

New York State Student Learning Objective (SLO) Computer Applications

All SLOs MUST include the following basic components:

Population	<p>This Student Learning Objective includes all 24 students in my Computer Applications Class, offered in the fall semester. These 24 students represent those present on BEDS day, October 3, 2012, are included in this SLO. The class consists of 15 males and 9 females. Two of the students in my class have IEPs, two students have a 504 plan, and one student is an English Language Learner. Please see full class roster for details.</p> <p>The Learning Content for this Computer Applications Class is based upon the all NYS CDOs standards, National Business Applications Standards and CCLS with focus on the following:</p> <p>NYS CDOs:</p> <ul style="list-style-type: none"> Standard 2: Integrated Learning --Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Standard 3a: Universal Foundation Skills -- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. <p>Common Core Standards:</p> <ul style="list-style-type: none"> CCR.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCR.W.6: Use technology, including the Internet, to produce and publish, writing and to interact and collaborate with others. CCR.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. WH.S.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WH.S.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. CC.RL.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.RL.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RL.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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]: Identifying multiple bodies of standards and/or performance indicators demonstrates the coherence within curriculum design, often times leading to authentic applications of student knowledge and skills.

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.

	<p>National Business Education Association Standards:</p> <ul style="list-style-type: none"> • NBEA: Demonstrate basic keyboarding and computer functions. • NBEA: Use basic software applications. • NBEA: Refine documents using electronic spell check, thesaurus, and grammar check tools.
<p>Interval of Instructional Time</p>	<p>This Student Learning Objective will cover the length of this semester course for the School Year: 09/05/2012-1/25/2013. This course meets 5 days a week for 45 minutes.</p>
<p>Evidence</p>	<p>The evidence for this SLO is based upon student scores on the regionally developed computer application pre-assessment and post-assessments. This assessment is based upon keyboarding skills, multiple choice questions, and short answer section (error analysis). The regional assessment includes clear scoring guides and a rubric to assess content knowledge and keyboarding skill levels.</p> <p>The regional computer application assessments meet the requirements for comparability and rigor (see test specifications and blueprints for details).</p> <p>IEP and 504 Plans will be followed as applicable.</p>
<p>Baseline</p>	<p>The administration of the pre-assessment will occur during the first two full weeks of school. The post-assessment will be administered on January 25, 2013. The post-assessments will be scored by another teacher in my school/districts following state and district protocols.</p> <p>Baseline data included how students performed on the regional pre-assessment. Below is a breakdown of how students scored:</p> <p>46% of the students (11 students) scored between a 4% and 25%</p> <p>38% of the students (9 students) scored between a 26% and 45%</p> <p>17% of the students(4 students) scored above a 45%!</p> <p>See attached roster for individual student performance on regional pre-assessment</p>
<p>Target(s)</p>	<p>The target for my students is based upon the district targets.</p> <p>80% of my students will meet or exceed their differentiated targets with the following expectations:</p> <p>Students who scored between a 4% and 25% on the pre-assessment will earn a 65% on the post-assessment.</p> <p>Students who scored between a 26% and 45% on the pre-assessment will earn a 70% on the post-assessment.</p> <p>Students who scored above a 45% on the pre-assessment will earn an 80% on the post-assessment.</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>HEDI Scoring</p>	<p>Highly Effective: 94-100% of students meet or exceed their differentiated targets for this SLO.</p> <p>Effective: 80-93% of students meet or exceed their differentiated targets for this SLO.</p> <p>Developing: 65-79% of students meet or exceed their differentiated targets for this SLO.</p> <p>Ineffective: 64% or less of students meet or exceed their differentiated targets for this SLO.</p>

- Comment [SED5]:** Indicating the length of the course is important when the interval of instructional time is different than a full academic year.
- Comment [SED6]:** By indicating how often the course meets and the duration of a class period the teacher and/or reviewer gain additional insight into the context in which this SLO takes place.
- Comment [SED7]:** The description of the assessment format, administration time, scoring procedures, etc. allow the teacher and/or reviewer to better understand under what conditions student performance is being measured.
- Comment [SED8]:** When utilizing a performance assessment it is imperative that clear scoring criteria and guides are provided to ensure accurate ratings by someone other than those with a vested interest.
- Comment [SED9]:** Indicating when the pre-assessment/baseline information was collected provides context for the teacher and/or reviewer.
- Comment [SED10]:** 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 [SED11]:** 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 [SED12]:** SLOs are a practical extension of decisions made in a district's APPR plan. Specific targets and/or the methods used to set targets would be described within a district's plan. Referencing the portions of a district's plan that are used in the design of an SLO strengthen alignment and cohesiveness of the evaluation system.

HIGHLY EFFECTIVE	EFFECTIVE										DEVELOPING					INEFFECTIVE					
	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0			
100%	98%	96%	93%	92%	91%	90%	89%	87%	85%	83%	82%	80%	79%	78%	77%	75%	72%	68%	64%	60%	55%
99%	97%	94%	93%	92%	91%	90%	88%	86%	84%	83%	80%	76%	73%	69%	65%	61%	56%	56%	56%	56%	0%

Computer Applications is a course designed to help students develop the skills necessary for college and career readiness. This course focuses on: personal growth in word processing (keyboarding), proofreading, and producing professional documents using Microsoft Word.

Rationale

This course requires students to learn, demonstrate, and produce standard professional documents while learning and mastering touch-typing basics that are requisites for success in other areas of education, career, and life. This course is a prerequisite to the advanced courses in the business department and provides a strong foundation to the life-long keyboarding and word processing concepts that are necessary for college and the workforce.

Students were given the regionally-developed pre-assessment in September of 2012. Scores on the regionally-developed pre-assessment varied, but show evidence that all students are in range of achieving the differentiated targets as stated above.

Throughout this semester course, multiple performance tasks will be administered and analyzed and instructional decisions will be based upon individual student progress.

Comment [SED 131]: Direct connection to skills and application needed in college-level coursework indicates a backwards-mapping of student knowledge and skills. This vertical alignment strengthens the aim of ensuring students are prepared for college and career.

Comment [SED 141]: SLOs are goals established for student performance over the length of a course. Within the SLO itself, student baseline performance and summative performance is captured. Indication of progress monitoring over the course of the year emphasizes the integration of SLOs and data-driven instructional practices. This helps bridge the overarching academic goals with the day-to-day classroom occurrences.

