**Student Learning Target (SLT)**

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| **Grade:** |  | **Subject:** | |  | **# of students:** |  | **Interval of instruction:** | | 🞎Full Year  🞎Semester  🞎Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **LDOE Common Assessment?** | 🞎Yes  🞎No | **Assessment name:** | |  | | | | | |
| **Updated Step One:**  **Rationale for SLT: (What should students know and be able to do? How will I measure success?)**  **What content will I prioritize?**   * **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?**   * **Will this assessment method enable me to determine how students are progressing throughout the year?** | | | | | | | | | |
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| **Updated Step Three:**  **Student Learning Target:**  **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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| **Updated Step Two:**  **Baseline Data: (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 about student’s mastery of prior knowledge and skills?** * **Based on the data, what can I conclude about student’s readiness?** | | | | | | | | | |
| **Updated Step Four:**  **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 methods aligned with the end-of-the-year assessment identified in Step 1.** | | | | | | | | | |
| **Scoring Plan: Updated Step Three:** | | | | | | | | | |
| **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: | | | Achievement range: | | Achievement range: | | | Achievement range: | |