

## Student Learning Objective (SLO) Template

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

Teacher Name: Katelyn Romanic Content Area and Course(s): Visual Arts - Art I Grade Level(s): 9-12 Academic Year: 2014-2015

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?*

Since trend and prior test scores are not available, a two part district-created pre-assessment was created and administered. Each part of the pre-assessment was developed in close collaboration with another art teacher in the building. The baseline data is based on results from this district-created, cumulative pre-assessment, covering the yearly High School Art I curriculum, which is aligned to Ohio's New Learning Standards in the Visual Arts. The pre-assessment was administered in two parts. The first part of the pre-assessment consisted of matching vocabulary questions, short answer questions, and multiple choice questions covering student knowledge of the color wheel and the elements of art and principles of design. The elements and principles along with the color wheel are fundamental skills to all classes in the visual arts, which is why it is essential this knowledge be gained in Art I, the introductory course to all high school level visual art classes. Additionally, an extended response was included that asked students to write about a selected work of art and find and discuss the elements and principles used in this given artwork. The written extended response was included to support the building initiative of promoting reading and writing across all subjects in the curriculum as well as further promoting the notion of art as its own visual language. The extended response was scored on a separate, district-created five-point rubric. The second part of the pre-assessment was performance-based and consisted of a table matrix that asked students to visually depict the meaning of each element of art and principle of design, using their own creativity to create a drawing that incorporated each combination of the elements and principles. The results reveal most students demonstrate a limited, basic knowledge of some elements and principles of art and the color wheel, but they lack an in-depth understanding of both and struggle with the application of this knowledge. The first part of the pre-assessment covered the knowledge, and the second part tackled the application of this knowledge. The results from each part of the pre-assessment as well as the final composite scores data are listed in the tables below on the following page. All scores are listed as percentages. The first table shows the results from the first part, which includes the matching, multiple choice, short answer, and extended response. The second table shows the results from the performance task. Lastly, the third table shows the final composite score from both parts. Each part accounted for 50% of each student's final score, making each part of the pre-assessment have equal weight in the final score. All 88 students in the SLO are represented in all three tables.

Part I (Test and written response)		Part 2 (Performance task)		Final Composite Scores	
Range (%)	# of Students	Score (%)	# of Students	Score (%)	# of Students
76 - 81	5	95	1	87	1
66 - 73	7	77 - 81	5	70 - 78	5
55 - 63	11	68 - 75	4	62 - 67	9
46 - 54	20	57 - 66	20	50 - 59	18
35 - 44	22	48 - 54	21	40 - 49	30
25 - 32	13	40 - 47	12	30 - 39	16
11 - 20	10	30 - 39	14	18 - 26	7
		16 - 26	9	8 - 13	2
		2 - 5	2		

**Student Population**

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

This SLO covers 88 students in Art I. The 88 students are a mix of 9<sup>th</sup> through 12<sup>th</sup> grade and are divided into sections of 21, 21, 22, and 24 students respectively. Of the 88 students, 13 are on an IEP. No students are excluded from this SLO.

**Interval of Instruction**

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

This SLO covers the 2014-2015 school year from August 28, 2014 – April 15, 2015. The pre-assessments were administered on August 28<sup>th</sup> and 29<sup>th</sup> respectively, and the completion date for the post-assessments will be March 27<sup>th</sup>. Each class meets for three 43-minute periods and one 84-minute period each week for the entire duration of the school year.

**Standards and Content**

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

Based on the results of the pre-assessment, the learning content for this SLO focuses on the ODE Visual Arts requirements for:

PERCEIVING/KNOWING  
 (1PE): Examine and articulate the effects of context on visual imagery.

PRODUCING/PERFORMING  
 (1PR): Demonstrate basic technical skill and craftsmanship with various art media when creating art from observation, memory, and imagination.  
 (2PR): Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.  
 (4PR): Establish appropriate levels of craftsmanship when completing artworks.

RESPONDING/REFLECTING  
 (3RE): Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

The five standards listed above are the overarching concepts for this yearlong course, and each of these standards will be covered in all projects

throughout the year. The standards being used for the SLO are from the HS Beginning level as Art I is the beginning, introductory course students take at the high school level. Regardless of their grade, all students enter this course having previously had the same amount of visual art instruction through the elementary and middle school curriculums respectively. Additionally, this SLO also includes reading and writing as a means of supporting the building initiative to integrate reading and writing across the curriculum.

### **Assessment(s)**

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

The assessment used to measure student growth in this SLO is a two-part, district-created, end-of-course exam that matches the rigor and content of the Art I class and the ODE Visual Arts Standards. The assessment was developed in collaboration with another art teacher in the building. The first part of the assessment will be comprised of a test with matching, short answer, and multiple-choice questions that will match the caliber of questions asked on the pre-assessment to provide the most easily comparable results. An answer key will be used to score this exam. Additionally, there will be another written extended response on this test, but this time students will be asked to write about the elements and principles they used to complete their artwork for the second part of the final assessment, which is the performance task. The exact same five-point rubric from the pre-assessment will be used to grade this written extended response to provide consistency. The second component of the post-assessment will be a performance task where students will create a work of art that encompasses their knowledge of the color wheel as well as the elements of art and principles of design, which are the fundamental building blocks to all art. A rubric will be used to score students' final products on their craftsmanship as well as their ability to visual depict their understanding of what they learn throughout the course. This rubric will parallel rubrics used for all projects throughout the course so students will be familiar with what is expected of them. Each of the two parts will account for half of their final composite score.

Per their IEP's, these 13 students will be provided with their appropriate accommodations and receive extra time as necessary. I will collaborate with intervention specialists and case managers as needed. These students will also receive a more detailed write up of the instructions for the performance task so they may benefit from both verbal and written directions.

### **Growth Target(s)**

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

Students will complete a two-part end of course exam that will test both their knowledge and application skills of the material covered on the pre-assessment and the Art I curriculum. The table on the left shows the final composite scores from the pre-assessment, and the table on the right includes the growth targets for each tier. All 88 students in the SLO have a growth target as seen through the tables below on the following page.

Score (%)	# of Students	Pre-Assess Score (%)	#of Students	Growth Target (%)	Final Score Range (%)
87	1	87	1	10	97%
70 - 78	5	70 - 78	5	16	86% - 94%
62 - 67	9	62 - 67	9	18	80% - 85%
50 - 59	18	50 - 59	18	24	74% - 83%
40 - 49	30	40 - 49	30	30	70% - 79%
30 - 39	16	30 - 39	16	34	64% - 73%
18 - 26	7	18 - 26	7	42	60% - 68%
8 - 13	2	8 - 13	2	49	57% - 62%

Students in the top two tiers will be expected to incorporate an additional element or principle in both their final performance piece and their final written extended response. This expectation is in addition to their respective growth targets, and this is included to provide further stretch and challenge for the highest performing students within this SLO.

#### **Rationale for Growth Target(s)**

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

As determined with the pre-assessments, students have the greatest need for growth in applying their limited knowledge of the elements and principles of art. The content for this SLO is based on the essential building blocks students need to understand before they move on to the upper level art classes. The visual art curriculum is sequential and builds upon and repeats skills and knowledge in the arts. Although some of the skills covered in this SLO have been taught in previous years of art instruction, the results of the pre-assessment reveal students need further reinforcement as they have not internalized this knowledge. Thus, this SLO focuses on expanding student knowledge and deepening their understanding of the elements and principles of art as well as the color wheel. Providing students with a strong foundation in these areas will allow their creative thinking skills to flourish and allow them to eventually progress to more complex, involved projects that demand higher order thinking. This SLO aligns with the building goal of promoting reading and writing throughout the curriculum by incorporating a written extended response with both the pre and post assessments. All students will be expected to show growth in their writing ability from the pre-assessment to the end of course exam.

I set tiered targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. I chose to overlap the growth target marks between tiers as a means of providing students with challenging, yet attainable goals. I chose not to differentiate the growth targets for students on IEP's as their results were well interspersed with the regular education students. All students will be assessed using the same rubrics that focus on specific skills and visual evidence of the application of major concepts. Students who scored lower on the pre-assessment will be expected to demonstrate more growth in order to meet curriculum expectations. In addition, to assure enough stretch for my highest performing students, I will ask that they include one additional element or principle in their final performance piece and extended response beyond what is required of them per the project and test rubrics. This expectation will be in addition to meeting their respective growth targets.