

Louisiana Believes

Student Learning Target

Grade: 2nd SLT 1 Rhythmic Notation	Subject: Music Teacher	Interval of Instruction: 2015-2016 Full Year
1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS? <ul style="list-style-type: none">• What content will I prioritize?<ul style="list-style-type: none">○ 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?<ul style="list-style-type: none">○ Will this assessment method enable me to determine how students are progressing throughout the year?		
Priority Content: <p>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. Students will be assessed throughout the school year to determine their ability to <u>identify and write basic rhythm notation symbols (half note, quarter note, 2 eighth notes, quarter rest).</u></p> <p>The student learning target applies the standard of Creative Expression benchmarks M-CE-E2.</p> <p>Primary Benchmark – Critical Learning Objective (CLO) - Measured directly by District Common Assessment (DCA)</p> <p>M-CE-E2 Recognize basic notational symbols and express vocabulary that conveys precise musical meanings.</p> <p>(Many additional benchmarks will be addressed during instruction. These additional benchmarks will augment and enhance learning within the primary benchmark. But only M-CE-E2 will be measured by the DCA for the purposes of this SLT.)</p>		
End-of-Year Assessment Method and Name: CPSB 2 ND Grade Vocal Music Assessment SLT 1 Rhythmic Notation		

Louisiana Believes

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 [insert hyperlink to support docs] 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 the CPSB 2nd Grade Vocal Music Assessment measuring each student's ability to perform the critical learning objective of my SLT. These initial assessments revealed that 0% (0 of 60) of my music students scored proficient. All students must obtain a 20 point increase or have a score of 80% or higher to be proficient at the end of the year.

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?

A representative subset of the 2nd grade will be chosen for this SLT. The foundation for musical success will most likely 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 2nd grade students have received limited exposure and opportunity to gain proficiency in these benchmarks. The critical learning objective and standards chosen for this SLT are vital in the success of the students for performance in the final years in elementary school and early in the middle school years.

Because not all students receive the same exposure to musical benchmarks prior to the 2nd grade, those students lagging behind will receive some targeted instructional and assessment opportunities throughout the school year.

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% of the students who attended 80% or more of the music classes will increase their beginning of the year (BOY) score by 20% (pre-test to post-test) or achieve at least 80% on the CPSB 2nd Grade Vocal Music District Common Assessment (Rhythmic Notation). Results will be aggregated into the district achievement calculator.

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

Louisiana Believes

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?
 - Are these assessment methods aligned with the end-of-year assessment identified in Step 1?

Ongoing

I will continue to monitor them throughout class lessons and activities, and reteach any content that they do not understand and are not able to apply.

Checkpoint 1

Mid-Year week of December 2.

Checkpoint 2

End of Year 2nd week of March

Checkpoint 3