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

Baseline

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 exam….12% scored between 79-65…and 4% scored below 65%.

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.

HEDI Scoring

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)

Targets and scores below are based on the baseline information as well as historical data for the district and the accelerated classes.

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
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	57-59	53-56	49-52	45-48	40-44	30-39	<30 %

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.

District benchmarks10.12.2-.4 and State Standards Key Ideas 2 and 3(attached) require students to be able to manipulate and apply the scientific method in a number of different ways and instances. The scientific method is an essential part of the science curriculum throughout their education and improving their ability to use and apply it is important to their success throughout the high school science program. The scientific method is also a concept which applies to other learning areas from writing a research paper to writing DBQ's in social studies.

Student success can be easily seen by comparing the baseline assessment to the summative assessment. One should see a marked improvement once the application process has been taught and demonstrated. Students themselves should, through their own

	comparison, see this improvement overtime as well.