

## **BASELINE AND TREND DATA:**

Data gathered using a common Pre-Assessment of 55 multiple choice questions was analyzed. This assessment covered content for the course including cellular structure and function and cell transport. The same version of this assessment will be used at the end of the cell unit in order to measure student growth. This assessment was created and reviewed by a team of Biology teachers. Pre-assessment scores for all Freshman Biology students ranged from 16% (9/55) to 69% (38/55). Within my student population, pre-assessment scores ranged from \_\_\_\_\_.

Overall freshman biology students averaged 43% (24/55) on the Pre-Assessment. Identified weaknesses include prokaryote and eukaryote content, cellular transport and cell membrane structure and function. While only getting 50% of the questions correct, students strongest areas show to be introduction to cells content and organelle identification and function.

## **STUDENT POPULATION:**

This SLO covers Biology students in each of my \_\_\_\_\_ sections. The student population consists of \_\_\_\_\_ students in 9th Grade and \_\_\_\_\_ students in 10th grade, of which \_\_\_\_\_ are female and \_\_\_\_\_ are male. The student population is comprised of a mix of abilities. It also includes \_\_\_\_\_ IEP students (\_\_\_\_\_ males and \_\_\_\_\_ females), \_\_\_\_\_ 504 plan students (\_\_\_\_\_ males and \_\_\_\_\_ females), \_\_\_\_\_ gifted students (\_\_\_\_\_ males and \_\_\_\_\_ females), and \_\_\_\_\_ ELL students (\_\_\_\_\_). Ethnic groups in this classroom are Asian/Pacific Islander (\_\_\_\_\_ students), African American (\_\_\_\_\_ student), Hispanic/Latino (\_\_\_\_\_ student), and Multiracial (\_\_\_\_\_ students). No subgroups are excluded from this assessment.

## **INTERVAL OF INSTRUCTION:**

This SLO covers November 11, 2013 to December 13, 2013. This consists of 19 school days. The class meets 5 days per week for 47 minutes per day.

## **STANDARDS AND CONTENT:**

This SLO will cover biology content per the Ohio Revised Science Standards and Model Curriculum. These standards are: Life Science Benchmark A: Indicators 1 and 2 ; Life Science Benchmark B: Indicators 3 and 4. The details of these standards are attached to this SLO.

The SLO will cover the key topics from the above standards as listed: Cell structure and function (Structure, function and interrelatedness of cell organelles), eukaryotic cells and prokaryotic cells, cellular processes, and characteristics of life regulated by cellular processes (cell transport).

## **ASSESSMENTS:**

The assessment that will be used for measurement of student growth will be a pre-assessment that was designed by a team of Biology teachers. Questions used for the assessments were analyzed by the team of teachers to incorporate all learning levels. Any student who has an IEP, 504 or LEP plan that outlines testing accommodations will receive them (this excludes direct modification of the actual assessment).

## **GROWTH TARGETS:**

- Growth Band 1:** 0-13 points (out of 55 points) - increase score by 22 points  
(# of students in total freshman bio population = 16) (# of students in my population = \_\_\_)
- Growth Band 2:** 14-19 points (out of 55 points)- increase score by 16 points  
(# of students in total freshman bio population = 82) (# of students in my population = \_\_\_)
- Growth Band 3:** 20-24 points (out of 55 points)- increase score by 16 points  
(# of students in total freshman bio population = 153 ) (# of students in my population = \_\_\_)
- Growth Band 4:** 25-30 points (out of 55 points); increase score by 11 points  
(# of students in total freshman bio population = 162) (# of students in my population = \_\_\_)
- Growth Band 5:** 31-38 points (out of 55 points); increase score by 5 points  
(# of students in total freshman bio population = 59) (# of students in my population = \_\_\_)

## **RATIONALE:**

By setting a tiered system, it ensures that all students can demonstrate student growth that is developmentally appropriate for that learner. If a student scores lower on a pre-assessment they will be expected to show a larger amount of student growth. Meeting growth targets will show student knowledge gained over the length of the unit. Differences in growth targets are to accommodate for students of different abilities.