STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Teacher: Technology Education-CADD	Grade: Content Area: CADD	Date: October 2014

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	• Beginning CADD students struggle with revising designs and correcting mistakes on their designs. • Scores on revising design projects for the past two semesters are as follows: o 15% of students scored 4 points or below on the *Design Rubric* o 45% of students scored between 5-8 points on the *Design Rubric* o 25% of students scored between 9-12 points on the *Design Rubric* o 15% of students scored between 13-20 points on the *Design Rubric*
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	The student population consists of 23, 9th grade, students who have none or very little experience with CADD. • 4 Students have an IEP • 1 Student has a 504 plan • 19 students have no classification Revising design and correcting mistakes is an important skill in CADD. Students struggle in other units and future CADD Courses if they don't master the ability to make revisions on designs.
Standards And Learning Content	*Which standards are connected to the learning content?*	*Connecticut Technology Education Standards, Computer Aided Drafting and Design, CADD:* CADD.02.10 Revise a design and update finished drawings appropriately. CADD.03.05 Edit a dimension by using various editing methods. *Common Core in ELA Standards:* RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Students will accurately edit and revise their own CADD designs. Students will accurately edit and revise designs created by others.
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*A. How will you measure progress toward your student learning goal/objective?* *B. What targets will you establish to demonstrate attainment of your student learning goal/objective?* **NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs**	**IAGDs:** **A. ASSESSMENTS/MEASURES OF PROGRESS** Students performance progress will be measured by: • Manipulating drawing assignment • Design labeling assignment • Practice revising and editing designs • Quizzes on design revision and edits **B. GROWTH TARGETS** • 100% of the students final project in revisions and editing designs will score a minimum of 10 points on the Design Rubric • 30% of the students final project in revisions and editing designs will score a minimum of 14 points on the Design Rubric

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?*	• Self-Directed learning • Peer Coaching • Guided discovery • Educational Aides will work with special education student to modify the lessons as appropriate; rubric will be adjusted to accommodate the students' learning needs. The educational aides need to have PD on CADD in order that they are familiar with the terminology and can understand the student tasks.