

Student Learning Objectives (SLO)

Teacher Name:

Content Area and Course: Art 2

Grade Level: 10-12

Academic Year: 2013-14

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?

Art 2 is the second sequential course offered at the high school level. Students entering Art 2 are expected to have an elementary working knowledge of basic art vocabulary and technical applications across a wide, yet basic, scope of media and materials. An assessment was created through collaboration and administered via district approved pre-evaluation in August of 2013. The assessment is comprised of: true and false, multiple choice and a series of practical application performance tasks. This pre-assessment is graded using an answer key for the questions and a rubric for the practical application performance tasks. In general, the students were split nearly in half with approximately 50% more successful with the multiple choice questions and 50% more successful with the practical drawing section.

Student Population

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

This SLO covers 15 students in one section of Art Two. The student population is a mix of students in the 10th through 12th grade. One student has an IEP plan but has no accommodation for art.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

This SLO covers the first semester of the 2013-14 school year from August 19 through December 20, 2013. The class meets every day for one 85 minute period.

Standards and Content

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What content will the SLO target? To what related standards is the SLO aligned?

The learning content for this SLO is based on the majority of the Visual Arts Standards for high school art as established by the ODE. The standards are divided into PERCEIVING/KNOWING (2PE, 3PE, 4PE), PRODUCING (1PR, 2PR, 4PR, 6PR), and RESPONDING/REFLECTING (2RE, 3RE). The achievement standards are at the intermediate level. In order to show stretch, individualized differentiated instruction will be provided on all major projects. By the end of the course students should be able to analyze and interpret various works of art including their own. They will be able to express and defend their critical opinions using appropriate vocabulary both verbally, and in written form. Students should demonstrate an understanding of context, cultural values, and sources of inspiration in an artist's work. Students will demonstrate intermediate technical skill and craftsmanship through a variety of tools and materials, and should be able to apply the principles and elements of art in the creation of their own artwork.

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-approved end of course exam that aligns with the rigor and content of the Art 2 class and the Visual Arts Standards established by the ODE. Part one consists of multiple choice questions focusing on the tools, materials, concepts and techniques taught throughout the course. The multiple-choice questions will be graded using an answer key. Part two consists of a series of drawings to gauge student's fluency in observational drawing, value, proportion, color theory, composition, perspective and line weight. The practical applications are being evaluated using a district approved rubric.

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Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Baseline Score	Growth Target
Overall score on pre-assessment administered August 2013	Expected performance on Post-assessment administered December 2013
18-23	30-34
24-29	33-36
30-36	37-39
37-39	40-50

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Rational for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

The pre-assessment clarified each individual student's strengths and weaknesses as some students were stronger in the knowledge based multiple choice questions, others demonstrated strengths in the skill based drawing section, while others showed great technical ability and execution in the practical application portion of the assessment.

The content for this class is based on establishing a basic understanding of a wide variety of tools, materials, and techniques required to progress within the fine art program. These growth targets established within the SLO will ensure that students are prepared for upper level art classes within the sequential curriculum.

As a result of the varied ability levels of the students entering Art one, there is a variety of assessments allowing each student to demonstrate their own strengths. Growth targets were established in a way to ensure that each student reaches or exceeds proficiency by the end of the course. Throughout the course, I will monitor student progress through a variety of formative assessments and adjust instruction on an individual basis in order to maximize the growth of each individual student.