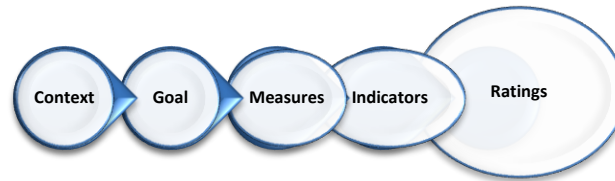


STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context

1a. Name	Felicia F. Monroe	1b. School	Harris High School	1c. District	Harris School District
1d. Class/ Course Title	Food and Nutrition	1e. Grade Level	9-12	1f. Total # of Students	75
1g. Typical Class Size	25	1h. Class Frequency	Daily for one semester (90 days)	1i. Typical Class Duration	50 minutes

2. SLO Goal

2a. Goal Statement	Nutrition, eating habits, and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal levels.
2b. PA Standards	<p><u>11.3.9.B</u>: Identify the cause, effect, and prevention of microbial contamination, parasites, and toxic chemicals in food.</p> <p><u>11.3.9.D</u>: Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p><u>11.3.9.E</u>: Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.</p> <p><u>11.3.9.F</u>: Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p>
2c. Rationale	Throughout the lifecycle, students will be able to analyze their nutritional needs, food selection, and use safe food preparation techniques in order to make healthy decisions for individuals, family, and society.

3. Performance Measures (PM)

3a. Name	<ul style="list-style-type: none"> PM #1: <u>Food Safety and Sanitation Final Examination</u> PM #2: <u>Nutrition Reflection Task</u> PM #3: <u>Kitchen and Food Preparation Competency Task</u> 	3b. Type	<input checked="" type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other: _____
3c. Purpose	<ul style="list-style-type: none"> PM #1: See <u>Food Safety and Sanitation Final Examination</u> Performance Task Framework PM #2: See <u>Nutrition Reflection Task</u> Performance Task Framework PM #3: See <u>Kitchen and Food Preparation Competency Task</u> Performance Task Framework 	3d. Metric	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input checked="" type="checkbox"/> Growth and Mastery

3e. Administration Frequency	<ul style="list-style-type: none"> • PM #1: <u>Food Safety and Sanitation Final Examination</u> 1st 9-week grading period • PM #2: <u>Nutrition Reflection Task</u> 3rd 9-week grading period • PM #3: <u>Kitchen and Food Preparation Competency Task</u> 4th 9-week grading period 	3f. Adaptations/ Accommodations	<input checked="" type="checkbox"/> IEP <input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> Gifted IEP <input checked="" type="checkbox"/> Other
Accommodations will be afforded based on IEP, ELL, and 504 plans.				
3g. Resources/ Equipment	<ul style="list-style-type: none"> • PM #1: <u>Food Safety and Sanitation Final Examination</u> Pen or pencil and paper • PM #2: <u>Nutrition Reflection Task</u> Recipes, food nutritional labels/information, computer, and network access • PM #3: <u>Kitchen and Food Preparation Competency Task</u> Food labs and equipment 	3h. Scoring Tools	<ul style="list-style-type: none"> • PM #1: <u>Food Safety and Sanitation Final Examination</u> Scoring key and rubric • PM #2: <u>Nutrition Reflection Task</u> Scoring rubric • PM #3: <u>Kitchen and Food Preparation Competency Task</u> Observation checklist 	
3i. Administration & Scoring Personnel	<ul style="list-style-type: none"> • PM #1: <u>Food Safety and Sanitation Final Examination</u> A certified family and consumer science instructor should administer and score. • PM #2: <u>Nutrition Reflection Task</u> A certified family and consumer science instructor should administer and score. • PM #3: <u>Kitchen and Food Preparation Competency Task</u> A certified family and consumer science instructor will administer and score the task. 	3j. Performance Reporting	<ul style="list-style-type: none"> • PM #1: <u>Food Safety and Sanitation Final Examination</u> Scores will be reported as a summary list of students who meet the performance indicator. • PM #2: <u>Nutrition Reflection Task</u> Scores will be reported as a summary list of students who meet the performance indicator. • PM #3: <u>Kitchen and Food Preparation Competency Task</u> Scores will be reported as a summary list of students who meet the performance indicator. 	

4. Performance Indicators (PI)

4a. PI Targets: All Student Group	<ul style="list-style-type: none"> • PI Target #1 Achieve 85% or higher on the <u>Food Safety and Sanitation Final Examination</u>. • PI Target #2 Achieve <i>Proficient</i> in all four dimensions of the <u>Nutrition Reflection Task</u> rubric. • PI Target #3 Demonstrate competency in all criteria on the <u>Kitchen and Food Preparation Competency Task</u> observation checklist.
4b. PI Targets: Focused Student Group (optional)	

4c. PI Linked (optional)		4d. PI Weighting (optional)	PI	Weight
			#1	
			#2	

5. Elective Rating

5a. Level	<u>Failing</u> 0% to 69% of students will meet the PI targets.	<u>Needs Improvement</u> 70% to 84% of students will meet the PI targets.	<u>Proficient</u> 84% to 94% of students will meet the PI targets.	<u>Distinguished</u> 95% to 100% of students will meet the PI targets.
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	<input type="checkbox"/> Distinguished (3)	<u>Notes/Explanation</u>
	<input type="checkbox"/> Proficient (2)	
	<input type="checkbox"/> Needs Improvement (1)	
	<input type="checkbox"/> Failing (0)	

Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	<u>Food Safety and Sanitation Final Examination</u>		
SLO Alignment				
b.	Class/Course Title	Food and Nutrition	c.	Grade(s)/ Level
d.	PA Standards	<u>11.3.9.B</u> : Identify the cause, effect, and prevention of microbial contamination, parasites, and toxic chemicals in food.		
e.	Performance Measure Purpose	The <u>Food Safety and Sanitation Final Examination</u> is designed to evaluate the student's foundational knowledge of food and nutrition. This task will be administered within the first week of the grading period and data will be used to provide formative and summative feedback to the student and teacher.		

1. Administration (Teacher)		
1a.	Administration Frequency	1 st 9-week grading period
1b.	Unique Task Adaptations/ Accommodations	Accommodations will be afforded based on IEP, ELL, and 504 plans.
1c.	Resources/ Equipment	Pen or pencil and paper

2. Process (Student)		
2a.	Task Scenarios	Students complete a series of selected and constructed response items to assess foundational knowledge.
2b.	Process Steps	<ol style="list-style-type: none"> 1. Students will respond to the questions according to assessment directions. 2. Students will complete the assessment and return the completed form to the instructor.
2c.	Requirements	Enrollment in the course; task time - 40 minutes
2d.	Products	Completed assessment form

3. Scoring (Teacher)		
3a.	Scoring Tools	Scoring key and rubric
3b.	Scoring Guidelines	See SCR rubric for a description of the performance continuum.
3c.	Score/Performance Reporting	Scores will be reported as a summary list of students who meet the performance indicator.

**PERFORMANCE MEASURE
TASK FRAMEWORK TEMPLATE**

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Nutrition Reflection Task		
SLO Alignment				
b.	Class/Course Title	Food and Nutrition	c.	Grade(s)/ Level
				9-12
d.	PA Standards	<p>11.3.9.D: Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>11.3.9.E: Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.</p> <p>11.3.9.F: Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p>		
e.	Performance Measure Purpose	The Nutrition Reflection Task is designed to evaluate student’s application of content knowledge. This summative assessment is administered during the third 9 week grading period.		

1. Administration (Teacher)		
1a.	Administration Frequency	3 rd 9-week grading period
1b.	Unique Task Adaptations/ Accommodations	Accommodations will be afforded based on IEP, ELL, and 504 plans.
1c.	Resources/ Equipment	Recipes, food nutritional labels/information, computer, and network access

2. Process (Student)		
2a.	Task Scenarios	Students evaluate the nutritional needs of an assigned family of four and choose recipes for a full day of meals and snacks to meet these needs.
2b.	Process Steps	<ol style="list-style-type: none"> Students evaluate the nutritional needs of the assigned family, analyzing each family member’s life cycle stage, activity level, and health issues. Students choose foods and recipes from lab kitchen recipes or other reliable sources. Students analyze choices for nutritional value and recommended daily nutrition requirements using food labels and, if necessary, internet or text research. Students justify menu choices, explaining the ways in which these choices are healthy, nutritionally sound, and meeting the family’s unique nutritional needs.
2c.	Requirements	Enrollment in the course
2d.	Products	Menu plan and analysis of menu choices.

3. Scoring (Teacher)

3a.	Scoring Tools	Rubric with exemplars. The rubric is subdivided into three performance categories (<i>Proficient</i> , <i>Needs Improvement</i> , and <i>Below Expectation</i>) and measures key concepts, skills and essential understanding. A performance category is assigned to each dimension within the rubric.
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Nutrition Reflection Task Rubric

Criteria	Proficient 3 points	Needs Improvement 2 points	Below Expectation 0 points
Nutritional Analysis - Life Cycle Stage	Student accurately analyzes the nutritional needs of each family member; including life cycle stage, activity level and health issues.	Student analysis of family nutritional needs is partially complete; however some factors have been missed (life cycle stage, activity level and/or health issues).	Student analysis of nutritional needs is incomplete, inaccurate or irrelevant.
Diet - Food Choice	Meals and snack choices provide a variety of foods and required daily serving amounts.	Meals and snack choices provide some variety and meet some but not all of the daily serving requirements.	Meals and snacks chosen lack variety and/or required daily serving amounts.
Diseases and Risk Factors - Food Preparation Techniques	All recipes and food choices indicate healthy preparation and serving techniques. (Foods are baked, steamed, raw; low in sodium, sugar, etc.)	Most food choices and/or recipes are prepared and served in a healthy manner. (Foods are baked, steamed, raw; low in sodium, sugar, etc.)	Food choices are limited to unhealthy preparation and serving techniques. (Fried, high in sugar, high in sodium, etc.)
Menu Management	Student analysis and justification of menu choices is fully developed and shows a clear and accurate understanding of each family member's unique needs. All nutritional factors are included in the justification.	Student analysis and justification of choices indicate gaps in understanding; some menu choices may be missing from the analysis or reasons for some choices may not be fully developed.	Student analysis and justification of choices is incomplete, inaccurate or irrelevant.

3b.	Scoring Guidelines	The certified professional will use the <u>Nutrition Reflection Task</u> rubric to score the student's response.
3c.	Score/Performance Reporting	Scores will be reported as a summary list of students who meet the performance indicator.

**PERFORMANCE MEASURE
TASK FRAMEWORK TEMPLATE**

This template is used to organize performance tasks used in the SLO process.

Performance Measure

a.	Performance Measure Name	<u>Kitchen and Food Preparation Competency Task</u>
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SLO Alignment

b.	Class/Course Title	Food and Nutrition	c.	Grade(s)/ Level	9-12
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d.	PA Standards	<p><u>11.3.9.B</u>: Identify the cause, effect, and prevention of microbial contamination, parasites, and toxic chemicals in food.</p> <p><u>11.3.9.F</u>: Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p>
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e.	Performance Measure Purpose	The Kitchen Competency Task is designed to evaluate the student’s foundational knowledge of food and nutrition.
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1. Administration (Teacher)

1a.	Administration Frequency	4 th 9-week grading period
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1b.	Unique Task Adaptations/ Accommodations	Accommodations will be afforded based on IEP, ELL, and 504 plans.
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1c.	Resources/ Equipment	Food labs and equipment
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2. Process (Student)

2a.	Task Scenarios	Students will demonstrate competency in safety and sanitation procedures, use and care of cutting tools, utensils, and kitchen equipment while following standardized recipes.
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2b.	Process Steps	<ol style="list-style-type: none"> Students will prepare chosen recipes in the classroom food lab. Teacher will observe students for competency and record observations on the kitchen competency checklist.
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2c.	Requirements	Enrollment in the course
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2d.	Products	Prepared food items
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3. Scoring (Teacher)

3a.	Scoring Tools	<u>Kitchen and Food Preparation Competency Task Observation Checklist</u>
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Kitchen and Food Preparation Competency Task Observation Checklist

	Kitchen & Food Preparation Competency Task List	Competency Achieved (X)	Date	Comments
	NAME:			
	Observable Skills: Student Will...			
	FOLLOW SAFETY & SANITATION PROCEDURES			
1	Wear appropriate apparel in the food preparation area.			
2	Demonstrate safe use of cutting tools.			
3	Solve problems related to waste disposal and recycling.			
4	Demonstrate good personal hygiene and health practices in the kitchen.			
5	Maintain a clean and sanitary work environment.			
6	Demonstrate prevention of cross-contamination and follow acceptable procedures when preparing and storing protein foods.			
	DEMONSTRATE USE AND CARE OF CUTTING TOOLS, UTENSILS AND KITCHEN EQUIPMENT			
7	Demonstrate use and care of kitchen cutting tools.			
8	Demonstrate use and care of utensils.			
9	Demonstrate classical cuts.			
10	Slice breads and baked goods appropriately.			
11	Demonstrate how to sharpen knives.			
12	Demonstrate use and care of kitchen appliances.			
13	Demonstrate proper measuring skills.			
14	Identify and demonstrate equipment and utensils used in baking and discuss proper use and care.			
	FOLLOW STANDARDIZED RECIPES			
15	Demonstrate how to read and follow a recipe.			
16	Reduce and/or increase a recipe.			
17	Describe components of the recipes, such as yield, time, and nutrition facts.			
18	Demonstrate and follow <i>Mise en Place</i> procedures (collected all needed ingredients and equipment).			

3b.	Scoring Guidelines	Certified teacher observes and records student demonstration of skill on competency checklist.
3c.	Score/Performance Reporting	Scores will be reported as a summary list of students who meet the performance indicator.