

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: 7
Content Area: Life Science

Component	Guiding Questions	Descriptors			
Baseline/Trend Data	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	1. CSDE Curriculum-Embedded Performance Task “Dig In” - student work samples produced by my current 7 th grade students when they were in Gr. 6, scored using CSDE Inquiry Feedback Rubric. See % of students at each level below: 2. Grade 5 – Science CMT scores in Scientific Inquiry, Literacy and Numeracy			
		COMPONENT	NOVICE	INTERMEDIATE	ADVANCED
		I. Raising Questions and Proposing Tentative Explanations Cinq.1,Cinq.2 and Cinq.5	The question you identified is vague or cannot be answered by a scientific investigation.	You have identified a testable question without a proposed scientific explanation.	You have identified a testable, open-ended question and proposed a scientific explanation.
% of Gr.6 students scoring at each performance level	15%	85%	0%		
Student Population	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	All students in my 2 nd period heterogeneously-grouped class are included in this learning goal because I want to develop and explore the impacts of several new teaching strategies that I have not used before with a small “pilot” group of students. The small sample size will allow me to collect and analyze data about the effects of my new teaching strategies, and to make adjustments prior to full-scale implementation next year.			
Standards And Learning Content	<i>Which standards are connected to the learning content?</i>	SCIENCE STANDARDS: <i>Connecticut Inquiry Expected Performance Cinq.1 – Identify questions that can be answered through scientific investigation.</i> <i>Next Generation Science Practice 1 – Asking questions.</i>			
Student Learning Goal/Objective Statement	<i>What is the expectation for student growth and development?</i>	All students in my 2 nd period integrated science class will progress to the next Inquiry Feedback Rubric performance level in their ability to develop a testable question that is based on a core science idea. Baseline data indicate that students are generally able to pose a testable question, but their questions are not science-based and so outcomes cannot be explained through application of a science concept (e.g., “What kind of music makes plants grow best: classical, rock or jazz?”).			

<p>Indicators Of Academic Growth And Development (IAGDs)</p> <p>Growth Targets</p>	<p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs</p>	<p><u>IAGDs:</u></p> <p><u>A. ASSESSMENTS/MEASURES OF PROGRESS</u></p> <ul style="list-style-type: none"> • CSDE Inquiry Feedback Rubric to score student work on Curriculum-Embedded Performance Task “Feel the Beat”. <p><u>B. GROWTH TARGETS</u></p> <ul style="list-style-type: none"> • By May 2015, at least 85% of targeted students with baseline scores of “Novice” will move up one performance level to “Intermediate”. • By May 2015, at least 20% of targeted students with baseline scores of “Intermediate” will move up one performance level to “Advanced”.
<p>Instructional Strategies/Supports</p>	<p><i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?</i></p>	<p>METHODS:</p> <ul style="list-style-type: none"> • Students brainstorm questions by in response to structured observations of “inquiry starters” such as models of the human heart or video of athletes in action; • Classifying questions as “Testable/Not Testable”; “Scientific vs. Nonscientific”. • “I Notice-I Wonder-I Think” templates to elicit tentative explanations for observed phenomena; • Using nonfiction readings about respiratory/circulatory systems to refine initial questions to make them more scientifically-informed. • Samples of productive scientific questions (those of actual scientists and students) displayed on permanent classroom posters. • Models of guided inquiry of teacher-provided questions <p>PROGRESS MONITORING:</p> <ul style="list-style-type: none"> • Teacher observation of student question lists; • Whole class discussion and critique of question lists; • Scoring of student-generated questions for investigation on Feel the Beat Investigation 2 lab report. <p>PD/SUPPORTS NEEDED:</p> <ul style="list-style-type: none"> • Participation in Inquiry Institute Classroom Applications workshop 2-day follow-up • Training in effective use of Formative Assessment Probes • Frequent collaboration with middle and high school science faculty