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

	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: <u>Standard 1:</u> Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions. <u>Standard 2:</u> Information Systems: Students will access, generate, process, and transfer information using appropriate technologies. <u>Standard 4:</u> 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. <u>Standard 6:</u> 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. <u>Standard 7:</u> 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.

	What	is the si	tarting	level of	student	ts' knov	vledge (of the le	earning	conten	t at the	beginn	ing of tl	he instr	uctiona	l period	?				
Baseline	1.	. 97%	of st	udents	s* pass	ed the	Living	Enviro	nment	and 92	2% of s	studen	ts * pas	sed th	e Geor	netry F	Regents	s Exam	s from	the	
	2.	. On t	the diag	gnostic	asses etermi	sment,	studer	nts sco • speci	ored an	averaç	ge of 7	0% * or tion an	n basic d diag	princij nostic	oles of	Chemi	stry an ment)	d math	ematic	s.	
	What	is the e	xpectec	d outcor	ne (tar <u>c</u>	get) of s	students	s' level (of know	iledge c	of the le	arning (content	at the	end of t	he insti	ructiond	al period	d?		
Target(s)	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.																				
	How v	vill eval	uators	determi	ine wha	it range	of stud	lent per	rforman	ice "me	ets" the	e goal (e	effective	e) versu	s "well-	below"	(ineffe	ctive), "	below"	(develo	ping),
	and "v	vell-abc	ove" (hi	ghly eff	ective)	2															
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HEDI Scoring	Н ЕFI 20	IIGHL' FECTI 19	Y IVE 18	17	16	15	EF 14	FECT	IVE 12	11	10	9	8	[7	DEVEL 6	. OPIN 5	G 4	3	INE 2	F FEC	TIVE
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HEDI Scoring	H EFI 20 96- 100 % Descr	IIGHL FECTI 19 92- 95% ibe the	Y IVE 18 87- 91% reasoni	17 83- 86% ing behi	16 80- 82% ind the	15 76- 79% choices	EF 14 72- 75% regard	FECT	IVE 12 70- 67% rning co	11 66- 63% ontent, 6	10 62- 59% evidence	9 58- 55% e, and t	8 54- 51% arget a	7 50- 47% nd how	6 46- 43% they w	. OPIN 5 42- 39% ill be us	G 4 38- 35% seed toge	3 34- 31% ether to	INEI 2 30- 27% prepare	FFEC	0 <22 % nts for
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The document above was created by Michael Baroody, Joanne Keim, and Michael Foster.

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