

## Student Learning Target

<b>Grade:</b> 3	<b>Subject:</b> ELA	<b>Interval of Instruction:</b> 2014-15 School Year
<b>1. RATIONALE FOR SLT</b> <ul style="list-style-type: none"> <li>What <a href="#">content</a> will I prioritize? <ul style="list-style-type: none"> <li>What standards are most tied to success?</li> <li>What prior knowledge will they need to be successful?</li> </ul> </li> <li>What <a href="#">assessment</a> 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"> <li>Will this assessment method enable me to determine how students are progressing throughout the year?</li> </ul> </li> </ul>		
<b>Priority Content:</b> After a review of the PARCC EOY Evidence Tables ELA for Grade 3, students must be able to: Read and demonstrate comprehension of grade-level complex informational texts. Read and demonstrate comprehension of grade-level complex literary text. Use context to determine the meaning of words and phrases. Based on these standards, my students must achieve a minimum level of mastery on the following standards: RI: 1,2,3,5,7,8,9; RL: 1,2,3,5,7,9; RA4, RA4, L4, L5		
<b>End-of-Year Assessment Method and Name:</b> The end of year Assessment method will be the TPSS 3rd grade District Benchmark Assessment. Items from the District Benchmark Assessment are aligned to the ELA CCSS for 3 <sup>rd</sup> grade students.		

<b>2. BASELINE DATA</b> <ul style="list-style-type: none"> <li>What <a href="#">knowledge/skills are related to success</a> with this year's <a href="#">priority content</a>?</li> <li>What <a href="#">data sources</a> and <a href="#">background information</a> are available?</li> <li>What diagnostic assessment resources are available?</li> <li>What can I conclude [insert hyperlink to support docs] about students' mastery of prior knowledge and skills?</li> <li>Based on the data, what can I conclude about students' readiness?</li> </ul>
<p>A review of the 2013-14 2<sup>nd</sup> grade end of year benchmark assessment for these students showed the following results:</p> <p>15 students scored basic ranging from 78 – 62.</p> <p>5 students scored approaching basic ranging from 56 - 59.</p> <p>Data sources reviewed from second grade include the ELA report card end of year average, end of year ELA District Benchmark scores, and all individual student records available at this point in time.</p> <p>The 2nd grade ELA District Benchmark Test will be used as baseline data.</p> <p>Based on the above data sources, I can conclude that about 25% of my students have not mastered the prior grade level standards needed to be considered ready for third grade ELA, while 75% of my students seem to be on target for mastery of grade level ELA skills.</p>

# Sample Student Learning Targets

**Linda D'Acquisto**



## **Sample Student Learning Targets:**

Classroom Assessment for Student Learning Richard J. Stiggins, Judith A. Arter, Jan Chappuis, 2004 DVD includes video segments illustrating ideas and practices presented in the book and a CD ROM containing activities that facilitate individual or group learning back cover

*Learning on Display* Linda D'Acquisto, 2006-05-15 Provides educators with information on how to plan creative museum projects that target content standards and develop students understanding of required subject matter

*Nursing Education in the Clinical Setting* Roberta J. Emerson, 2006-09-19 2007 AJN Book of the Year Award Winner Nursing Education in the Clinical Setting provides a practical approach to clinical nursing instruction Although grounded in adult learning theory this unique resource provides practical suggestions and addresses common questions and issues The text incorporates illustrative scenarios discussion questions and reflection exercises designed to facilitate thoughtful application of the content Addresses the role transition for a nurse with clinical expertise to that of clinical nursing instructor Provides important tips for effectively appraising student performance such as student involvement in self evaluation and goal setting and suggestions for how evaluation and appraisal are shared with the student Incorporates sample scenarios to illustrate concepts and allow the reader to apply them Integrates discussion questions and exercises designed to facilitate thoughtful application and critical thinking skills Addresses all aspects of learning including cognitive e g critical thinking affective e g caring and psychomotor e g technical skills Provides actual examples of tools to be used for documenting student performance and approaches for stimulating student involvement and critical thinking Includes a separate chapter on Clinical Faculty as Clinical Coach that discusses how learning is facilitated in the clinical setting with the guidance of an effective teacher Features a Clinical Toolbox that contains a variety of supplemental resources including sample approaches for teaching and evaluation suggestions for preparing anecdotal notes and relevant reference material Incorporates issues related to computer access of patient data banks for students and the federal regulations mandated by HIPAA and their clinical education implications

**Assessing Student Learning** Linda Suskie, 2018-02-13 Assessing Student Learning is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves

**Unpacking your Learning Targets** Sean McWherter, 2020-11-24 This accessible

resource assists teachers instructional coaches principals and curricular leaders to adopt a simple straightforward framework that allows educators to seamlessly align high quality learning targets with specific standards Full of examples across grade levels and subjects this useful book helps educators deepen their understanding of content and design more efficient lessons that will aid student learning and readiness Unpacking Your Learning Targets is a guide into a deeper understanding of creating and designing learning targets that foster student learning and success for all *Target-Based Grading in Collaborative Teams*: Garth Larson, Tom Hierck, 2017-01-02 In order to make grading and reporting practices more meaningful and appropriate schools must design core instruction to reflect both academic standards and specific academic and behavioral targets that clearly indicate what students must know and what they must be able to do The authors experience shows that taking this approach positively impacts teaching and learning This six page quick reference laminated guide is designed to help schools move beyond standards to target based grading and reporting In 13 clear steps it walks collaborative teams through the process of Prioritizing standards and breaking them into specific learning targets Creating assessments that accurately measure the relevant standards and learning targets Designing and delivering instruction that specifically addresses learning targets Administering and analyzing assessments Reassessing when there is evidence of new learning Reporting proficiency levels against learning targets using a summative scoring rubric The guide includes examples of proficiency scales proficiency targets progress trackers and summative rubrics **Using Grading to Support Student Learning** Matt Townsley, 2022-06-22 Using Grading to Support Student Learning offers an accessible foundation for using grading practices to support student learning through classroom assessment Purposeful defensible grading and reporting mechanisms cannot be neglected in today's reform climate and new approaches are needed to understand and refine the roles of homework formative and summative assessments and standards across grade levels Evidence based and full of illustrative examples this book bridges research and theory on grading and assessment with classroom practices for pre service and in service teachers and fresh perspectives for educational researchers studying grading practices

Teacher-made Assessments Christopher R. Gareis, Leslie W. Grant, 2008 Assessment is not only a measure of student learning but a means to student learning Teacher Made Assessments guides you in constructing and using your own classroom tests and rubrics to improve student achievement A practical and accessible resource for classroom teachers it will help you make assessment integral to both teaching and learning , Legal Issues in School Health Services Nadine Schwab, 2005-07 Legal Issues in School Health Services offers a legal resource never before available for education and health professionals and their legal advisors All professionals involved in the development implementation and evaluation of school health services will find this an exceptional tool This book addresses the spirit and letter of the laws the related standards the conflict between them and how they affect the delivery of school health services in regular and special education Special attention is given to pertinent issues for school administrators school attorneys and school nurses in order

to foster school practices that are safe and effective Designed as a guide and reference work this book is written by 15 highly credentialed nurses attorneys and educators and offers detailed discussions of the legal challenges that exist in the 21st century KEY FEATURES School nursing practice standards and performance issues Risk management strategies for school administrators school boards and attorneys Multi disciplinary approaches in ethico legal problem solving Collaborative approaches in promoting student learning and success Financial special education record confidentiality and future genetic challenges In depth legal references citations and research plus a comprehensive glossary and table of federal statutes and regulations

**Assessment for Learning** Stephen Chappuis,2004 Helps administrators gain a clear vision of what excellence in assessment looks like and what it takes to achieve that vision The specific competencies leaders need to support assessment FOR learning are identified with activities and resources to help them learn and apply the skills Written for use by individuals or group study Publisher s website

[Integrating Differentiated Instruction & Understanding by Design](#) Carol A. Tomlinson,Jay McTighe,2006 Discover how the integration of two of education s most powerful frameworks will help teachers impart essential knowledge and skills to the full spectrum of learners

**Leaders of Their Own Learning** Ron Berger,Leah Rugen,Libby Woodfin,EL Education,2014-01-07 From EL Education comes a proven approach to student assessment Leaders of Their Own Learning offers a new way of thinking about assessment based on the celebrated work of EL Education schools across the country Student Engaged Assessment is not a single practice but an approach to teaching and learning that equips and compels students to understand goals for their learning and growth track their progress toward those goals and take responsibility for reaching them This requires a set of interrelated strategies and structures and a whole school culture in which students are given the respect and responsibility to be meaningfully engaged in their own learning Includes everything teachers and school leaders need to implement a successful Student Engaged Assessment system in their schools Outlines the practices that will engage students in making academic progress improve achievement and involve families and communities in the life of the school Describes each of the book s eight key practices gives advice on how to begin and explains what teachers and school leaders need to put into practice in their own classrooms Ron Berger is Chief Program Officer for EL Education and a former public school teacher Leaders of Their Own Learning shows educators how to ignite the capacity of students to take responsibility for their own learning meet Common Core and state standards and reach higher levels of achievement Video and other supplementary materials are not included as part of the e book file but are available for download after purchase

*Resources in Education* ,1995

[Using Formative Assessment to Support Student Learning Objectives](#) M. Christina Schneider,Robert L. Johnson,2018-08-06 As student learning objectives become an increasingly prominent approach to setting goals and growth measures in schools teachers competence in formative assessment is essential Using Formative Assessment to Support Student Learning Objectives introduces current and future educators to SLOs as tools for shaping career and college ready students Written in concise

and straightforward language and replete with step by step exercises real life examples and illustrative charts this useful guide provides pre and in service educators with the theoretical background and practical tools needed to implement the latest SLO research in their classrooms *Fieldwork Educator's Guide to Level I Fieldwork* Debra Hanson, Elizabeth DeJuliis, 2024-06-01 A new resource for occupational therapy academic fieldwork coordinators and fieldwork educators *Fieldwork Educator's Guide to Level I Fieldwork* is a practical guide for faculty and clinicians to design and implement Level I fieldwork experiences for occupational therapy and occupational therapy assistant students *Fieldwork Educator's Guide to Level I Fieldwork* was designed to address the challenges of integrating Level I fieldwork with classroom learning experiences Expansive and versatile the book meets the recently expanded definition of Level I fieldwork according to the 2018 Accreditation Council for Occupational Therapy Education standards including faculty led experiences standardized patients simulation and supervision by a fieldwork educator in a practice environment Each unit of the text builds upon the previous unit The first unit provides fundamental knowledge on experiential learning and includes an orientation to the purpose of Level I fieldwork in occupational therapy Building on this foundation the second unit equips the reader with resources to develop a Level I fieldwork learning plan suitable for their setting The final units focus on situational scenarios that emerge during Level I fieldwork placements and provides a framework for assessing student learning during Level I fieldwork While each chapter is designed to build upon one another they also can be used as stand alone resources depending on the needs of the reader What is included in *Fieldwork Educator's Guide to Level I Fieldwork* Up to date terminology Experiential learning frameworks and models in diverse contexts including role emerging and simulation Strategies for addressing anxiety and student stress management and supporting students with disabilities Models to support clinical reasoning development during Level I fieldwork Mechanisms to foster student professional development and communication skills Be sure to also look into the successive textbook *Fieldwork Educator's Guide to Level II Fieldwork* which was designed in tandem with this book to be a progressive resource that exclusively focuses on Level II fieldwork

Cases on Assessment and Evaluation in Education Khosrow-Pour, D.B.A., Mehdi, 2012-08-31 With the demand to maintain a competitive advantage the assessment and evaluation of education is vital in measuring the knowledge and skills of the students community and educational system as a whole by providing educators with the facts needed to enhance and improve the learning process *Cases on Assessment and Evaluation in Education* presents a collection of case studies describing the methods used to assess an education course what factors to assess as well as which factors determine the success of these factors This casebook aims to bring together different research perspectives on the questions surrounding the issues of educational assessment and evaluation **Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments** Mariano, Gina J., Figliano, Fred J., 2019-01-25 Learning strategies for critical thinking are a vital part of today's curriculum as students have few additional opportunities to learn these skills outside of school environments

Therefore it is of utmost importance for pre service teachers to learn how to infuse critical thinking skill development in every academic subject to assist future students in developing these skills The Handbook of Research on Critical Thinking Strategies in Pre Service Learning Environments is a collection of innovative research on the methods and applications of critical thinking that highlights ways to effectively use critical thinking strategies and implement critical thinking skill development into courses While highlighting topics including deep learning metacognition and discourse analysis this book is ideally designed for educators academicians researchers and students Introduction to Teaching Gene E. Hall,Linda F. Quinn,Donna M. Gollnick,2013-01-04 Introduction to Teaching Making a Difference in Student Learning introduces aspiring teachers to what today s schools are like and what today s teacher need to do to make a difference in student learning The text pairs real life examples and vignettes with their practical applications and anticipates the questions pre service teachers will have about contemporary education **Handbook of Research on Formative Assessment in Pre-K Through Elementary Classrooms** Martin, Christie,Polly, Drew,Lambert, Richard,2019-12-06 Educators require constructive information that details their students comprehension and can help them to advance the learners education Accurate evaluation of students at all educational levels and the implementation of comprehensive assessment strategies are essential for ensuring student equality and academic success The Handbook of Research on Formative Assessment in Pre K Through Elementary Classrooms is an essential research publication that addresses gaps in the understanding of formative assessment and offers educators meaningful and comprehensive examples of formative assessment in the Pre K through elementary grade levels Covering an array of topics such as literacy professional development and educational technologies this book is relevant for instructors administrators education professionals educational policymakers pre service teachers academicians researchers and students

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