

SAMPLE OBJECTIVE #1

By the end of the Grade 7 Computer technology Course, 80% of 7th grade computer students with an 85% attendance rate, who do not need special accommodations, and score in the non-proficient category on the pre-assessment rubric will score in the partially proficient or proficient category on the end of course assessment rubric.

Rationale:

Show an improvement in the skill level of students that were in the non proficient category on the pre-assessment

Population:

80% of 7th grade computer students with an 85% attendance rate, who do not need special accommodations

Interval of Instructional Time:

6-36 weeks – varies with Middle School schedule

Assessments:

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

- 1.) Pre and End of Course Assessment
- 2.) Three student work samples
- 3.) Three level/three point proficiency rubric

Expected Gain or Growth:

80% of 7th grade students with an 85% attendance rate, who do not need special accommodations, will improve from non-proficient to partially proficient or proficient

Learning Content:

Basic computer literacy
Keyboarding, proofreading, and writing
Applications, programs
Electronic research
Ethics, copyrights

Strategies:

Determine the experience and competency of each student when they enter the class
Within a course element, offer assignments and projects that appeal to students’ different learning styles
Provide examples of assignments that show “proficient” work
Offer the student who performs at the non-proficient level an opportunity to fix, redo, or recreate the assignment within a certain framework of time
Determine if the end of course assessment is paper/pencil or project

SAMPLE OBJECTIVE #2

By the end of the 6th Grade Keyboarding Course, 80% of 6th grade keyboarding students with an 85% attendance rate scoring in the non-proficient category on the pre-assessment rubric will score in the partially proficient or proficient category on the end of course assessment rubric

Rationale:

Show an improvement in the skill level in keyboarding from non-proficient to partially proficient or proficient

Population:

80% of 6th grade keyboarding students with an 85% attendance rate scoring in the non-proficient category

Interval of Instructional Time:

6-18 weeks in one semester – varies with Middle School schedule

Assessments:

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

- 1.) Pre and End of Course Assessment
- 2.) Three student work samples
- 3.) Three level/three point proficiency rubric

Expected Gain or Growth:

80% of 6th grade keyboarding students with an 85% attendance rate scoring in the non-proficient category on the pre-assessment rubric will score in the partially proficient or proficient category

Learning Content:

Touch keying of alphabetical keys

Use of equipment

Proper technique and speed

Word processing

Written project to reflect 6 trait writing and accordion paragraphs

Supplemental work as basic skills are mastered – advanced word processing, spreadsheet, presentation

Strategies:

Determine the experience and competency of each student when they enter the class

Within a course element, offer assignments and projects that appeal to students’ different learning styles

Provide examples of assignments that show “proficient” work

Offer the student who performs at the non-proficient level an opportunity to fix, redo, or recreate the assignment within a certain framework of time

SAMPLE OBJECTIVE #3

By the end of the 8th Grade Exploring Technology Course, 80% of the ESL students with an 85% attendance rate in my 5th period class will score in the partially proficient or proficient category on the end of course assessment rubric on their final project.

Rationale:

Create a positive learning environment for the English-as-a-Second-Language students which will encourage progress to partially proficient or proficient on their final project's rubric.

Population:

80% of the ESL students with an 85% attendance rate in my 5th period class

Interval of Instructional Time:

6-18 weeks in one semester – varies with Middle School schedule

Assessments:

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

“Body of evidence” includes: Three student work samples including final project
Safety tests as needed for tools and equipment

Expected Gain or Growth:

80% of the ESL students with an 85% attendance rate in my 5th period class will score in the partially proficient or proficient category on the end of course assessment rubric on their final project.

Learning Content:

Safety Use multi-materials Hand and power tools
Fabricate and produce products Technology used to fabricate and produce
Materials: plastics, leathers, metal craft, woods, jewelry, or glass

Strategies:

(Depth of the material will be based on the following: student's previous Industrial Technology course experience, facilities available, amount of time allocated per period, and number of weeks in class)

Determine if more individualized assessment is necessary for the ESL students

Do they do better when receiving assignments orally, in writing, by demonstration, etc.? Metric versus English method for measuring?

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 the shop and to construct projects – do they need remediation in the beginning?

In-class observation Individual student conferences

Consult with ESL teachers for pointers

SAMPLE OBJECTIVE #4

In the 7th Grade Life Management Course, 80% of the students with an 85% attendance rate will complete the Consumer Application Unit Project with a score in the partially proficient or proficient category on the end of project assessment rubric.

Rationale:

Students complete the Consumer Application Unit Project chosen by the class with understanding and completeness so they will score partially proficient or higher on the three point/three level proficiency rubric.

Population:

80% of the students with an 85% attendance rate in 7th Grade Life Management

Interval of Instructional Time:

6-18 weeks in one semester – varies with Middle School schedule

Assessments:

Rated on Project using a three point/three level proficiency rubric
Paper/pencil selective response surveys – information gathered as part of project
Half Sheet Response – collect written feedback on student learning
Roll play – use with students who do not do well with written feedback

Expected Gain or Growth:

80% of the students with an 85% attendance rate will complete the Consumer Application Unit Project chosen by the class with a score in the partially proficient or proficient category on the three point/three level performance proficiency rubric

Learning Content:

Consumer rights and responsibilities, advertising, media
Shopping skills – clothing, convenience foods, nutritious choices in foods
Food pyramid and Nutrition Facts labeling
Energy conservation

Strategies:

Consider carefully the topics that are currently interesting to a 7th grader
Include class's ideas for projects and have back up of teacher created projects and strategies
Encourage group work on parts of consumer project so the less competent can learn from others in the group
Watch for class members who do not participate and assign specific work to them so they can help the group and "learn by doing"

SAMPLE OBJECTIVE #5

By the end of the 6th Grade Wood Course, 80% of the students who do not need special accommodations, with an 85% attendance rate in my 1st period class will score partially proficient or proficient on the end of course assessment rubric on their final project.

Rationale:

Establish realistic standards of workmanship so more students achieve at a higher level on their final project

Population:

80% of the students who do not need special accommodations, with an 85% attendance rate in my 1st period class

Interval of Instructional Time:

6-18 weeks in one semester – varies with Middle School schedule

Assessments:

Rate using a three point/three level performance, proficiency rubric

Prepare a procedure list for construction by student for his/her wood project

Read ruler and measure lengths accurately

Read and interpret simple working drawings

Demonstrate proper woodworking techniques for wood project of choice

Demonstrate proper use of hand tools and necessary power tools

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

Expected Gain or Growth:

80% of the students who do not need special accommodations and attend at least 85% of days will score partially proficient or proficient on their final project

Learning Content:

Safe work habits

Hands-on approach to develop and produce a wood product

Standard of workmanship

Simple wood finishes, common hardware, fasteners, and adhesives

Strategies:

(Depth of the material will be based on the following: student's previous Industrial Technology course experience, facilities available, amount of time allocated per period, and number of weeks in class)

Provide samples of various parts of the whole project

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

Design projects so the 6th grade student can choose one that gives him/her the opportunity to work through steps that provide more detail and more basic learning

SAMPLE OBJECTIVE #6

By the end of the 8th Grade Life Management Course, 80% of the students with an 85% attendance rate scoring in the non proficient category on the pre-assessment will score in the partially proficient or proficient category on the Health and Wellness unit assessment rubric.

Rationale:

Close the gap between better and poorer performing students

Population:

80% of the students with an 85% attendance rate who score in the non proficient category on the pre-assessment

Interval of Instructional Time:

6-18 weeks in one semester – varies with Middle School schedule

Assessments:

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

- 1.) Pre and End of unit (Health and Wellness) Assessment
 - Pretest – paper/pencil selective response
 - Post-assessment - rubric for evaluating unit work
- 2.) Three student work samples
- 3.) Three level/three point proficiency rubric

Expected Gain or Growth:

80% of the students with an 85% attendance rate who score in the non proficient category will score in the partially proficient or proficient category on the end of unit (Health & Wellness) assessment rubric

Learning Content: Health and Wellness Unit

Nutrients

Choosing a healthy diet

Exercise and weight control

Kitchen sanitation, equipment safety, and food safety

Drug and alcohol abuse prevention

Teen pregnancy and STD prevention

Strategies:

Give more assistance to selected students on the assignments, projects, and group work

Provide resource materials (computer, internet, library, magazine articles, and samples from previous groups)

Encourage the use of technology

Individual conferences with students, involve parent for support and input