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| **EXPLANATION GOAL SHEET**  **Discipline:** |
| **Focus/Plan- What is Our Team’s “Current Reality”?**  (What is the problem? Why is this occurring?)  In this area define the area(s) of significant concern as seen in the classroom. What identified repetitive learning issues do students encounter?  Why are students not mastering:   1. a certain skill, demonstrating a level of critical thinking (understanding logical connections between ideas, ability to identify, solve problems) 2. what cognitive skills are not being used and why?   Answer with reference to the results of the last year’s common assessment.  Why is this occurring? Discuss possible reasons why students are not developing or performing at or above the required target level in this identified area |
| **Based on our current reality, we have identified the following area of focus to improve student learning…**  In this area discuss what **SLOs** (pick no more than three) that are of consistent concern.  These can be the same as last year or they can be altered if the discipline decides they should be.  Mention the course(s) that the SLOs are relevant to.  Briefly explain the current trend of why students are possibly not mastering select SLOs. Also, briefly summarize why all have agreed to focus on this area. For example, faculty members may find this area(s) to be of great significance because it is the bridge point that links learning to subsequent courses to follow. |
| **Strategies/Do -**  (What are we going to do about it? What steps will be initiated to achieve this goal?)  Discuss the following paying particular attention to steps you will take to improve student learning:   1. Define/ Summarize the common assessment that the group has agreed upon that will best assist in helping to best understand student’s strengths and deficiencies in this area 2. What if any agreed upon activities will faculty administered (what various approaches will faculty use to build student’s knowledge base before taking the common assessment?) Faculty will work towards common goals in best preparing students towards taking the common assessment. ***How each faculty member decides to administer or teach those activities are of their own academic freedom.*** For example, all faculty members might agree upon teaching an activity lesson, but how they create that activity may very much differ based on individual teaching style and desire. 3. When will the common assessment be delivered? May it be of a strong suggestion to administer the test for midterm thus allowing all faculty to discuss results and have time to address results with the class and provide the necessary support students may need before approaching their final summative assessment. |
| **Time Frame: What is a realistic timeframe for each step/activity?**  Discuss when have all agreed upon their administering the common assessment with a brief rational (most of this would have been addressed above). |
| **Assessment /Check**  (How are we going to monitor student progress? Is it working?)  Proficiency Level \_\_\_\_\_\_\_\_\_\_\_% Assessment Description (decide passing score percentage)  Here submit the passing percentage and please state if the assessment is multiple choice, project base, essay/written response, performance base… this is described as the assessment tool |
| **General Notes**  *Provide any other information as necessary here* |