

New York State Student Learning Objective: **Regents Physics**

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>3 sections of Regents Physics, 70 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>New York State Learning Standards for Physical Setting/Physics. MST skills standards: 1, 2, 6, and 7. Content standards: 4.1, 4.3, 5.1, and 5.3</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>
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 Assessments-</p> <ul style="list-style-type: none"> • 30 question skills assessment based on process skills from MST standards 1, 2, 6, and 7 and NYS Intermediate Level Science Core curriculum [30 points] • Raw score of Regents Examination in Chemistry [85 points] • Raw score of Regents Examination in Algebra 2 / Trigonometry [85 points] <p>Total points = 200</p> <p>Students Baseline score is total score /2.</p> <p>Summative Assessment-</p> <ul style="list-style-type: none"> • Grade on Regents Examination physical Setting/Physics
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>All students will be assigned a performance level based on Baseline Score. Level 1- less than 64, Level 2- 65-74, Level 3- 75-84, and Level 4- 85-100</p>

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>Each students Regent Examination grade will determine the student's performance level. Level 1- less than 64, Level 2- 65-74, Level 3- 75-84, and Level 4- 85-100</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> <table border="1" data-bbox="380 370 2001 597"> <thead> <tr> <th colspan="5">What student progress meets expectations</th> </tr> <tr> <th>Performance Level</th> <th>End: 1</th> <th>End: 2</th> <th>End: 3</th> <th>End: 4</th> </tr> </thead> <tbody> <tr> <td>Start: 1</td> <td>NO</td> <td>YES</td> <td>YES</td> <td>YES</td> </tr> <tr> <td>Start: 2</td> <td>NO</td> <td>NO</td> <td>YES</td> <td>YES</td> </tr> <tr> <td>Start: 3</td> <td>NO</td> <td>NO</td> <td>YES</td> <td>YES</td> </tr> <tr> <td>Start: 4</td> <td>NO</td> <td>NO</td> <td>NO</td> <td>YES</td> </tr> </tbody> </table> <p>Target is what percentage of students that make their specific level of growth. Teacher percentage = (number of students making progress) / (total number of students) x 100%.</p> <table border="1" data-bbox="380 695 2001 927"> <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>90+ %</td> <td>85%</td> <td>80%</td> <td>77%</td> <td>74%</td> <td>71%</td> <td>69%</td> <td>66%</td> <td>64%</td> <td>61%</td> <td>59%</td> <td>56%</td> <td>54%</td> <td>50%</td> <td>45%</td> <td>40%</td> <td>35%</td> <td>30%</td> <td>25%</td> <td>15%</td> <td>0%</td> </tr> </tbody> </table>	What student progress meets expectations					Performance Level	End: 1	End: 2	End: 3	End: 4	Start: 1	NO	YES	YES	YES	Start: 2	NO	NO	YES	YES	Start: 3	NO	NO	YES	YES	Start: 4	NO	NO	NO	YES	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	90+ %	85%	80%	77%	74%	71%	69%	66%	64%	61%	59%	56%	54%	50%	45%	40%	35%	30%	25%	15%	0%
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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 NYS Core Curriculum guide for Physical Setting: Physics. The students prior performance on Math and Science Regents exams are part of the evidence used in the baseline assessment. The summative score will be based on final performance of students on NYS Regents Examination in Physics. Target growth will be based on individual students showing growth and not whole class performance on the Regents Exam. This will emphasize instruction designed for all students trying to reach a target score and not just passing or mastery. Physics is the science course that is typically taken as a 4th science credit and reflects the district goal of developing students' 21st Century Skills around Learning and Innovation Skills (Creativity and Innovation, Critical Thinking and Problem Solving, and Communication and Collaboration).</p>																																																																																												