

**MONTGOMERY COUNTY PUBLIC SCHOOLS**  
**Professional Growth System**  
**Student Learning Objective (SLO)**

**Name:** \_\_\_\_\_ **Initial Conference Date:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Final Conference Date:** \_\_\_\_\_  
**Grade/Subject/Course:** Art 8 Critical Thinking **Interval:** \_\_\_\_\_

**Identify SLO: Area of Growth, Student Selection, Target**

Area of Growth	Student Selection
<p><b>What is the academic goal or area of growth for students?</b></p> <p>Grade 8 art students will be able to utilize critical thinking skills to make visual aesthetic judgments.</p>	<p><b>Describe the student group(s) selected. Include</b></p> <ul style="list-style-type: none"> <li>• <i>group or subgroup</i></li> <li>• <i>number or percentage of students targeted</i></li> <li>• <i>current grade level or performance levels of students</i></li> </ul> <ul style="list-style-type: none"> <li>• Eleven students in my fourth period Grade 8 art class were not able to effectively utilize critical thinking skills to make visual aesthetic judgments.</li> <li>• Proficiency is considered to be the equivalent to a 3 on a 4 point rubric assessment; all eleven students were either not proficient (1) or in progress (2) according to the baseline assessment.</li> <li>• This group represents 33% of this class period and 8% of all of my current students. This group is inclusive of multiple subgroups including two Individualized Education Plan (IEP) students, four African American students, four Hispanic students, three White students, six male students, five female students, and five English Speakers of Other Languages (ESOL) students. All students scored basic on the Reading MSA.</li> </ul>
Target	
<p><b>Describe and explain the expectations for student growth for students included in this SLO.</b></p> <ul style="list-style-type: none"> <li>• Students who were not proficient (1) on the baseline assessment will grow to in progress (2) or proficient (3) on the summative assessment.</li> <li>• Students who were in progress (2) on the baseline assessment will grow to proficient (3) on the summative assessment.</li> </ul>	

## Evidence of Need

### Data & Baseline Evidence Review

**What data supports your identification of this need as a priority to address? If you need to collect baseline data, what will you use?**

Baseline data was collected from one teacher-made pre-assessment on analyzing artworks for visual aesthetic effectiveness.

**What course standards/indicators, concepts or skills are being addressed by this SLO?**

Standard 1: Perceiving and Responding

1.3.8.a

Analyze why artists may select specific design concepts which convey meaning in artistic exemplars.

1.3.8.b

Explain reasons for selecting specific design concepts to convey meaning in planning personal artworks.

Standard 4: Aesthetics and Criticism

4.1.8.a

Analyze ways the elements of art and principles of design contribute to aesthetic response.

### Why

**Explain why this is a significant need to address and why you chose this student group.**

I selected this student group because I believe I can help them demonstrate proficiency utilizing critical thinking skills to make visual aesthetic judgments by the end of the instructional interval. Students utilizing critical thinking skills to make visual aesthetic judgments are then able to synthesize and transfer these skills to their artwork and to open-ended and real-world problems for innovative solutions.

## Plan Your Actions – Instructional Focus, Resources, Evidence of Progress

### Instructional Focus

**Describe the key instructional strategies selected to support students in reaching this growth target.**

I will provide the following:

- art vocabulary incorporated into objectives, discussions, visuals, and presentations
- guided self, peer, and group critiques analyzing artworks for visual aesthetic effectiveness
- guided instruction on artful thinking routines and making thinking visible
- guided instruction on writing meaningful artist statements
- exemplars including master, cultural, and peer artworks
- guided instruction on self-reflection, assessment, and evaluation
- direct instruction on qualities of artworks that are visually and aesthetically effective

## Resources

**Describe the professional development or support you will use to help reach this growth target.**

- collaborative planning with other staff on making thinking visible and critical thinking strategies
- collaboration and communication with art teachers outside of my school through e-mail, the MyMCPS Instruction Center, and the art conference folder
- assessing textbook and visual and digital resources
- enrichment opportunities such as museum visits and artist workshops

## Evidence of Progress

**Describe how you will monitor progress and collect data. List any benchmark assessments or other tools you will use to gather student evidence.**

The timeline for monitoring student growth will occur over the course of a quarter of Grade 8 art. Multiple and varied teacher-made assessments will be given as a way of checking for understanding, and formative assessments to determine student progress toward modifying instruction will be used. These will lead to a summative assessment to determine student growth in analyzing artworks for visual aesthetic effectiveness.

Checking for Understanding and Formative Assessments:

- pre-assessment on analyzing artworks for visual aesthetic effectiveness
- peer progress-checks
- graphic organizers
- artful thinking routines worksheets
- making thinking visible worksheets
- self, peer, and group critiques
- artist statements
- exit cards related to artwork analysis
- vocabulary quizzes

Summative Assessment

- artist statement analyzing artworks for visual aesthetic effectiveness

## Analysis & Reflection

### Analysis & Reflection

**Analyze the student data you gathered throughout the SLO interval. Did you meet your target? Explain what worked, what didn't, and what you would do differently in the future. Include any complexity factors that may have impacted your results.**

Eight of 11 students met the target.

What worked:

- direct teaching of art vocabulary
- use of visual exemplars
- measuring progress using checking for understanding and formative assessments
- frequent meaningful teacher feedback
- peer feedback

What didn't:

- assigning artist statements too early in the quarter
- students missing instruction due to pull-outs and absences

What I will do differently in the future:

- create packets for students who miss instruction
- use warm-ups to reinforce vocabulary
- scaffold instruction for artist statements

Factors that impacted results:

- students with attendance issues
- frequent scheduled pull-outs, assemblies, and fire drills during art class
- not having time during the student day to collaborate with art colleagues

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**Teacher: Printed Name**

**Signature**

**Date**

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**Principal: Printed Name**

**Signature**

**Date**