

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Art
School:	8 th Grade
Evaluator:	

STEP ONE: SLO DEVELOPMENT

<p>Prioritize Learning Content: <i>Identify standards and content.</i></p>	<p><i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify the specific data source or trend data used. (1a)</i></p>
	<p>The most important concept that I will incorporate in art will be the seven sensory tools known as the elements of art. We want the students know, understand, and apply these elements.</p> <p>6-8.VACr.2.3 Apply visual organization strategies (such as the principles or elements of design) to produce a work of art or media that clearly communicates information or ideas.</p> <p>6.8.VACr.3.1 Apply relevant criteria (such as the elements and principles) to examine, reflect on, and plan revision for a work of art or design in progress.</p> <p>6.8.VA.Re.9.1 Create a convincing and logical argument based on personal or relevant criteria (such as the elements and principles) to support an evaluation of art.</p>

<p>Identify the Student Population: <i>Describe the context of the class.</i></p>	<p><i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)</i></p>
	<p>This SLO goal will apply to 23 eighth grade Art students. This includes 15 girls and 8 boys. 2 students are on an Individualized Education Plan (IEP).</p> <p>Student 1=student is allowed extended time on assignments and tests, alternative test setting, and restating of the directions. Student is granted preferential seating.</p> <p>Student 2=student is allowed extended time on tests and assignments, oral testing in an alternative setting, and clarified directions. Student is granted preferential seating. Hearing aids are worn in both ears.</p>

<p>Interval of Instruction: Specify the time frame in which growth will be measured.</p>	<p><i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.</i></p> <hr/> <p>This SLO goal will span the entire semester (18 weeks).</p>
<p>Analyze Data and Develop Baseline: Detail student understanding of the content at the beginning of the instructional period.</p>	<p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p> <hr/> <p>The students were given a pre-test on the Elements of Design.</p> <p>78%-85%, n=1 70%-77%, n=5 9%-69%, n=17</p> <p>The students were given a pre-test at the beginning of the semester on the elements of art.</p> <p>Student 1-27% Student 2-36% Student 3-46% Student 4-46% Student 5-54% Student 6-54% Student 7-54% Student 8-58% Student 9-58% Student 10-64% Student 11-65% Student 12-65% Student 13-65% Student 14-65% Student 15-66% Student 16-66% Student 17-67% Student 18-71% Student 19-73% Student 20-75% Student 21-75% Student 22-78% Student 23-79%</p>

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Select or Develop an Assessment: <i>Describe how the goal attainment will be measured.</i>	<i>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)</i>
	The pre- and post-test were created by the XX School District Middle School Art teachers. The assessment was designed to specifically measure the baseline of the incoming 8th graders and track their growth throughout the course. The assessment is broken down into sections for each element and directly relates to the standards listed above. This allows for singular element assessments that can be used after each coordinating unit to check for understanding.

Growth Goal: <i>Establish expectations for student growth.</i>	<i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i>
	By the end of the semester, Students 1-9 will score 70% or higher on the post-test, students 10-23 will score 85% or high on the post-test.

Provide Rationale: <i>Describe how your SLO benefits student learning.</i>	<i>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)</i>
	The baseline data provides information on what the student currently understand and what they struggle with. After each project, the short assessments on the individual elements show how the students are growing and if they need additional instruction or projects to fully understand the concept.
	This SLO was developed to align to the hands-on projects the students were already completing. The documentation and check

	<p>for understanding will ensure that the students understand how to define and apply the Elements of Design.</p>
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<p>Learning Strategies: Describe your plan to meet student needs.</p>	<p><i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</i></p> <hr/> <p>The semester plan was developed backwards by design. The key information for students to understand and apply was chosen and added to the pre- and post-test. The art projects the student complete are based on each of the Elements of Design in the pre- and post-test. After each project, the teacher is able to assess the progress of the student using the small element sections from the test.</p>
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STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

STEP THREE: ONGOING COMMUNICATION

<p>Progress Update: Describe student progress toward the growth goal.</p>	<p><i>Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)</i></p> <hr/> <p>The students are progressing as I expected in relation to their growth goal.</p>
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<p>Strategy Modification: If necessary, document changes in strategy.</p>	<p><i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)</i></p> <hr/> <p>By continually assessing the Elements of Design I have a good idea of how my students are doing in relation to the growth goal. As needed, I reinforce each element with guided practice, appropriate YouTube videos to reinforce concepts, and cooperative learning activities.</p>
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<p>SLO Adjustment: If justified, describe changes to the SLO.</p>	<p><i>Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)</i></p> <hr/> <p>None.</p>
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Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

SCORING

High Growth: <i>The growth goal was 86% to 100% attained.</i>	<i>What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)</i>

Expected Growth: <i>The growth goal was 65% to 85% attained.</i>	<i>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</i>
	18/23 students scored at or above their assigned percent score on the post-test. Goal attainment: 80%

Low Growth: <i>The growth goal was less than 65% attained?</i>	<i>What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)</i>

PRELIMINARY STUDENT GROWTH RATING

PRELIMINARY STUDENT GROWTH RATING Based on final assessment data, the student growth rating is:		
LOW	EXPECTED	HIGH
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REFLECTION

Professional Growth: <i>Detail what you learned.</i>	<i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</i>
	Because we work on so many projects and students reflect on design elements through their own work, next year I would like to work a project component into my post-assessment as part of my SLO. I will need to develop a standards aligned rubric for scoring.