New York State Student Learning Objective: Living Environment

	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.) 3 sections of homogeneously grouped accelerated students (75 in total).
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? Comprehend and apply the concept of experimental design (scientific method). Be able to take a specific problem, such as "How does exercise affect pulse rate?" and develop an experiment to test their hypotheses, utilizing and incorporating all the necessary steps of experimental design. Lastly, once data has been recorded and analyzed they must correctly report and display their data for further reference. (Key Idea 3; performance indicator 3.5). Also, the content standards from the Living Environment content guide will be addressed.
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)? 2012-2013
Evidence	Baseline assessment: Students will be presented with a problem and asked to design a way in which the problem can be solved scientifically using the scientific method. Once this has been completed the teacher will collect and review student responses. The following day when students come to class a possible response will be on the board and students will compare their work with what is on the board and note what they included correctly and what they did not and as a group this will be reviewed to give the class a starting point, as well as, the individual student. Also use of last year's Regents scores on the Earth Science examination will be utilized. Summative Assessment: Results on the Living Environment Regents Exam

	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?																				
	84% of students' scored 80% or higher on Earth Science exam12% scored between 79-65and 4% scored below 65%.																				
Baseline	On the scientific method assessment (using the department-wide rubric, 0% scored a 1, 10% scored a 2, 60% scored a 3, and 30% scored a 4.																				
Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? 80% or higher will score 85 (mastery) or higher on the Regents examination.																				
	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing											ping),									
	and "	vell-ab	ove" (hi	ghly eff	fective)																
	Targe	ets and	scores	s below	v are ba	ased oi	n the b	aseline	inform	nation a	as well	as hist	orical o	lata foi	the di	strict a	nd the	accele	rated c	lasses.	
HEDI Scoring	F EF	IIGHL FECT	Y IVE	EFFECTIVE									DEVELOPING INE						FFECTIVE		
	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- 81	76- 78	73- 75	71- 72	68- 70	64- 67	60- 63	57-	53- 56	49- 52	45- 48	40- 44	30- 39	<30 %
	Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for														33	50	02				
	Desci	ibe the	reason	ing beh	ind the	choices	regard	ling lear	rning co	ntent, e	evidenco s collec	e, and t	arget a	nd how	they w	ill be us	ed toge	ther to	prepare	e studer	nts for
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comparison, see this improvement overtime as well.