

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:

Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>This SLO will include all 78 of the students in my 4 sections of Grade 8 Science.</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>The learning content in this SLO includes all of the New York State Learning Standards for Mathematics, Science, and Technology associated with Grade 8 Science. In addition, The New York State P-12 Common Core Learning Standards for Mathematics are included, with a focus on 8.EE (Expressions and Equations) and 8.G (Geometry). The New York State P-12 Common Core Learning Standards for Literacy in History/Social Studies, Science, and Technology will also be infused into the course, with an emphasis on standards associated with reading and drawing conclusions from technical texts (RST.6-8.1, RST.6-8.2., RST.6-8.7, RST.6-8.8, and RST.6-8.9).</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>September 2012 to June 2013 (one full academic school year)</p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <ol style="list-style-type: none"> 1. Pre-assessments: Several measures will be reviewed to determine baseline level of performance. These include the Grade 7 ELA and Math State Assessments as well as the Final Assessment scores from Grade 7 Science. The latter test was designed to parallel the general structure and format of the Grade 8 State assessment, including 2 performance tasks. 2. Summative assessment: The summative assessment is the Grade 8 State Science assessment.
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>Most students who had Grade 7 ELA State test scores fell in the proficient range (80%), with 15% in the Level 4 range, and 5% in the Level 2 range.</p>

	<p>The results in Grade 7 Math were a little better with 2% Level 2 students, 81% Level 3 students, and 16% Level 4 students.</p> <p>On the Grade 7 Final Assessment in Science, the average was 69.4.</p> <p>Finally, I reviewed trend data for the past 2 years of students who took both Grade 7 Science and Grade 8 Science at our school. What I noticed immediately was that students tend to scored higher on the Grade 7 Final than they did on the Grade 8 Science State assessment.</p> <p>Overall, I think most of these students are well-prepared for the class and will be successful.</p>																																																														
<p>Target(s)</p>	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>Targets were differentiated based on students' history and the knowledge that students tend to score slightly lower on the Grade 8 Science State assessment than they did on the final in Grade 7 Science. My target is for 80% of my students to reach their differentiated goals.</p>																																																														
<p>HEDI Scoring</p>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>HEDI scoring will be based on the percent of students meeting their targets, as indicated below:</p> <table border="1" data-bbox="363 885 2016 1122"> <thead> <tr> <th colspan="3">HIGHLY EFFECTIVE</th> <th colspan="9">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th colspan="3">INEFFECTIVE</th> </tr> </thead> <tbody> <tr> <td>20</td><td>19</td><td>18</td> <td>17</td><td>16</td><td>15</td><td>14</td><td><u>13</u></td><td>12</td><td>11</td><td>10</td><td>9</td> <td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td> <td>2</td><td>1</td><td>0</td> </tr> <tr> <td>87 or higher</td><td>86</td><td>85</td> <td>84</td><td>83</td><td>82</td><td>81</td><td>80</td><td>79</td><td>78</td><td>77</td><td>76</td> <td>75</td><td>74</td><td>73</td><td>72</td><td>71</td><td>70</td> <td>69</td><td>68</td><td>67 or lower</td> </tr> </tbody> </table>	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0	87 or higher	86	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67 or lower
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<p>Rationale</p>	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p> <p>The targets are rigorous for these students. In the past, students' scores tended to decrease slightly between Grade 7 and Grade 8 Science, but my goals are for students to increase. I think this is likely to happen because as a group these students are quite proficient in ELA and Math, which has not always been the case. These students are motivated to learn and for the most part seem to enjoy the hands-on experiences they have in Science. I did also consider students' reported interest in Science and/or fear of Science as was professed by a few students as I set the targets. The focus on lab write-ups and the use of calculators during lab has also reinforced the importance the skills associated with the Common Core. This gives students more practice in the kind of tasks they will be asked to</p>																																																														

	<p>complete during the performance-based portion of the Grade 8 Science State assessment.</p>
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