

Louisiana Believes

Student Learning Targets CIS & the 2014-2015 Goal Setting (SLT) Worksheet

The Louisiana Department of Education has released a set of tools that guide educators in the process of setting meaningful goals that will define their actions as they plan, instruct and assess throughout the year. Once goals are determined, educators are ready to enter their SLTs in the Compass Information System (CIS). Because the SLT Guide and screens in CIS vary, information is included below to illustrate the entry of text using screenshots and a sample SLT currently available in the [Teacher Toolbox](#).

1st: Write Your Student Learning Target (SLT) Using the [Goal Setting Worksheet](#)

Step 1: Priority Content & End of Year Assessment

Step 2: Baseline Data

Step 3: Student Focus, Student Learning Target & Scoring Plan

Step 4: Progress Monitoring

2nd: Enter SLT Text into the Compass Information System (CIS) SLT Set Screen

The screenshot displays the 'SLT Set Screen' in the Compass Information System (CIS). At the top, there are navigation buttons: View, Set, Accept, Rate, Print, and Unlock. The screen is divided into several sections:

- Metadata:** School Session: 2013 - 2014; LEA: 318 - LSU Laboratory School; School: 318001 - LSU Laboratory School; Employee: LDE ADMINISTRATOR. Mode: Add.
- Selection:** 1) Either select an existing SLT to update: Select One (dropdown) OR 2) Click 'Add' to add a new SLT: Add (button).
- Course Information:** Course Category: ENGL - English; Grade: 04 - FOURTH; Interval of Instruction: 01 - Full Academic Year. Number of Students: 20.
- Assessment & Target:** Student Assessment Name: Step 1: End of Year Assessment; Student Learning Target: Step 3: Student Learning Target Statement.
- Rationale:** Rationale For SLT: Step 1: Priority Content; Step 3: Student Population & Rationale for Identifying.
- Baseline Data:** Step 2: Summary of the Key Data Points Used to Set the Learning Target.
- Scoring Categories:** A table with four columns: Insufficient Attainment of Target (1 point), Partial Attainment of Target (2 points), Full Attainment of Target (3 points), and Exceptional Attainment of Target (4 points). Each column includes a description of the impact on student learning and an Achievement Range field.
- Scoring Plan:** Step 3: Scoring Plan (text area).

APPENDIX A: Example SLT Setting – Using the [2014-2015 Goal Setting Worksheet](#)

The following chart illustrates an example of information to be entered using a sample SLT currently posted in the Teacher Toolbox.

<u>2nd Grade Math SLT Sample</u>		
CIS SLT Entry Form	SLT Worksheet Location	Text to Enter
Course Category	Heading	MATH - Mathematics
Number of Students	Step 2: Baseline	20
Grade	Heading	03-THIRD
Interval of Instruction	Heading	01-FullAcademic
Student Assessment Name: Other – Enter Assessment Name	Step 1: End of Year Assessment	District & Teacher Created Common Assessments
Student Learning Target	Step 3: SLT Statement	15 students will meet or exceed their individual achievement targets on the end of year assessments.
Rationale for SLT	Step 1: Priority Content Step 3: Student Population & Rationale for Identifying (Summary)	2nd Grade Math: Mastery of priority content, conceptual understanding and math fluencies. All 20 students will be the focus of this target but 8 students will need additional support based on a beginning of the year readiness assessment.
Baseline Data	Step 2: Baseline Data (Summary)	I administered two diagnostic assessments. One measured fluency and the other measured conceptual understanding of prior grade level content. 12 students scored above 70% on the K and 1 st grade fluency assessment and 8 scored below 70%. On the conceptual assessment, 6 of these 8 students correctly answered 1 or 2 of the 5 tasks.
Scoring Plan	Step 3: Scoring Plan	See sample – enter text in appropriate fields

APPENDIX B: Screenshots – SLT Worksheet and CIS Entry Screens

Grade:	Subject:	Interval of Instruction:	
1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS? <ul style="list-style-type: none"> What <u>content</u> will I prioritize? <ul style="list-style-type: none"> What standards are most tied to success? What prior knowledge will they need to be successful? What <u>assessment</u> 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"> Will this assessment method enable me to determine how students are progressing throughout the year? 			
Priority Content:			
End-of-Year Assessment Method and Name:			
2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW? <ul style="list-style-type: none"> What <u>knowledge/skills are related to success</u> with this year's <u>priority content</u>? What <u>data sources</u> and <u>background information</u> 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? 			
3. IS THERE A GROUP OF STUDENTS ON WHICH I SHOULD FOCUS THIS LEARNING TARGET? <ul style="list-style-type: none"> 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? 			
STUDENT LEARNING TARGET: <ul style="list-style-type: none"> What level of performance on the end-of-year assessment from Step 1 do I expect the identified student population to achieve? 			
SCORING PLAN: <ul style="list-style-type: none"> 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 <u>reasonably</u> be expected to meet or exceed the expected level of performance? 			
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:

Course Category:	Select One *	Number of Students:	<input type="text"/>								
Grade:	Select One *										
Interval of Instruction:	Select One *										
Enter Interval of Instruction here if 'Other' selected: <input type="text"/>											
Student Assessment Name:	Select One *	Enter Assessment Name here if 'Other' selected:	<input type="text"/>								
Student Learning Target:	<input type="text"/>										
Rationale For SLT:	<input type="text"/>										
Baseline Data:	<input type="text"/>										
Scoring Categories: <table border="1"> <tr> <td> Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling far short of the target. </td> <td> Partial Attainment of Target (2 points) Demonstrated some impact on student learning, but did not meet the target. </td> <td> Full Attainment of Target (3 points) Demonstrated a considerable impact on student learning by meeting the target. </td> <td> Exceptional Attainment of Target (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin. </td> </tr> <tr> <td>Achievement Range:</td> <td>Achievement Range:</td> <td>Achievement Range:</td> <td>Achievement Range:</td> </tr> </table>				Insufficient Attainment of Target (1 point) Demonstrated an insufficient impact on student learning by falling far 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:
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