

## New York State Student Learning Objective: Family and Consumer Science- Grade 8

<b>Population</b>	<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>This SLO is used for all three sections of eighth grade Family and Consumer Science; heterogeneously grouped; comprised of 65 students in total. One section of students will take this course during the September-December semester; two sections of students will take this course during the January-June semester. The total population includes 4 students with IEPs and 3 students with 504 plans, as well as 4 students who are English Language Learners. See attached student roster.</p>
<b>Learning Content</b>	<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>The learning content for this course includes a combination of standards pulled from the New York State P-12 Common Core Learning Standards for Language Arts and Literacy, the New York State Learning Standards for Career Development and Occupational Studies (CDOS), and the New York State Learning Standards for Family and Consumer Science. The standards chosen for emphasis are reflective of our district's goal of improving literacy and critical thinking skills across all content areas:</p> <p>New York State P-12 Common Core Learning Standards for Language Arts and Literacy:</p> <ul style="list-style-type: none"> <li>• Grade 8, Reading Standards for Informational Text #8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>• Grade 8, Anchor Standards for Writing #9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> <p>New York State Learning Standards for Career Development and Occupational Studies (CDOS):</p> <ul style="list-style-type: none"> <li>• Career Development and Occupational Studies Standard 1: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</li> <li>• Career Development and Occupational Studies Standard 2: Students will demonstrate how academic knowledge and</li> </ul>

- Comment [SED1]:** Summarizing the demographics of a course, including special population students, provides additional context for the reviewer.
- Comment [SED2]:** The roster 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, as in the example roster provided. By consolidating this information in one location a teacher and/or reviewer will be provided with a comprehensive look at student performance in relation to the SLO.
- Comment [SED3]:** Identifying multiple bodies of standards and/or performance indicators demonstrates the coherence within curriculum design, which fosters authentic applications of student knowledge and skills.
- Comment [SED4]:** Explaining the link between learning content and district/BOCES or additional goals helps the reviewer understand why a given set of standards has been chosen and ensures that course content is aligned to teacher- and building- or district-level priorities.

skills are applied in the workplace and other settings.

- Career Development and Occupational Studies Standard 3a: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Additionally, the following New York State Learning Standards for Family and Consumer Science will inform the learning content for this course:

Personal Health and Fitness

- Students will use and gain understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

Safe and Healthy Environment

- Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

Resource Management

- Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*

This is a semester long course that runs twice during the 2013-2014 school year. One section of students will take this course during the September-December semester; two sections of students will take this course during the January-June semester. Classes meet five times per week for 40 minutes.

**Interval of Instructional Time**

**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, the number of course sections (as applicable), and the duration of the class period, the teacher and/or reviewer gain additional insight into the context in which the SLO take place.

*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*

**Evidence**

The evidence of student growth and progress for this course will be a district-developed Family and Consumer Sciences (FACS) assessment, to be administered at the conclusion of the course (one section of students will take the summative assessment in December 2013, two sections of students will take the summative assessment in June 2014). This assessment has been designed to capture students' knowledge of FACS learning content and has been informed by the New York State P-12 Common Core Learning Standards for English Language Arts and the CDOS standards described above. In addition to the multiple choice and short response questions, the Family and Consumer Sciences assessment will require students to apply the skills developed throughout the course by developing a weekly schedule to organize a set of provided daily activities. To ensure objective scoring, the district has developed a scoring rubric to be used in evaluating the performance-based task.

The baseline data used to inform student growth targets will consist of prior academic performance on the New York State grades 6 and 7 English Language Arts assessments, as well as the district-developed Grade 7 Health summative assessment.

The district superintendent has certified the Family and Consumer Sciences summative assessment for rigor and comparability. Appropriate accommodations will be provided to students, and teachers with a vested interest in the outcome of the assessment will not be involved in the scoring of the summative assessment.

**Comment [SED7]:** 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 in the outcome of the assessment.

*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*

**Baseline**

Because the learning content for this course will incorporate Common Core Literacy Standards and the CDOS standards related to literacy and critical thinking skills, the baseline data used will focus on students' prior academic history in terms of English Language Arts performance. Specifically, student performance on the New York State grades 6 and 7 English Language Arts assessments will be used to inform targets. Additionally, in view of the learning content aligned to the New York State Family and Consumer Science (FACS) standards and CDOS standards, students' performance on the district-developed Grade 7 Health summative assessment will be incorporated into the baseline data set, as it reflects the basic concepts embedded in the FACS standards. See the attached student roster for information on individual students' baseline performance.

**Comment [SED8]:** 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](#).

**Target(s)**

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

Given the high degree of variation among enrolled students in terms of prior academic performance on the New York State grade 6 and 7 English Language Arts assessments, as well as diverse performance on the district-developed Grade 7 Health summative assessment, individual student growth targets will be established. The district goal is for 80% of students enrolled in Grade 8 FACS to reach their individualized growth targets, resulting in a rating of "Effective" or better.

**Comment [SED9]:** Using multiple sources of baseline data provides a more comprehensive overview of each student's individual baseline performance upon entering the classroom, and targets can then be set based on individual needs. The targets should be both rigorous and reasonable. For more information on target setting please view the [Critical Decisions within SLOs: Target Setting](#) webinar and the [Alternative Target Setting Models Within SLOs](#) webinar.

**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
98	94	90	88	86	84	82	80	78	77	76	75	68	60	52	44	37	30	20	11	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	97	93	89	87	85	83	81	79				74	67	59	51	43	36	29	19	10

**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.

Our district is working to improve student literacy and critical thinking across content areas. By connecting the learning content for this course to the Common Core Learning Standards for reading and writing we allow students to augment the reading and writing skills they are learning in their ELA course work and to comprehensively develop the literacy skills needed for high school and college-level course work.

The Family and Consumer Sciences learning standards and summative assessment focus on the acquisition of broader conceptual knowledge and skills related to preparedness for the workplace and future career opportunities. Students will complete a career exploration activity during the course to encourage consideration of possible future career interests. The career exploration activity will allow students to consider their own career ambitions as they transition to high school.

**Comment [SED10]:** Strong rationale statements clearly explain how course content is aligned with district/BOCES goals and how the content and learning standards chosen will help prepare students for success in college, career, and life.

**Comment [SED11]:** The content and targets used within an SLO should be in direct alignment with district and/or building goals as appropriate. The connection noted here, in conjunction with the rigorous individualized targets set within this SLO, set the stage for targeted instructional practice that can drive student achievement.

Instruction will complement students' self-reflection by providing multiple opportunities for students to grow and develop into young adults. For example, students will practice selecting and utilizing appropriate tools and technologies for safe and healthy food preparation, they will demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition through simulated situations, and they will learn how to manage personal resources of talent, time, energy, and money, making effective decisions in order to balance their obligations to work, family, and self.

**Comment [SED12]:** 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 future coursework, as well as college and careers.

Student	Course Section	IEP/504	ELL	NYS Grade 6 ELA Score	NYS Grade 7 ELA Score	Health 7 Score	FACS 8 Target Score	FACS 8 Summative Score	Target Met
1	1			3	3	83	80	88	Yes
2	1			3	4	97	85	96	Yes
3	1		X	2	2	80	75	78	Yes
4	1			3	3	70	75	81	Yes
5	1			3	2	85	80	90	Yes
6	1			1	2	67	65	71	Yes
7	1			4	3	88	85	87	Yes
8	1			3	3	89	80	86	Yes
9	1			3	3	65	75	77	Yes
10	1			3	4	97	85	93	Yes
11	1			3	3	83	80	78	No
12	1			3	3	89	80	82	Yes
13	1	X		2	1	75	65	66	Yes
14	1			3	4	90	85	94	Yes
15	1			4	4	100	90	97	Yes
16	1			3	2	81	75	80	Yes
17	1			3	3	85	80	78	No
18	1			4	4	95	90	92	Yes
19	1			3	3	80	85	85	Yes
20	1	X		1	2	72	65	77	Yes
21	1			3	2	88	75	72	No
22	1			3	3	91	85	89	Yes

23	1			4	3	88	85	85	Yes
24	1	X		2	3	79	75	79	Yes
25	1			4	4	99	90	96	Yes
26	1			3	3	91	85	88	Yes
27	1			3	3	80	80	83	Yes
28	2	X		3	2	77	75	81	Yes
29	2			3	4	95	85	90	Yes
30	2		X	2	1	65	65	61	No
31	2			4	3	90	85	95	Yes
32	2			2	2	88	75	86	Yes
33	2			4	4	100	90	98	Yes
34	2			4	4	80	85	89	Yes
35	2			3	3	90	80	85	Yes
36	2		X	1	1	61	65	67	Yes
37	2			3	3	87	80	89	Yes
38	2			3	3	75	75	78	Yes
39	2			3	4	90	85	93	Yes
40	2			4	3	94	85	91	Yes
41	2			3	3	83	80	89	Yes
42	2			2	3	82	75	83	Yes
43	2			4	4	90	90	92	Yes
44	2			3	3	88	80	79	No
45	2			3	4	75	80	83	Yes
46	2			4	4	100	90	91	Yes
47	3			3	4	92	85	96	Yes
48	3			3	3	85	85	86	Yes

49	3			1	2	70	65	65	Yes
50	3	X		3	3	70	70	78	Yes
51	3			3	3	90	80	83	Yes
52	3	X		1	1	60	65	63	No
53	3			3	4	94	85	92	Yes
54	3			4	4	99	90	94	Yes
55	3		X	3	3	75	75	71	No
56	3			3	3	89	80	87	Yes
57	3			3	4	86	85	89	Yes
58	3			3	3	79	75	85	Yes
59	3			4	4	95	90	93	Yes
60	3			2	3	81	75	80	Yes
61	3			4	3	93	85	88	Yes
62	3	X		3	3	70	75	81	Yes
63	3			3	4	89	85	90	Yes
64	3			4	4	95	90	94	Yes
65	3			2	2	90	75	86	Yes