Grade: 6th Grade	Subject: Middle School Choir	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. Throughout the school year students will regularly be assessed on their proficiency identifying through performance melodic solfege and rhythm symbols..

The student learning target applies the standard of Creative Expression: benchmarks M-CE-M2, M-CE-M3, M-CE-M4, M-CE-M5 and Historical Perception: benchmark M-HP-M1.

M-CE-M2   Interpreting elementary symbols and vocabulary that convey precise musical meaning

M-CE-M3   Improvise or compose and perform music

M-CE-M4   Recognize and demonstrating elements of music, using voice, musical instruments, electronic technology, or other available media.

M-CE-M5   Performing in organized activities including singing, playing, and movement

M-HP-M1   Identify distinguishing characteristics of musical styles representative of various historical periods and cultures.

Assessment Method and Name:

During the course of the year, flash cards, music games, written exercises, oral exercises, and listening exercises will be used to periodically assess each student's progress. Students will demonstrate their ability to identify and execute basic rhythm notation symbols through singing, hand signing, movement, and playing of instruments. Electronic bookkeeping, audio and video files, student workbooks and student quality binders will chart each student's progress toward attainment of proficiency in all areas measured at the beginning of the year.

Proficiency may be attained by individual students in specific critical learning objectives at the end of each grading periods. A teacher designed final assessment or an aggregation of final results from periodic assessments 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?

A variety of teacher designed assessments were administered to each student at the beginning of the school term. These initial assessments revealed that 15% (9 of 60) of my music students scored at the "three" level (proficiency) on a state-developed five-level rubric that took into account all areas measured. <u>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.</u>

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 my 6th grade students. The foundation for musical success in middle school grades will be established at this grade level as the students have reached a point in academic and emotional development to grasp and maintain appropriate benchmarks. Prior to 6th grade, students may have received limited exposure and opportunity to gain proficiency in these benchmarks depending on whether there was an elementary music program prior to 6th grade entry. The critical learning objective and standards chosen for this SLT are vital in the success of the students for performance in throughout the middle school years.

Because not all student receive the same exposure to musical benchmarks prior to the 6th grade, those students lagging behind will receive some targeted instructional and assessment opportunities throughout the school years.

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 the students who attended 80% or more of the music classes will score at the overall proficient level (3) on teacher designed assessments as graded by the 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 <u>reasonably</u> 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%)

4. HOW WILL I MONITOR PROGRESS?
- When will I monitor students' developing mastery of the priority content?
- What [curricular resources] and [assessment methods] 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
- I will review students' weekly work to stay aware of progress made.
- At the end of each nine weeks, a teacher designed assessment or ready-made assessment will be administered to monitor students' progress using the state-developed rubric for grading.
- Curricular resources will include various ready-made music work sheets, sight-reading exercises, and music octavos.
- Electronic bookkeeping, audio files, class activities, and student folders will chart each student's progress toward attainment of proficiency in all areas measured at the beginning of the year.

Checkpoint 1 End of 1st 9 week grading period	**Checkpoint 2** End of 2nd 9 week grading period	**Checkpoint 3** End of 3rd 9 week grading period
		Checkpoint4 During the 4th nine week grading period – Grade and SLT final measure.