

New York State Student Learning Objective (SLO) Principles of Business

All SLOs MUST include the following basic components:

Population	<p>All 31 students enrolled in Principles of Business elective course (as of day of pre-assessment administration (18 ninth graders, eight tenth graders, four eleventh graders, and one twelfth grader), including special education students. See attached roster for individual student information including baseline scores, targets, and summative assessment scores.</p> <p>NYS Career Development and Occupational Studies Standards (CDOS)- Commencement Level.</p> <ol style="list-style-type: none"> Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. <i>Students:</i> <ul style="list-style-type: none"> analyze skills and abilities required in a career option and relate them to their own skills and abilities Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. <i>Students:</i> <ul style="list-style-type: none"> use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills demonstrate the ability to organize and process information and apply skills in new ways demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization Students who choose a career cluster will acquire the career-specific technical knowledge/skills necessary
Learning Content	

Comment [SED1]: Indicating the date on which the roster is verified for inclusion illustrates that a standard process has been put in place. This type of timeline could be established at the district and/or building level to ensure consistency across SLOs.

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

Comment [SED3]: 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.

	<p>to progress toward gainful employment, career advancement, and success in postsecondary programs.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify, organize, plan, and allocate resources (e.g., financial, materials/facilities, human, time) in demonstrating the ability to manage their lives as learners, contributing family members, globally competitive workers, and self-sufficient individuals • exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function effectively as members of a work group or team • demonstrate an understanding of business, marketing, and multinational economic concepts, perform business-related mathematical computations, and analyze/interpret business-related numerical information systems/subsystems • demonstrate an understanding of the interrelatedness of business, social, and economic systems/subsystems <p>NYS Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects, including both reading and writing anchor standards will be addressed at varying levels due to mixed grade levels enrolled in the course.</p>
<p>Interval of Instructional Time</p>	<p>January 29, 2013 – June 21, 2013</p> <p>This course is a one semester course. The majority of business elective course offerings are ½ credit (semester long) courses.</p>
<p>Evidence</p>	<ol style="list-style-type: none"> 1. A district developed pre-assessment will be administered within the first week of the spring semester. 2. A regionally developed post-assessment will be administered within the last week of the spring semester. <p>All students will receive accommodations and modifications as legally required and appropriate.</p> <p>Teachers with a vested interest will not score the summative assessment.</p>
<p>Baseline</p>	<p>After administering the district-developed pre-assessment, the baseline information gathered includes (Individual</p>

Comment [SED4]: 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 well.

Comment [SED5]: In courses that accommodate mixed grade level enrollment, learning content may need to be scaffold and adjusted based on student's abilities and level of baseline performance. The cohesive progression of literacy skills as seen in the standards will provide valuable insight for the teacher and/or reviewer as to what appropriate expectations may be at each grade level.

Comment [SED6]: Indicating the length of the course is important when the interval of instructional time is different than a full academic year.

Comment [SED7]: Indicating when the pre-assessment/baseline information was collected provides context for the teacher and/or reviewer.

	<p>student results are included in the attached roster):</p> <p>10 students scored between a 0-39%</p> <p>6 students scored between a 40-50%</p> <p>2 students scored between a 51-57%</p> <p>0 students scored between a 58-100%</p>
Target(s)	<p>The following goal bands will be used for this course:</p> <ul style="list-style-type: none"> A score of 0-39%: Students scoring in this range will achieve a score of 65% or higher on the regionally developed post-assessment in June. A score of 40-50%: Students scoring in this range will achieve a score of 75% or higher on the regionally developed post-assessment in June. A score of 51-100%: Students scoring in this range will achieve a score of 85% or higher on the regionally developed post-assessment in June, those already scoring an 85% or higher on the pre-assessment will be expected to maintain this level of mastery.
HEDI Scoring	<p>85% of all students enrolled in the course will meet or exceed their goal.</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> <p>Highly Effective: 90-100% of students meet or exceed their goals.</p> <p>Effective: 75-89% of students meet or exceed their goals.</p> <p>Developing: 54-74% of students meet or exceed their goals.</p> <p>Ineffective: 53% or less of students meet or exceed their goals.</p>

Comment [SEDP]: 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 [SEDP]: There are a variety of applicable models that could be used to set targets. Targets geared towards students mastering content reflect high level expectations and also reflect the goal of students preparing for college and careers.

		EFFECTIVE										DEVELOPING					INEFFECTIVE			
HIGHLY EFFECTIVE		17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
99-100	95-98	90-94	89	88	87	86	85	84	83	79-82	75-78	72-74	70-71	66-69	62-65	58-61	54-57	49-53	21-48	0-20

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.

Students enrolled in Principles of Business are required by the district to take the course as part of the district's graduation requirement. For many students, this is the only personal finance course they will take. Therefore, the basic knowledge of personal finance, as described in the learning content above, is important for them to be financially literate members of society.

The baseline goals have been established with the expectation of all students improving their performance on the summative assessment by 30% in comparison to the pre-assessment. Although this only requires a small number of students to meet mastery levels, it ensures that all will improve over the instructional period. A few factors have been taken into consideration when setting this minimum amount of growth for students in the course. The curriculum has recently been updated and this is the first semester the new content is being taught. Students do not have previous coursework that serves as a foundation for specific content of this course. In addition, I am a new teacher in the district, and this will be the first time I am teaching this course. Although 30% growth may be adjusted in subsequent SLOs for this course, at this time it encompasses the expectation that all students will achieve at least proficiency (65%) and that all students will grow from their pre-assessment performance.

Comment [SEPD.10]: 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 [SEPD.11]: SLOs are meant to be reflective of the students enrolled in a course as well as the context of the course. The acknowledgement of future revisions to this SLO supports the idea of continuous improvement based on experience with target setting and current data.

Rationale