

Student Learning Objective (SLO) Template

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

Teacher Name: _____ Content Area and Course(s): Introduction to Art Grade Level(s): 9-12 Academic Year: 2012-2013

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?

Since trend and prior test scores are not available a two-part, district-created pre-assessment was created and administered. Part one of the assessment was comprised of 25 multiple choice questions, one written demonstrated a basic knowledge of the elements of art and art history, but lack in-depth understanding of both. The written extended response results showed difficulty interpreting art work, recognizing how the elements of art are utilized in a work of art and correct use of art terms and vocabulary: 25% scored 1, 30 % scored 2, 25% scored 3, 20% scored 4. Part two was the performance task where most students were able to complete the task successfully, but the level of achievement varied greatly in the areas of technical skill and direct observation: 20% scored 1, 35% scored 2, 30% scored 3, 15% scored 4.

Student Population

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

This SLO covers 72 students in Introduction to Art. The 72 students are a mix of 9th through 12th grade and are divided into three sections of 28, 21 and 23 students each. Sixteen of the 72 students have an IEP.

Interval of Instruction

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

This SLO covers the 2012-2013 school year - from August 2012 through May 2013. The class meets every school day for one 40 minute period.

Standards and Content

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

Based on the results of the pre-assessment, the learning content for this SLO focuses on the ODE Visual Art requirements for PERCEIVING/KNOWING (1PE, 2PE, 3PE, 4PE, 6PE), PRODUCING (1PR, 2PR, 3PR, 4PR, 6PR), and RESPONDING/REFLECTING (1RE, 2RE, 3RE). Some of the achievement content statements are at the beginning level, while others are at the intermediate and accelerated level. In order to show stretch, differentiated instruction will be offered for all major works of art . This SLO also focuses on the CHS building goals for reading across the curriculum.

Assessment(s) *What assessment(s) will be used to measure student growth for this SLO?*

The assessment used to measure student growth is a two-part, district-created, end-of-course exam that matches the rigor and content of the Introduction to Art class and the ODE Visual Arts Standards. Part one consists of 25 multiple choice questions that focus on the elements of art, art history and has one written extended response that shows the ability to analyze and interpret art work while knowledgeably using art vocabulary. Part two is an extended performance task (drawing) that demonstrates technical skill and the key aspects of direct observation. An answer key will be used to score the multiple choice questions and a rubric will be used for scoring the extended response questions. Scores will be averaged together in order to get a final score

Per their IEP's, the sixteen students with disabilities will receive extended time for the assessments. Four students will have fewer test items and will work with a scribe if one is available to answer the extended written response question. If a scribe is not available, students will respond orally to the question.

Growth Target(s)

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

All students will be expected to achieve the following growth targets:

- * Increase the number of correct multiple-choice questions by 5 points between the pre and post-assessments.
- * Increase the written extended response by 1 rubric point.
- * Increase the performance extended response by 1 rubric point.

Rationale for Growth Target(s)

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

As determined with the pre-assessments, a number of content areas needed to be focused on. The content for this class is based on essential skills that Introduction to Art students will need to know before they move on to an upper level art class. The visual art curriculum is sequential and builds upon/repeats skills and knowledge in the arts. These skills and experiences (both hands on and through verbal and written critique) will aid in other subject areas as well as art. Student work will be assessed with a rubric that focuses on specific skills and visual evidence of application of concepts. The rating scale on the rubrics is 1-4 (aligning with the ELA scoring scale).

To increase performance differentiated instruction will be utilized to address a variety of maturity and achievement levels.

Comment [WU1]: The teacher should revise the target so that it articulates clear expectations for student growth through the use of tiered targets. This will ensure each student, including the low and high-achieving students, have appropriate growth targets.