

## Wisconsin Student Learning Objective

After reviewing available data and identifying the student population for whom the SLO will apply based on the needs identified by trends and patterns in the data, create a Student Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

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### Subject Area/Grade Level

### Art and Design/Grade 8

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**Baseline Data and Rationale:** *(What sources of data did you examine in selecting your SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?)*

After administering a student in-class exercises, it appears that only 30% of the art student population is currently performing at a proficient level as measured on the DPI art and design rubric. Per Standard C-Visual Design and Production, it is critical that students can design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.

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**Learning Content and Grade Level:** *(Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?)*

Art and Design Standard C: Visual Design and Production - Students will design and produce quality original images and objects through drawing.

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**Student Population:** *(Which students are included in the target population? How does the data analysis support the identified student population?)*

This SLO goal will apply to all 8<sup>th</sup> grade art and design students.

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**Targeted Growth:** *(Have you identified the starting point for each target student? How did you arrive at these growth goals?)*

80% of the students will demonstrate proficiency using their final project and accompanying thumbnail pieces by earning a teacher identified rating of either 3 (Proficient) or 4 (Exemplary) in the [DPI Art and Design rubric](#) by the end of the school year for their final project and accompanying sketches.

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**Interval:** *(Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?)*

This SLO goal will span the entire school year, requiring students to problem-solve, build original ideas, utilize concepts of design, and to develop their technical skills in drawing.

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**Evidence Sources:** *(What benchmark assessments will you use (pre-instruction, mid-interval, and post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

At least two artistic exercises will be presented to students to identify the visual elements of the piece, potential methods of altering it, and in utilizing media to effectively demonstrate their command of technique through drawing of the 10 thumbnail sketches. Formative assessments (i.e. written/verbal /demonstration sharing of thumbnail sketches during class will be completed by students throughout the school year. A summative assessment (i.e. written/verbal/demonstration of skills) will occur through the production of a final piece with accompanying thumbnail sketches to share the process of growth in skills. Final results will be determined using the WAEA [Visual Arts Classic DPI Art and Design rubric](#) to identify proficiency levels for thumbnail sketches and the final project. Students should discuss goals, growth, and any adjustments in the goals/means of obtaining goals with the teacher mid-year and at the end of the school year.

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**SLO Goal Statement:** *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

80% of 8<sup>th</sup> grade art and design students will demonstrate proficiency in designing and producing quality original images and objects (such as paintings, sculptures, designed objects, photographs, graphic design, videos, or computer images) using their final project and accompanying thumbnail pieces, receiving a score of 3 (proficient) or 4 (exemplary) on the WAEA [Visual Arts Classic DPI Art and Design rubric](#) at the end of the school year.

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**Instructional/Leadership Strategies and Support:** *(What professional development opportunities support this goal? What instructional/leadership methods will you employ so that students' progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?)*

Classroom activities will involve:

- Identifying the visual elements of the piece and potential methods of altering it.
- Activities that incorporate time to investigate, discuss, and demonstrate purposeful design elements.
- Creating ways to utilize media through more progressively challenging artistic exercises.
- Instructional methods such as: class practice of skills, class discussions, demonstrations by staff and/or students, student creativity activities, and student critiques of various art examples through compare/contrast activities.
- Student assessment of thumbnail examples of self and others using the [Art and Design Student Goal Sheet](#) in the beginning, middle, and end of year.

Teacher resources are available within [A Guide to Curriculum Planning in Art Education](#) and [Wisconsin's Model Academic Standards for Art and Design Education](#).