



Blank Template for SLO (Student Learning Objective)

Name(s): Amy Lynne Pobanz

Content Area: Visual Art

Grade Level: 9-12

Instruction Interval: 9/6/2016-January 2 SLO Type: Class-level Course-level or Grade-level Targeted Tiered

Student Population

Who is included in this objective? If a targeted subgroup, how will the other students be addressed in another SLO? [Support Video #1 OH](#)

MDE Checklist Criteria for Student Population:

- ✓ Describes the demographics of the class accurately.
- ✓ Justifies why a targeted group was selected or includes the entire class.
 - If subgroups are excluded, specifies who and if they are covered by another SLO; otherwise, why not?

John Glenn High School is a suburban high school. This SLO is written for the Foundations course level. For the 2015-2016 school year/semester I, the foundations course level has a population of 58 students, with 13 students with identified disabilities. Section 1 (hour 2) has an enrollment of 28 students, of which 5 students have and IEP or 504 plan. Section 2 (Hour 7) has an enrollment of 30 students, of which 8 students have an IEP or 504 plan. This course level has no pre-requisite. The course is designed for students with little to no prior knowledge or skills in the area of visual arts. Students may or may not have had a semester of art at the middle school level.

The students with identified disabilities may require environmental accommodations, such as seating placement, as well as curricular accommodations/modifications of assignments, such as reduced assignments. Reduced assignments may be shorter in length; original project size may be smaller in size. Additionally, Skill Building mini-workshops will be provided by teacher, as determined by progress monitoring. Mini-workshops will be conducted in small group and provide support or struggling students who may or may not have an IEP or 504 plan. Students may also receive additional support from a paraprofessional.

Learning Standards

What are the essential standards or competencies connected to the learning content? [Support Video #2 OH](#)

MDE Checklist Criteria for Learning Standards:

- ✓ Aligns to specific state-adopted standards
- ✓ Represents the essential standards or the big ideas to be taught during the course of instruction
- ✓ Reaches the appropriate level of complexity for each state-adopted standard measured

Student-learning objective for semester I: Students will use the creative process to render objects using realism. (Draw realistically/ “I can draw”) This course is designed to give students the technical skills to communicate ideas visually. Students apply the creative process throughout the process of learning how to render objects using realism.

The visual arts curriculum is sequential and builds upon the mastery of basic visual arts communication skills. It could be argued that the ability to draw is the most fundamental skill in the visual arts. Therefore it is essential that students reach a level of proficiency to be successful in upper level 2-D art courses. The ability to communicate and interpret information visually is a skill that is also essential in all other disciplines/courses. Proficiency in this course will translate to successful interpretation and depiction of information in other disciplines as well as State Standardized Tests.

Furthermore, “The arts enhance the process of learning. The systems they nourish, which include our integrated sensory, attentional, cognitive, emotional, and motor capacities, are, in fact, the driving forces behind all other learning. That doesn’t mean that one cannot learn without the arts; many have. The arts, however, provide learners with opportunities to simultaneously develop and mature multiple brain systems, none of which are easy to assess because they support processes that yield cumulative results.”¹ (Jensen, 2001)

Student progress towards/mastery of this learning objective will be documented using several modes of assessment which include: Pre and Post Value Studies, Pre and Post Vocabulary Knowledge Rating (VKR), Student Records/Grade Book,

Art Portfolio, and MAEIA Performance Event V. E406. The portfolio will document technical competence of skill with materials and media as well as transformation and growth over time. (See Portfolio Rubric Appendix: 1)

Focus Standards:

- ART.VA.I.HS.1 (21st Century Skills: I.4, II.2)
Apply acquired knowledge and skills to the creative problem solving process.
- ART.VA.I.HS.2 (21st Century Skills: I.6, III.3, III.6)
Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
- ART.VA.I.HS.4 (21st Century Skills: I.4, I.6, III.3, III.6)
Exhibit, present, and publish quality works of art.
- ART.VA.II.HS.1 (21st Century Skills: I.2, I.3, I.4)
Identify, define problems, and reflect upon possible visual solutions.
- ART.VA.II.HS.2 (21st Century Skills: I.1, 1.2, II.7, III.3)
Create artwork using materials and techniques with skill so that personal intentions are carried out.
- ART.VA.II.HS.6 (21st Century Skills: I.1, II.1, II.2, II.3, III.2, III.7)
Use emergent technologies and materials to create artistic products that demonstrate knowledge of context, values, and aesthetics.
- ART.VA.III.HS.4 (21st Century Skills: I.3, II.1, III.4)
Evaluate the quality and effectiveness of one's artwork.

Baseline Data

What data were reviewed in the development of the SLO? How do the data support the SLO? [Support Video #3 OH](#); [Data Template OH](#)

MDE Checklist Criteria for Learning Standards:

- ✓ Identifies sources of information about students (e.g. prior year test scores, trend data and/or pre-tests)
- ✓ Summarizes student data to demonstrate specific student need for the content.

Beginning of Course Pre-Assessment Value Studies: Student will use graphite as a media and complete two value studies. The first study will be an observational study. The student will observe their non-dominant hand and complete a rendering. In the second study the student will be given a photograph of basic geometric forms: a sphere, a cube, and a cone. The student will use the photo as reference and complete a rendering. Drawings will be assessed on accuracy of form, range of value, use of line/contrast.

Beginning of Course Pre-Assessment Vocabulary Knowledge Rating (VKR): Student will complete VKR to assess knowledge of basic vocabulary, terms, and concepts related to basic drawing skills. Students will rate perception of current artistic knowledge.

Student Perception: Students will complete Learning Goal Statement to determine individual learning goal(s) for the semester as related to basic drawing skills and the creative process.

Student Records:

- Used to identify students who have had prior visual art courses.
- Used to identify students with identified learning disabilities. (504, IEP, Behavior Plan) *Note: Identified learning disabilities typically focus on reading, writing, and math skills. The identified disabilities may or may not have an impact on the success of a student in a visual arts course.*
- Used to identify students with poor school attendance.

Input of Prior Teacher (if applicable): Input from prior teacher for students enrolled in prior BTS course. Teacher will indicate the appropriate group placement for high school level course based on success in prior class.

Prior Work (optional): Student may submit to teacher a photograph of their best work(s) of art completed prior to the

course.

NOTE: The table below display how groups of students performed on baseline data.

Group Name	Advanced	Benchmark	Strategic/ "At Risk"	Intensive
Criteria	<p><u>Must Meet 2 or more Criteria:</u></p>	<p><u>Must Meet 2 or more Criteria:</u></p>	<p><u>Contextual based on two or more factors:</u></p>	<p><u>Contextual based on two or more factors:</u></p>
	<p>Pre-Course Value Studies</p> <ul style="list-style-type: none"> ▪ Indicates emerging advanced skills/ability to render forms using realism 	<p>Pre-Course Value Studies</p> <ul style="list-style-type: none"> ▪ Indicates some proficiency/mastery of basic drawing skills/ability 	<p>Pre-Course Value Studies</p> <ul style="list-style-type: none"> ▪ Indicates below grade level proficiency of basic drawing skills/ability 	<p>Pre-Course Value Studies</p> <ul style="list-style-type: none"> ▪ Indicates student drawing ability is significantly below proficiency.
	<p>VKR</p> <ul style="list-style-type: none"> ▪ 50%- Higher Proficiency on Pre-VKR 	<p>VKR</p> <ul style="list-style-type: none"> ▪ 50%- Higher Proficiency on Pre-VKR 	<p>VKR</p> <ul style="list-style-type: none"> ▪ Below 50% Proficiency on Pre-VKR 	<p>VKR</p> <ul style="list-style-type: none"> ▪ Below 25% Proficiency on Pre-VKR
	<p>Student Records</p> <ul style="list-style-type: none"> ▪ Successful completion of prior Visual Arts Course ▪ Identified Learning Disability has been determined to be a non-factor in visual arts courses ▪ Good School Attendance 	<p>Student Records</p> <ul style="list-style-type: none"> ▪ Successful completion of prior Visual Arts Course ▪ Identified Learning Disability has been determined to be a non-factor in visual arts courses ▪ Good School Attendance 	<p>Student Records</p> <ul style="list-style-type: none"> ▪ Student has not been enrolled in a prior Visual Arts Course, or has not demonstrated success in prior art class. ▪ Identified Learning Disability ▪ Poor School Attendance 	<p>Student Records</p> <ul style="list-style-type: none"> ▪ Student has not been enrolled in a prior Visual Arts Course, or has not demonstrated success in prior art class. ▪ Identified Learning Disability ▪ Poor School Attendance
	<p>Student Perception</p> <p>Learning Goal:</p> <ul style="list-style-type: none"> ▪ Student perception indicates emerging advanced skills/ability to render forms using realism 	<p>Student Perception</p> <p>Learning Goal:</p> <ul style="list-style-type: none"> ▪ Student perception indicates some proficiency/mastery of basic drawing skills/ability 	<p>Student Perception</p> <p>Learning Goal:</p> <ul style="list-style-type: none"> ▪ Student perception indicates minimal proficiency of basic drawing skills/ability 	<p>Student Perception</p> <p>Learning Goal:</p> <ul style="list-style-type: none"> ▪ Student perception indicates student drawing ability is significantly below proficiency.

Input from Prior Teacher	Input from Prior Teacher	Input from Prior Teacher	Input from Prior Teacher
Student was successful in prior course and demonstrated advanced ability.	Student was successful in prior course and demonstrated grade-level proficiency.	Student needed additional support measures to be successful in prior course. Student may be slightly below grade level proficiency or at grade level proficiency.	Student was unsuccessful in prior course and performed significantly below grade level proficiency even with additional support measures.
Prior Work	Prior Work	Prior Work	Prior Work
<ul style="list-style-type: none"> Prior work indicates emerging advanced drawing ability 	<ul style="list-style-type: none"> Prior work indicates basic drawing ability 	<ul style="list-style-type: none"> Prior work indicates minimal drawing ability 	<ul style="list-style-type: none"> Indicates student drawing ability is significantly below proficiency.

Number of Students	10**	11**	30**	8**
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* Table of Student Results may be found in Appendix 2

Note1: **Estimated For Sample SLO –roughly based on student enrollment data for 2015-2016

Note 2: Student data may be excluded from the results per the recommendations from the American Institute of Research. Exclusions will address issues such as excessive absenteeism. Teacher(s) may also elect to include data from student(s) added to the course after the inception of the SLO in final data results, as appropriate. Resource recommendations may be found at: http://www.sitimeline.com/uploads/8/4/4/3/8443439/air_implementing_slos_part_2.pdf and http://www.sitimeline.com/uploads/8/4/4/3/8443439/air_slos_benefits_challenges_solutions_part_3.pdf

Assessment

How will you measure the outcomes of this SLO, which tool(s) will be reviewed to determine success criteria? [Support Video #4 OH: Assessment Checklist IN](#)

MDE Checklist Criteria for Learning Standards:

- Describes assessment alignment to the course content and emphasizes constructed-response or performance tasks that require higher-order thinking skills OR
- Identifies national, state or regional assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.
- Indicates that there are clear answer key, scoring guides and/or rubrics for all assessment items.
- Describes how progress monitoring will occur

MAEIA Assessment (Student Perception supported with Evidence): I will be using a MAEIA Assessment as one indicator of student growth. The MAEIA assessment I have selected is Performance Event V.E406, Review Your Portfolio. The MAEIA Project Assessments have been developed by the Michigan Assessment Consortium (MAC) and Data Recognition Corporation (DRC) for the Michigan Department of Education (MDE) in partnership with Michigan educators to support Michigan school districts, school buildings, educators, and the public in implementing a high quality arts education program in dance, music, theatre, and visual arts for all student. A catalog of field-tested assessments and further information on the MAEIA Project may be found at www.michiganassessmentconsortium.com. MAEIA assessments are developed by a state education agency and meets the highest criteria for an SLO (type 4) as determined by the American Institute of Research.

Post-Unit/Course Pre-Assessment Value Studies: Student will use graphite as a media and complete two value studies. The first study will be an observational study. The student will observe their non-dominant hand and complete a

rendering. In the second study the student will be given a photograph of basic geometric forms: a sphere, a cube, and a cone. The student will use the photo as reference and complete a rendering. Drawings will be assessed on accuracy of form, range of value, use of line/contrast.

Post-Unit/Course Pre-Assessment Vocabulary Knowledge Rating (VKR): Student will complete VKR to assess knowledge of basic vocabulary, terms, and concepts related to basic drawing skills. Students will rate perception of current artistic knowledge.

Student Records: Skyward Grade book: Data recorded in grade book will be used to assess student proficiency of course units/content aligned with the Michigan Visual Arts Standards. The art department has developed unit assessments to measure student proficiency by setting specific success criteria for each drawing skill/technique aligned with the Michigan Visual Arts Standards and the District Adopted Visual Arts Essential Learning Goals. Students who do not demonstrate proficiency for any learning goal will be provided with re-teaching opportunities and re-assessment before the end of the semester.

Portfolio Data (Documentation of Completed Artwork): Student portfolio will document student growth and development of drawing skills throughout the course.

Growth Targets
 What are the quantitative targets that will demonstrate achievement of this SLO? [Support Video #5 OH](#); Samples collected by [MASSP](#) or found at these state departments: [LA](#), [RI](#), [OH](#), or [NY](#)

MDE Checklist Criteria for Learning Standards:

- ✓ Baseline and trend data support established targets
- ✓ Demonstrated use of data to identify student needs and determine appropriate targets
- Ensures all students in this SLO have a rigorous and attainable target, consider setting differentiated growth targets
- ✓ Demonstrates teacher knowledge of students and content.

A combination of local and MDE State Level endorsed assessments will be used to monitor the progress of student achievement in the visual arts. Students do not receive visual arts instruction at the elementary level, and are not required to enroll in a visual arts course at the middle school level. Our students are significantly below grade level when they begin the Foundations course due to this large gap in visual arts programming/curriculum. Baseline data will be used to determine student readiness for the content. Students will then be divided into four categories, Advanced, Benchmark, Strategic/”At-Risk”, and Intensive so the instruction, curriculum, assessments, and learning goals may be differentiated to support student growth and success. Data and evidence of learning will be gathered throughout the semester to monitor student progress and inform instruction. Additionally, the teacher/department will document how assessment data was used to inform both whole group and small group re-teaching.

Group Name	Advanced	Benchmark	Strategic/ “At Risk”	Intensive
Criteria	Post-Course/Unit Value Studies <ul style="list-style-type: none"> ▪ Documents emerging advanced to advanced skills/ability in rendering forms using realism 	Post-Course/Unit Value Studies <ul style="list-style-type: none"> ▪ Documents proficiency/mastery of basic drawing skills ability to emerging advanced drawing skills/ability 	Post-Course/Unit Value Studies <ul style="list-style-type: none"> ▪ Documents emerging proficiency to proficiency/mastery of basic drawing skills/ability 	Post-Course/Unit Value Studies <ul style="list-style-type: none"> ▪ Documents emerging proficiency of basic drawing skills/ability

Number of Students	Met or Exceeded Goal:	Met or Exceeded Goal:	Met or Exceeded Goal:	Met or Exceeded Goal:
	Did not Meet Goal:	Did not Meet Goal:	Met or Exceeded Goal supported by Intervention/Modification:	Met or Exceeded Goal supported by Intervention/Modification:
			Did not Meet Goal:	Did not Meet Goal:
Notes * Table of Student Results may be found in Appendix 3				

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|---|--|---|--|
| Post-Course/Unit VKR | Post-Course/Unit VKR | Post-Course/Unit VKR | Post-Course/Unit VKR |
| <ul style="list-style-type: none"> 90%- Higher Proficiency on Post-VKR | <ul style="list-style-type: none"> 80% - Higher Proficiency on Post-VKR | <ul style="list-style-type: none"> 70%- Higher Proficiency on Post-VKR | <ul style="list-style-type: none"> 60% -74.4% Proficiency on Post-VKR |

Number of Students	Met or Exceeded Goal:	Met or Exceeded Goal:	Met or Exceeded Goal:	Met or Exceeded Goal:
	Did not Meet Goal:	Did not Meet Goal:	Met or Exceeded Goal supported by Intervention/Modification:	Met or Exceeded Goal supported by Intervention/Modification:
			Did not Meet Goal:	Did not Meet Goal:
Notes * Table of Student Results may be found in Appendix 3				

- | | | | |
|--|--|--|--|
| Student Records | Student Records | Student Records | Student Records |
| <ul style="list-style-type: none"> Successful completion of semester coursework earning a 89.5% or higher semester grade. | <ul style="list-style-type: none"> Successful completion of semester coursework earning a 79.5% or higher semester grade. | <ul style="list-style-type: none"> Successful completion of semester coursework earning a 69.5% or higher semester grade. | <ul style="list-style-type: none"> Successful completion of semester coursework earning a 59.5% or higher semester grade. |

Number of Students	Met or Exceeded Goal:	Met or Exceeded Goal:	Met or Exceeded Goal:	Met or Exceeded Goal:
	Did not Meet Goal:	Did not Meet Goal:	Met or Exceeded Goal supported by Intervention/Modification:	Met or Exceeded Goal supported by Intervention/Modification:
			Did not Meet Goal:	Did not Meet Goal:
Notes * Table of Student Results may be found in Appendix 3				

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|---|--|---|---|
| Portfolio Data | Portfolio Data | Portfolio Data | Portfolio Data |
| Student work demonstrates advanced ability. | Student work demonstrates grade-level proficiency. | Student work documents that student is slightly below grade level to grade-level proficiency. | Student work documents that student is slightly below grade level to grade-level proficiency. |

Number of Students	Met or Exceeded Goal:	Met or Exceeded Goal:	Met or Exceeded Goal:	Met or Exceeded Goal:
	Did not Meet Goal:	Did not Meet Goal:	Met or Exceeded Goal supported by Intervention/Modification:	Met or Exceeded Goal supported by Intervention/Modification:
			Did not Meet Goal:	Did not Meet Goal:
Notes * Table of Student Results may be found in Appendix 3				

	MAEIA Assessment	MAEIA Assessment	MAEIA Assessment	MAEIA Assessment
	Student Perception (Supported With Evidence)	Student Perception (Supported With Evidence)	Student Perception (Supported With Evidence)	Student Perception (Supported With Evidence)
	<ul style="list-style-type: none"> Indicates significant growth throughout the course resulting in emerging advanced skills/ability to render forms using realism, as well as successful application of the creative process. 	<ul style="list-style-type: none"> Indicates growth throughout the course resulting in proficiency/mastery of basic drawing skills/ability, as well as successful application of the creative process. 	<ul style="list-style-type: none"> Indicates growth throughout the course resulting in proficiency/mastery of some basic drawing skills/ability, as well as application of the creative process. 	<ul style="list-style-type: none"> Indicates growth throughout the course resulting in proficiency/mastery of some basic drawing skills/ability, as well as application of the creative process.
Number of Students	Met or Exceeded Goal:	Met or Exceeded Goal:	Met or Exceeded Goal:	Met or Exceeded Goal:
	Did not Meet Goal:	Did not Meet Goal:	Met or Exceeded Goal supported by Intervention/Modification:	Met or Exceeded Goal supported by Intervention/Modification:
			Did not Meet Goal:	Did not Meet Goal:
Notes * Table of Student Results may be found in Appendix 3				

Goal(s):

85% of Advanced and Benchmark students will meet or exceed 80% proficiency of the course learning targets. This aligns with our District Visual Arts School Improvement Goal.² (See below.)

50% of Strategic/ “At Risk” students will meet or exceed 80% proficiency of the course learning targets. This aligns with our District Visual Arts School Improvement Goal.² (See below.)

85% of Strategic/ “At Risk” students will meet or exceed 70% proficiency of the course learning targets. This aligns with our District Visual Arts School Improvement Goal.² (See below.)

50% of Intensive students will meet or exceed 70% proficiency of the course learning targets. This aligns with our District Visual Arts School Improvement Goal.² (See below.)

85% of Intensive students will meet or exceed 60% proficiency of the course learning targets. This aligns with our District Visual Arts School Improvement Goal.² (See below.)

70 % of all students will complete a portfolio that documents successful use of the creative process, assessed by a rubric aligned to State and District adopted Standards. This aligns with District Visual Arts School Improvement Goal, Measurable Objective 1. ³ (See below)

Reduce the Strategic/”At Risk” population by 50%, with 50% of the population meeting Benchmark expectations.

Reduce the Intensive population by 50%, with 50% of the population meeting Strategic/ “At Risk” expectations.

Rationale

What is your rationale for setting the targets for student growth and how do they align with school improvement goals? [Support Video #6 OH](#)

MDE Checklist Criteria for Learning Standards:

- ✓ Explains why target is appropriate for the population.
- ✓ Explains how targets align to broader school and district goals.

These goals above reflect our school wide initiatives to move 85% of the population to a proficiency level in all curricular areas. As a great deal of inconsistency in prior knowledge and skill exists within our visual arts curricular model, these goals reflect rigor by moving a large population from below benchmark at the beginning of the course achieving at or above benchmark by the end of the semester course. Of course this may be too rigorous and our hope as a department is for some grace when finalizing the “student growth and assessment data” score. It is understood by both District and teacher that setting rigorous and relevant learning goals is an essential component to the practices found in a Professional Learning Community. In some cases goals may not be attainable, but striving for them will ensure excellence in education. The teacher and the District will use data to discuss, inform, and develop best teaching practices and appropriate interventions to ensure student success.

¹2001, Arts with the Brain in Mind, Eric Jensen

²District School Improvement Visual Arts Goals Goal: 85 % of Students, who have completed a minimum of 1 year of academic study in the visual arts, will be grade level proficient by the year 2022-2023.

³Measurable Objective 1:

70% of All Students will complete a portfolio or performance that documents successful use of the creative process in Art & Humanities by 05/29/2015 as measured by review of student portfolio using a rubric (common assessment).

Comments from Approval Committee Members

Excellent description of the course, essential learning and how students will be assessed. You have a wonderful grasp on who your students are and what they may (or may not know) coming into your class. I would certainly approve this SLO without further revisions. I do wonder if you would like to sit down at some point and determine how we might summarize the baseline and growth target tables into a more concise format. I would be willing to help if you had any interest in displaying this in a different way. Thank you for making the connections to state standards and district improvement goals. May I share this with the American Institute of Research to hear their feedback as well?

Thank you for all your work for the MAEIA project and with the SLO team.

Sincerely,

Doug Greer, Ottawa Area ISD

SLO Approval Committee	Date	Signature
_____ department chair	_____ 9/30/2016	_____
_____ teacher	_____ 9/30/2016	_____
<i>Additional Names ...</i>	_____	_____
_____ principal	_____ 10/5/2016	_____