

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.

Pre-Assessment Results: Part One

Scores on Multiple Choice	Number of Students	Percentage of Students
0 - 10	10	14
11 - 15	43	60
16 -20	19	26
20 -25	0	0
Scores on Extended Response Rubric		
1	18	25
2	22	30
3	18	25
4	14	20

Pre-Assessment Results: Part Two

Score on Performance Task Rubric	Number of Students	Percentage of Students
1	14	20
2	25	35
3	22	30
4	11	15

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.. 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.

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

This SLO covers all 72 students in Introduction to Art. The 72 students are a mix of 9th through 12th grade and are divided into three sections of 28, 21 and 23 students each. Sixteen of the 72 students have an IEP. Five students have been identified as gifted in the visual arts and have WEPs. No students are excluded from this SLO.

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 April 15, 2013. The class meets every school day for one 40 minute period.

Standards and Content*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). The achievement content statements for high school provide descriptions of the Beginning, Intermediate, Accelerated and Advanced levels. Because this SLO is for an introductory level course, the Beginning levels for each standard follow:

- 1PE Examine and articulate the effects of context on visual imagery.
- 2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
- 3PE Identify the relationship between community or cultural values and trends in visual art.
- 4PE Identify the factors that influence the work of individual artists.
- 6PE Describe the decisions made in the design of everyday objects.
- 1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
- 2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

3PR Explore multiple solutions to visual art problems through preparatory work.
4PR Establish the appropriate levels of craftsmanship when completing artworks.
6PR Identify and apply visual literacy as a means to create images that are personally expressive.
1RE Explore various methods of art criticism in responding to artworks.
2RE Identify assessment practices to manage, monitor and document their learning.
3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
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. The district curriculum director has approved the use of the assessment for this SLO. 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 knowledgably using art vocabulary. Part two is an extended performance task (drawing) that demonstrates technical skill and the key aspects of direct observation. A district-approved rubric will be used to score the performance task. An answer key will be used to score the multiple choice questions and a district-approved rubric will be used for scoring the extended response question.

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 if pre-assessment score was 1 - 3.
- * Increase the performance extended response by 1 rubric point if pre-assessment score was 1 - 3.

Scores on Pre-Assessment: Part One

Scores on Multiple Choice	Growth Target
0 - 10	Pre-Assessment Score + 5
11 - 15	Pre-Assessment Score + 5
16 - 20	Pre-Assessment Score + 5
20 - 25	0
Scores on Extended Response Rubric	
1	2
2	3
3	4
4	4 (using multimedia artworks)

Scores on Pre_Assessment: Part Two

Score on Performance Task Rubric	Growth Target
1	2
2	3
3	4
4	4 (including justification for choice of media)

For students who scored a 4 on either the extended response rubric or the performance task rubric, the growth target remains a 4, however, the artworks used for the extended response item will involve multimedia and the performance task will permit the student to choose media and provide justification for the choice.

In order to meet his/her growth target, the students must meet the target criterion for all portions of the assessment.

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. Students are required to read informational text in this course which aligns with the building goal of reading across the curriculum. 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 district-approved rubric that focuses on specific skills and visual evidence of application of concepts. The rating scale on the rubric 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.

Because students are expected to increase their performance level on all three sections of the post-assessment when compared to their pre-assessment scores in order to achieve their growth target, students will increase their in-depth understanding of art and art history, increase their ability to interpret artwork and correctly use art terms and vocabulary and increase their technical and direct observation skills. These were the weaknesses identified on the pre-assessment.