

**SAMPLE OBJECTIVE #1**

By the end of the Desktop Publishing 1 course, 80% of the students with an 85% attendance rate scoring in the emerging category on the pre-assessment will score in the competent or exemplary category on the end of course assessment.

**Rationale:** Show an improvement in the skill level of students in the emerging category on the class pre-assessment.

**Population:** 80% of the students with an 85% attendance rate scoring in the emerging category

**Interval of Instructional Time:** One semester in Desktop Publishing 1

**Assessment(s):**

Pre-test and an End of course performance assessment

Rate on several products using a three point/three level proficiency rubric  
to assess accuracy and creativity of projects

“Body of Evidence” or “Portfolio” which includes:

Assessments

Three student work samples

**Expected Gain or Growth:**

80% of the students with 85% attendance rate will improve from emerging to competent or exemplary

**Learning Content:**

Grammar, punctuation, spelling, and use of time

Creation of a variety of documents/products/presentations that would be acceptable in the workplace

Use of basic design elements

Ability to combine text and graphics

**Strategies:**

Redesign projects so the students can choose one that gives them the opportunity to work through steps that provide more detail and more basic learning

Provide additional resources and samples to help struggling students see acceptable examples

**SAMPLE OBJECTIVE #2**

By the end of the CAD/Drafting Technology 1 Course, 80% of the ESL students with an 85% attendance rate in my 5<sup>th</sup> period class will score in the competent or exemplary category on the end of course assessment rubric on their final project.

**Rationale:**

Set high expectations for all students to achieve

**Population:**

80% of the ESL students with an 85% attendance rate in 5<sup>th</sup> period class

**Interval of Instructional Time:**

One semester in CAD/Drafting Technology 1

**Assessment:**

End of course assessment - using three level proficiency rubrics on their final project

**Expected Gain or Growth:**

80% of ESL students in the class will score in the competent or exemplary category on their final project.

**Learning Content:**

Ability to understand the assignments – provide visual examples, on computer and hard copy

Computer skills related to Computer Aided Design

Interpret mechanically drawn designs

**Strategies:**

Determine if more individualized assessment is necessary for the ESL students

Do they do better giving work orally, writing, drawing by hand, etc.?

Bilingual student helping the non English student – buddy system

Determine ESL student's computer ability – do they need remediation in the beginning?

or Demonstration by student of their computer ability early in the course?

In-class observation

Individual student conferences

Consult with ESL teachers for pointers

**SAMPLE OBJECTIVE #3**

By the end of the Wood Technology 1 course, 80% of the students with an 85% attendance rate and who score in the emerging category on the pre-assessment rubric will score in the competent or exemplary category on the end of course assessment rubric.

**Rationale:**

Show an improvement in the skill level of students in the emerging category on the class pre-assessment

**Population:**

80% of the students with an 85% attendance rate in Wood Technology 1

**Interval of Instructional Time:**

One semester

**Assessment:**

Pretest and end of course assessment

Frequent observation by instructor

Use simple, three level rubrics as performance assessment

Go over this with student to clarify what can be done to improve the product

Provide examples of the skills so student can compare their work with an exemplary sample

Have a safety test on file (paper/pencil selective response)

**Expected Gain or Growth:**

80% of students with an 85% attendance rate will improve from emerging to competent or exemplary category on the end of course assessment rubric

**Learning Content:**

Fundamental hand and machine tool operation and safety

Basic designing, planning, and layout

Basic wood joints and finishing techniques as related to individual's project

**Strategies:**

Redesign projects so the students can choose one that gives them the opportunity to work through steps that provide more detail and more basic learning

Provide additional resources and samples to help struggling students see acceptable examples



**SAMPLE OBJECTIVE #5**

By the end of the Technical Applications Course, 90% of the students with an 85% attendance rate will use the media presentation software with a score in the competent or exemplary category on the unit rubric.

**Rationale:**

Set high expectations in use of the media presentation software so more students achieve at a higher level

**Population:**

90% of the students with an 85% attendance rate

**Interval of Instructional Time:**

One semester

**Assessment:**

Pre test and performance assessment

Include three level proficiency rubrics

Rate on several products using a three point/three level proficiency rubric

Body of evidence includes three examples of student work

**Expected Gain or Growth:**

90% of the students with an 85% attendance rate will use the media presentation software with a score in the competent or exemplary category

**Learning Content:**

Terminology

Uses for presentation media

Creating a presentation

Graphic incorporation (scanned graphics, clip art, digital media, picture download)

**Strategies:**

Provide opportunities for practice through basic, mini projects that teach the necessary skills

Design projects so the students can choose one that gives them the opportunity to work through steps that provide more detail and more basic learning

**SAMPLE OBJECTIVE #6**

By the end of the Foods Science, Nutrition, and Dietetics Course, 80% of the ESL students with an 85% attendance rate in my 1st period class will score in the competent or exemplary category on 80% of the course elements in the end of course assessment rubric.

**Rationale:**

To create a learning environment that encourages the English-as-a-Second-Language students to achieve at the competent or exemplary level

**Population:**

80% of the ESL students with an 85% attendance rate in my 1st period class

**Interval of Instructional Time:**

One semester

**Assessment:**

“Body of Evidence” or “Portfolio” which includes:

Pretest and End of course assessment

Three student work samples (could include photos of food prepared as 1 of 3)

Rate on several products using a three point/three level proficiency rubric

**Expected Gain or Growth:**

80% of the ESL students with an 85% attendance rate in my 1st period class will score in the competent or exemplary category on 80% of the course elements in the end of course assessment rubric

**Learning Content:**

Essentials of food pyramid

Essential nutrients & digestion

Nutritional needs of the adolescent

Food preparation tools and techniques

Meal planning

Understanding food

Laboratory experiences

Career considerations

**Strategies:**

Determine if more individualized assessment is necessary for the ESL students

Do they do better receiving assignments orally, in writing, by demonstration, etc.?

Can they be evaluated using the same methods as rest of class? If not, how?

Bilingual student helping the non English student – buddy system

Determine ESL student’s ability to work in a lab and to conduct experiments – do they need remediation in the beginning?

In-class observation

Individual student conferences

Consult with ESL teachers for pointers