Student Learning Target

Grade: 9-12	Subject: Band	Interval of Instruction: Full School Year

1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?
- What content will I prioritize?
  - What standards are most tied to success?
  - What prior knowledge will they need to be successful?
- What assessment will provide the best evidence of my students' mastery of the priority content at the end of the year?
  - Will this assessment method enable me to determine how students are progressing throughout the year?

Priority Content:

The critical learning objective (CLO) selected addresses a key component of my curriculum. Success in this CLO is central to student mastery of the curriculum. By the end of the first nine weeks of school, each student will submit a digital recording of their performance of the High School Musicality Assessment consisting of: (1) All State Etude and (2) Sight Reading Exercise.

The students will be divided into 3 Tiers.

- Tier I: 3 years or less experience;
- Tier II: 4-5 years experience;
- Tier III: 6 or more years experience.

Each group's initial assessment will reflect their level of experience in the requirements of the number of measures, range, tempo, and sight reading complexity.

The SLT applies the standard of Creative Expression: benchmarks M-CE-H1, M-CE-H2 and M-CE-H4.

M-CE-H1 - Create and improvise advanced musical forms both individually and in ensembles.
M-CE-H2 - Apply with technical accuracy notational symbols and vocabulary that convey precise musical   meanings.
H-CE-H4 – Interpret and apply elements of music using preferred medium of performance.

Assessment Method and Name:
Each nine weeks, students will submit a digital recording of their High School Musicality Assessment.

- Their progress toward attainment of proficiency in all areas measured in the initial assessment will be charted on posters in the band room as well as electronically recorded.
- Each student will develop an electronic portfolio that will be shared on Blackboard.

An aggregation of final results will be conducted at the end of the year affirming the overall proficiency in all areas as determined by a state-developed five-level performance rubric.

2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?
- What knowledge/skills are related to success with this year's priority content?
- What data sources and background information are available?
- What diagnostic assessment resources are available?
- What can I conclude about students' mastery of prior knowledge and skills?
- Based on the data, what can I conclude about students' readiness?

At the beginning of the year, I administered a performance assessment measuring each student's ability to perform the critical learning objective of my SLT. In my initial assessments, 5% of my 3rd year band students scored at the "three" level (proficiency) on a *state-developed five-level performance rubric* that took into account all areas measured. (3 of 60) students were proficient. While all students are expected to grow a minimum of one rating during the course of the school year, a minimum rating of "3" must be achieved by each student in order for attainment of the SLT achievement goal.

Rating 5 (Advanced Proficiency) This rating reflects an outstanding performance, outstanding sample of work or a score reflective of high "A" work. While the assessor might have some minor points to criticize and make some helpful suggestion for further improvement, the student clearly demonstrates proficiency at an advanced level.

Rating 4 (Accomplished Proficiency) This rating reflects an excellent performance or excellent sample of work in many respects. But it is not one worthy of the highest rating due to minor defects. It is a performance of distinctive quality or a score reflective of low "A" or high "B" work. The player shows the results of sound, fundamental training, but the performance lacks the polish and finesse necessary to qualify for the highest rating. It should be relatively easy for an assessor to comment on such a performance because the weaknesses stand out clearly against a generally first-rate background, and suggestions can usually be focused on something specific and helpful.

Rating 3 (Basic Proficiency) This rating is awarded for a good performance, but one that is not outstanding. The performance or work sample shows attainment of essential learning and marked promise or is a score reflective of "B" work. While the student demonstrates proficiency, there are one or more qualities that should be developed to attain a higher rating. This rating indicates room for improvement. There should be ample opportunities for the assessor to make suggestions for general improvement in those fundamental factors in which the performance revealed weaknesses.

Rating 2 (Emerging) This rating describes a performance or work sample that shows some obvious weaknesses. These may reflect an inadequate amount of practice time. This rating represents a performance which is generally weak and uncertain or is a score reflective of "C" or "D" work. There are numerous errors and the performance or work sample reveals basic weaknesses in most of the fundamental factors. The assessor will find it easy to point out specific errors.

Rating 1 (Needs Improvement) This rating indicates a performance or work sample which reveals much room for improvement. This rating is indicative of a performance or score that reflects "F" work. It indicates a performance or work sample in which the student reveals almost a complete lack of preparedness and understanding. In some cases this may be due to immature students attempting music which is far too advanced for them. In others, it may be due to an accumulation of careless and bad playing habits, which only tend to become accentuated and more noticeable as the player becomes older.

3. IS THERE A GROUP OF STUDENTS ON WHICH I SHOULD FOCUS THIS LEARNING TARGET?
- Have I set learning targets for all of my students?
- Which subgroups in my school population need additional support to achieve success?
- Which students will need additional support to achieve success?

This SLT was set for all of my students. Because students entering the high school band program may have a diverse number of years of experience, the specific goal for students will be tiered as appropriate to their level of experience. The critical learning objective and standards chosen for this SLT are vital in the success of the students in performance of challenging literature required of high school programs.

STUDENT LEARNING TARGET:
- What level of performance on the end-of-year assessment from Step 1 do I expect the identified student population to achieve?

At the end of the year, 70% (42 out of 60) of band students who attended 80% or more of the band classes will score at the overall proficient level (3) as graded by a state-developed five-level performance rubric.

SCORING PLAN:
- How will you measure your students' success?
- Based on students' baseline data, what is the minimum level of performance I expect from the identified students?
- Based on students' baseline data, how many students can reasonably be expected to meet or exceed the expected level of performance?

Insufficient Attainment of Target (1 point):	Partial Attainment of Target (2 points):	Full Attainment of Target (3 points):	Exceptional Attainment of Target (4 points):
The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	The teacher has demonstrated some impact on student learning, but did not meet the target.	The teacher has demonstrated a considerable impact on student learning by meeting the target.	The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: 32 or below (0-54%)	Achievement range: 33-41 students (55-69%)	Achievement range: 42-51 students (70-84%)	Achievement range: 52-60 students (85-100%)

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| **4. HOW WILL I MONITOR PROGRESS?** |
| • When will I monitor students' developing mastery of the priority content? |
| • What <u>curricular resources</u> and <u>assessment methods</u> will I use to determine students' mastery of the priority content on an on-going basis? |
| o Are these assessment methods aligned with the end-of-year assessment identified in Step 1? |

Ongoing

Initially, opportunities for individual assessment will be provided to every student every 3 weeks during their regular band period. Students that miss regularly scheduled assessments, may be assessed during the following week or before/after regular school classes. Those students lagging behind will be given weekly opportunity during the 2nd and 3rd nine-week grading periods.

Checkpoint 1 End of 1st Nine-weeks	**Checkpoint 2** End of 2nd Nine-weeks	**Checkpoint 3** End of 3rd Nine-weeks