

Local Achievement Target: **Health Occupations Technology I Ith Grade**

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>24 students; 8 of the students have learning disabilities</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>Reading Standards for Literacy in the Technical Subjects</p> <p>Learning Standards 3, 4, and 7:</p> <p>Key Ideas and Details: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>Craft and Structure: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>.</p> <p>Integration of Knowledge or Ideas: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>Components of the Health Occupations Curriculum for 1st year of program including: Medical Terminology Fundamental Anatomy and Physiology Applied Microbiology Personal Care Skills Measurement, Reporting and Environmental Patient Care 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>2012-2013 School Year</p>

<p>Evidence</p>	<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: English 10 final grade; Living Environment Regent Exam; Performance on Scholastic Reading Inventory administered in September 2012</p> <p>Summative: Regionally developed assessment that measures students' understanding of essential terminology that is key to the field of Health Occupations; ability to analyze a health care problem of a patient by looking at multiple forms of data to determine how best to proceed; demonstrate ability to follow multiple step processes relevant to the Health Occupations field.</p>																																																																																	
<p>Baseline</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>80% of students received a 65% or higher for their final grade in English 10.</p> <p>75% of students received a 65% or higher on their Living Environment Regents exam.</p> <p>60% of students received a score as proficient readers on the Scholastic Reading Inventory administered in September 2012.</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>80% of students will receive a 65% or higher on the regionally developed assessment administered in May 2013.</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> <table border="1" data-bbox="363 1146 2016 1383"> <thead> <tr> <th colspan="3">HIGHLY EFFECTIVE</th> <th colspan="9">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th colspan="3">INEFFECTIVE</th> </tr> <tr> <th>20</th> <th>19</th> <th>18</th> <th>17</th> <th>16</th> <th>15</th> <th>14</th> <th>13</th> <th>12</th> <th>11</th> <th>10</th> <th>9</th> <th>8</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>99-98%</td> <td>97-95%</td> <td>94-92%</td> <td>91-89%</td> <td>88-85%</td> <td>84-81%</td> <td>80-75%</td> <td>74-70%</td> <td>69-65%</td> <td>64-60%</td> <td>59-55%</td> <td>54-50%</td> <td>49-45%</td> <td>44-40%</td> <td>39-35%</td> <td>34-30%</td> <td>29-25%</td> <td>24-20%</td> <td>19-15%</td> <td><15%</td> </tr> </tbody> </table>																				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	100%	99-98%	97-95%	94-92%	91-89%	88-85%	84-81%	80-75%	74-70%	69-65%	64-60%	59-55%	54-50%	49-45%	44-40%	39-35%	34-30%	29-25%	24-20%	19-15%	<15%
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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 learning content is based on the NYS Common Core Learning Standards, specifically Reading Standards in Technical Subjects. In addition, the learning content is related to industry-based standards in the field of Health Occupations Technology and is aligned to the curriculum that is part of our NYS approved Career and Technical Education Program. Students' grades in English 10 and Living Environment will provide information on students' literacy abilities as well as laboratory skills and ability to follow multi-step processes.