

New York State Student Learning Objective (SLO)

Building Trades I

All SLOs MUST include the following basic components:

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.)

Population	<p>Course :</p> <ul style="list-style-type: none"> • Building Trades I- (20 Students- only 1 section) • There are 10 students with an IEP. • There is 1 student with a 504 plan. • 1 student in the class has a personal aid. <p>(Attached printed copy of eDoctrina Student Learning Objective for roster verification)</p> <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>Course: Building Trades I</p> <p>Source of Standards: CDOS, ELA Common Core, OSHA</p> <p>Standards/ Performance Indicators</p> <p>New York State Career Development & Occupation Studies (CDOS) Learning Standards: Standard 1, Commencement Level Standard 2, Commencement Level Standard 3a, Commencement Level Standard 3b, Commencement Level</p> <p>National Industry Standards: OSHA – Occupational Safety Health Administration</p> <ul style="list-style-type: none"> • OSHA sub part C- General Safety & Health provisions • OSHA sub part I- Tools- Hand & Power • OSHA subpart M- Fall Protection • OSHA subpart X- Stairways & Ladders <p>Units/ Skill Outcomes:</p> <ul style="list-style-type: none"> • Developing hands on skills • Learn trade terminology
Learning Content	

Comment [SED1]: Indicating the proportion of teacher's course load the SLO represents allows both the teacher and reviewer an opportunity to confirm that at least 50% of a teacher's students are captured within this SLO or that additional SLOs would be needed per requirement.

Comment [SED2]: Summarizing the demographics of a course provides additional context for the teacher and/or reviewer.

Comment [SED3]: Indicating the date on which the roster is verified for inclusion illustrates that a standard process has been put in place. This type timeline could be established at the district and/or building level to ensure consistency across SLOs.

Comment [SED4]: Identifying multiple bodies standards and/or performance indicators demonstrates the coherence within curriculum design, often times leading to authentic application of student knowledge and skills.

	<ul style="list-style-type: none"> • Demonstrate the proper materials to use for a given project • Interpreting blue prints • Demonstrate the proper usage of various hand and powers tools, to incorporate safety <p>Common Core Learning Standards for ELA:</p> <ul style="list-style-type: none"> • RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. • RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RST.11-12.4 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 grades 11-12 texts and topics. <p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i> Building Trades I: 2012-2013 (1 year)</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> <i>Pre-assessment:</i> District- developed Building Trades I pre-assessment</p> <p><i>Summative assessment:</i> District- developed Building Trades I post-assessment</p> <p><i>Offers accommodations as legally required and appropriate?</i> Students' IEP's and 504 plans will be followed as applicable.</p> <p><i>Ensures that those with vested interest are not scoring summative assessments?</i> Summative district developed assessments will be scanned and scored electronically in BOCES District Office.</p> <p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i> <i>Baseline data from pre- assessment:</i></p> <ul style="list-style-type: none"> • The baseline will be established by October 11 using the district developed Building Trades I pre-assessment. See attached roster for individual student performance on pre-assessment. <p><i>Other sources of data:</i></p> <ul style="list-style-type: none"> • All students scored between 32% and 62% on the district developed pretest. • Students grades are ranging from 40% - 85% on classroom assignments.
<p>Interval of Instructional Time</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> <i>Pre-assessment:</i> District- developed Building Trades I pre-assessment</p> <p><i>Summative assessment:</i> District- developed Building Trades I post-assessment</p> <p><i>Offers accommodations as legally required and appropriate?</i> Students' IEP's and 504 plans will be followed as applicable.</p> <p><i>Ensures that those with vested interest are not scoring summative assessments?</i> Summative district developed assessments will be scanned and scored electronically in BOCES District Office.</p> <p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i> <i>Baseline data from pre- assessment:</i></p> <ul style="list-style-type: none"> • The baseline will be established by October 11 using the district developed Building Trades I pre-assessment. See attached roster for individual student performance on pre-assessment. <p><i>Other sources of data:</i></p> <ul style="list-style-type: none"> • All students scored between 32% and 62% on the district developed pretest. • Students grades are ranging from 40% - 85% on classroom assignments.
<p>Evidence</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i> <i>Baseline data from pre- assessment:</i></p> <ul style="list-style-type: none"> • The baseline will be established by October 11 using the district developed Building Trades I pre-assessment. See attached roster for individual student performance on pre-assessment. <p><i>Other sources of data:</i></p> <ul style="list-style-type: none"> • All students scored between 32% and 62% on the district developed pretest. • Students grades are ranging from 40% - 85% on classroom assignments.
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Comment [SED5]: The inclusion of the Common Core Literacy Standards reflects the collective responsibility educators have to teach literacy across subject areas. In many cases it is through the reading, writing, speaking, and listening that students not only learn about other content areas, but communicate their knowledge and skills as we

Comment [SED6]: Indicating when the pre-assessment/baseline information was collected provides context for the teacher and/or reviewer.

Comment [SED7]: The template used to identify individual students included in the SLO can also be used to capture other relevant and necessary data such as baseline performance, targets, and summative performance. By consolidating this information in one location a teacher and/or reviewer will have a comprehensive look at student performance in relation to the SLO.

Comment [SED8]: A broad overview of student baseline performance, in addition to the individual student performance, allows the teacher and reviewer additional context from which to set rigorous and reasonable targets for student performance.

Comment [SED9]: Multiple sources of baseline data provide a more robust picture of students' current academic ability, thus allowing for more precise targets to be set for end of the course performance. For more information about the use of historical data to establish baselines please reference the [Student Learning Objective 103 Webinar](#).

<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>Tiered Target 80% of the students including special populations will grow to meet the individual targets on the district developed Building Trades I post assessment.</p> <ul style="list-style-type: none"> • students who scored between 51%-62% on the pre-assessment must have a 75% on post-assessment • students who scored between 41%-50% on the pre-assessment must have a 70% on post-assessment • students who scored between 37%-40% on the pre-assessment must have a 65% on post-assessment • students who scored between 32%-36% on the pre-assessment must have a 60% on post-assessment 																																																																																																									
<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"> <thead> <tr> <th rowspan="2">HEDY</th> <th colspan="2">HIGHLY EFFECTIVE</th> <th colspan="7">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>></td> <td>91%</td> <td>85%</td> <td>84%</td> <td>83%</td> <td>82%</td> <td>81%</td> <td>80%</td> <td>77%</td> <td>74%</td> <td>71%</td> <td>69%</td> <td>66%</td> <td>64%</td> <td>62%</td> <td>59%</td> <td>55%</td> <td>51%</td> <td>38%</td> <td>25%</td> <td></td> <td></td> </tr> <tr> <td>95%</td> <td>95%</td> <td>90%</td> <td>84%</td> <td>83%</td> <td>82%</td> <td>81%</td> <td>80%</td> <td>77%</td> <td>74%</td> <td>71%</td> <td>69%</td> <td>66%</td> <td>64%</td> <td>62%</td> <td>59%</td> <td>55%</td> <td>51%</td> <td>38%</td> <td>25%</td> <td></td> <td></td> </tr> <tr> <td>%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>79%</td> <td>76%</td> <td>73%</td> <td>70%</td> <td>67%</td> <td>65%</td> <td>63%</td> <td>61%</td> <td>58%</td> <td>54%</td> <td>50%</td> <td>37%</td> <td></td> <td>524%</td> </tr> </tbody> </table> <p><i>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.</i></p> <p>The focus of Building Trades I is developing hands on skills and learning terminology. Students will be required to demonstrate their ability to identify and utilize proper materials to use for a given project, interpret blue prints and demonstrate the proper and safe usage of various hand and powers tools.</p> <p>Skill acquired from the Building Trades I curriculum map also integrate Common Core Standards for ELA such as Students integrating and evaluating multiple sources of information presented in different media or formats (e.g. visually, quantitatively) in order to address a question or solve a problem. Students will interact with many technical manuals, requiring them to determine the meaning of symbols, key terms, and other domain-specific words and phrases.</p> <p>The knowledge of the learner at the beginning of the instructional period is minimal as there is no required amount of background knowledge needed to be considered for entrance into the program. There are rare exceptions to the above when students come to the program with previous knowledge of the construction field area from job and/or other experience. Using the typical trends in student performance and starting points, as well as the scores from the district developed Building Trades pre-assessment, the targets set for the SLO are rigorous and will ensure that students will meet the standards to ensure that are ready to move on to Building Trades II. There are two students in the course that have a target set at 60% which is below normal proficiency of 55%. The target of 60% is still considered rigorous for these students due to their performance on the classroom assignments and other academic records looked at when establishing baselines.</p>	HEDY	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	>	91%	85%	84%	83%	82%	81%	80%	77%	74%	71%	69%	66%	64%	62%	59%	55%	51%	38%	25%			95%	95%	90%	84%	83%	82%	81%	80%	77%	74%	71%	69%	66%	64%	62%	59%	55%	51%	38%	25%			%								79%	76%	73%	70%	67%	65%	63%	61%	58%	54%	50%	37%		524%
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Comment [SED10]: Although it is atypical for target to be set below proficiency, there may be instances where this type of target is still considered to be rigorous and reasonable for the students. Districts should be sure to require additional justification and/or rationale for targets that are set below proficiency. The justification and/or rationale should be based on individual student academic performance patterns/trends, etc.

Comment [SED11]: Connecting course content to the authentic application of the knowledge and skills gained allow the teacher and/or reviewer to better understand how this course will help prepare students for college and careers.

Comment [SED12]: SLOs are meant to be reflective of the students enrolled in a course as well as the context of the course. The acknowledgment of future revisions to this SLO supports the idea of continuous improvement based on experience with target setting and current data.

Comment [SED13]: Although it is atypical for target to be set below proficiency, there may be instances where this type of target is still considered to be rigorous and reasonable for the students. The justification and/or rationale should be based on individual student academic performance patterns/trends, etc.