

Student Learning Target 2-Melodic Reading

Grade: 9-12 SLT #2 Melody	Subject: Choir First Year Students	Interval of Instruction: 2015-16 full term
1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS? <ul style="list-style-type: none"> • What <u>content</u> 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 <u>assessment</u> 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? 		
<p>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. First year (beginning) choir students will <u>recognize and identify the solfège names and letter names of pitches</u> in the keys of C, F, and G major in the treble staff and bass staff.</p> <p>The student learning target applies the standard of Creative Expression: benchmark M-CE-H2.</p> <p>Primary Benchmark – Critical Learning Objective (CLO) - Measured directly by District Common Assessment (DCA)</p> <p>M-CE-H2 applying with greater technical accuracy notational symbols and vocabulary that convey precise musical meaning.</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-M2 will be measured by the DCA for the purposes of this SLT.)</p>		
<p>End-of-Year Assessment Method and Name: Calcasieu Parish High School First Year Vocal Music Assessment SLT 2 Melody</p>		

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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 High School Vocal Music Assessment measuring each first year choir student's ability to perform the critical learning objective of my SLT (Melody). 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?

Each student's initial assessment may reflect their level of experience prior to beginning choir in high school. Students may have received limited exposure and opportunity to gain proficiency in this benchmark depending on whether they participated in a middle school and/or elementary choral program. The critical learning objective and standards chosen for this SLT are vital in the success of the students for performance in choir throughout the high school years. Because not all students receive the same exposure to musical benchmarks prior to high school, those students lagging behind the more proficient group 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 high school vocal 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 High School Vocal Music District Common Assessment (Melody). 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.

Achievement range:
0-54%

Partial Attainment of Target (2 points):

The teacher has demonstrated some impact on student learning, but did not meet the target.

Achievement range:
55-69%

Full Attainment of Target (3 points):

The teacher has demonstrated a considerable impact on student learning by meeting the target.

Achievement range:
70-84%

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:
85-100%

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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 progress made.
- District midpoint test will be used to monitor student's progress.
- Curricular resources will include various ready-made music work sheets, sight-reading exercises, and music octavos.

Checkpoint 1

Mid - term 1st Week of December

Checkpoint 2

End of Year 2nd Week of March