Student Learning Target

Grade: 6 SLT 2 Melody	Subject: 6th Grade Choir Teacher:	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 the CLO is central to student mastery of the curriculum. Throughout the school year students will regularly be assessed on their proficiency in identifying the notes of the treble clef utilizing letter names and solfége. The student learning target applies the standard of Creative Expression: Benchmarks M-CE-M2

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

(Many additional benchmarks will be addressed during instruction. These additional benchmarks will augment and enhance learning within the primary benchmark. But only M-CE-M2 will be measured by the DCA for the purposes of this SLT.)

End-of-Year Assessment Method and Name:
Calcasieu Parish School Board Middle School 6th Grade Vocal Music SLT 2 Assessment

Proficiency may be attained by individual students in specific critical learning objectives at the end of each grading period. A district designed pre-test, mid-year test, and final assessment will be administer to affirm the overall proficiency in this SLT.

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 the Middle School 6th 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?

This SLT was set for all my 6th grade chorus 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 throughout the middle 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, students who attended 80% or more of the 6th grade choir classes will obtain 20 point increase or higher on district designed assessments.

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: 0-54%	Achievement range: 55-69%	Achievement range: 70-84%	Achievement range: 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?
    - 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 their progress and reteach any content that they do not understand and are not able to apply.

Checkpoint 1	**Checkpoint 2**	**Checkpoint 3**
Mid-Year Test Ist week of December	End of Year Test 2nd week of March	