# STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: 7
Content Area: Mathematics

| Component | Guiding Questions | Descriptors |
|---|---|---|
| **Baseline/Trend Data** | *What data were reviewed to assist in establishing the student learning goal/objective?* | September 2013 NWEA MAP Math The Real and Complex Number Systems Band (out of 90 students)<br>Low 22/90 = 24%<br>Low **Average 19/90 = 21%**<br>**Average 25/90 = 28%**<br>**High Average 19/90 = 19%**<br>**High 7/90 = 8%**<br><br>**There are many** more students in the low and low average range compared to students in the high and high average range. The low range is the second highest group after the average group.<br><br>Mean RIT score on The Real and Complex Number Systems Band for each class<br>Class 14 - 214<br>Class 15- 211<br>Class 16 -219<br>Class 18 - 236 |
| **Student Population** | *Who is included in this student learning goal/objective? Why is this target group/class selected?* | Grade 7 students (90 students)<br>Within this population I have:<br>22 Special Education students<br>2 on 504 plans<br>3 ELL students<br>The Grade 7 mean RIT score for that band should be a 226, and as the data shows 3/4 class are falling below that number. |
| **Standards And Learning Content** | *Which standards are connected to the learning content?* | In the Common Core State Standards and in the district's Grade 7 math curriculum, instructional time should focus on the following critical areas: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers.<br><br>CCSS.Math.Content.7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.<br>CCSS.Math.Content.7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.<br>CCSS.Math.Content.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers<br>CCSS.Math.Content.7.RP.A.3 Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. |

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| **Student Learning Goal/Objective Statement** | *What is the expectation for student growth and development?* | My grade seven students will be able to utilize their numerical and proportional reasoning to solve real world problems. |
| **Indicators Of Academic Growth And Development (IAGDs)**<br><br>**Growth Targets** | *A. How will you measure progress toward your student learning goal/objective?*<br><br>*B. What targets will you establish to demonstrate attainment of your student learning goal/objective?*<br><br>**NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs** | **IAGDs:**<br><br>**A. ASSESSMENTS/MEASURES OF PROGRESS**<br><br>Students will take their second NWEA MAP test in the winter. We will look at the average RIT score for the Real and Complex Number Systems Band and how many students are falling in each of the ranges to track their progress on this band.<br><br>**B. GROWTH TARGETS**<br><br>1. 65% of my students will increase their average RIT score by at least 2 points.<br>2. 80% of my students will pass the midterm and final common assessments administered district wide. |
| **Instructional Strategies/Supports** | *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?* | -Use cues, questions, and advance organizers to help students make sense of real world problems and apply what they already know to promote new learning.<br>-Use starters to re-teach computation with rational numbers, number sense, and percent.<br>-Integrate the use of the graphing calculator and ipads to help students solve real world problems<br><br>We could use more training on the NWEA reports and how to most effectively pull data from those reports. We also need to see sample questions to see if the NWEA test is aligned with our Common Core curriculum. |