STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: 11
Content Area: Algebra 2

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Interim Comprehensive Assessment. September 2014 2. Item analysis of Algebra I midterm final exam. 3. Critical Areas of the CCS.
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	Currently, I have 3 Algebra 2 classes, one of which is a co-taught class. In the 3 classes, there are a total of 67 students, 8 that have IEPs and 4 that are on 504 plans. Based upon the item analysis of the Algebra 1 exam, the majority of students struggled with applying mathematics to real world situations that could be modeled linearly or exponentially. Since this clearly is an area of need as identified through the item analysis and 50% of my students performed below the cut score on the ICA this will be the focus for 100% of these students.
Standards And Learning Content	*Which standards are connected to the learning content?*	A critical area of the CCS for Algebra 2 is to use what they know of functions and use them to model. The description of modeling as "the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions" is at the heart of this critical area. The specific standards addressed include: • Create equations that describe numbers or relationships. *Equations using all available types of expressions, including simple root functions* A.CED.1, 2, 3, 4 • Interpret functions that arise in applications in terms of a context. *Emphasize selection of appropriate models* F.IF.4, 5, 6 • Analyze functions using different representations. *Focus on using key features to guide selection of appropriate type of model function* F.IF.7b, 7c, 7e, 8, 9 • Build a function that models a relationship between two quantities. *Include all types of functions studied* F.BF.1b • Build new functions from existing functions. *Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types* F.BF.3, 4a • Construct and compare linear, quadratic, and exponential models and solve problems. *Logarithms as solutions for exponentials* F.LE.4 • Summarize, represent, and interpret data on a single count or measurement variable. S.ID.4
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Students can analyze complex, real-world scenarios and can use mathematical models to interpret and solve problems.

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** 1. Interim Comprehensive Assessment administered in January 2015 2. Midterm and Final District Exams 3. Smarter Balanced Assessment **B. GROWTH TARGETS** 1. 85% of the students will achieve a score on claim 4 at or above the designated cut score on the SBA. 2. 90% of the students will pass the midterm and final exam.
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?*	• Cooperative Learning Groups will enable students to be involved in discourse as they analyze real world situations. • Comparison Matrix will be developed throughout the year to include all functions included in the standards. • Effective questioning strategies will be used in the lessons. • Real world performance tasks will be used in appropriate units of instruction.