STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: **Grade 9-12-**
Content Area: **Visual Arts**

Component	Guiding Questions	Descriptors		
Baseline/ Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	Class- Intro to Art	# Students demonstrating Proficiency in Value	% Of Students at P or Above
		Period A	10 out of 20	50%
		Period B	5 out 25	20%
		Period C	5 out of 5	100%
		Period D	10 out of 30	33%
		I found that students in Period B could define what Value was, but could not replicate value in their drawing. In period D, students who didn't meet proficiency had trouble defining value in addition to demonstrating it in their drawing.		
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	Students in Periods A, B and D will be targeted because of their performance on the diagnostic.		
Standards And Learning Content	*Which standards are connected to the learning content?*	**VA12:1- To understand, select and apply media, techniques and processes in creating works of art.** **CCSS:** *Craft and Structure* **RST (Reading for Science and Technical Subjects)** 　　　**RST. 9-10.4. Determine the meaning of words and phrases as they are used in a text (or artwork), including vocabulary describing political,　　　social or economic aspects of history/ social science.** (Students will complete various tasks such as a 10% summary on the Elements of Art, artist statements outlining their use of the Elements, and identifying the use of the Elements of Art within a professional print.) 　　*Text Types and Purposes* **WHST (Writing for History, Science and Technical Subjects) .9-10.2 (d)** 　　**Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers** (Students will complete a matching task as well as complete an additional still-life drawing where they verbally explain their use of value and the importance it has in a specific drawing.)		

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Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Students will be able to demonstrate the use of Value in a work of art.

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	A. How will you measure progress toward your student learning goal/objective?
	
	B. What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		IAGDs:
		A. ASSESSMENTS/MEASURES OF PROGRESS
		3 Student Projects will be used to assess student progress. The final growth targets will be based on the average score of the 3 projects:
		   1. Kitchen Utensil Drawing (scoring rubric)
		   2. Tool Drawing (scoring rubric)
		   3. Value Scale
		
		B. GROWTH TARGETS
		1. In Period A, <u>16 students out of 20 students</u> will achieve 80% proficiency as measured by the scoring rubric for Value.
		2. In Period B, <u>20 students out of 25 students</u> will achieve 80% proficiency as measured by the scoring rubric for Value.
		3. In Period D, <u>20 students out of 30 students</u> will achieve 70% proficiency as measured by the scoring rubric for Value
		
		Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?*	• Class discussion and analysis (John Collins Type 2) of the works of Goya (Grades in eSchool) • 10% Summary on Leonardo DaVinci and his use of Value • Value Scale worksheets • Student project work (Tool Drawing, Kitchen Utensil Drawing, etc.) • John Collins Vocabulary Cards on the Elements of Art • Vocabulary section of CBA (John Collins Type 3) • Intro to Art *Final Exam* Learning Supports: I would like to have time to work collaboratively during data team to revise the value scoring rubric. I would also like to meet with the 6-8 art teachers to align units on the Elements.

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