

New York State Student Learning Objective Template

<u>All SLOs MUST include the following basic components:</u>	
Population	Third Grade General Music Classes: all 82 students.
Learning Content	All New York State Learning Standards for the Arts will be covered over the course of the year. New York State Learning Standards 1& 2 will be particularly focused on (Creating, Performing and Participating in the Arts (1). Knowing and using Arts Materials and Resources (2)).
Interval of Instructional Time	October 2011 - June 2012
Evidence	<ol style="list-style-type: none"> 1. All students took a district-developed diagnostic assessment on the recorder to demonstrate baseline knowledge in rhythm, pitch, articulation and technique. 2. The students will take a district-developed summative assessment in June to assess their growth in the same skills. <p><i>Note: all students will be assessed on the summative performance task by another music teacher.</i></p>
Baseline	<p>Scores ranged from 4-15 on the diagnostic assessment which was used as a baseline for all third grade students. The rubric used to assesses has a scale from 4-16.</p> <p>6% scored a 14-16</p> <p>51% scored a 10-13</p> <p>28% scored a 7-9</p> <p>15% scored a 4-6</p>

Target(s)	<ol style="list-style-type: none"> 80% of the students who scored a 4 – 9 on the baseline assessment will score 14 or higher on the summative assessment in June. 80% of the students who scored a 10 or higher on the baseline assessment will score a 15 or higher on the summative assessment in June. 																				
HEDI Scoring	<p>The following are the HEDI ranges for this SLO:</p> <ul style="list-style-type: none"> Highly effective = 90 – 100% of students or more will meet or exceed their target goal on the summative assessment. Effective = 75-89% of students will meet or exceed their target goal on the summative assessment. Developing= 61-74% of students will meet or exceed their target goal on the summative assessment. Ineffective= 60% of students or fewer will meet or exceed their target goal on the summative assessment. 																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
				17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	98-100%	94-97%	90-93%	89%	88%	87%	84-86%	81-83%	78-80%	77%	76%	75%	73-74%	71-72%	69-70%	67-68%	64-66%	61-63%	56-60%	51-55%	0-50%
Rationale	<p>Third grade is the first opportunity for students to learn to play a wind instrument in school. The students will have the opportunity to play a band or orchestra instrument starting in Fourth grade, thus stressing the importance on students to develop note and rhythm reading skills. This assessment includes the critical elements and principles of art which are fundamental and core to the visual arts and the assessment will allow me to clearly measure my students' ability to read and play music with proper articulation and techniques. It will also allow me to provide my band and orchestra teachers students with some fundamental skills that will enable them to be more successful musicians. Throughout the year I will also incorporate the standards for the arts with those of the Common Core through ongoing writing assignments in order to ensure students are fully understanding the content and and so I know that students are sufficiently prepared for future course work. This integration of the Common Core with the music content will be critical to ensuring long-term success for my students.</p>																				