

## New York State Student Learning Objective: Intermediate Level Chorus

*All SLOs MUST include the following basic components:*

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| <b>Population</b>       | <p><i>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.)</i></p> <p>All 31 students enrolled in one section of Intermediate Chorus are included in this SLO.</p> <p>This course contains students ranging from grades 6-8. There are two students with IEPs in this course and three students who are English Language Learners.</p> <p>Attached is a detailed roster with individual student baseline scores and specific information about each student.</p>   |
| <b>Learning Content</b> | <p><i>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?</i></p> <p><b>The following are the New York State Learning Standards for the Arts covered in this course:</b></p> <p><b>Standard 1: Creating, Performing, and Participating in the Arts</b> — Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.</p> <ul style="list-style-type: none"> <li>➤ <b>Performance Indicator 1b:</b> sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration, and loudness</li> <li>➤ <b>Performance Indicator 1d:</b> in performing ensembles, read moderately easy/moderately difficult music (NYSSMA level III-IV) and respond appropriately to the gestures of the conductor</li> </ul> <p><b>Standard 2: Knowing and Using Arts Materials and Resources</b>—Students will use traditional instruments,</p> |

**Comment [SED1]:** Summarizing the demographics of a course provides additional context for the teacher and/or reviewer. This is important when the course contains a wide range of student grade levels.

**Comment [SED2]:** The template used to identify individual students included in the SLO can also be used to capture other relevant and necessary data such as baseline performance, targets, and summative performance. By consolidating this information in one location a teacher and/or reviewer will have a comprehensive look at student performance in relation to the SLO.

**Comment [SED3]:** Most courses are built around an entire body of standards with the expectation that students will meet the appropriate level of proficiency by the end of the instructional period. By not only identifying those standards, but describing particular key ideas, process skills, etc. a teacher and/or reviewer will be better able to analyze information gained through assessments to drive instruction in these key areas. The specification of key ideas, skills, etc. can stem from district goals/priorities, course design, and/or student performance (both historic and current).

**Comment [SED4]:** The inclusion of performance indicators aligned with each standard allow the reviewer to have a more clear indication as to what students must know and be able to do in relation to the learning content identified within this SLO.

electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

**Standard 3: Responding to and Analyzing Works of Art**—Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

- **Performance Indicator 3a:** through listening, analyze and evaluate their own and others' performances, improvisations, and compositions by identifying and comparing them with similar works and events.
- **Performance Indicator 3b:** use appropriate terms to reflect a working knowledge of the musical elements

**Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts**— Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

**The following standards are taken from New York State P-12 Common Core Learning Standards for English Language Arts and Literacy:**

**Reading Standards for Literacy in History/Social Studies, Grades 6-8:**

RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or

**Comment [SED5]:** The inclusion of the Common Core Literacy Standards reflects the collective responsibility educators have to teach literacy across subject areas. In many cases it is through the reading, writing, speaking, and listening that students not only learn about other content areas, but communicate their knowledge and skills as well.

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|  | <p>avoidance of particular facts).<br/> RH.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8:</b><br/> RST.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.<br/> RST.8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8:</b><br/> WHST.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br/> WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| <p><b>Interval of Instructional Time</b></p> | <p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>This SLO begins on BEDS day, October 2, 2013 and will cover one academic year (September 2013- June 2014).<br/> Chorus instruction encompasses 40 minutes every other day.</p>   |

**Comment [SED6]:** By indicating how often the course meets and the duration of a class period the teacher and/or reviewer gain additional insight into the context in which this SLO takes place. This level of detail can also help to inform the instructional plan of action associated with this SLO.

## Evidence

*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*

**Student Baseline:** The district's "Quarter One" assessment, administered during October, consists of multiple choice questions covering music notation and terms (e.g., tone, quality, pitch, duration, loudness, technique and diction), as well as a performance component demonstrating their understanding of pitch, rhythm, dynamics, tempo, and articulation accuracy. The assessment also includes a short-response writing prompt which requires students to demonstrate an understanding of musical elements in their written response to a musical singing performance. Students will be scored on a scale of 0-100 points.

**Summative Assessment:** The BOCES regionally-created music assessment will be used as the summative assessment. This will consist of several short-response writing exercises that require students to critically analyze musical singing performances and demonstrate a deep understanding of musical elements, genres and styles covered throughout the year long course. Students must perform a choir solo and demonstrate correct pitch, rhythm, dynamics, tempo and articulation accuracy. Students will be scored on a scale of 0-100 points.

Both the written and performance-based questions included in the baseline and summative assessment will be scored using a rubric.

This SLO offers accommodations as legally required and appropriate for all students with Individual Educational Plans (IEP's) and Section 504 Accommodation Plans identified within the attached roster.

To ensure that this SLO is evaluated fairly and equitably, and those with a vested interest will not score summative assessments, the school has developed teams to score all summative assessments.

**Comment [SED7]:** The inclusion of performance measures can be a useful way to encourage students to think about the connections between learning content and real-world applications of a skill. Describing performance measures also gives the reviewer a more holistic sense of a student learning.

**Comment [SED8]:** The description of the assessment format, administration time, scoring procedures, etc. allow the teacher and/or reviewer to better understand under what conditions student performance is being measured, as well as shows how the assessment aligns with the learning content of the course.

**Comment [SED9]:** When utilizing a performance assessment it is imperative that clear scoring criteria and guides are provided to ensure accurate ratings by someone other than those with a vested interest in the outcome of the assessment.

**Comment [SED10]:** Describing the provision of testing accommodations and steps that will be taken to ensure the "vested interest rule" is followed allow the reviewer to be certain that the teacher is adhering to all relevant state and federal law as well as NYSED policy. [The Student Learning Objectives \(SLO\) Results Analysis webinar](#) will enable district leaders, principals and teachers to consider systems for scoring summative assessments used with SLOs.

|                     |   |  |       |                  |       |       |       |           |       |       |       |       |                   |       |       |       |       |                    |       |      |
|---------------------|---|--|-------|------------------|-------|-------|-------|-----------|-------|-------|-------|-------|-------------------|-------|-------|-------|-------|--------------------|-------|------|
| <b>Baseline</b>     | <p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>Students' scores range from 25-95 points out of a possible 100 points:</p> <ul style="list-style-type: none"> <li>• 5 students scored <math>\leq 30</math></li> <li>• 5 students scored between 31-50</li> <li>• 8 students scored 51-60</li> <li>• 4 students scored 61-70</li> <li>• 3 students scored 71-80</li> <li>• 5 students scored 81-90</li> <li>• 1 student scored <math>&gt;90</math></li> </ul> <p>See the attached student roster for individual baseline performance.</p> |  |       |                  |       |       |       |           |       |       |       |       |                   |       |       |       |       |                    |       |      |
|                     | <b>Target(s)</b>  | <p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p><b>Goal:</b> 80% of students will reach the academic targets set for Intermediate Chorus.</p> <p><b>Targets:</b><br/> Students who scored 0-50 will score 65 or higher<br/> Students who scored 51-60 will score 75 or higher<br/> Students who scored 61-75 will score 80 or higher<br/> Students who scored <math>&gt;75</math> will score 85 or higher</p> |       |                  |       |       |       |           |       |       |       |       |                   |       |       |       |       |                    |       |      |
| <b>HEDI Scoring</b> |   | <p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p>   |       |                  |       |       |       |           |       |       |       |       |                   |       |       |       |       |                    |       |      |
|                     | <b>HIGHLY EFFECTIVE</b>   |  |       | <b>EFFECTIVE</b> |       |       |       |           |       |       |       |       | <b>DEVELOPING</b> |       |       |       |       | <b>INEFFECTIVE</b> |       |      |
|                     | 20  | 19   | 18    | 17               | 16    | 15    | 14    | <u>13</u> | 12    | 11    | 10    | 9     | 8                 | 7     | 6     | 5     | 4     | 3                  | 2     | 1    |
| 99-100              | 97-98   | 95-96  | 92-94 | 88-91            | 85-87 | 82-84 | 79-81 | 76-78     | 73-75 | 71-72 | 68-70 | 64-67 | 60-63             | 57-59 | 53-56 | 49-52 | 45-48 | 40-44              | 30-39 | 0-29 |

**Comment [SED11]:** A broad overview of student performance on multiple sources of student baseline performance, in addition to the individual student performance, allows the teacher and reviewer additional context from which to set rigorous and reasonable targets for student performance.

## 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 for Intermediate Chorus is based on the New York State Learning Standards for the Arts, with an emphasis placed on the performance indicators that focus on performing vocal music and critical analysis of musical performances. In addition, the learning content is aligned to relevant aspects of the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy for History, Science and Technical Subjects. This design requires students to apply literacy skills acquired from other areas of study to their study of the performing arts. This course goes beyond simply asking students to perform vocal music pieces and requires them to draw on their writing and critical analysis skills to demonstrate their ability to listen, analyze and evaluate their own and others' performances, improvisations, and compositions by identifying and comparing them with similar works and events.

The baseline assessment, administered at the end of the first quarter of instruction, is designed to take into account that this course is comprised of students from a variety of grades and choral skill levels. The October timeframe allows students time to become familiar with choral concepts while still providing an accurate assessment of their performance at the start of the course to inform appropriate individualized targets.

The Music Department's curriculum gradually covers basic music elements from Kindergarten through 12<sup>th</sup> grade and is in direct alignment with the New York State Standards for the Arts. Students who have on-going instruction in choral studies and/or general music (5-8 years of study) should be able to identify basic elements in a piece of music with careful listening and analysis (e.g., music notation, dynamics, tempo, timbre, sight-reading, instrumentation etc.) These elements are a part of daily intermediate choral instruction. Students listen to a range of music during the school year, including performance pieces. This exposure to different genres and styles allows students to build the skills necessary for comparison and analysis over the course of the year. The summative assessment consists of several short-answer writing exercises that require students to apply the skills gained in the critical analysis of musical singing performances and demonstrate a deep understanding of musical elements, genres and styles. In addition, students must perform a choir solo and demonstrate correct pitch, rhythm, dynamics, tempo and articulation accuracy.

Participation in this course will introduce and reinforce the basic music elements of sight-reading and musical performance that will serve as a foundation for higher level course work. The knowledge and skills gained through

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**Comment [SED12]:** The SLO rationale is meant to thread the various components of the SLO together in a comprehensive fashion, becoming a guide to instructional practice and evidence based instructional models. Decisions made between selected content, baseline performance, and target setting should not only be aligned with each other, but also be in direct connection to the instructional practice and decisions made in regards to the course.

**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 college and careers.

intermediate chorus will contribute to the preparedness of students for continued study at the college level. In addition, students will gain the skills needed to pursue part-time jobs, volunteer opportunities, as well as careers in local theaters, music production, and throughout the field of music.