

Grade 5 Art SLO

Directions: Review the following student learning objective (SLO) developed by an elementary art teacher.

Date: 10/15/13

Teacher Name: Abby Artista

Position: Elementary art

Subject/Grade/Course Number; Gr. 5 art

Interval of Instruction: 11/13/13–4/14/14 (36 days)

Needs Assessment and Student Population

What do you know from the data about your students' needs and strengths? How does this SLO address a need for included students?

Area of Need: Aesthetics and Criticism

This SLO includes the 28 students in my grade 5 art class. I see these students for one hour once a week (a total of 36 hours). Results of the fall MAP test in reading indicate that all students in the class are reading above or on grade level. One student has a visual impairment and requires enlargement of text and images. Two students have emotional disturbance and another student has concomitant disorders. In the past all four of these students have shown average growth in the past. One student is limited English proficient (LEP)

Last year, I provided instruction to 26 of my 28 students in Grade 4; the other two students transferred from another district. My students struggled with aesthetics and criticism. Students consistently scored the lowest on writing prompts requiring criticism as compared with their scores on other projects and assessments.

This fall, I administered an assessment composed of 20 multiple-choice and matching questions on art terminology and two writing prompts. Prompts required students to write criticisms of two pieces of art work. The prompts were graded using a rubric. I enlarged the text and artwork for one student and provided three students extended time per their IEPs. I worked with the ELL specialist to reword questions to be accessible to my student who is limited English proficient.

Students showed a range of performances on this assessment. The lowest overall score was a 12 and the highest score was a 77. In general, results suggest that students can select the correct definition of a word for at least half the terms on the assessment, but they struggle to use that terminology when describing and evaluating the art piece. All students attempted to respond to the writing prompts, but overall their responses lacked the depth and specificity needed. Detailed breakdowns of scores are shown on the following page.

Student Scores on the Preassessment Administered in Fall 2013					
Multiple Choice and Matching Questions		Writing Prompt 1		Writing Prompt 2	
Score Range	Number of Students Scoring in that Range	Score Range	Number of Students Scoring in that Range	Score Range	Number of Students Scoring in that Range
0-12	5	0-10	12	0-10	11
13-26	16	11-20	13	11-20	15
27-40	7	21-30	3	21-30	2

Content Standards

What standards and content will you target in your SLO? How do these standards and content capture the essential areas of learning that align to national and/or state standards? How do these standards capture both process and content standards?

This SLO aligns with Standard D of the Maine Learning Results for Visual and Performing Arts, which focuses on describing, analyzing, interpreting, and evaluating art. Specifically, students should be able to apply appropriate arts concepts, vocabulary skills, and processes in their analyses and evaluations. This SLO covers both content (art concepts, vocabulary, etc.) and processes (analyzing, interpreting, evaluating).

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Students describe and compare *art forms*.

- Describe and compare *art forms* by applying grade span appropriate arts *concepts*, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- Ask questions about an *art form* to further understand the concepts, skills, and processes used to create/perform the work of art.
- Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.

This SLO also aligns with the following Common Core Writing standard:

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Summative Assessment

What assessment will you use to capture student growth? What modifications and accommodations will you provide to students with individualized education programs (IEPs), 504 plans, or English language learner status?

The summative assessment is a similar form of the preassessment. It is comprised of twenty multiple choice and matching questions (2 points each, 40 pts. total) and two writing prompts (30 points each). The prompts will use two different pieces of artwork that have not been discussed in class prior to the assessment. When administering the assessment, I will enlarge the text and artwork for one student with a visual impairment and provide three students extended time per their IEPs. For my one student who is limited English proficient, I will work with the specialist to reword questions to be simpler or provide

Spanish translations for the vocabulary terms.

In order to reduce potential bias during scoring, students will put numbers instead of their names on the assessments. During a department meeting, the elementary art teacher and I will work together to score the assessments. See the attached for the full assessment.

Note to the reader: Had the assessment been attached to this SLO, the evaluator would have been able to make an informed judgment of the quality of the SLO. Given the lack of the assessment here, assume that the assessment meets minimum criteria requirements.

Growth Targets

What growth do you expect your students to demonstrate by the end of the interval of instruction?

This is my first time administering this pre- and postassessment so I have limited information about what amount of growth is reasonable. However, I know that all students should be able to answer at least 75 percent of the multiple choice questions correctly. I also know that a score of 15 on writing prompt would be considered an acceptable, or passing, response. I set individual growth targets and expect students who answered below 28 on the multiple choice section to *either* increase their scores to 28 total points *or* to increase their scores by 4 points—whichever is higher. I expect my students scoring below 15 on the writing prompts to increase their scores by 8 to bring them close to or past minimum expectations. I expect students scoring above 15 to increase their scores 4 points on each writing prompt. This approach recognizes that it may be easier to show growth on the multiple choice section than on the writing sections, which is why the growth targets vary by student strength and need.

The total baseline scores and the expected scores are shown below.

Student	Baseline Score	Growth Target (expected score)
A	12	52
B	16	52
C	18	56
D	20	52
E	22	56
F	26	56
G	30	60
H	32	60
I	34	60
J	40	64
K	42	64
L	44	72
M	44	66
N	46	72
O	48	74
P	48	68
Q	48	68
R	48	68
S	50	72

T	50	68
U	54	66
V	60	72
W	60	72
X	62	74
Y	64	76
Z	70	82
AA	76	88
AB	77	90

Instructional Strategies

Which instructional strategies will you use to help students reach their growth targets?

I will use a gradual-release model. First, I will model how to describe, analyze, interpret, and evaluate art and then I will give students opportunities to apply their learning in groups. Students will also have multiple opportunities for individual practice through a writing journal. I will provide writing prompts for their journals that will support students in addressing their needs to practice description, analysis, interpretation and evaluation of art.

As needed, I will scaffold the process for students. For example, I will provide graphic organizers to help students organize their writing, build content knowledge, and address important details that might otherwise be overlooked. I will also provide feedback on a draft before finalizing the piece and allow time for students to peer review one another's work using a rubric.

Progress Monitoring Plan

How will you monitor progress throughout the year?

I will use monthly quizzes to assess student progress towards the goal. In addition, students will keep a writing journal where they practice describing, analyzing, interpreting, and evaluating art. I will use the data from these formative assessments to determine student strengths and needs. I will provide additional small-group support to students who are not making sufficient progress and will provide extension activities to any students in need of a challenge.

Is this SLO approved?

Yes No

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____