New York State Student Learning Objective: Science 5th Grade

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.* Two sections of Science 5, heterogeneously grouped, 50 students
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?* Students will be able to explain, analyze, and interpret scientific processes and phenomena related to the physical setting and environmental science.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* 2012-2013 school year.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline assessment: 4th grade NYS science test results, on-demand nonfiction reading assessment built in to first unit of the year (with 8 comprehension questions) Summative assessment: 20 multiple choice questions on parts of an ecosystem interacting; given a group of plants and animals, students will group and develop appropriate classification key with shared characteristics; 10 multiple choice questions on Earth and celestial phenomena.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* On last year's NYS Science 4 test: 15% scored 1, 15% scored 2, 60% scored 3, 10% scored 4. On the comprehension assessment, the class average for one class was 5/8 questions correct and for the other sections the average was 5.5/8 questions answered correctly.

Target(s)

What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?

Seventy five percent of all students will score 25 points or higher on the summative assessment (out of 30 points)

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)?

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
96-100	92-95	88-91	85-87	82-84	80-82	77-80	74-76	71-73	68-70	65-67	62-64	60-61	58-59	56-57	54-55	52-53	50-51	44-49	31-44	<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.

The Learning Content is based on the Intermediate level Science Core Curriculum. The baseline evidence combines state tests scores taken from the 4th grade NYS science test. The baseline evidence will provide teachers with a basis of students' abilities to explain analyze and interpret scientific processes and phenomena. The summative assessment will combine the students' abilities to explain, analyze and interpret scientific processes and phenomena specific to living things, effects on the physical environment, and Earth and celestial phenomena. The summative score is based on all multiple choice questions worth 3 points each and the classification problem worth 10 points (total of 100 points). The Target is based on both classes being inclusion classes with special education students.