the Year:**

6. Track whether students are or are not meeting their targets through classroom formative assessment and interim assessments.
7. Make any adjustments to instruction or targets based on additional information.

**End of the Year:**

8. Administer curriculum embedded assessments for students to demonstrate they have met their targets and the content goals.

<b>Course Category:</b> SCIENCE			
<b>Grade:</b> 6		<b>Number of Students:</b>	
<b>Interval of Instruction:</b>		<b>Other Interval of Instruction:</b>	
<b>Student Assessment Name:</b> OpenSciEd Unit 6 Summative Assessment		<b>Other Assessment Name:</b>	
<b>Student Learning Target:</b> Science: Based on the unit one baseline data, ___% of students will demonstrate increased proficiency with the science practice of constructing explanations in the context of science ideas and cross-cutting concepts in the Unit 6 assessment.			
<b>Rationale for SLT:</b> Students must be able to use the science and engineering practices to investigate, construct explanations and communicate about a phenomenon.			
<b>Baseline Data:</b> On 6.1 summative assessment, ___% of students scored ___-___, ___% of students scored ___-___, and ___% of students scored ___-___.			
Initial assessment(s):			
<ul style="list-style-type: none"> <li>• Students complete the OpenSciEd Unit 6.1 Summative Assessment, <a href="#">Portraits Through Glass</a>.</li> </ul>			
Checkpoints: Students complete formative and summative curriculum-embedded assessments.			
End of Year Assessment: Students complete the OpenSciEd Unit 6.6 <a href="#">Growth Summative Assessment</a> .			
<b>Scoring Categories</b>			
<b>Insufficient Attainment of Target (1 point)</b> Demonstrated an insufficient impact on student learning by falling short of the target.	<b>Partial Attainment of Target (2 points)</b> Demonstrated some impact on student learning, but did not meet the target.	<b>Full Attainment of Target (3 points)</b> Demonstrated a considerable impact on student learning by meeting the target.	<b>Exceptional Attainment of Target (4 points)</b> Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement Range:</b> Fewer than ___% of students reach their tiered growth target	<b>Achievement Range:</b> ___-___% of students reach their tiered growth target	<b>Achievement Range:</b> ___-___% of students reach their tiered growth target	<b>Achievement Range:</b> More than ___% of students reach their tiered growth target
<b>By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.</b>			
<b>Evaluator Signature:</b> _____		<b>Date</b> _____	
<b>Evaluatee Signature:</b> _____		<b>Date</b> _____	



**Student Learning Target Process: Science**

**Over the Summer:**

1. Review standards and Appendix A Learning Progressions.
2. Define goals based on the science and engineering practice descriptors for your grade band.

**Beginning of the Year:**

3. Administer curriculum embedded assessments to gather information about students. How does this information support understanding of your students' progress towards development of the science practice of constructing explanations?
4. Determine curriculum-embedded opportunities to monitor student progress.

**Throughout the Year:**

5. Track development of the practice of constructing explanations integrated with Unit-specific Disciplinary Cores Ideas and Cross-Cutting Concepts through curriculum embedded assessments.
6. Make any adjustments to instruction based on additional information.

**End of the Year:**

7. Administer curriculum embedded assessments for students to demonstrate they have increased proficiency in the targeted practice.

<b>Course Category:</b> SOCIAL STUDIES			
<b>Grade:</b> 8		<b>Number of Students:</b>	
<b>Interval of Instruction:</b>		<b>Other Interval of Instruction:</b>	
<b>Student Assessment Name:</b> Task Set		<b>Other Assessment Name:</b>	
<b>Student Learning Target:</b> Social Studies: Based on the unit one baseline data, ___% of students will grow by ___ points to on writing tasks to demonstrate content and claims			
<b>Rationale for SLT:</b> Students must use sources regularly to learn content; make connections among people, events, and ideas across time and place; and express informed opinions supported by evidence from sources and outside knowledge.			
<b>Baseline Data:</b> On initial task set, ___% of students scored ___-___, ___% of students scored ___-___, and ___% of students scored ___-___.			
Initial assessments: <ul style="list-style-type: none"> <li>Students complete the sample task set, <a href="#">Woman's Rights Movement</a> from 7<sup>th</sup> grade <a href="#">Released and Sample Test Items</a>, focusing on results from the extended response in the categories of Content and Claims (August).</li> <li>Analyze data for students from state standardized social studies tests to determine how well they learned the previous year's content.</li> </ul>			
Checkpoints: <ul style="list-style-type: none"> <li>Students complete task set, <a href="#">Louisiana During WWII</a> (September)</li> <li>Students complete task sets located in <a href="#">EAGLE</a> (throughout the school year)</li> <li>Students complete task sets created by grade level teacher collaboration (throughout the school year)</li> </ul>			
End of Year Assessment: Students complete task set, <a href="#">Louisiana Economy during the Antebellum Period</a> focusing on results from the extended response in the categories of Content and Claims (April).			
Scoring Categories			
<b>Insufficient Attainment of Target (1 point)</b> Demonstrated an insufficient impact on student learning by falling short of the target.	<b>Partial Attainment of Target (2 points)</b> Demonstrated some impact on student learning, but did not meet the target.	<b>Full Attainment of Target (3 points)</b> Demonstrated a considerable impact on student learning by meeting the target.	<b>Exceptional Attainment of Target (4 points)</b> Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement Range:</b> Fewer than ___% of students grow by ___ or more points on content and claims	<b>Achievement Range:</b> ___-___% of students grow by ___ points on content and claims	<b>Achievement Range:</b> All students grow by ___ or more points on content and claims	<b>Achievement Range:</b> All students grow by ___ or more points with ___% growing by ___ or more points on content

			and claims
<p><b>By signing this document, I acknowledge that this student learning target was discussed in a meeting between evaluator and evaluatee.</b></p> <p><b>Evaluator Signature:</b> _____ <b>Date</b> _____</p> <p><b>Evaluatee Signature:</b> _____ <b>Date</b> _____</p>			

Student Learning Target Process: Social Studies
<p><b>Over the Summer:</b></p> <ol style="list-style-type: none"> <li>1. Look at released test items and scope and sequence aligned to grade-level standards</li> <li>2. Define goals based on what students should know and be able to do by the end of the year</li> </ol> <p><b>Beginning of the Year:</b></p> <ol style="list-style-type: none"> <li>3. Review previous student performance data against the goals. What are students’ strengths and weaknesses based on your content goals?</li> <li>4. Administer various document based questions from the previous year to gather additional information about students. How does this information support or refine your understanding of your students’ strengths and weaknesses?</li> <li>5. Set individual and/or small group targets for reaching content goals by the end of the year</li> </ol> <p><b>Throughout the Year:</b></p> <ol style="list-style-type: none"> <li>6. Track whether students are or are not meeting their targets.</li> <li>7. Make any adjustments to instruction or targets based on additional information.</li> </ol> <p><b>End of the Year:</b></p> <ol style="list-style-type: none"> <li>8. Administer various documents based questions for students to demonstrate they have met their targets and the content goals.</li> </ol>