**Setting Learning Targets**

***Before you begin to set targets you must know the following:***

* District decisions regarding types of targets that the district will allow
* District decisions regarding rigor of targets that must be set
* Your baseline data/sources of evidence



**What is a Target?**

In simplest terms, a target is the expected outcome for the students by the end of the instructional period. It must be numeric and represent ***at least*** a year’s worth of growth.

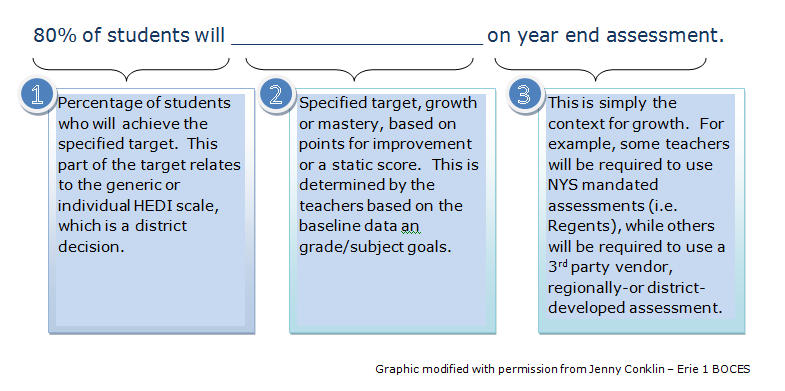
There are two types of targets:

* **Growth Target:** Written to demonstrate an increase in levels or points between the pre- and post-assessments.

*Example:* 80% of all students, including special populations, will grow by 40 points or more on the summative assessment.

* **Mastery Target:** Written to demonstrate growth to a static score that is pre-established by the district.

*Example:* 80% of all students, including special populations, will grow to 75% or higher on the summative assessment.

A target has three components:

**Differentiating Targets**

Targets may be differentiated to meet the needs of a diverse student population. Any differentiation of targets should also have a rationale provided on the SLO template.

Targets may be differentiated as follows:

***Write your target each of three ways to find the “right fit”:***

**Some Guidelines for Setting Quality Targets**

* Targets should be consistent with district expectations regarding rigor.
* When possible, targets should be set using multiple measures.
* Regulations require that students must demonstrate ***at least*** one year’s growth; for students already below grade level, growth must be ***more than*** one year.
* NYSED has defined a “rigorous” goal as one that asks for 80% or more of students to meet the target.