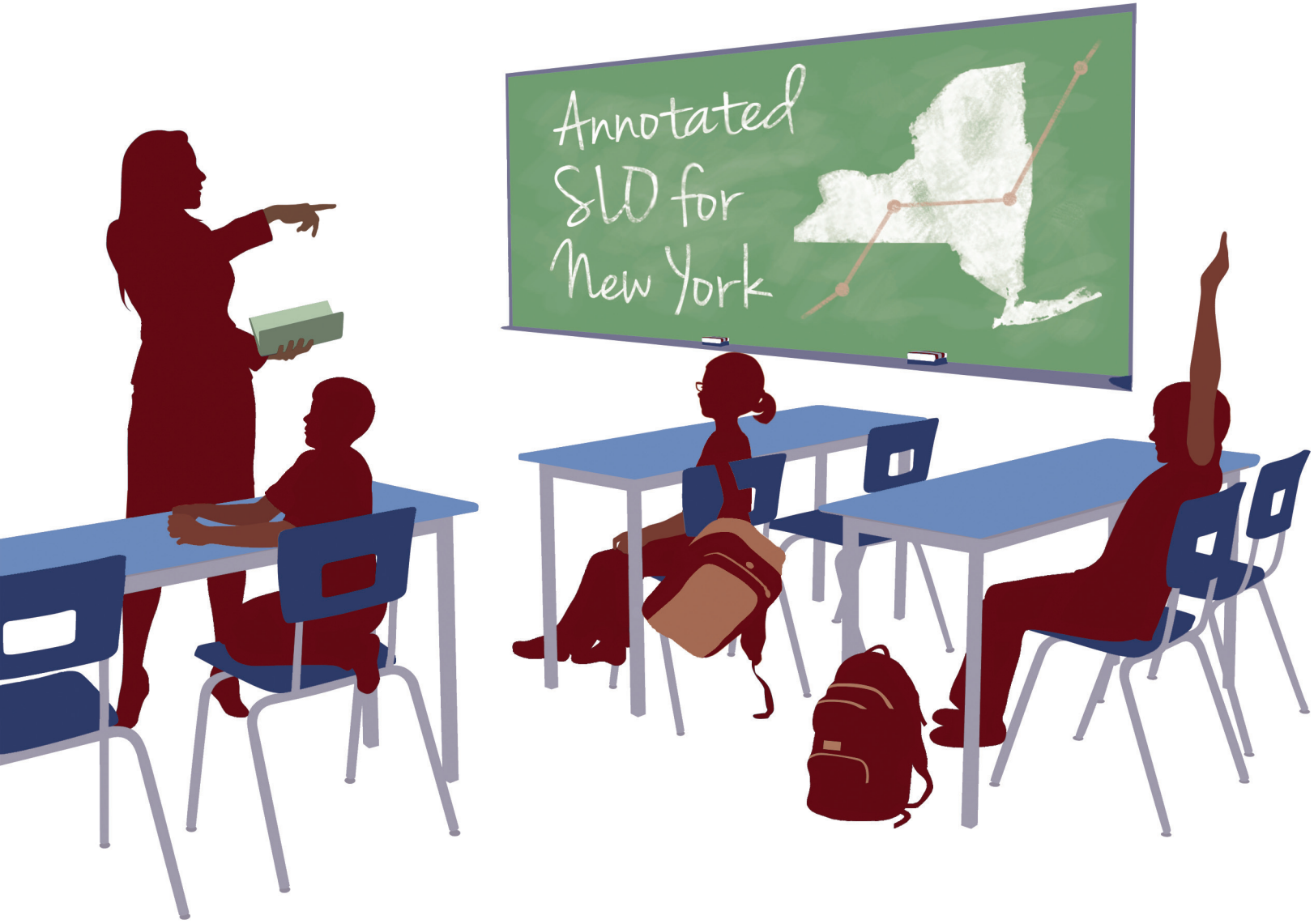
Reform Support Network



New York Student Learning Objective

Studio in Art (Grade 8)

May 2013

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Introduction

What is an SLO?

As States and school districts implement educator evaluation systems that include measures of student growth, one of the challenges they face is identifying measures for non-tested grades and subjects. The use of student learning objectives (SLOs) is one promising approach to addressing this challenge. Structurally, an SLO consists of several "elements" that describe a specific learning objective for a particular student population as well as a specific, systematic process for how an educator can identify and implement strategies to track progress toward that goal and achieve it.

What is an Annotated SLO?

The Reform Support Network (RSN) has developed a series of annotated SLOs to orient readers around their structure, provide analysis and suggest specific actions to strengthen the SLO's quality. Each annotated SLO, such as the one in this document, provides analysis and suggestions for improvement for each individual element within the SLO as well as the SLO as a whole. States, school districts, colleges, universities and others can use the RSN's collection of annotated SLOs, the "SLO Library," to prepare teachers and administrators to develop high-quality SLOs or to improve SLOs that they have already developed.

The SLO Library is not a collection of exemplary SLOs. The RSN designed the library as a teaching tool, so most of the jurisdictions intentionally provided the library with SLOs that vary in quality. They also vary in their subject areas and grade levels. Each SLO review identifies and discusses both strengths and areas for improvement. It is up to the reader, then, not to mimic the SLOs found in the library but to extrapolate lessons learned from them to produce new, original and high quality SLOs.

How to Use This Document

The RSN intends for the SLO Library to support any stakeholder actively engaged in learning about or implementing SLOs: State departments of education, school districts and schools, teachers implementing SLOs, administrators leading an SLO process and colleges of education interested in adding SLO coursework to their teacher or administrator preparation programs.

Each annotated SLO begins with contextual information for the jurisdiction that produced the SLO and then presents each element of the SLO in sequence. Each element begins with the jurisdiction's actual description of it, which is followed by the text of "an author" from the jurisdiction. Think of the author as the teacher(s) or school district administrator(s) who actually wrote the SLO. The language from the jurisdiction's description comes from the jurisdiction's SLO template or other guidance materials. The author's text comes from the SLO provided by the jurisdiction. Both sections are unedited.

The subsequent section, "Review of the Author's Text and Potential Improvements," is the focus of the library and should be of greatest interest to the reader. This section analyzes the text written by the author from the jurisdiction and provides considerations for improving the quality of the individual element.

An overall summary of the entire SLO follows the presentation of the elements and concludes the review of the SLO.

The appendix contains what the RSN calls an "element comparison tool," which links the name of the element used by this jurisdiction to the standardized term used in the SLO Library. The comparison table intends to provide readers with the means to compare elements across SLOs, even if they are called by different names.

New York Contextual Information

SLO Implementation Timeline	
School year the jurisdiction piloted or plans to pilot SLOs without stakes for teachers[1]	2011–2012
School year the jurisdiction piloted or plans to pilot SLOs with stakes for teachers[2]	N/A
School year began or plans to begin large scale implementation	2012–2013
SLO Development and Approval	
Who develops SLOs?	Individual teachers, grade- or content-level teams of teachers, school administrators and district administrators do. Given State regulations and framework, district decisions and school decisions, teachers propose SLOs and targets in consultation with lead evaluator; obtain data on students for baselines, reflect on results and use these to plan future practice.
Are collectively developed SLOs permitted (for example, by teams of teachers and administrators)?	Yes
Who approves SLOs?	District or school administrators
SLO Use in Evaluation	
Are SLOs required or optional for use in evaluating educators?	Required
Are SLOs the sole measure of student growth in the evaluation system? If not, what other measure(s) does the jurisdiction use?	No, New York uses its own growth measure for those to whom it applies.
Does the jurisdiction use SLOs to determine educator compensation?	No
What weight does the SLO carry in determining the summative rating for teachers in the jurisdiction's evaluation system?	It carries up to 20 percent for those teachers who do not receive State-provided growth measures. These teachers may also have an additional 20 percent of their evaluation based on SLOs, depending on locally negotiated decisions.
What weight does the SLO carry in determining the summative rating for administrators in the jurisdiction's evaluation system?	It carries up to 20 percent for principals who do not receive State-provided growth measures. These principals may also have an additional 20 percent of their evaluation based on SLOs, depending on locally negotiated decisions.
SLO Implementation	
How many SLOs are required for most teachers?	Enough to cover more than 50 percent of students across the courses and sections taught
How many SLOs are required for most school administrators?	Enough to cover more than 30 percent of students in the school building
Which teachers and administrators are required to use SLOs?	Teachers and administrators who do not have State-provided growth scores
SLO Assessment	
Who selects which assessments are used for SLOs?	District and State administrators
Are there standards or required development processes for assessments created by teachers, schools, or districts? If so, what are they?	The State uses a request for quotation (RFQ) process to approve third-party assessments for use in evaluating SLOs. The school district, regions and the Boards of Cooperative Educational Services (BOCES) may develop assessments for which the district or BOCES verifies comparability and rigor, based on standards of educational and psychological testing. New York also requires educators to use a State-developed SLO template for use with their SLOs.
What types of assessments are permitted?	District, regional, or BOCES-developed, State-approved third-party, and State and Regents assessments
Are performance or portfolio-based assessments permitted for SLOs?	Yes
Are commercially available assessments permitted for SLOs?	Yes

[1] SLOs will not be used in educator evaluations
[2] SLOs may be used in educator evaluations

Student Learning Objective: Studio in Art (Grade 8)

Element List

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Student Population

Standardized Name

Student Population

JURISDICTION'S DESCRIPTION OF THE ELEMENT

These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)

AUTHOR'S TEXT FOR THE ELEMENT

5 Sections of Studio in Art, 114 students total. Studio in Art, acceleration grade 8 *(Note: A roster with baseline information was attached to the SLO but was not shared for this annotation).*

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

While not required by the State, further description of the students, their specific abilities and needs, as well as any special population status that might be appropriate to the SLO, could strengthen this element.

Learning Content

Standardized Name
Learning Content

JURISDICTION'S DESCRIPTION OF THE ELEMENT

What is being taught over the instructional period covered? *Common Core*/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?

AUTHOR'S TEXT FOR THE ELEMENT

Students need to comprehend the terms and techniques of three-dimensional design to become better equipped at presenting quality solutions to themes/ ideas/ concepts in visual art. The students in Studio in Art work through the 'art process' becoming better critical thinkers as they build on a foundation applying three-dimensional design components while applying New York State Learning Standards 1a and 2a (General Commencement Level) as the focus.

Standard 1: Students will make three-dimensional works of art that explore different kinds of themes.
For this SLO, students will create a collection of three-dimensional artwork; one in wire, another using recycled newspaper and one in clay, based on instructional assignments and individual/ collective experiences to explore perceptions, ideas and viewpoints (1a).

Standard 2: Students will know and use a variety of visual arts materials, techniques and processes.
Students will use mediums and processes that communicate intended meaning in their art work, and show competence in at least two of the 3 mediums covered for three-dimensional design (2a).

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author cites specific standards (1 and 2) and performance indicators (1a and 2a) as the learning content, reflecting a focused selection of the course content. The description of the content somewhat differs from the language provided on the course document of standards (for example, 2a appears in the learning standards as "understand the characteristics of various mediums …" but in the SLO as "use mediums and processes …").

To improve the selection coherence and make the SLO more robust, the author might consider adding one or more related art standards (such as performance indicator 1c, which requires students to demonstrate an increasing level of competence in using the elements and principles of art for public exhibition). As critical thinking about artwork is present in the learning content, the author might also include one or more standards from the New York State P-12 Common Core Learning Standards by asking students to critique their work in writing.

Interval of Instructional Time

Standardized Name

Interval of Instruction

JURISDICTION'S DESCRIPTION OF THE ELEMENT

What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?

AUTHOR'S TEXT FOR THE ELEMENT

September – May/June 2012.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The interval of instructional time begins in September and ends in May or June of the school year.

To strengthen this element, the author might consider including specific start and end dates for the teaching period and explaining why this interval is appropriate for the key learning experiences. For example, September 1 – June 30 would be 10 months of instruction, whereas September 30 – May 1 would be seven months of instruction. This level of specificity plays an important role in determining whether the interval matches the intended learning experiences and the related targets.

Evidence

Standardized Name

Assessments

JURISDICTION'S DESCRIPTION OF THE ELEMENT

What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.

AUTHOR'S TEXT FOR THE ELEMENT

The pre and post assessments are intended to show student learning growth through the comprehension of foundation information required to generate works successfully in three-dimensional mediums. The collection of three-dimensional artwork covered in *Studio in Art* this spring are designed to provide students time to explore the possibilities of various mediums, apply frequently used terminology and gain an understanding of techniques that are unique to this form of visual art.

Baseline: The content of this baseline covers student comprehension of key terms used to describe/ articulate a three-dimensional artwork, basic terminology used in ceramics, sculpture and student work processes in the foundation art course. Introduction to Three-Dimensional Design: Studio in Art/ Grade 8, 20 questions on Sculpture and Ceramics. Information covering the areas of focus for the 3-D units of study, based on current curriculum maps for H.S. Studio in Art course.

Final: Three- Dimensional Design questions on Sculpture and Ceramics. Information covering focus areas of 3-D units of study the end of May/ beginning of June 2012. The final assessment will cover the information, introduced within the baseline, to determine comprehension of three-dimensional design.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author describes but does not include for review the pre-assessment and summative assessment. The pre-assessment tests student comprehension of key terms and basic terminology, while the description of the summative assessment indicates that students will be asked questions related to three-dimensional design. These approaches to measuring the learning content seem to focus on Standard 2.

Will students actually be making three-dimensional works of art (Standard 1)? Will evaluation of these works also take place? If so, including a rubric that will be used for evaluating student performance on these tasks would strengthen this element by making it possible to determine how well students have met Standard 1.

Baseline

Standardized Name

Baseline

JURISDICTION'S DESCRIPTION OF THE ELEMENT

What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

AUTHOR'S TEXT FOR THE ELEMENT

There is no current 'historical data' for visual arts to supplement the students' final course averages from grades 6 and 7. These averages are based on units of study in drawing, painting and three-dimensional design (ceramics). Students have completed a total of 20 weeks of art, within a two year period, during grades 6 and 7 at the Middle School Level. Students were exposed to the four NYS Learning Standards of Visual Art during each year's 10 weeks of art instruction. Students completed two units of study in ceramic design, one in grade 6 and one in grade 7.

Pre-assessment percentages: "Introduction to Three-Dimensional Design": Studio in Art /Grade 8, 20 questions on Sculpture and Ceramics.

12 of the 114 students (app. 10%) scored between the ranges of 80% to 85%.

51 of the 114 students (app. 45%) scored in the mastery ranges of 65% to 79%.

51 of the 114 students (app. 45%) scored between the ranges of 20% to 64%.

(See below "Student Baseline Data" section for a breakdown of student responses to 'pre-assessment' questions (Student Baseline % of accuracy on questions).

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author provides baseline data for 114 students. The baseline data indicate that 63 of the 114 students scored in the "mastery ranges of 65-79%" or above. The rigor of an SLO is enhanced when it targets areas of demonstrated student need. However, these data indicate a high degree of student learning has already occurred. While the interval began in September of the school year, the author does not note that students will complete a pre-assessment in any particular time of the same school year. For an SLO with a yearlong interval of instruction, it is better practice to use a pre-assessment that students complete at the beginning of the school year.

Including a roster with specific student baselines and targets would add clarity to the specific pre-assessment score distribution. Furthermore, gathering and analyzing performance data (for example, portfolios and assessment results) for student learning in previous visual arts courses would enrich the analysis of the baselines.

Target(s)

Standardized Name
Student Growth Targets

JURISDICTION'S DESCRIPTION OF THE ELEMENT

What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?

AUTHOR'S TEXT FOR THE ELEMENT

All students will demonstrate mastery of three-dimensional design as evidenced by their differentiated target scores on the summative assessment.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The target is defined as "all students must demonstrate mastery" as evidenced by meeting their differentiated targets. However, mastery characteristically requires meeting a certain threshold of performance, as opposed to differentiated levels of performance. Furthermore, the author does not specify student-specific targets. Including individual targets for each student would clarify expectations for student performance.

Because New York's SLO targets must fall in the "effective" range in the State's scoring process, the author might consider revising the target of "all" students achieving their goals to allow room for exceeding the target and earning a "highly effective" rating.

HEDI Scoring

Standardized Name

Scoring

JURISDICTION'S DESCRIPTION OF THE ELEMENT

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

AUTHOR'S TEXT FOR THE ELEMENT

Highly Effective: 86-100% met their differentiated target on summative assessment.

Effective: 77-85% met their differentiated target on summative assessment.

Developing: 65-76% met their differentiated target on summative assessment.

Ineffective: 64% or less met their differentiated target on summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94	86-89	85	84	83	82	81	80	79	78	77	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	51-64%	21-50%	0-20%

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

Performance at the "effective" level or above requires 77 percent of students to achieve their individual targets, which requires a significant portion of students to achieve their differentiated targets.

Including individual, differentiated targets would clarify expectations with respect to student starting points.

Rationale

Standardized Name
Rationale

JURISDICTION'S DESCRIPTION OF THE ELEMENT

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

AUTHOR'S TEXT FOR THE ELEMENT

Students in *Studio in Art* are to complete the H.S. 1 Unit credit elective requirement for the arts, which is designed as an introduction to visual art concepts. The students in *Studio in Art* work through the 'art process' becoming better critical thinkers as they build on a foundation applying the traditional art forms of drawing, painting and three-dimensional design. For this SLO, sufficient evidence of student growth in their comprehension of three-dimensional design (sculpture and ceramics units), can be found within their understanding of terms and techniques through New York State Learning Standards 1 and 2 during the units of study covered during the instructional period. The final art evaluation of student comprehension of three-dimensional design will take place at the end of the units of study for the Studio in Art level, acceleration grade 8.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The rationale describes student progress through art courses in the middle grades and details some aspects of the learning content and evidence.

The author might consider justifying why the SLO focuses on these standards and why the selected evidence is a clear measure of the learning content. It is also important to justify the targets set for students, not just because it is expected in State guidance, but also to demonstrate how these targets are rigorous, attainable, and will lead students to success in this and future courses.

Overview of New York Studio in Art (Grade 8)

This Art SLO contains a focused selection of learning content, though the description of this content varies somewhat from the language of the performance indicators in the State standards. The identified assessments can help determine levels of learning for some of the selected content. However, there is a question as to whether students will be producing three-dimensional works of art as a part of the summative assessment. If students are expected to produce these works, the SLO might include an evaluation of their performance as a part of the overall assessment strategy.

A differentiated approach to target setting would provide rigorous and attainable expectations for all students, while accounting for important individual differences. Including specific targets would make it possible to determine the extent to which the differentiation is appropriate.

Appendix: Tool for Comparing SLO Elements Across Jurisdictions

New York Element Name	Standardized Name
Student Population	Student Population
Learning Content	Learning Content
Interval of Instructional Time	Interval of Instruction
Evidence	Assessments
Baseline	Baseline
Target(s)	Student Growth Targets
HEDI Scoring	Scoring
Rationale	Rationale

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