

## Student Learning Objective (SLO) Template

*This template should be completed while referring to the SLO Template Checklist.*

Teacher Name: \_\_\_\_\_ Content Area and Course(s): Visual Art Grade Level(s): 6 Academic Year: 2013-2014

### 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?*

The diagnostic pre-assessment is focused on the student's knowledge and understanding of the Ohio Visual Arts State Standards for Sixth Grade students. Students must demonstrate an understanding of the elements of art and basic drawing techniques and terminology to be successful on the district-wide common summative assessment at the end of the quarter/course. Since the average pre-assessment score from the 34 students tested during the first quarter was a 16.5/30 or 55%, my goal is to provide projects with instruction that meets multiple learning intelligences to ensure proficiency is met on the summative assessment at the end of the course.

While the results are low they are expected due to the lack of exposure students have to art within the district. Students in the 6<sup>th</sup> grade have only had art 4 times a year during elementary school. Due to the low results for the pre-assessment, all areas will be covered and assessed throughout the duration of the SLO.

I will evaluate progress towards meeting this goal by monitoring individual student growth and development both informally as I move about the room providing assistance during the creation of projects and through bell and exit work. Formal assessments will be used as well such as rubrics, graphic organizers and course assignments. The overarching rationale is to ensure that students are prepared to transition to the Art 8 course in Middle School which builds upon knowledge and skills previously learned to show growth in progressively more difficult terminology, techniques and concepts.

The pre-assessment and final assessments have not been given prior to this so the information for the SLO is based on the results of the pre-assessment, what I have been able to observe from students during the first week of the course and IEP/504 information.

### Student Population

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

Visual Arts, 6<sup>th</sup> Grade, 34 students for the First Quarter of the 2013-2014 School Year

Contextual Factors/Student Characteristics:

Student's skill and prior knowledge is limited due to the lack of prior art courses being taken. The students have only had art in elementary school 4 times a year prior to this course. Due to this, student's retention of previous knowledge will also vary due to a wide array of learning abilities. The classes include students with IEP's/504's that require project, assignment and testing accommodations. They also include students that need assistance to stay focused, on task and manage their time on assignments.

Sub-groups include 8 students with 504's or IEP's.

**Interval of Instruction**

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

Sixth grade students take art for 1, 9 week period. The classes meet once a day for a 45 minute class period.  
Quarter 1 = August 27, 2013 - October 25, 2013  
Quarter 2 = October 28, 2013 – January 17, 2014  
Quarter 3 = January 21, 2014 – March 21, 2014  
Quarter 4 = March 25, 2014 – June 5, 2014

**Standards and Content**

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

The course content and projects are aligned to the Grade 6 Ohio Visual Arts Content Standards that include the cognitive and creative learning processes of Perceiving/Knowing (PE), Producing/Performing (PR) and Responding/Reflecting (RE).

The course pre and post assessments used for the SLO primarily focus on the following three Grade 6 Visual Art Standards.

1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.

1RE Explain what makes an object a work of art using a range of criteria.

2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.

Students will express themselves through creating and reflecting upon original works of art. The artwork and reflections must demonstrate the student's ability to use artistic and reasoning skills to imagine, create, realize and refine them. Students will experience projects and assignments that require them to integrate various mediums, techniques, technology as well as knowledge of other content areas. By creating, analyzing and evaluating their artwork, students will retain the necessary terms and concepts needed to be successful on the final assessment.

**Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

The Districts common Grade 6 Visual Arts pre and post assessment will be used to measure student growth for this SLO.

These assessments were created based on the Grade 6 Ohio Visual Content Standards as well as consideration of what skills and knowledge are needed to be successful within the subsequent Grade 8 Visual Arts class.

**Growth Target(s)**

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

38 students took the 6<sup>th</sup> grade pre-assessment. The average score was 16.5/30 which is a 55%.

Tier Level	Number of Students	Pre-assessment Score	Growth Target
Tier 1	6	21 or higher =70% or higher	25 or higher or 83% or higher
Tier 2	13	16-20 = 53%-67%%	21-25 or 70%-86%
Tier 3	7	15 or below = 50% or lower	Increase 7 points or 23.3%
Tier 4	8	IEP & 504 with special accommodations needed	Increase of 5 points or 16.6%

**Rationale for Growth Target(s)**

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

Sixth grade art is the first full Visual Arts class that students within the WE school district have. Prior to sixth grade students have only received a limit amount of art instruction, 4 times per year. Due to this the Grade 6 Visual Arts class is an introduction to multiple techniques, mediums, terms and concepts. Students are asked to retain a lot of new information in a short, 9 week time frame. While there is reinforcement of concepts from project to project, the course is not a gradual build of information as seen within the higher level art courses at the High School level.

Tier Level	Growth Target	Rationale for Growth Target
Tier 1	25 or higher or 83% or higher	These students received high scores that are not common for students that have had the limited exposure to art our district is currently able to provide. The high score indicates that they have already had exposure to visual art outside the school setting. This 9 week general art course will allow them to retain some new information and techniques so indicated growth is expected.
Tier 2	21-25 or 70%-86%	These students received expected scores for the limited amount of art that they have received within the district. They were able to answer questions about basic elements and techniques but will need instruction that includes direct instruction, guided practice, cooperative learning and kinesthetic activities to help them define and identify new terminology and apply techniques and concepts. These students do not have any written accommodations and so growth is expected.
Tier 3	Increase 7pts or 23.3%	These students received low scores and show very limited prior knowledge of art terminology and concepts. These students will likely take a bit more time to fully retain information and concepts to then apply to their artwork.
Tier 4	Increase of 5 points or 16.6%	These students have IEP/504 documentation that lists necessary accommodations. These students have limited reading and reading/comprehension skills which may limit their amount of growth and retention of terminology and concepts for application.