

New York State Student Learning Objective:

**CAREER & FINANCIAL MANAGEMENT**

<b>Population</b>	Career and Financial Management Course: All 10 Students, including all students with Disabilities.
<b>Learning Content</b>	NYS Career & Financial Management Curriculum, SYS Common Core Standards of ELA – SL 4,5; W 1, 3, 4, 7, 8; CCR-7, 8; CDOS Standards Standard 1 – Commencement; Standard 2 – Commencement; Standard 3a Intermediate – 5,6,7; Standard 3a Commencement – 4; Standard 3b Business Info. Systems Core – 2, 3, 6; Math Standard 1, 2, 3, 5, 6, 7, Problem Solving (P.S.) P.S. 1-2, P.S. 3-4, P.S. 5-7, P.S. 8-10; Reasoning & Proof Standard (R.P.) R.P. 1, R.P.. 2-4, R. P. 5-8, R.P. 9-12, Communication Strand (C.M.) C.M. 1-2, C.M. 3-6, C.M. 7-9, C.M. 10-13, Connections Strand (C.N.) C.N. 1-2, C.N. 3-5, C.N. 6-8
<b>Interval of Instructional Time</b>	The 2012-2013 school year, September 6, 2012 to June 21 , 2013
<b>Evidence</b>	<ol style="list-style-type: none"> <li>1. Career and Financial Management district developed and certified pre-assessment results administered at the beginning of the 2012-2013 school year.</li> <li>2. Career and Financial Management district developed and certified post-assessment results administered at the end of the 2012-2013 school year.</li> <li>3. Students IEPs and 504s will be followed throughout the school year.</li> <li>4. Those teachers and administrators with vested interest will not be scoring the summative assessments.</li> </ol>
<b>Baseline</b>	Scores range from _____ to _____ on the Career and Financial Management pre-assessment.
<b>Target(s)</b>	<p>80% of my students will meet their specific goals that I have in the attached rosters. These goals were differentiated based in pre-assessment scores (also included in the attached roaster). Ranges for targets were assigned using the following:</p> <p>Pre-assessment Score      Target Score</p> <p>Note that my students with disabilities have the same goal ranges as the rest of my students. I will seek assistance from the Special Education teachers to help me think through strategies the help all of my students meet their goals.</p>

**HEIDI Scoring**

*How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?*

- Highly Effective= 83% of students or more will meet or exceed their target goal on the summative assessment.
- Effective= 70-82% of students will meet or exceed their target goal on the summative assessment.
- Developing= 60-69% of students will meet or exceed their target goal on the summative assessment.
- Ineffective= 59% or fewer students will meet or exceed their target goal on the summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	87-94%	83-93%	82%	81%	80%	79%	78%	77%	76%	75%	73%	68-69%	66-67%	63-65%	62%	61%	60%	45-59%	21-44%	0-20%

**Rationale**

The Career & Financial Management course is required for incoming freshmen. Its purpose is to provide students with opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace and begin to become financially literate. The pre-assessment is focused on career planning, financial literacy, business systems and beginning economics. Students are required to write four (4) MLA formatted career research papers before the end of the course and participate in a Career Unit where they do a simulated job search which culminates in an interview with business owners from the local community. Students are also introduced during the course to speakers such as bankers, CEOs of local Credit Unions, and insurance agents. They are required to complete a real life checkbook simulation and various budgeting examples. In one scenario, they are required to choose four colleges and complete a budget for the cost of going to two (using an excel spreadsheet) – a private and public college of their choice. Then they are to create a presentation about their choices and present to the class about their choices and which one is their best choice and why. In order to show they understand the budgeting process, they are to work in a group and create a budget for a family of four, for one month, at four (4) different income levels. Then their group is required to present their findings to the class. (Whether or not the family can live at this income level. In addition to these assignments, the students will be learning about income, labor laws and regulations, unions, savings accounts, IRAs, Roth IRAs, money markets, CDs, stocks, bonds, pension plans, mortgages, taxes and tax reporting, credit cards, establishing credit, maintaining a good credit rating, finding your score, the cost of credit and how our current economic system is based on credit. We will also cover the consumer protection laws. The assessment that covers the subject matter is rigorous, as students must review textual information with a critical eye, draw supportable conclusions, and make connections among work events. Mastering these important skills is vital as the students prepare for their collegiate and career lives. The skills and abilities the students will acquire are consistent with what students will need as they continue in our ever-changing society. The performance targets for our students on the summative assessment represent high expectations and help ensure that our students are ready for graduation, college and careers.