Illinois State Board of Education
Targeted Consumer Math Example

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	Targeted Consumer Math
Grade Level(s)	Grades 11 and 12
Interval of Instruction	9/1/15 – 2/15/16

Timeline

Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15
Midcourse Check-In Notes: No changes were made.	

Element 1: Learning Goal

☐	Describe the learning goal.	Students will demonstrate the consumer mathematics skills necessary for budgeting, cost comparison, and purchasing.
☐	Identify the content standards associated with the learning goal. *Include the text of the content standards.*	EE.N-CN.2.a. Use the commutative, associative, and distributive properties to add, subtract, and multiply whole numbers. EE.N-CN.2.b. Solve real-world problems involving addition and subtraction of decimals, using models when needed. EE.N-CN.2.c. Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed. CCSS.Math.Content.HSN-CN.A.2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

☐	Describe the student population.	The student population includes seven ninth and tenth grade students. Each student has an IEP.
☐	Summarize the instructional strategies used to teach the learning goal.	Students will engage in direct instruction as well as simulated and real world practice opportunities.

Discussion Questions
- What "big idea" is supported by the learning goal?
- How does the learning goal support students' development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

☐	Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	The district has developed common performance tasks with checklists (e.g., fast food restaurant, grocery shopping, etc.) and will use these checklists to evaluate performance tasks. These assessments will be administered throughout the course to evaluate students developing understanding and application of consumer mathematics. In addition, formative assessments will be used to regularly check for student understanding and the adjustment of individualized instruction.
☐	Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Assessments will be differentiated for each student according to the accommodations included in their IEP.

Discussion Questions
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

☐   Identify students' baseline data.

Student	Beginning	Developing	Meeting
Amy	X		
Jose	X		
William	X		
Jonathan		X	
Susan		X	
Mari		X	
Moses		X	

☐   Using students' baseline data identify appropriate growth targets for your student population.

Student	Beginning	Developing	Meeting
Amy		X	
Jose		X	
William			X
Jonathan			X
Susan			X
Mari			X
Moses			X

Discussion Questions
- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

☐ Document the number or percentage of students who achieved their identified growth targets.

Student	Beginning	Developing	Meeting
Amy			X
Jose		X	
William			X
Jonathan			X
Susan			X
Mari			X
Moses			X

Required for Evaluator

☐ Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	All students met or exceeded their identified growth targets.

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	51% - 75% of Students Met the Indicated Growth Target(s).	76% - 100% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☒

Date: 2/15/16	Evaluator Signature: *Example Evaluator*
Date: 2/15/16	Teacher Signature: *Example Teacher*