

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Teacher: Technology Education-Building Construction		Grade: Content Area: Building Construction	Date: October 2014
Component	Guiding Questions	Descriptors	
Baseline/Trend Data	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<ul style="list-style-type: none"> Over the past two years students in Construction I course have done poorly on the CTE Assessment area, Design, Measurement, and Layout: Interpret technical drawings, rough drawings and sketches, and the use of fractional measurement. On average only 17 % of the students reach goal in this area. Scores on the CTE assessment from this area for the past two years have return the following results: 25% of students received 0 points on the CTE Assessment in Design, Measurement, and Layout Standards. 70% of students had less than 25% of the answers correct on the CTE Assessment Design, Measurement, and Layout Standards. 5% of students scored above goal on the CTE Assessment Design, Measurement, and Layout Standards. 	
Student Population	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<p>Construction I students 10 in the 9th grade, 11 in 10th grade</p> <ul style="list-style-type: none"> 3 student are gifted 5 students have IEP 2 student is ELL 11 students with no special designation. 	
Standards And Learning Content	<i>Which standards are connected to the learning content?</i>	<p><i>Connecticut CTE Performance Standards and Competences, Wood Technology:</i></p> <p>13. Describe and identify fractional measurements from a basic plan and assembly drawings. 14. Describe and prepare rough drawings and sketches. 15. Explain and prepare a cut list or bill of material from a basic plan and assembly drawing. 16. Measure accurately to a sixteenth of an inch. 17. Identify the difference between both nominal and actual dimensions. 18. Estimate material quantities in both board feet and linear feet.</p> <p><i>Common Core in ELA Standards:</i></p> <p>RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><i>Common Core in Mathematics Standards:</i></p> <p>Mathematical Practice 4, Model with mathematics. Mathematical Practice 5, Use appropriate tools strategically</p>	
Student Learning Goal/Objective Statement	<i>What is the expectation for student growth and development?</i>	<p>Students will use principles of design to complete tasks. Students will accurately draw and interpret architectural drawings and sketches. Students will construct projects based on sketches and drawings.</p>	

<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> Students performance progress will be measured by</p> <ul style="list-style-type: none"> • Drawing and sketching layouts project • Interpreting designs and sketches assignments • Scores on project design activity • Practice CTE Wood Technology Assessment <p><u>B. GROWTH TARGETS</u> In the Design, Measurement, and Layout: Interpret technical drawings, rough drawings and sketches standards on the CTE Wood Technology Assessment:</p> <ul style="list-style-type: none"> • 80% of the students will answer at least 50% of the questions correctly • 65% of the students will meet goal.
<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>Teaching strategies will include:</p> <ul style="list-style-type: none"> • Group activities • Peer Coaching • Guided discovery • Provide multiple means of expression to insure that students have comprehended and can apply content • Educational Aides will work with special education student to modify the lessons as appropriate; rubric will be adjusted to accommodate the students' learning curve. • Language learners will be given written instructions in both English and their native language.