

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.

Subject Area/Grade Level

Choral Music / 8th Grade

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?)*

This objective is a performance standard in choral music (Standard A-Singing). Baseline data was gathered through an initial assessment of student skills using the Wisconsin School Music Association inspired DPI Choral Music rubric. Individual students and groups sang a familiar song and conducted vocal exercises. After students completed the baseline assessment, I identified an individual goal for each student in reaching the objective based on the rubric. 

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?)*

Students in Wisconsin will sing, alone and with others, a varied repertoire of music (Standard A). Students will sing accurately and with good breathe control throughout their singing ranges, alone and in small and large ensembles (A.8.5).

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

8th grade choral music students

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

80% of 8th grade choral music students will demonstrate proficiency with a combined average of 3.0 on the Wisconsin School Music Association inspired DPI Choral Music rubric by the end of the school year through a solo or group performance. 

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

This objective is an ongoing pursuit for the school year, requiring students to build up breathe support, vocal control and sustainability.

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 musical pieces and/or choral exercises will be chosen to build breathe support and vocal control within the school year for students. Formative assessments (i.e. written/verbal /demonstration sharing of musical techniques) during rehearsals will be completed by student groups and individuals, focusing on breathe control, vocal production and sustainability throughout the school year. A summative assessment (i.e. written/verbal/demonstration of skills) will occur through the final performance of one piece per semester by students either alone or within a student ensemble. I will use the Wisconsin School Music Association inspired DPI Choral Music rubric to identify proficiency levels for breathe and sustainability vocal skills. 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. 

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

80% of all 8th grade choral music students will demonstrate proficiency with a combined average of 3.0 on the Wisconsin School Music Association inspired DPI Choral Music rubric by the end of the school year through a solo or group performance.

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?)*

Rehearsals will involve building breathe support through interval breathing and vocal sound sustaining exercises. These choral exercises will become more progressively challenging to build breathe support and sustainability in vocal production for individuals and the student ensemble. (I.e. Increase the number of seconds breathing in/out or sustaining a

note). Instructional methods to support learning of the skills will include: class performances and practice, listening examples, class discussions, demonstration of skills by staff and/or students, student compositions infusing vocal skills, and student critiques of various music examples through compare/contrast activities. Students will assess examples using

