

# Student Growth on State Assessments or Comparable Measures

## Student Learning Objectives for Money Management & Business Math

<p><b>Population</b></p>	<p>All ___ students enrolled in a Regents Integrated Algebra course, including  <i>(include # of students and any specifics on 504/Sped/ESL students)</i></p>
<p><b>Learning Content</b></p>	<p>New York State Common Core Learning Standards for</p> <p><b><u>Common Core ELA Standards:</u></b>  <b>READING:</b> Standard 1: Students will read, write, listen, and speak for information and understanding.  <b>READING:</b> Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.  <b>WRITING:</b> Standard 1: Students will read, write, listen, and speak for information and understanding.  <b>WRITING:</b> Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.  <b>LISTENING:</b> Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.  <b>SPEAKING:</b> Standard 1: Students will read, write, listen, and speak for information and understanding.  <b>SPEAKING:</b> Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p><b><u>Common Core Math Standards:</u></b>  <b>Number and Quantity:</b> The Real Number System - Extend the properties of exponents to rational exponents.  <b>Number and Quantity:</b> Quantities - Reason quantitatively and use units to solve problems.</p> <p><b><u>CDOS Standards:</u></b>  <b>Career Development:</b> Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.  <b>Integrated Learning:</b> Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.  <b>Universal Foundation Skills:</b> Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.  <b>Career Majors:</b> Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.</p>

<b>Interval of Instructional Time</b>	September 2012 through June 2013																				
<b>Evidence</b>	District-developed multiple-choice assessment items will be aligned to relevant standards and randomly selected to form a pre-test to be taken by all _____ students at the beginning of the course to establish a pre-instruction baseline. The post-test will consist of the multiple choice section of the regent’s exam for regent’s courses or district-developed randomly selected multiple-choice assessment items for non-regents courses. This will be used as the post-instruction measure of student growth when compared to the pre-instruction baseline for each student.																				
<b>Baseline</b>	A district-developed pre-test will be administered in the fall to establish a baseline score for each student.																				
<b>Target(s)</b>	Target for each student in the class is to grow in learning by 50% of the different between their pre-test score and a score of 100. Each student will be assigned a score from 1 to 4 based on their percent of growth - 1 for ineffective (growth of less than 25%; 2 for developing (growth of 25% to 49%); 3 for effective (growth of 50% to 74%); or 4 for highly effective (growth of 75% or more). A class average score covering all students will be computed and used to assign points as shown in the HEDI scoring section below.																				
<b>HEDI Scoring</b>	<p>Ineffective: 0% to 24% of the difference between the pre-test score and a score of 100          Developing: 25% to 49% of the difference between the pre-test score and a score of 100          Effective: 50% to 74% of the difference between the pre-test score and a score of 100          Highly effective: 75% to 100% of the difference between the pre-test score and a score of 1</p>																				
	Ineffective			Developing						Effective										Highly Effective	
	.0 to .4	.5 to .9	1.0 to 1.4	1.5	1.6 to 1.7	1.8 to 1.9	2.0 to 2.1	2.2 to 2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3 to 3.4	3.5 to 3.6	3.7 to 3.8	3.9 to 4.0
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

## Rationale

Students were given the district-developed multiple-choice baseline assessment at the beginning of the course to establish pre-instruction baseline data.

At the conclusion of the course, the students who are in the \_\_\_\_\_ class need to have attained the following skills:

- *Complete conversions dealing with fractions, decimals and percents.*
- *Solve word problems dealing with fractions, decimals, percents and proportions.*
- *Prepare deposit slips and write checks.*
- *Compute discounts, markup, markdown, and other percents of changes.*
- *Distinguish between simple and compound interest and complete all necessary calculations.*
- *Compute gross and net payroll, using applicable withholding tax tables.*
- *Calculate simple interest and maturity value.*
- *Calculate compound interest and present value*
- *Utilize consumer credit.*
- *Calculate the cost of home ownership*
- *Calculate depreciation*
- *Analyze and Interpret financial reports*
- *Calculate Sales, excise, and property taxes*
- *Analyze personal insurance policies for life, fire, and auto*
- *Analyze the value of stocks, bonds, and mutual fund*
- *Apply business statistics*