

SAMPLE STUDENT LEARNING GOAL – MATHEMATICS

Grade Level: Elementary Middle School High School

SLG GOAL 1																																																									
Content Standards/Skills	Students will solve rational equations, simplify algebraic fractions and exponential expressions, and factor quadratic expressions.																																																								
Assessments / Data Source	Category 2 – Western Oregon University “Required Skills” Test																																																								
Context/Students	<p>Of the 26 students in my Honors Algebra 2 class, 20 are dual-enrolled in Western Oregon University's Math 111 course. To receive credit for Math 111, students must pass a "Required Skills" test with an 8 out of 10 or higher by the end of the year.</p> <p>The remaining 6 students are not dual enrolled, but are developing the same mathematics knowledge and skills through our school's Honors Algebra 2 class.</p>																																																								
Baseline Data	<p>My Honors Algebra 2 class completed a Western Oregon University "Required Skills" pre-test at the beginning of the school year.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Student</th> <th style="width: 25%;">Pre-Test Score (out of 10)</th> <th style="width: 25%;">Student</th> <th style="width: 25%;">Pre-Test Score (out of 10)</th> </tr> </thead> <tbody> <tr><td>A</td><td>5</td><td>N</td><td>0</td></tr> <tr><td>B</td><td>1</td><td>O</td><td>0</td></tr> <tr><td>C</td><td>1</td><td>P</td><td>1</td></tr> <tr><td>D</td><td>2</td><td>Q</td><td>3</td></tr> <tr><td>E</td><td>4</td><td>R</td><td>2</td></tr> <tr><td>F</td><td>5</td><td>S</td><td>4</td></tr> <tr><td>G</td><td>3</td><td>T</td><td>7</td></tr> <tr><td>H</td><td>2</td><td>U</td><td>2</td></tr> <tr><td>I</td><td>5</td><td>V</td><td>3</td></tr> <tr><td>J</td><td>0</td><td>W</td><td>2</td></tr> <tr><td>K</td><td>4</td><td>X</td><td>2</td></tr> <tr><td>L</td><td>3</td><td>Y</td><td>0</td></tr> <tr><td>M</td><td>4</td><td>Z</td><td>1</td></tr> </tbody> </table>	Student	Pre-Test Score (out of 10)	Student	Pre-Test Score (out of 10)	A	5	N	0	B	1	O	0	C	1	P	1	D	2	Q	3	E	4	R	2	F	5	S	4	G	3	T	7	H	2	U	2	I	5	V	3	J	0	W	2	K	4	X	2	L	3	Y	0	M	4	Z	1
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Student Growth Goal (Targets) / Goal Statement	<p>By May 1st, 2015, 100% of students in my Honors Algebra 2 class will increase their scores on the Western Oregon "Required Skills" test from their pre-test results obtained at the start of the year. Student scores will increase as illustrated on the below table.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Pre-Test Score (out of 10)</th> <th style="width: 50%;">Post-Test Score (out of 10)</th> </tr> </thead> <tbody> <tr><td>0 – 3</td><td>6</td></tr> <tr><td>4 – 6</td><td>8</td></tr> <tr><td>7</td><td>9</td></tr> </tbody> </table>	Pre-Test Score (out of 10)	Post-Test Score (out of 10)	0 – 3	6	4 – 6	8	7	9																																																
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Rationale	Many of my students are enrolled in Math 111 through dual enrollment. They need to pass this test with at least 8 out of 10 in order to get credit for Math 111. Regardless of dual enrollment status, all of my students seek to increase their knowledge of mathematics, which will be demonstrated by improvement upon the test. The skills on the test are basic algebra skills that students should be proficient in at the Algebra 2 level. It is a demonstration of being ready for college level math.																																																								
Strategies	<ul style="list-style-type: none"> Daily warm-ups Incorporating sample tasks in daily instruction that emphasize format and content parallel to the “required skills” test Practice related to rational expressions and equations Peer to peer coaching and re-teaching of material 																																																								
Professional Learning and Support	<ul style="list-style-type: none"> Professional learning on student engagement Opportunity/time to collaborate with WOU staff to ensure curriculum is aligned Instructional Rounds focused on providing feedback on teaching student engagement strategies 																																																								