

## Student Learning Objective (SLO) Template

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

Teacher Name: sample Content Area and Course(s): Vocal Music Grade Level(s): HS Academic Year: 4 (Perceiving/Knowing/Creating)

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?*

These are students who have experienced 3 years of high school vocal music, and should also have some Elementary General Music experience depending upon district requirements. Students may or may not have experienced middle school, junior high, or elementary vocal ensembles.

Trend data will be acquired through a multiple choice and short answer pretest based upon the following vocabulary words:

\*review of Year 1, 2, and 3 vocab words

Pitch (high/low)

Staff

Treble Clef

Bass Clef

Tone Quality

Rhythm

Time Signature

Bar Line

Measure

Quarter Note/Rest

Half Note/Rest

Whole Note/Rest

Dynamic Markings

Phrasing  
Breath marks  
Repeat Sign  
First and Second Endings  
Fermata  
DS al Coda  
Rehearsal Numbers  
Verse and Refrain (chorus)  
Alma Mater  
Song Form  
Blend/Balance  
Articulation/Diction  
Breath Support  
Posture  
staccato/legato  
rubato  
tenuto  
crescendo/decrescendo  
Major/Minor  
Interval  
Chord  
Medieval  
Renaissance  
Baroque  
Classical  
Romantic  
Twentieth-century  
Modern

\*New vocab for year 4

Diphthong

The pretest will include the student's knowledge of the function of these words. Students at this level will be expected to demonstrate a mastery level understanding of terms and concepts listed above. Students will also be expected to demonstrate a mastery level understanding of terms and concepts

in relation to music from a variety of world cultures.

### Comments: 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 within the time period?*

- Identifies sources of information about students (e.g., test scores from prior years, results of preassessments)
- Draws upon trend data, if available
- Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses

1<sup>st</sup>: How has this cohort of students performed in music courses? Your baseline data look at vocabulary. Do you have other available measures?

2<sup>nd</sup>: A trend usually refers to three or more years of data. One multiple choice and short answer pretest is a baseline, providing one data point for each student. How have similar students at this level performed on similar assessments in the past?

3<sup>rd</sup>: How does the expectation of mastery include growth for students who may not be at the mastery level? What strengths and weaknesses have students had in the past? Your review/approval committee would expect data on the current year's students in order to give you a check in this box.

### Student Population

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

These students are all fourth year high school vocal ensemble members regardless of their academic year. \*\*Course breakdown will follow once classes have been established.

### Comments: Student Population

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

- Identifies the class or subgroup of students covered by the SLO
- Describes the student population and considers any contextual factors that may impact student growth
- If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO

1<sup>st</sup>: Be specific when you describe the students. You would need the total number of students, the number in each class (if more than one), and the grade level composition of each class.

2<sup>nd</sup>: Here you need to describe the students and abilities (especially if identified in visual and performing arts, specifically music), the number of students on IEPs/504s (and their areas of disability) and any additional information that could influence the growth of students in the course.

3<sup>rd</sup>: Yes, this box could be checked as it is stated that all members are included regardless of their academic year.

**Interval of Instruction**

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

These students are enrolled in a vocal ensemble that meets from September through May.

**Comments: Interval of Instruction**

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

Matches the length of the course (e.g., quarter, semester, year)

1<sup>st</sup>: Do the classes meet every day? How long are the class periods? When will the pretest be administered? Student growth must be determined in accordance with district evaluation timelines so a specific end date is needed.

**Standards and Content**

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

This target will focus on defining, identifying, and recognizing various music vocabulary, terms, and symbols. Standards include:

1CE. Interpret music symbols and terms in light of historical and stylistic context

2CE. Identify and trace the development of the elements of music across musical styles and world cultures.

3CE. Analyze various music works from a variety of world cultures, identifying the unique features of expressive content and determine how these characteristics contribute to performance style while minimizing stylistic bias.

5CE. Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.

**Comments: Standards and Content**

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

Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations

Represents the big ideas or domains of the content taught during the interval of instruction

Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

1<sup>st</sup>: The standards are listed, but not explicitly identified as Ohio Academic Content Standards.

2<sup>nd</sup>: What big ideas are common to the standards listed? How will students be able to “analyze various music works” on a multiple choice and short answer assessment? How will they be able to “aurally identify tonality” on a multiple choice and short answer assessment? This SLO appears very limited and should focus more on broad concepts and ideas (unless this is a focused SLO of only a few skills and standards).

3<sup>rd</sup>: Since only a portion of the music standards are listed for this SLO, it could be content targeted. More explanation is needed.

### Assessment(s)

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

After completing an initial pretest, students will complete the same written test at the conclusion of the school year.

### Comments: Assessment(s)

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

- Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
- Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course
- Provides a plan for combining assessments if multiple summative assessments are used
- Follows the guidelines for appropriate assessments

1<sup>st</sup>: Who was involved in the creation of the assessment? Who scores it? Was it reviewed by content experts? Can the multiple choice and extended response format measure students’ learning as stated in the standards? Will students receive the scored copy (important if the same assessment is used again for the post test)?

2<sup>nd</sup>: Using the information in the “Growth Targets’ section below, it does not appear that the assessment provides enough stretch. Information about the assessment and stretch should be included here.

3<sup>rd</sup>: How will the scores on the posttest be combined with the warm up composition?

4<sup>th</sup>: Has the assessment been district approved? Is there a district-approved rubric for scoring the short answer questions? Did a team of teachers work on the assessment together? How will you ensure that the assessment is administered consistently across all classes? How will the warm up composition be scored? How will the scores be combined for the students who do the warm up composition?

### Growth Target(s)

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

The written assessment will be based on student knowledge and will be scored with a number value. Number values will be totaled to provide the following tiered growth target for the student.

Category	Pre-Test	Post-Test
Beginning	0-25	9-24
Developing	26-32	25-32
Proficient	33-41	33-39
Advanced	42-47	40-44
Mastery	48-50	50 plus a original, 12 measure warm-up composition that demonstrates an understanding of at least five vocabulary words. and stylistic traits from one of the historical time periods of music.

### Comments: Growth Target(s)

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

- All students in the class have a growth target in at least one SLO
- Uses baseline or pretest data to determine appropriate growth
- Sets developmentally appropriate targets
- Creates tiered targets when appropriate so that all students may demonstrate growth
- Sets ambitious yet attainable targets

1<sup>st</sup>: The range of the growth targets does not provide an opportunity for growth of all of the students in the score range. For example, if a student scores 25 on the pretest, the upper limit of the score range on the posttest is 24, yielding a net growth of -1.

2<sup>nd</sup>: Pre-test data given, but appropriate growth targets are not determined.

3<sup>rd</sup>: If a student scored 0 on the pretest, the growth target could be as little as 9. If a student scored a 47 on the pretest, the maximum growth target is only 44 (net growth = -3). A negative number does not allow for all students to demonstrate growth.

4<sup>th</sup>: Although the target is tiered, the score ranges do not allow for all students to demonstrate growth.

5<sup>th</sup>: Negative growth does not indicate an ambitious target. Also, it is important to think about helping students reach an acceptable level. If the student scored a 0 on the pre-assessment, is a post score of 9 acceptable?

### Rationale for Growth Target(s)

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

The expected growth was determined taking into consideration these students have had three years of previous high school vocal ensemble experience. These students are expected to gain an average knowledge of basic vocabulary concepts to adequately prepare them for continued vocal music ensemble experience. These targets and assessments align with the ODE HS IV Mastery content standards.

Tiered targets help ensure that all students will be able to demonstrate developmentally appropriate growth. Additional demonstration of mastery-level skills provides students achieving mastery level on a pretest the ability to continue to develop and demonstrate growth.

### Comments: Rationale for Growth Target(s)

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

- Demonstrates teacher knowledge of students and content
- Explains why target is appropriate for the population
- Addresses observed student needs
- Uses data to identify student needs and determine appropriate growth targets
- Explains how targets align with broader school and district goals
- Sets rigorous expectations for students and teacher(s)

1<sup>st</sup>: Without baseline data on past performance and trend data, it is difficult to determine whether or not all students in the course need basic vocabulary concepts.

2<sup>nd</sup>: Target ranges do not permit all students to show growth.

3<sup>rd</sup>: No data was provided. Strengths and weaknesses should be described.

4<sup>th</sup>: No data was provided.

5<sup>th</sup>: School and district goals were not mentioned in this SLO.

6<sup>th</sup>: Target ranges that might produce negative values for student growth are not rigorous expectations.