

Grade 9-12 Introduction to Art

## 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 extended response and one extended performance response. The multiple choice scores ranged from 8 to 17. Results indicate that most students 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 9<sup>th</sup> through 12<sup>th</sup> 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 our 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.

**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>: Yes. Each student seems to have the same growth target.
- 2<sup>nd</sup>: No. The teacher included data in the first section, but does not reference it here. Consider including the data again to demonstrate targets are appropriate.
- 3<sup>rd</sup>: No. If data were included, the evaluator(s) could better determine whether or not the established targets are appropriate.
- 4<sup>th</sup>: No. Tiered targets would likely ensure you have developmentally appropriate targets that ensure adequate growth for both your low and high-achieving students.
- 5<sup>th</sup>: No. Because the data is not referenced and because the "one target fits all approach" does not seem appropriate for the lowest and highest achieving. Therefore, we cannot state the targets provided are ambitious and yet attainable.

**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.

**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>: Yes. Teacher states the course content focuses on the skills students need to be successful at the next level.
- 2<sup>nd</sup>: No. There is no explanation as to why the identified targets are appropriate for this group of students and/or this course.
- 3<sup>rd</sup>: No. Students' weaknesses are identified in other sections of the template. Consider including them again here and stating how the teacher is addressing their needs through the chosen content, growth targets, etc.
- 4<sup>th</sup>: No. Again, data is mentioned in other sections of the template, but consider reiterating the important pieces used to assist in establishing the appropriate growth targets.
- 5<sup>th</sup>: No. Previously, the teacher mentioned the school's goals. Consider stating it again here and tying it in with the established targets, content, etc.
- 6<sup>th</sup>: No. Targets to not appear appropriate for the lowest and highest-achieving students.