

Handout 1.2: What Does an SLO Look Like?

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

Teacher Name: Mr. Hughes

Content Area and Course(s): Introduction to Art

Grade Level(s): 9-12

Academic Year: 2012-13

Please use the guidance provided in addition to this template to develop components of the SLO 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 three-part, district-created pre-assessment was created and administered in September 2012. The assessment is comprised of three parts: 25 multiple choice questions, one extended written response, and a performance task. This pre-assessment was graded using an answer key (for multiple choice) and rubrics (for extended response and performance task). Results of the pre-assessment are listed below:

	Range of Scores
Multiple choice questions (out of 25)	8 to 17 (out of 25)
Written extended response question (out of 12)	2 to 9 (out of 12)
Performance task (out of 12)	3 to 9 (out of 12)
Overall performance (out of 49)	14 (29% correct) to 33 (67% correct)

Results indicate that most students demonstrated a basic knowledge of the elements of art and art history, but lack in-depth understanding of both. Strengths included understanding how context can influence an artist's artwork. The written extended response results showed difficulty interpreting art work, recognizing how the elements of art are utilized in a work of art, and correct use of terms and vocabulary. Students completed the performance task, but the level of achievement varied greatly in the areas of technical skill and direct observation.

Student Population

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

This SLO covers 72 students in Introduction to Art. This student population is comprised of a mix of students in 9th through 12th grade and is divided into three sections of 25, 24 and 23 students each. Sixteen of the 72 students have an IEP or 504 plan, but not all of these students require accommodation in art. One student has a physical disability and will require handicapped seating in the front of the room. Five students have ADHD and will require breaks to move around, priority seating, and extended time. Three students have writing disabilities and will require scribes during extended writing situations. No students have been formally identified as talented in the area of visual arts; these students have been placed in a more advanced art class.

Interval of Instruction

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

This SLO covers the second semester of the 2012-2013 school year - from January 2013 through May 2013. The class meets every school day for one 40 minute period.

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 most of the ODE Visual Art standards for high school art. The standards are divided into PERCEIVING/KNOWING (1PE, 2PE, 3PE, 4PE, 6PE), PRODUCING (1PR, 2PR, 3PR, 4PR, 6PR), and RESPONDING/REFLECTING (1RE, 2RE, 3RE, 5RE). Some of the achievement content statements are at the beginning level, while others are at the intermediate and accelerated level. In order to show stretch, differentiated instruction will be offered for all major works of art. By the end of the course, students should be able to examine, describe, and analyze aspects of visual art, including the impact of context, community or cultural values, and other sources of inspiration on the artist's work. Students should demonstrate basic technical skill and craftsmanship in art and be able to apply the elements and principles of art in their artwork. In addition, students should be able to use appropriate vocabulary to define and describe techniques as well as engage in art criticism.

Assessment(s)

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

The assessment used to measure student growth is a two-part district-created end-of-course exam that matches the rigor and content of the Introduction to Art class and the ODE Visual Arts Standards. Part one consists of one written extended response that requires students to analyze a piece of artwork and 25 multiple choice questions that focus on the elements of art and art history. The multiple choice questions require students to identify important aspects of an artist's context that influenced his/her work and define correctly course vocabulary. The multiple choice questions will be graded using an answer key and the extended responses will be graded using a rubric created by the district. . Part two is a performance task (drawing) that demonstrates technical skill and the key aspects of direct observation. These responses will be graded using a rubric created at the district level. The assessments will be graded collaboratively with other high school teachers in the district during one of the end-of-year professional development days to ensure consistency across teachers.

Any student who has an IEP or 504 plan that outlines testing accommodations will receive them.. Five students will receive extra time. Three students will work with a scribe during the extended response portion of the assessment if one is available. If a scribe is not available, students will respond orally to the prompt.

Growth Target(s)

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

For the purposes of scoring my SLO, I have set the following growth targets for my students based upon their overall pre-assessment scores:

Baseline Score (overall score on pre-assessment administered September 2012)	Growth Target (expected performance on post- assessment administered April 2013)
14-19	Increase score by 21 points
19-24	Increase score by 16 points
24-29	Increase score by 13 points
30-33	Increase score by 10 points

However, I have also set specific goals for my students based upon the type of assessment item. Although these goals will not count when the SLO is scored, I will share these goals with my students. I want my students to grow not just overall but in all aspects of the course: in their knowledge of vocabulary and how context influences art (measured in the multiple choice questions), in their written criticism of art (measured through the extended response), and in their own artistic skills (measured through the performance task).

Assessment Task	Baseline Score on the Pre- Assessment	Expected Growth Demonstrated on the Post-Assessment
Multiple choice (out of 25)	8-10 points	Increase score by 9 points
	11-13 points	Increase score by 7 points
	14-17 points	Increase score by 5 points
Written extended response (out of 12)	2-4 points	Increase score by 6 points
	5-7 points	Increase score by 4 points
	8-9 points	Increase score by 3 points
Performance task (out of 12)	3-4 points	Increase score by 6 points
	5-7 points	Increase score by 4 points
	8-9 points	Increase score by 3 points

Rationale for Growth Target(s)

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

The preassessment noted that students vary in their strengths and weaknesses. However, in general, student strengths included understanding how context can influence an artist's artwork and weaknesses included interpreting art work, recognizing how the elements of art are utilized in a work of art, and correct use of terms and vocabulary. This SLO encourages students to build both upon their strengths and weaknesses by focusing on a range of content and skills.

The content for this class is based on essential skills that Introduction to Art students will need to acquire before they move on to an upper level art class. The visual art curriculum is sequential and builds upon/ repeats skills and knowledge in the arts. These growth targets will ensure that students are prepared for upper level art classes. In addition, our district is focusing on improving writing across the curriculum. The inclusion of an extended writing prompt aligns with this district goal.

My students vary in prior knowledge and level of skill that they are bringing to this course. In addition, some students were more adept at multiple choice questions but lacked basic skills in creating art. Based upon my pre-assessment data, I set my growth targets to ensure that all students will be able to reach or exceed proficiency by the time they leave this course. I tiered the growth targets so that the lowest-performing students must demonstrate the greatest growth (in order to reach proficiency) and because it will be more difficult for higher-performing students to obtain scores at the higher end of the spectrum. In addition, I created additional goals focused on subtasks rather than overall scores to ensure that students are not only showing growth on the pre-assessment on the whole but also within each section of the assessment. I will share these goals with my students because I want them to build upon both their strengths and weaknesses. Throughout the year, I will monitor student progress through formative assessments and adjust the instructional strategies as needed.