

S.L.O. = Student Learning Objective

To create an S.L.O., write a S.M.A.R.T. goal.

S.M.A.R.T. = Specific, Measurable, Attainable, Realistic, Time-Oriented

- **Specific**
 - who (which grade level, etc.)
 - what (concept)
 - where (your class)
 - when (lessons/dates being assessed OR how often assessed – pre/mid/post)
 - why (standards)
 - how (media)
- **Measurable**
 - “Mastery = ## %” (Think: what is passing score?)
 - What % of your students need to succeed / show “mastery”?
- **Attainable**
 - Does your previous data show success/mastery of prerequisite knowledge or skills?
 - Have your students received or reviewed the previous data to enable them to complete the task or to use and show the knowledge?
 - Have your students had the previous experiences necessary to be able to complete this task or demonstrate this knowledge? Have you processed the necessary steps?
- **Realistic**
 - Is the objective developmentally and academically appropriate to this level?
 - Is it aligned with state and/or national standards?
- **Time-oriented**
 - How much and at what frequency will you assess?
 - How often will you review concepts?
 - How much time will you give for each assessment?

So, how do I write this?

1. State the grade level, concept, & standard you want to assess:	<i>sing an ostinato accompanying a do pentatonic melody (standard 3.1).</i>
2. Write it as a goal: <i>My students will...</i>	<i>My students will sing an ostinato accompanying a do pentatonic melody (standard 3.1).</i>
3. Make it S.M.A.R.T. (answer the W’s):	<i>At least 75% of my students will sing an ostinato with a small group accompanying an F-do pentatonic melody with 90% accuracy or greater using correct singing technique, as identified in the attached rubric. The music teacher will give a pre-, mid-, and post-assessment during the spring semester in their homeroom’s music class (standard 3.1).</i>
4. Choose or create the assessment. (Some organizations start here.)	<i>Teacher (or students) composed a three-note ostinato using s,l,-d to accompany “Chicken on the Fencepost.” Groups of three or four will sing the ostinato while the class sings the melody.</i>

SINGING MASTERY RUBRIC			
Rubric/ Level	Description	Primary Score (out of 10)	Upper Elem. Score (out of 10)
4	<ul style="list-style-type: none"> • Student matches or sings all of the correct pitches and rhythms (no mistakes) • Student uses correct singing technique (posture, open mouth, sing clearly) • Student reads music correctly (if applicable) 	10	10
3	<ul style="list-style-type: none"> • Student matches or sings most of the correct pitches and rhythms (1-2 mistakes) • Student uses correct singing technique (posture, open mouth, sing clearly) • Student reads music correctly (if applicable) 	8	9
2	<ul style="list-style-type: none"> • Student sings some of the correct notes and rhythms (3+ mistakes), but more practice is needed • Student uses some correct technique but needs practice (sit-tall posture, open mouth, sing clearly using diction and vowels) • Student needs assistance reading music correctly (if applicable) 	7	8
1	<ul style="list-style-type: none"> • Student sings very few or no pitches correctly, or student does not attempt • Student needs much more practice listening to pitches and singing (matching) them back • Student does not read the music given 	6	7

2013-2014 MSDLT Elementary Music SLOs
Original: Wednesday, July 6, 2012
Updated to '13-'14 are underlined.

Indiana Academic Standard for Music Education **#5:**
Reading, notating, and interpreting music

Grade Level: **4th grade**

Specific Concept: **Sixteenth notes**

Assessments:

1. **Reading** (4.5.1): Students are given a rhythm and will circle the pattern containing sixteenth notes. (also 4.2.1)

2. **Writing** (4.5.2): Teacher will give student two patterns that are 8-beats in length. Students will write the patterns dictated by the teacher. Rhythms dictated will contain sixteenth note patterns. (Teacher will use neutral syllables, BP, and/or UPP to code the actual rhythm.)

3. **Performing** (4.5.1): Teacher gives a written rhythm pattern that is 8-beats in length. Student will perform the rhythm pattern on the teacher's choice of media of unpitched percussion (UPP) or body percussion (BP) (also 4.2.2). Teacher chooses pattern from a number of different rhythm patterns visible to the student. Teacher will choose rhythm patterns from "Chicken on the Fencepost" or "Ding Dong Diggy Diggy Dong."

Class SLO: 100% of students will score 80% or higher in each of the standard 5 assessments.

Target SLO: Students in target group will improve one mastery level or higher.

We also determined the following percentages:

- 90% of students achieving mastery—highly effective
- 80% of students achieving mastery—effective
- 70% of students achieving mastery—needs improvement
- 60% of students achieving mastery—ineffective

Target group is our lowest quartile of assessed scores (lowest 25% of students).

MSDLT 4th Grade SLO – Sixteenth Notes Mastery Assessment

Full Name: _____ Date: _____ Teacher: _____

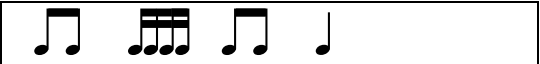





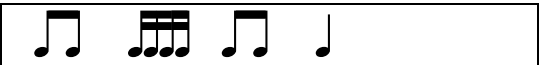
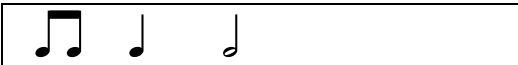
Part 1 (reading): ____ / 4 Part 2 (writing): ____ / 8 Part 3 (playing): ____ / 8

Part One: READING

Directions: Circle each box that has a rhythm with sixteenth notes in it.

Option 1)

Option 2)

- | | | |
|----|---|--|
| a) |  |  |
| b) |  |  |
| c) |  |  |
| d) |  |  |

Part Two: WRITING

Directions: Write the rhythm that your teacher gives you. Each blank is one beat. Your answer may include any of the following rhythms, which can be used more than once.



Each beat is one point. Each problem is four beats long (4 points per problem).
You will hear each one at least three times.

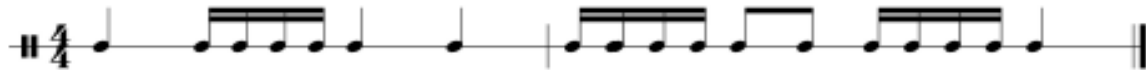
a) _____

b) _____

M.S.D. of Lawrence Township 4th Grade Music Assessment
Indiana Music Standard 4.5.1

Part Two—Writing:

Teachers use the following rhythm for the writing portion of the assessment.



Part Three—Performing:

Have students select one of the following four rhythm patterns to perform on the media of your choice.

Note: Each beat is one point. (8 points per problem)

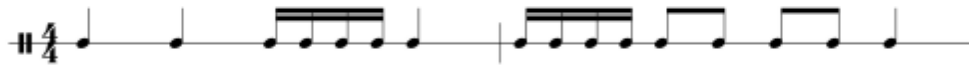
Suggestion: Play or tap a beat while the student read, OR have the student point to each symbol on the beat.

Media: BP or UPP

1.



2.



3.



4.



MSDLT 4th Grade SLO:

Pedagogy & Strategies:

(Mike McBride, MSDLT, FG 2013-2014)

- Experience and perform the rhythmic concept
 - Physical/Kinesthetic
 - “body percussion” to feel the rhythm & all necessary syllables
 - Unpitched percussion (various nontonal instruments) (student choice)
 - Drumming the rhythms w/ proper technique (not just an informal experience)
 - Developmentally-appropriate barred percussion (xylophones)
 - Perform the concept within applicable rhythm patterns
 - Speak coded phrase
 - Perform on body
- Music Literacy (Decoding rhythms)
 - Aural
 - Teacher & student examples of each physical experience via singing, speaking, playing UPP using concept in patterns
 - Aural decoding teacher’s coded patterns
 - (used nonsense syllables, BP, & UPP)
 - Student partners created patterns for each other to decode
 - Visual/Reading
 - Students used flipcharts, including physically pointing/touching the rhythm symbols on the board and using the board/software themselves to write the rhythms/answers
 - ***This step was specifically used for the TLO students
 - Student used picture flashcards of iconic representations from our songs and poems (containing the tested rhythms). Students then decode, read/viewed, and wrote the rhythms matching the “coded” pattern they decoded using the picture cards
 - ***This step was specifically used for the TLO students
 - Students used word lists and representative symbols (from experienced music) that had applicable rhythms (including concept) to improvise and compose on various instruments
 - Students chose the words
 - Teacher (and some students) grouped the word by rhythm
 - students chose their word patterns (must include one from concept’s word column)
 - Performed these created patterns with speech, body, instruments
 - Examples & music included developmentally, sequentially, culturally, and linguistically (Spanish & English) appropriate examples

- Students decoded teacher's coded patterns, as seen on flipcharts of patterns from musical excerpts (pulled from familiar, experienced music as well as from unfamiliar patterns/music)
 - Using nonsense syllables
 - Using rhythm words (including concept)
 - Using rhythm names (including concept)
 - Teacher examples of decoding
 - Students' examples of decoding
 - Student partners decoding to/with each other
- Writing
 - Same steps as Visual/Reading, particularly writing patterns to decode heard examples (via coded voice, body, and instruments)
 - ***This step was specifically used for the TLO students
 - Also copied teacher's example (broke down symbol into elements & labeled)
 - Copied students' examples
 - Students wrote patterns & answers on flipcharts for class
 - ***This step was specifically used for the TLO students
 - Students used writing to decode patterns from teacher, student partners, and student group's word list patterns
 - Students were assigned and/or chose partners of various levels to create and decode patterns together (changed partners)
 - One student created aural pattern, other student wrote to decode it
 - Individual students decoding one-on-one with the teacher, for each other, and for the class as examples, leaders, and "helpers"
 - ***This step was specifically used for the TLO students