

Handout 1.4: Completed Student Learning Objective (SLO) Template—Choir Example

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

Teacher Name: Ms. Blumenthal

Content Area and Course(s): Choir Grade Level(s): 9, 10, 11, 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?

In prior years, the student choir assessment included an individual student assessment of participation and effort, student self- assessment, and student skill during class and performances.

I provided feedback to students on their progress half way through the semester as well as at the end of the semester (with their final grade). Based on conversations at the end of last year (2011–12), students often felt they lacked a clear understanding of the techniques and specific strategies needed to improve.

A preassessment was administered. Results showed that across the eight categories in the rubric, students had the greatest difficulty with pitch and note accuracy, verbal clarity, and combining timing with all elements to correctly deliver part singing within a piece.

Student Population

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

94 students in my four choir classes

The course contains freshmen, sophomore, junior, and senior students.

Interval of Instruction

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

January 2013 to April 2013: The course duration is one semester.

Standards and Content

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

This SLO aligns to all of Ohio's 2012 Revised Music Standards, high school levels I–IV, beginning to mastery levels.

Assessment(s)

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

To assess my students, I will use a post-assessment. The assessment is structured as follows:

20%	Music theory and problem solving: Students will be given 10 short-answer questions assessing their theoretical and technical knowledge of selected sample compositions, and knowledge of vocal exercises and vocal health. Two of the 10 questions incorporate a problem-solving and interpretation component related to composition.
80%	Performance: Students will be assessed in the following main categories: presentation, accuracy, verbal clarity, effort, tone quality, part singing, interpretation, and behavior. Each main category consists of subcategories as well. This includes two performances.

Growth Target(s)

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

On the posttest (average of the performance assessments conducted at two points in the year after the first pretest, plus the final music theory and problem-solving test), students should demonstrate at least 33 percent growth.

Rationale for Targeted Student Growth Within the Interval of Instruction

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

All students have the opportunity to demonstrate growth within the assessment. Growth targets are based on total growth across the eight performance categories and the music theory and problem-solving pretest. In setting growth targets, I felt it important to keep in mind that some students will never reach a perfect score on the rubric.