

Educator Name	Stephanie Clegg & James Rees
School Name	South Summit High School and Provo High School
District Name	South Summit School District and Provo School District

**Directions:** This template is designed to help educators create Student Learning Objectives (SLOs). A complete SLO must include the information on Learning Goals, Assessments, and Targets found in the sections provided below.

<b>Course/Grade Level Information</b>	
Course Name	Art Foundations 1
Brief Course Description and Number of Students	This course lays the foundation for student exploration with a variety of art media, techniques, and processes. Students will create and analyze, critique, and evaluate works of art.
Grade Level(s)	7-12

<b>Process, Implementation Timeline, and Sign-Offs</b>	
List names and current job positions of those developing this SLO	Stephanie Clegg & James Rees
Administrator/Supervisor Name and Title	
Administrator/Supervisor sign-off of initial SLO	
Date final SLO is due to determine educator effectiveness rating	

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**Directions for establishing a Learning Goal:** Identify your proposed Learning Goal. Then thoroughly complete the planning information. This planning information should be used to guide the SMART review of the Learning Goal.

<b>SMART Protocol:</b> A protocol to determine alignment of a proposed Learning Goal for the SLO.
<b>Specific</b> –Learning Goal is focused on the big idea and Utah Core content standards.
<b>Measurable</b> – Learning Goal is able to be appropriately and adequately assessed (note the Assessment section below will identify the specific assessment to be used).
<b>Appropriate</b> – Learning Goal is within the educator’s control to effect change and is important and meaningful for students to learn during the identified time span.
<b>Realistic</b> –Learning Goal, while ambitious, is achievable for both educators and students, during the time span identified.
<b>Time Limited</b> –Learning Goal can be applied to an evaluation within the time under the educator’s control.

<b>Learning Goal:</b> A description of what students will be able to do at the end of the course or grade based on course- or grade-level Utah Core content standards and curriculum.	
<b>Proposed Learning Goal for this SLO</b>	
Describe the proposed Learning Goal for this SLO.	Students will utilize their understanding of the function and the meaning of art forms within varied cultures, times, and places and then apply that knowledge in their own artwork.
<b>Planning Information for Writing the Learning Goal</b>	
Identify the big idea supported by the Learning Goal.	People have expressed experiences and ideas in the visual arts throughout time and across cultures.
List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards).	<b>Utah Art Standard 4: Students will find meaning in works of art through settings and other modes of learning.</b>  Objective 1: align works of art according to history, geography, and personal experience. A. Use visual characteristics to group artworks into historical, social, and cultural contexts.

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	<p>B. analyze the impact of culture on works of art.</p> <p>C. Evaluate own relationship with artworks from various periods in history.</p>
Explain why this Learning Goal is important and meaningful for students to learn.	Students come to better understand their own culture and influences when they examine the cultural-historical influences on other art forms.
Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards / big idea being measured.	Students will need to research, analyze, evaluate and interpret works of art from varied cultures, times, and places to develop their own artistic <b>content</b> .
Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach this Learning Goal.	Students will be given direct instruction on art history time periods and art movements through the use of PowerPoints and videos. Students will create a visual notebook page based on the instruction. Students will then choose an art movement to further research independently, write a three-page research paper and create a work of art influenced by their research.
Identify the time span for teaching the Learning Goal (e.g., daily class-45 minutes two days a week for the entire school year).	This is a semester-long goal. The class will meet 4.25 contact hours per week for a semester. (Times will vary depending upon school schedule.)
Explain how this time span is appropriate and sufficient for teaching the Learning Goal.	Students will be introduced to different cultures and art movements throughout the semester (approximately once every four-weeks) and then will be given two weeks at the end of the semester for the independent research and art project. This will give students an overview of the major art movements and also give them time to research and work on the art project.

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**Directions for documenting assessments and scoring:** Complete the questions below then use the planning information to develop and tailor the description and use of **assessments**.

<b>Assessments and Scoring:</b> Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the Learning Goal of the SLO. The <b>assessment</b> should be accompanied by clear criteria or rubrics to describe what students have learned.	
<b>Planning Information for Explaining the Use of Assessments and Scoring</b>	
Explain how student performance is defined and scored using the <b>assessments</b> . Include the specific rubric and/or scoring criteria to be used.	Student performance will be evaluated on the completion of the visual notebook pages. A rubric will be used to evaluate the research paper and a second rubric will be used to evaluate the final artwork. The presentation of the artist statement is important in the evaluation of the artwork, the presentation itself will not be graded.
Describe how often you will collect data to monitor student progress toward this Learning Goal.	Regular formative assessments will include: critiques, starters, vocabulary, exercises, warm-ups, and quizzes.
Explain how will you use this information to monitor student progress and to differentiate instruction for all students toward this Learning Goal (e.g., gifted and talented, ELL, special education).	ELLs will be required to describe the information based on their language level. Accommodations will be made for students on IEPs and may include: less writing, a verbal response, working with partners, or a modified rubric. Advanced students will assist in leading the instruction through discussion and collaboration, they will analyze common characteristics evident across time and among cultural groups to formulate analyses, evaluations, and interpretations of meaning. Students who are struggling may be paired with advanced students

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	or may be given further assistance during intervention.
<b>Assessments for the SLO</b>	
Describe the <b>assessments</b> (such as performance tasks and their corresponding rubrics) that measure students' understanding of the Learning Goal <sup>1</sup> .	The summative assessment will be an individual work of art that has been influenced by the culture and/or art movement the student researched. Students will present their artwork to the teacher and the class explaining this connection.

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<sup>1</sup> Assessments and rubrics need to be rated as high quality using the Assessment Review Tool.

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**Directions for establishing Targets:** Thoroughly complete the first two sections of the planning information prior to completing the other sections. This will guide you to know how Targets will be established.

<b>Targets:</b> Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
<b>Planning Information for Writing Targets Used to Establish Educator Evaluation Ratings</b>	
Describe the courses, assessments, and/or experiences used to establish <b>expected outcomes</b> for students' understanding of the Learning Goal.	Students' prior knowledge will be determined through the use of a written pretest.
Identify the <b>performance</b> (e.g. grades, test scores, etc.) of students for the identified courses, assessments, or other sources of information to <b>categorize student levels</b> as their starting points.	(To be determined by classroom teacher once pre-assessment has been administered.) ___% of students are below proficiency ___% of students are proficient ___% of students are at mastery proficient
Identify your <b>expected Targets</b> below and explain how these Targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the Learning Goal.	Based on the experience of the students, the targets are ambitious, yet realistic to say that 70% of students will be proficient or higher in the skills and knowledge outlined in summative by the completion of the course because it is an ambitious goal to guarantee that every student will reach this level, yet it is obtainable through continued practice and intervention. It is realistic to look at historical influences in order to understand current culture and artwork, as well as to use those influence to make art.

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<b>Targets:</b> Identify the expected outcomes by the end of the instructional period for the whole class and / or for different subgroups, as appropriate.	
<b>Expected Targets for this SLO</b>	
Using students' starting points identify the <b>number or percentage of students</b> expected at each target of proficiency level based on available data about their performance(s). Be sure to include any appropriate subgroups.	<p>___% at limited proficiency 69-0%</p> <p>___% at proficiency 70-85</p> <p>___% at mastery proficiency 90-100%</p>

**Directions:** Complete this section at the end of the instructional period.

<b>Actual Outcomes for Targets:</b> Identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Record the <b>actual number or percentage</b> of students who achieved the Targets. Be sure to include any appropriate subgroups as noted above.	<p>(To be determined by classroom teacher once assessment has been administered.)</p> <p>___% of students are below proficiency</p> <p>___% of students are proficient</p> <p>___% of students are at mastery proficient</p>
Please provide any comments you wish to include about actual outcomes.	



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**Directions for educator ratings:** The table below is to be used by the administrator/ supervisor reviewing the SLO to document the educator rating based on the Targets that were established.

<b>Educator Ratings:</b> Based on the results of the Learning Goal, Assessments/Tasks, and Targets of this SLO, an educator rating is noted below.			
<input type="checkbox"/> <b>Does Not Meet</b> Based on the students' starting points, students performed worse than expected.	<input type="checkbox"/> <b>Partially Meets</b> Based on the students' starting points, students partially performed as expected.	<input type="checkbox"/> <b>Meets</b> Based on the students' starting points, students performed as expected.	<input type="checkbox"/> <b>Exceeds</b> Based on the students' starting points, students performed better than expected.
Administrator/Supervisor comments:			
<u>Date</u>	<u>Administrator/Supervisor Signature</u>		
<u>Date</u>	<u>Educator Signature</u> (the signature does not necessarily indicate agreement with the rating)		