

Appendix A. Student Learning Objective Template

Date: 10/18/13

Teacher Name: Creative Cathy

Position: HS Art Teacher

Subject/Grade/Course Number: Intro. to Art/Gr.9-12/Art 1.0

Interval of Instruction: 1/21- 6/6/14 (83 days – class meeting every-other day for 80 min. periods)

Needs Assessment and Student Population

What do you know from the data about your students' needs and strengths? How does this SLO address a need for included students?

Since trend and prior test scores are not available, I created and administered a two-part, district-created pre-assessment. 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. The multiple choice scores (out of 100) ranged from 32 to 72. Results indicate that most students demonstrated a basic knowledge of the elements of art and art history, but lack in-depth understanding of both. Part two is an extended performance task (drawing) that demonstrates technical skill and the key aspects of direct observation. Results of Part two 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 between 0 and 25, 30 % scored between 26 and 50, 25% scored between 51 and 75, and 20% scored between 76 and 100 (the highest score was 85). When the two parts of the assessment were combined, overall scores ranged between 52 and 155 out of 200.

This SLO covers 48 students in Introduction to Art. Students are in the ninth or tenth grades and are divided into three sections of 15, 16, and 17 students each. Six of the students have an IEP.

Content Standards

What standards and content will you target in your SLO? How do these standards and content capture the essential areas of learning that align to national and/or state standards? How do these standards capture both process and content standards?

This SLO addresses the following standards from the Maine Learning Results:

- A. Disciplinary Literacy - Visual Arts:** Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.
 - A1: Artist's purpose: Students research and explain how art and artists reflect and influence culture and periods of time.
 - A2: Elements of Art and Principles of Design: Students evaluate all the features of *composition*.
 - a. Evaluate *Elements of Art*: color, form, line, shape, space, texture, and value.
 - b. Evaluate *Principles of Design* including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art

Students analyze and evaluate *art forms*.

- a. Describe, analyze, interpret, and evaluate *art forms* by applying grade span appropriate arts *concepts*, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of *print and/or non-print sources*.
- c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.
- d. Research and explain how art and artists reflect and shape their time

Based on the results of the pre-assessment, these MLRs will be the focus of this SLO. 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.

Summative Assessment

What assessment will you use to capture student growth? What modifications and accommodations will you provide to students with IEPs, 504 plans, or ELL status?

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 Maine Learning Results. Part one, worth 100 points, 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 knowledgably using art vocabulary. Part two, worth 100 points, 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 IEPs, the six students with disabilities will receive extended time for the assessments. Two 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 Targets

What growth do you expect your students to demonstrate by the end of the interval of instruction?

I set the growth targets based upon the information I have about the assessment. For the multiple choice section, 70 percent correct would be passing. I should expect nearly all my students to achieve at least 70 points on part one on the assessment. In addition, the rubric was constructed so that in one year students should increase their performance by up to 25 points on the rubric. Given this information, I can expect my lowest performing students to show about 60 points of growth. I differentiated my targets because higher-performing students will be refining rather than acquiring skills and can be expected to show less growth. Students will be expected to reach the following growth targets:

Preassessment Score (out of 200)	Growth Target
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Below 75	Increase score by 60 points
76-100	Increase score by 55 points
101-125	Increase score by 50 points
126-150	Increase score by 45 points
Above 150	Increase score by 40 points

Instructional Strategies

Which instructional strategies will you use to help students reach their growth targets?

Instruction will focus on the application of concepts rather than rote memorization of vocabulary and elements of art. Instructional strategies will include think-alouds to model and then develop thought processes for analyzing artwork, project-based learning to situate learning in a real-world contexts, and interdisciplinary projects that connect art to its historical and social contexts.

Progress Monitoring Plan

How will you monitor progress throughout the year?

1. I will administer quizzes and/or projects every two to four weeks to assess student progress in their understanding and application of elements of art, art history, art terms/vocabulary, & interpretation of art work. I will use the results of these formative assessments to determine whether students need reteaching, reinforcement, or extension of content.
2. Students and I will use the rubric for the performance task throughout the semester. This rubric will be used for student self-assessments as well as grading. I will provide additional instruction and support on those areas where student performance is the weakest.

Is this SLO approved? Yes No

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

SLO Sample adapted from: <http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/Student-Learning-Objective-Examples/Student-Learning-Objectives-Arts-Example/Grades-9-12-Introduction-to-Art.pdf.aspx>