

Student Learning Target

Grade: 3	Subject: ELA	Interval of Instruction: 2014-15 School Year
1. RATIONALE FOR SLT <ul style="list-style-type: none"> What content 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 assessment 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: 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		
End-of-Year Assessment Method and Name: 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 rd grade students.		

2. BASELINE DATA <ul style="list-style-type: none"> 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 [insert hyperlink to support docs] about students' mastery of prior knowledge and skills? Based on the data, what can I conclude about students' readiness?
<p>A review of the 2013-14 2nd 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

**Cooper, James W., Yoder, Michele
E., Watson, Stacey L.**



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 Targets Connie M. Moss, Susan M. Brookhart, 2012-07-02 In *Learning Targets* Connie M Moss and Susan M Brookhart contend that improving student learning and achievement happens in the immediacy of an individual lesson what they call today's lesson or it doesn't happen at all The key to making today's lesson meaningful Learning targets Written from students point of view a learning target describes a lesson sized chunk of information and skills that students will come to know deeply Each lesson's learning target connects to the next lesson's target enabling students to master a coherent series of challenges that ultimately lead to important curricular standards Drawing from the authors extensive research and professional learning partnerships with classrooms schools and school districts this practical book Situates learning targets in a theory of action that students teachers principals and central office administrators can use to unify their efforts to raise student achievement and create a culture of evidence based results oriented practice Provides strategies for designing learning targets that promote higher order thinking and foster student goal setting self assessment and self regulation Explains how to design a strong performance of understanding an activity that produces evidence of students progress toward the learning target Shows how to use learning targets to guide summative assessment and grading Learning Targets also includes reproducible planning forms a classroom walk through guide a lesson planning process guide and guides to teacher and student self assessment What students are actually doing during today's lesson is both the source of and the yardstick for school improvement efforts By applying the insights in this book to your own work you can improve your teaching expertise and dramatically empower all students as stakeholders in their own learning

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

Unpacking Your Learning Targets Sean McWherter, 2020 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

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

Handbook for Highly Effective Teams in a PLC at Work® William M. Ferriter, Bob Sonju, Anisa Baker-Busby, Kim Monkres, 2025-05-09 Transform your teacher teams into the driving force of student success and collaboration with this practical action driven guide A companion to *Learning by Doing* this handbook delivers 15 essential actions that highly effective teams use to strengthen collaboration clarify student learning goals use assessments as powerful learning tools and ensure every student gets the time and support they need to learn at high levels This easy to read conversational book provides the tools strategies and real world insights teams need to boost student achievement Perfect for K 12 administrators teachers and instructional coaches this book will help you Build high impact teams with 15 critical actions that drive student learning Establish clear success criteria and assessment protocols to measure progress Access practical tools and resources for every foundational aspect of collaboration Structure lessons effectively to support struggling students while challenging high achievers Continuously refine instructional practices using student results and team analysis Contents Introduction The Promise of Highly Effective Teams Part 1 Highly Effective Teams Have a Common Foundation Chapter 1 Essential Action Identify Team Roles Norms and Protocols Chapter 2 Essential Action Outline a Process for Addressing Personality Interference With Teamwork Chapter 3 Essential Action Analyze Achievement Data and Establish SMART Goals Chapter 4 Essential Action Formally Evaluate the Team s Effectiveness at Least Twice Yearly Part 2 Highly Effective Teams Focus on Learning for All Students Chapter 5 Essential Action Ensure Clarity on the Knowledge Skills and Dispositions Students Will Acquire Chapter 6 Essential Action Collectively Study Essential Learning and Clearly Define Mastery Chapter 7 Essential Action Establish Clear Criteria for Student Work and Continually Apply Those for Consistency Chapter 8 Essential Action Identify Prerequisite Knowledge and Skills Needed to Master Essential Learning Chapter 9 Essential Action Teach Students the Criteria We Use in Judging Their Work Chapter 10 Essential Action Make Visible a Set of Exemplars for Students Chapter 11 Essential Action Use Short Term Goal Setting Chapter 12 Essential Action Identify Course Content and Topics We Can Eliminate to Devote More Time to Essential Curriculum Chapter 13 Essential Action Agree How to Sequence Content and Pace the Course Chapter 14 Essential Action Use Materials and Professional Expertise to Identify Instructional Strategies Part 3 Highly Effective Teams Effectively Use Assessments and Data Chapter 15 Essential Action Use Team Created Pretests to Assess Prerequisite Knowledge and Skills

Chapter 16 Essential Action Develop Common Formative Assessments for Frequent Administration Chapter 17 Essential Action Administer Common Formative Assessments Throughout a Unit Chapter 18 Essential Action Use Standardized Testing Data and District Benchmarks to Assess Strengths and Weaknesses Chapter 19 Essential Action Use Team Assessment Results to Identify Students in Need of Additional Time and Support Chapter 20 Essential Action Use Assessment Results to Identify Strategies That Help More Students Master Essentials Part 4 Highly Effective Teams Provide Extra Time and Support for Learning Chapter 21 Essential Action Develop Strategies and Systems to Help Students Acquire Prerequisite Knowledge and Skills Chapter 22 Essential Action Create Flexible Time During Units to Provide Extra Support Chapter 23 Essential Action Provide Regular Extensions to Students Working Beyond Grade Level Epilogue References and Resources Index

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 *A Field Guide for Activating the Learner* Mario C. Barbiere, 2018-09-26 How will a teacher plan his/her instructional delivery and deliver their plan How will he/she know if the assessments they used were effective and what will they do with that information What is Consolidation for Closure What role is reflection in lesson planning These questions and many more were addressed and answered in the field guide so the readers would have a theoretical construct for each strategy is provided Having a theoretical framework for instruction is useful but how theory intersects with practice is important The theory must be applicable in the classroom This field guide provides practical application of the skills presented via activities and worksheets that are provided within each chapter The activities and worksheets can be used for professional development sessions Professional Learning communities PLC and grade level meetings Included are rubrics for classroom environment differentiated instruction Objective and Demonstration of Student Learning DSL rubric Objective and Demonstration of Student Learning DSL checklist student engagement student interviews use of data can be used for self improvement peer coaching or for self improvement **Defensible Teacher Evaluation** Rick Stiggins, 2014-03-11 Meaningful teacher evaluation starts with visible student growth Annual standardized test scores cannot provide evidence of student growth needed to evaluate teacher performance But consider student growth in the form of evidence derived from classroom assessment and you're on to something For assessment expert Rick Stiggins this can form the basis for a truly productive teacher evaluation strategy This revolutionary book helps you bring classroom assessment to bear for real school improvement with A plan for teacher evaluation based in part on dependable evidence of student growth Strategies for improving the assessment literacy of teachers and school leaders Five steps for developing and implementing productive local district assessment systems Practical tools that teachers and their evaluators can put to use immediately In this era of aggressive teacher evaluation reform where teachers are charged with preparing ALL students to master 21st century proficiencies the measurement of teacher success must start where learning happens in the classroom Developing a fair practical and effective teacher evaluation system is like climbing a high mountain it's impossible until someone finds a route That's what Rick does in this book He identifies the immense challenges associated with using evidence on student learning as the principal criteria in teacher evaluation and then offers practical guidance for overcoming those challenges He hasn't made the climb easy but he shows us the way Thomas R Guskey Professor of Educational Psychology University of Kentucky Rick Stiggins builds a compelling case for the development of a solid foundation of assessment competence throughout our educational system Linda Darling Hammond Charles E Ducommun Professor of Education Stanford University **Social Justice in Action** Neal A. Lester, 2024-11-08 Addressing both veterans of justice work and novices seeking points of entry the essays in this volume showcase practical approaches to diversity equity and

inclusion ways to build community earn trust tell unheard stories and develop solutions to problems Emphasizing values such as empathy self reflection and integrity the volume is rooted in humanities work but also features contributions from fields as diverse as the performing arts architecture and evolutionary biology and represents settings beyond the college campus such as schools libraries museums and prisons While bringing insights from higher education it critiques the system as well exploring the ways that institutions reinforce power structures and exclude marginalized voices Interspersed with the essays brief reflections by activists and artists offer testimony and inspiration

Ten Assessment Literacy Goals for School Leaders Stephen Chappuis, Steve Chappuis, Susan M. Brookhart, Jan Chappuis, 2021-04-21 Of all school related factors that influence student learning only classroom instruction has greater impact than leadership And leaders have the greatest impact when they set direction citing that the goals and purpose they provide serves to strengthen and solidify the faculty The ten competencies for school leaders described in this book are based on a few factors First standards driven reform has created new knowledge requirements and responsibilities for school leaders In today s systems sorting students along a bell curve and artificially creating winners and losers has been replaced by a mission that all students must learn well Instead of a curriculum focused on what a teacher should teach the curriculum identifies what students must know and be able to do These standards are public and communicate what a state or district values when it comes to student learning Assessing the standards day to day not through large scale accountability tests or even local short cycle or common assessments is a requirement for effective standards based reform Second is the reward of improved student learning brought about by the use of classroom assessment for learning Assessment for learning has implications not just for school leaders but also for broader educational practice The research is conclusive and improved learning lies within the grasp of anyone wishing to apply it What does it look like when school leaders demonstrate mastery of the Ten Assessment Competencies Included in the book are examples learning activities and opportunities for practice as well as success indicators for each competency as leaders work toward mastery

Artificial Intelligence in Education R. Luckin, K.R. Koedinger, J. Greer, 2007-06-29 The nature of technology has changed since Artificial Intelligence in Education AIED was conceptualised as a research community and Interactive Learning Environments were initially developed Technology is smaller more mobile networked pervasive and often ubiquitous as well as being provided by the standard desktop PC This creates the potential for technology supported learning wherever and whenever learners need and want it However in order to take advantage of this potential for greater flexibility we need to understand and model learners and the contexts with which they interact in a manner that enables us to design deploy and evaluate technology to most effectively support learning across multiple locations subjects and times The AIED community has much to contribute to this endeavour This publication contains papers posters and tutorials from the 2007 Artificial Intelligence in Education conference in Los Angeles CA USA

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 *Resources in Education* ,1993

Computer Simulations and Gaming Cooper, James W.,Yoder, Michele E.,Watson, Stacey L.,2022-07-08 Computer simulations serious digital games and gamification add fun and engagement to business courses while also improving students learning outcomes Computer Simulations and Gaming provides business educators with the theoretical background selection foundations and implementation advice they need to successfully select and implement computer simulations serious digital games and or gamification elements **Leading for Literacy** Ruth Schoenbach,Cynthia Greenleaf,Lynn Murphy,2016-12-05 Clear on the ground guidance for Reading Apprenticeship implementation Leading for Literacy provides tools and real life examples to expand the benefits of a literacy approach that sparks students engaged reading and thinking across disciplines from middle school through community college A companion to the landmark Reading for Understanding this book guides teachers leaders and administrators through the nuts bolts benefits and stumbling blocks of creating Reading Apprenticeship communities that extend a culture of literacy beyond individual classrooms This book explains how to generate authentic buy in from teachers and administrators use the Reading Apprenticeship Framework to turn reform overload into reform coherence and create literacy teams professional learning communities and Reading Apprenticeship communities of practice that sustain an institutional focus on a student centered strengths based culture of literacy Key insights from Reading Apprenticeship practitioners across the country address how to get started build momentum assess progress and build partnerships and networks across schools districts campuses and regions Persistently low levels of adolescent literacy continue to short change students contribute to discredited high school diplomas and cause millions of students to drop out of high school and community college Forty percent or more of community college students require remedial reading courses as college freshman The researchers at WestEd s Strategic Literacy Initiative developed the Reading Apprenticeship Framework to provide educators with a proven path to improving literacy for all students and this book provides clear guidance on bringing the framework to life How to integrate Reading Apprenticeship with existing reform efforts How to use formative assessment to promote teacher and student growth How to coach and empower teachers

How to cultivate literacy leadership How to provide long term support for a strong content literacy program Nationwide classroom testing has shown Reading Apprenticeship to promote not only literacy and content knowledge but also motivation and positive academic identity leading to better student outcomes that reach beyond the classroom walls Leading for Literacy lays out compelling ways to spread the benefits of Reading Apprenticeship with practical guidance and real world insight

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

Handbook of Research on Critical Issues in Special Education for School Rehabilitation Practices Singh, Ajay,Yeh, Chia Jung,Blanchard, Sheresa,Anunciação, Luis,2021-04-23 Rehabilitation professionals working with students with disabilities and the families of those students face unique challenges in providing inclusive services to special education student populations There needs to be a focus on adaptive teaching methods that provide quality experience for students with varying disabilities to promote student success and inclusivity Critical issues within these practices span autism diverse students gifted education learning disabilities behavioral and emotional disorders and more With having many different types of students with vastly different situations it is important for rehabilitation professionals to understand the best practices and learning systems for special education students who have a wide range of needs and challenges The Handbook of Research on Critical Issues in Special Education for School Rehabilitation Practices focuses on the issues and challenges rehabilitation professionals face in special education and how they can provide inclusive and effective services to diverse student populations This book highlights topics such as culturally responsive teacher preparation artificial intelligence in the classroom universal design inclusive development and school rehabilitation and explores the effects these newfound practices in education have on various types of students with disabilities This book is essential for special education teachers administrators counselors practitioners researchers academicians and students interested in the new methods theories and solutions for the best practices in inclusive and effective special education ,

Unveiling the Power of Verbal Artistry: An Mental Sojourn through **Sample Student Learning Targets**

In a global inundated with displays and the cacophony of fast interaction, the profound energy and psychological resonance of verbal art usually diminish into obscurity, eclipsed by the regular onslaught of sound and distractions. Yet, located within the lyrical pages of **Sample Student Learning Targets**, a fascinating perform of literary brilliance that pulses with raw feelings, lies an wonderful journey waiting to be embarked upon. Written by a virtuoso wordsmith, this interesting opus guides visitors on a psychological odyssey, gently exposing the latent possible and profound impact embedded within the complex web of language. Within the heart-wrenching expanse of this evocative evaluation, we will embark upon an introspective exploration of the book is main styles, dissect its fascinating publishing design, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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