

## Completed Student Learning Objective (SLO) Template—ANNOTATED

This template should be completed while referring to the *SLO Template Checklist Document*.

Teacher Name: \_\_\_\_\_ Content Area and Course(s): Choir Grade Level(s): 9, 10, 11, 12 Academic Year: 2012-13  
Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

### Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

In prior years, student choir assessment included an individual student assessment of participation and effort, student self- assessment, and student skill during class and during performances.

I provided feedback to students on their progress half way through the semester as well as at the end of the semester (with their final grade). Based on conversations at the end of last year (2011-12), students often felt they lacked a clear understanding of the techniques and specific strategies needed to improve.

A pre-assessment was administered. Results showed that across the eight categories in the rubric, students had the biggest difficulty with pitch and note accuracy, verbal clarity, and combining timing with all elements to correctly deliver part singing within a piece.

More information is needed here. The teacher should describe the structure of the pretest, what content attainment it measures, who developed the assessments, the specific outcome data. When was the pre-assessment administered? Were all students assessed? What were the student results on the assessment?

Are data available from previous years?

**Comment [L1]:** More information is needed here. The teacher should describe the structure of the pretest, what content attainment it measures, who developed the assessments, the specific outcome data.

### Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

31 students in 6<sup>th</sup> period choir

The course contains freshmen, sophomore, junior, and senior students.

The teacher should also note any other important characteristics of the student population. For example, do student's audition for the elective course? Are there any prerequisites? Are there any special needs or talents of the students?

**Comment [L2]:** The teacher should also note any other important characteristics of the student population. For example, do student's audition for the elective course? Are there any prerequisites?

It is also helpful to provide information on how this course fits into the teacher's overall schedule, and how representative this group of students is of all of the students the teacher instructs. For example, does the teacher generally instruct students in ninth grade, but for this course instruct all grade levels?

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### Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

August 2013 – December 2013: the course duration is one semester.

Does the class meet daily? Is it a class period each day?

### Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

This SLO aligns to all of Ohio's 2012 Revised Music Standards, high school levels I – IV, beginning to mastery levels.

In addition to naming the standards to which the SLO aligns, the teacher should provide information about the specific content that the SLO will target and any pertinent details about alignment.

The teacher states that this SLO is aligned to ALL of the Music Standards for high school levels. This statement means that all indicators will be taught, assessed, focused upon....is that the intent? How are the standards going to be addressed?

**Comment [L3]:** In addition to naming the standards to which the SLO aligns, the teacher should provide information about the specific content that the SLO will target and any pertinent details about alignment.

### Assessment(s)

What assessment(s) will be used to measure student growth for this objective?

The pre and post assessments will be comprised of the following areas of performance or knowledge:

20%	<b>Music theory and problem solving:</b> students will be given ten short-answer questions assessing their theoretical and technical knowledge of selected sample compositions, and knowledge of vocal exercises and vocal health. Two of the ten questions incorporate a problem solving and interpretation component related to composition.
80%	<b>Performance assessment rubric,</b> consisting of the following main categories: presentation, accuracy, verbal clarity, effort, tone quality, part singing, interpretation, and behavior. Each main category consists of sub categories as well.

**Comment [L4]:** The teacher should also describe how student performance will be scored.

Students' vocal technique and knowledge of the music that will be prepared for concerts will be evaluated through three singing tests and contextual information throughout the semester.

The first singing test and the music theory and problem solving pre-test will constitute the baseline pre-test assessment score.

The score on the second and third performance assessment rubric will be averaged and combined with the second and final administration of the music theory and problem solving test to arrive at the post-test assessment score.

**Comment [L5]:** This information is useful, but the teacher should also note when the Music theory and problem solving assessment will be administered.

The teacher should also describe how student performance will be scored. Describe and include the rubric. Is this assessment a district-developed assessment and has it been developed and reviewed by content experts? (The use of teacher-created assessments can be too subjective.)

This information is useful, but the teacher should also note when the Music theory and problem solving assessment will be administered.

How is the teacher showing student growth of performance without a baseline score?

#### **Growth Target(s)**

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

On the posttest (average of the performance assessments conducted at 2 points in the year after the first pretest, plus the final music theory and problem solving test), students should demonstrate at least 33% growth.

**Comment [L6]:** It is easy to misinterpret the statement of growth when it is given as a percent. The teacher should revise the target so that it articulates clear expectations for student growth.

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Are all levels of students expected to improve by 33%? If students are high performing on the pre-assessment, is there enough "stretch" on the assessment so that a growth score can be obtained for these students? On the pre-assessment, were there different levels of skill attainment for students? How is that reflected here?

#### **Rationale for Targeted Student Growth within the Interval of Instruction**

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

All students have opportunity to demonstrate growth within the assessment. Growth targets are based on total growth across the 8 performance categories and the music theory and problem solving pretest. In setting growth targets, I felt it important to keep in mind that some students will never reach a perfect score on the rubric.

**Comment [L7]:** This rationale does not provide clear explanation for why the teacher selected the growth targets that she did.

This rationale does not provide clear explanation for why the teacher selected the growth targets that she did or why this growth target is appropriate for this group of students. There is no indication if this is a rigorous growth target.

