New York State Student Learning Objective: Art- Grade 7

Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* This SLO represents five sections of Art Grade 7. Students are heterogeneously grouped with a total of 125 students in the course. Enrollment will be set on BEDS day – October 2, 2013. This population includes 11 students with an IEP plan, 4 students with a 504 plan, 8 students who are English Language Learners, and 1 student with a personal aide. Please see attached roster for individual student information.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* Our district has established the goal of enhancing students' reading and writing abilities across all courses and subjects. As part of this effort to equip students with the skills they need to read, understand, and respond to a variety of texts throughout their academic careers, the learning content for this course will incorporate various writing standards seen in the New York State Common Core P-12 Learning Standards for English Language Arts and Literacy. Instruction in this course will specifically focus on the New York State Art Standards and Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects seen below. In addition, specific intermediate level art performance indicators have been identified. Intermediate Level NYS Standard(s) in Art: (2) Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. Students will: • develop skills with a variety of art materials and competence in at least one medium (a) • use the computer and other electronic media as designing tools and to communicate visual ideas (b) • take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art (c) • understand the variety of careers related to the visual arts and the skills necessary to pursue some of them (d) (3) Responding to and Analyzing Works of Art: Students will respond critically to a variety of works in the arts, connecting the

individual work to other works and to other aspects of human endeavor and thought.

Students will:
- discuss and write their analyses and interpretations of their own works of art and the art of others, using appropriate critical language (a)
- identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms (b)
- compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms (c)
- compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline (d)

College and Career Ready Anchor Standards for Writing:

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* Students attend ten weeks (one quarter) of Art as part of a year rotation of special areas which include Music, Health, Family and Consumer Science, Technology and Physical Education. Art instruction takes place daily for 40 minutes over a ten-week period.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline Performance Task and Student Survey: The district-designed art criticism prompt, used in conjunction with famous works of art, will be used as a baseline measure. Student responses to the prompt will be scored using a four-point performance

assessment rubric. A baseline level of students' art vocabulary will be collected using either the "Frame of Reference" activity or "Graffiti" activity. Additionally, a student survey will be given on the first day of class to assess students' areas of interest in the arts. Student surveys will be scored on a 1-100 point scale, with 100 representing a "high level" of interest in the arts, and 0 representing a "low level" of interest in the arts.

<u>Summative Assessment Task</u>: The district-designed art criticism prompt, used in conjunction with a student's own work of art, will be used as a summative assessment. Student responses will be scored using a four-point performance assessment rubric. Students will write a statement analyzing a personal work of art, which will incorporate the skills noted in the College and Career Ready Anchor Standards for Writing found in the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12. This task will require students to communicate their knowledge of art course content through the application of writing skills.

The Art Grade 7 assessments have been reviewed by the district superintendent and certified for both rigor and comparability across classrooms. All applicable accommodations will be provided to students during the assessment. Teachers with a vested interest in the outcome of the summative assessment will not be involved in its scoring.

Baseline

What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

Summary of student baseline information: Baseline data will consist of the first assignment in Art Grade 7 and a student survey that will assess areas of student interest in the arts. This data will be used to set individual growth targets for each student.

Students scored in the following ranges on the first Art Grade 7 assignment:
- o Level 1: 51 students
- o Level 2: 28 students
- o Level 3: 34 students
- o Level 4: 12 students

Students scored in the following ranges on the Art Grade 7 interest survey:
- o Low Interest (0-40 points): 38 students
- o Mid-Range Interest (41-60 points): 17 students
- o High Interest (61-100 points): 70 students

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Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*

What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?

Using the baseline performance data described above, targets have been established through teacher-principal collaboration and approved by the district superintendent. These targets are consistent with district expectations regarding student performance in the Art Grade 7 course. In order to result in a HEDI rating of "Effective" or better (9+ HEDI points), at least 80% of enrolled students must meet their performance targets.

Student academic targets are defined in the following way:
- Students who scored level 1 on the baseline will score at least level 2 on the summative assessment
- Students who scored level 2 on the baseline will score at least level 3 on the summative assessment
- Students who scored level 3 on the baseline will score at least a level 4 on the summative assessment
- Students who scored level 4 on the baseline will score at least a level 4 on the summative assessment

Comment [SED12]: Strong target statements explicitly connect baseline data to the district-level expectations and the targets established within the SLO. This gives the reviewer a comprehensive picture of the considerations that informed the target-setting process.

HEDI Scoring

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98–100	96-97	94-95	92-93	90-91	89	88	87	86	84–85	82–83	80–81	75–79	65–74	55–64	50–54	40–49	30–39	20–29	1–19	0

Rationale

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

The learning content chosen for Art Grade 7 is based on the intermediate level New York State Learning Standards in the Arts that address critical thinking and the use of the language of art to interpret, analyze, and judge works of art. Resources include, but are not limited to visual thinking strategies, current art text information on art criticism, Lincoln Center Imaginative and Creative Learning Strategies. In addition, learning content will include work specifically around various writing standards outlined in the Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

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The baseline measures chosen for this SLO include the first Art Grade 7 classroom assignment that requires students to respond critically to two works of art, allowing the instructor to assess students' ability to apply not only their knowledge of art, but their writing ability as well. In addition, a student survey of interest in the arts will be used to help select motivating art assignments and engaging instructional methods throughout the course. The summative critical writing task will be used to determine student growth in skills related to the analysis of art, as well as the authentic application of literacy skills. This task will measure how well students are able to respond critically in writing to works of art through the comparison and contrasting of multiple works of art.

Both the baseline and summative measures are aligned to the learning content of the course. In order to help students acquire pertinent skills, the content of this ten-week course will consist of weekly assignments that combine creating works of art with tasks designed to enhance students' skills in responding to works of art, such as critiques, reflections, and journaling. The assignments will vary according to student interest, and special accommodations will be made as needed for any student depending on their level of experience in the arts.

Art Grade 7 will build upon previous years of art instruction. This sequence of course work will cumulatively prepare students for high school level art classes. By the end of the course, students will have honed their ability to create art, as well as strengthened their ability to look at, analyze and judge art in accordance with the intermediate level art standards. In addition, students' experiences in writing and responding to works of art using descriptive details and well-structured sequencing of events and ideas can be applied across all content areas to support college and career readiness.

Comment [SED13]: A clear explanation as to how progress will be monitored and instruction continuously adjusted to meet student needs helps SLOs become instructional tools that can help ensure students meet building and/or district academic goals.

Comment [SED14]: Connecting course content to the authentic application of the knowledge and skills gained allow the teacher and/or reviewer to better understand how this course will help prepare students for future coursework, as well as college and careers.