

New York State Student Learning Objective: **Home & Career Skills**

| <u>All SLOs MUST include the following basic components:</u> | |
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| 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>3 sections of 7th Grade Home & Careers; heterogeneously grouped; 65 students</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>NYS FACS 1 – Student will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>NW 3 – Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</p> <p>NYS CDOS 2 – Students can use the essential academic concepts, facts, and procedures in applications related to life skills.</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>One quarter of 2012-2013 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> <p>Baseline assessment: multimedia presentation of interactive website, "Choosemyplate.gov". Students will select correct food groups using a given list of 40 food items. The district rubric, which evaluates content and presentation effectiveness, will be used to rate these presentations.</p> <p>Summative assessment: response to 20 question assessment.</p> |
| 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>60% of students will scored 25 points or higher on the Baseline assessment (out of a possible 40 points); 10% scored higher than 30 points.</p> |

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| Target(s) | <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>75% of students will score 30 points or higher on the Summative assessment (out of a possible 40 points).</p> | | | | | | | | | | | | | | | | | | | | |
| HEDI Scoring | <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 as specified.</p> | | | | | | | | | | | | | | | | | | | | |
| | 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 |
| 98-100% | 94-97% | 90-93% | 87-89% | 84-86% | 81-83% | 78-80% | 75-77% | 71-74% | 67-70% | 63-66% | 59-62% | 55-58% | 51-54% | 47-50% | 43-46% | 39-42% | 36-38% | 33-35% | 30-32% | <30% | |
| Rationale | <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 on the following state and national standards: FACS 1, CDOS 2, and CCLS Reading #7.</p> <p>The purpose of this content is to provide opportunities for students to apply the communication, leadership, management, and thinking skills to food, nutrition, and wellness. Learning experiences in Home and Career Skills classes increase students' awareness of the impact their food choices have on their life-long health. The Nutrition and Wellness content topic offers the Home and Career Skills student the opportunity to practice the process skills through hands-on experiences in planning, selecting, purchasing, preparing, serving, and storing nutritious foods for individuals and families across the lifespan.</p> | | | | | | | | | | | | | | | | | | | | |