

EXAMPLE Student Learning Objective (SLO) Template (with Embedded Checklist)

Teacher Name _____ Content Area and Course(s): Middle School Choir Grade Level(s): 7-8 Academic Year: 2013-2014

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?

A pretest was administered to students during the month of September. This test involved students singing a ten-note phrase of music on solfege syllables. The students were taught how to sing this phrase in a group context, and then individuals were tested on singing this phrase four consecutive times. The first time, the accompanist plays what the student sings, note for note. The second time, the accompanist plays an ostinato in the left hand as the student sings. The third time, the accompanist plays a countermelody in the right hand. The final time, the accompanist plays a melody that is a third above the singer. The students receive a point each time they sing a correct pitch.

If students scored at least a 38 on the first portion of the assessment, students were given an extended assessment. In this portion, students were taught a 5 note phrase of music. Students then sang this phrase with pre-recorded voices a total of three times. On the first time, the student attempted to match the pitches a cappella. The second time, the student attempted to sing the excerpt with a bass line that differs. The third time, the student was required to sing the “middle harmony” in a chord of voices. The students receive 2 points each time they sing a correct pitch.

If students had a perfect score of 70, they will take yet another assessment that measures sight reading capability. Students will sight read a line of music they are unfamiliar with and will earn a point for each note sung correctly, as well as a point for each rhythm sung correctly.

The results of this pre-test are attached to this SLO Document.

The assessment is worth a total of 70 points.

As I reviewed the data, I noticed that many students can match pitches if the piano part is complimentary to the voice part. However, when the piano deviates from the vocal part, many students are unable to remain independent. This is something that will be taught over the course of the year. It is a valuable and necessary skill for students to know so that a choir can sing in harmony and become less reliant on the instructor to teach a vocal line by rote instruction.

Checklist & Comments: Baseline and Trend Data

Does the identified baseline and trend data meet the following criteria?

- Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)
- Draws upon trend data, if available
- Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses

Comments/Questions:

- 1.
- 2.
- 3.

Student Population

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

Each of the 171 choir students at Willowick Middle School was tested. 105 are in 7th grade, and 66 are in 8th grade.

The population includes 106 females and 65 males.

20% of these students are either on an IEP or have a Section 504 for accommodations in the classroom.

Over 95 % of these students have not sung in a choir for more than a year. The act of singing a melodic line in tune is difficult for them, but achievable when instruction provides the opportunity to practice this discipline on a daily basis.

Checklist & Comments: Student Population

Does the identified student population meet the following criteria?

- Identifies the class or subgroup of students covered by the SLO
- Describes the student population and considers any contextual factors that may impact student growth
- If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO

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Interval of Instruction

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

August 2013 to April 2014

Each middle school choir class meets every other day for forty-five minutes.

Checklist & Comments: Interval of Instruction

Does the interval of instruction identified meet the following criteria?

- Matches the length of the course (e.g., quarter, semester, year)
- Considers the length of the course in relation to the instructional pacing when the initial (starting point) and summative (endpoint) growth measure evidence collection occurs – deadline of April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)

- 1.
- 2.
- 3.

Standards and Content

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

This SLO will target the act of singing a line of music independently and maintaining that part when other parts are played on a piano or recording.

ODE 2012 Music Standards

7th Grade 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

8th Grade 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

National Association for Music Education Standard #1:

- **Singing, alone and with others, a varied repertoire of music**

Checklist & Comments: Standards and Content

Do the standards and content described meet the following criteria?

- Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations
- Represents the big ideas or domains of the content taught during the interval of instruction (between the initial (starting point) to the summative (endpoint) growth measure evidence collection - deadline occurs: April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th))
- Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

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Assessment(s)

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

Throughout the year, there will be daily informal assessments that I will use to decipher whether or not students are becoming independent in producing a vocal line. Throughout the year, assessments will be given in small groups to see if students are mastering their repertoire. These assessments will shed a great deal of light on the progress that students are making.

In April, a post-assessment will be given that is identical to the pre-assessment that is described earlier in this SLO. Unlike a math or social studies summative assessment, the student cannot benefit from taking the same test a second time. An improvement in skill is the only way that the student will be able to improve their score on this type of test.

Checklist & Comments: Assessment(s)
Does the description above meet the following criteria?
<input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended <input type="checkbox"/> Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used <input type="checkbox"/> Follows the guidelines for appropriate assessments <input type="checkbox"/> Matches the interval of instruction and reflects consideration of summative (endpoint) growth measure evidence collection deadline occurs – April 15 th for year-long courses and 2 nd semester courses / as identified for 1 st semester courses and 9-week courses (no later than April 15 th)
1. 2. 3.

Growth Target(s)

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

<p>There are 70 possible points on this assessment.</p> <p>Students that scored between 0 and 15 are expected to make a 10 point improvement.</p> <p>Students that scored 16 are expected to make a 9 point improvement.</p> <p>Students that scored 17 are expected to make an 8 point improvement.</p> <p>Students that scored 18 are expected to make a 7 point improvement.</p> <p>Students that scored 19 are expected to make a 6 point improvement.</p> <p>Students that score between 20 and 24 are expected to make a 5 point improvement.</p> <p>Students that score between 25 and 39 are expected to make a 4 point improvement.</p> <p>Students that score between 40 and 60 are expected to make a 10 point improvement.</p> <p>Students that score between 61 and 69 are expected to make to improve to a score of 70.</p> <p>Students that score 70 will take the High School Post-test and will be expected to score at least 8 points on it.</p>
Checklist & Comments: Growth Target(s)
Does the identified growth target(s) meet the following criteria?
<input type="checkbox"/> All students in the class have a growth target in at least one SLO <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets <input type="checkbox"/> Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline occurs – April 15 th for year-long courses and 2 nd semester courses / as identified for 1 st semester courses and 9-week courses (no later than April 15 th)
1. 2. 3.

Rationale for Growth Target(s)

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

For students who score between 0 and 15, It is reasonable for students to be expected to improve by 10 points. This means that students will learn the skill of matching pitches. Data drives instruction, therefore, students will be consistently working on matching pitches so that they can develop more difficult skills in the future.

As students score higher and higher on the assessment, it becomes harder to show that much growth, so the growth target becomes smaller. However, once students begin to score above 40, it actually becomes more attainable to improve by ten points. This logic is dictated by the nature of the aural skills needed for this assessment.

These targets align with other district goals because they must be achieved for the choral program to thrive at a district level. Without matching pitches and singing independently, the singers will struggle to make music that is rewarding and challenging.

Checklist & Comments: Rationale for Growth Target(s)

Does the rationale described above meet the following criteria?

- Demonstrates teacher knowledge of students and content
- Explains why target is appropriate for the population
- Addresses observed student needs
- Uses data to identify student needs and determine appropriate growth targets
- Explains how targets align with broader school and district goals
- Sets rigorous expectations for students and teacher(s)
- Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline occurs – April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)

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- 2.
- 3.