**New York State Student Learning Objective: Regents Chemistry/Grade 11**

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| *All SLOs MUST include the following basic components:* | | | | | | | | | | | | | | | | | | | | | |
| **Population** | *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.)*  Three sections of Regents Chemistry students, grouped heterogeneously (75 total students) | | | | | | | | | | | | | | | | | | | | |
| **Learning Content** | *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?*  New York State Physical Setting/Chemistry Standards:  **Standard 1:** Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions. **Standard 2:** Information Systems: Students will access, generate, process, and transfer information using appropriate technologies. **Standard 4:** The Physical Setting: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. **Standard 6:** Interconnectedness: Common Themes: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning. **Standard 7:** Interdisciplinary Problem Solving: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions. | | | | | | | | | | | | | | | | | | | | |
| **Interval of Instructional Time** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*  2012-2013 School Year | | | | | | | | | | | | | | | | | | | | |
| **Evidence** | *What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*   1. District-wide diagnostic assessment (District-created pre-assessment that is based on physical science/chemistry questions from the New York State Grade 8 Intermediate-Level Science Test, along with mathematics concepts utilized during the course), which will be administered at the beginning of the school year. 2. New York State Physical Setting/Chemistry Regents Exam will be used as the summative assessment. | | | | | | | | | | | | | | | | | | | | |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*   1. **97% of students**\* passed the Living Environment and **92% of students\*** passed the Geometry Regents Exams from the previous school year. 2. On the diagnostic assessment, students scored an average of **70%** \* on basic principles of Chemistry and mathematics.   **(\* %ages to be determined from the specific student population and diagnostic pre-assessment)** | | | | | | | | | | | | | | | | | | | | |
| **Target(s)** | *What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?*  The expected outcome is that 70% of students will score a 65% or higher on the Physical Setting/Chemistry Regents Exam at the conclusion of the course. | | | | | | | | | | | | | | | | | | | | |
| **HEDI Scoring** | *How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?* | | | | | | | | | | | | | | | | | | | | |
| **HIGHLY EFFECTIVE** | | | **EFFECTIVE** | | | | | | | | | **DEVELOPING** | | | | | | **INEFFECTIVE** | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | **13** | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 96-100% | 92-95% | 87-91% | 83-86% | 80-82% | 76-79% | 72-75% | 69-71% | 70-67% | 66-63% | 62-59% | 58-55% | 54-51% | 50-47% | 46-43% | 42-39% | 38-35% | 34-31% | 30-27% | 26-23% | <22% |
| **Rationale** | *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.*  The diagnostic assessment used, was one that determined the mathematical and basic content-specific knowledge of current students. Solving algebraic equations is a key skill to have mastered in order to have success in this course. Furthermore, many basic Chemistry-related concepts were taught in the intermediate years (Grades 5-8) of the students’ schooling. Therefore, the diagnostic exam used was appropriate.  According to the School Report Card, 67-70% of students have scored a 65% or higher on the Regents Chemistry Exam. Increasing the number of students who score a minimum of a 65% is a department-wide goal, The HEDI scoring grid should be adjusted using the baseline information. | | | | | | | | | | | | | | | | | | | | |

The document above was created by Michael Baroody, Joanne Keim, and Michael Foster.

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