

## New York State Student Learning Objective: **Design and Drawing for Production**

All SLOs MUST include the following basic components:

<b>Population</b>	<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>Two sections of Design and Drawing for Production, heterogeneously grouped 9-12<sup>th</sup> grade students. 40 students in total.</p>
<b>Learning Content</b>	<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>Students will demonstrate skills in the six areas of design and drawing through creative thinking, problem solving and solution development.</p>
<b>Interval of Instructional Time</b>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>2012-2013 school year</p>
<b>Evidence</b>	<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> <p>Baseline Assessment: Averages from Middle School Technology Education course individual drawing unit will be used as a portion of the baseline. A district developed pre assessment will also be administered and recorded, to establish their current understanding of the problem solving method as well as sample drawings to demonstrate the current level of proficiency in six areas of design and drawing.</p> <p>Summative Assessment: A comprehensive, end-of-the-year electronic portfolio, graded with an established rubric, will demonstrate the student's knowledge of the problem solving method as well as clearly demonstrating proficiency and growth in the six areas of design and drawing. Portfolios will be graded by another staff member in department, based upon the rubric provided.</p>

<p><b>Baseline</b></p>	<p>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</p> <p>All students have passed the 8<sup>th</sup> grade Technology Education Course with 75% having a grade higher than 65% in the Design and Drawing Unit.</p> <p>Scores ranged from 45% - 80% on the district developed pre assessment, administered at the beginning of the course (student by student scores listed in roster).</p>																																																														
<p><b>Target(s)</b></p>	<p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</p> <p>Eighty percent of students will present a portfolio that scores 65 %.</p>																																																														
<p><b>HEDI Scoring</b></p>	<p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p> <p>See ranges</p> <table border="1" data-bbox="363 792 2016 1029"> <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>99 - 100</td><td>97- 98%</td><td>95- 96%</td> <td>92- 94%</td><td>88- 91%</td><td>85- 87%</td><td>82- 84%</td><td>79- 80%</td><td>76- 78%</td><td>73- 75%</td><td>71- 72%</td><td>68- 70%</td> <td>64- 67%</td><td>60- 63%</td><td>57- 59%</td><td>53- 56%</td><td>49- 52%</td><td>45- 48%</td> <td>40- 44%</td><td>30- 39%</td><td>&lt;30 %</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	99 - 100	97- 98%	95- 96%	92- 94%	88- 91%	85- 87%	82- 84%	79- 80%	76- 78%	73- 75%	71- 72%	68- 70%	64- 67%	60- 63%	57- 59%	53- 56%	49- 52%	45- 48%	40- 44%	30- 39%	<30 %
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<p><b>Rationale</b></p>	<p>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.</p> <p>The learning content is based upon the most important principles in all design careers. All professionals in these areas have a clear working knowledge of the design process, problem solving and the methods of drawing used to demonstrate and produce ideas.</p>																																																														