

Gathering Data:
Creating and Implementing SLO's in the
Kodaly-inspired classroom

2015 OAKE conference

Panel: Aileen Miracle, Karla Cherwinski, Sarah Oyler, Lennie Davis,
Mike McBride; facilitated by Dr. Brent Gault

Question/ Topic	Notes
How district and/or state has implemented SLO's	
Possible topics/ concepts for SLO	
Scope of SLO	
How lessons changed	
Cross-curricular SLO's	
If only I could have known...	

Question/ Topic	Notes
Assessment	
Selecting growth target	
How has SLO transformed teaching?	
SLO and Kodaly	
Additional notes	

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:	sing an ostinato accompanying a do pentatonic melody (standard 3.1).
2. Write it as a goal: <i>My students will...</i>	My students will sing an ostinato accompanying a do pentatonic melody (standard 3.1).
3. Make it S.M.A.R.T. (answer the W's):	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).
4. Choose or create the assessment. (Some organizations start here.)	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.

Helpful link: <http://www.forestglenmusic.com/objectives.html>

SAMPLE SLO

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

I am using past experience with first graders and their typical rhythmic competencies.

Last year's data showed the following pre-assessment results:

- <#%> received a 4.
- <#%> received a 3.
- <#%> received a 2.
- <#%> received a 1.

Post-assessments for the 2013-2014 year showed <#%> of students receiving a 3 or 4 on the post-test, compared to <#%> from the beginning of the year.

Pre-assessments for this year were administered during the first two weeks of school, evaluating how well students could audiate and write rhythmic patterns. The pre-test data is as follows:

Student Sub-Groupings (High to Low)	Pre-Assessment Score Ranges
Group A= #/# students	4 on the pre-assessment (see the rubric in the assessment section)
Group B= #/# students	3 on the pre-assessment (see the rubric in the assessment section)
Group C= #/# students	2 on the pre-assessment (see the rubric in the assessment section)
Group D= #/# students	1 on the pre-assessment (see the rubric in the assessment section)

It is important that students are able to differentiate between quarter notes and eighth notes to improve their musical literacy and musicianship, and to prepare them for more complex rhythms commonly found in music.

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

All students in the first grade classes of <list classes here> at <this school> will be evaluated during music class. There are a total of <number of students> who will be evaluated. <Number> of the students are on IEP's, with accommodations in <subjects/ areas>.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

The SLO covers the time period from <start date to end date>. First graders receive music instruction <this many times per week/ rotation for # of minutes.>

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

1st grade ODE Music Standards:

3PR: Read, write and perform using eighth notes, quarter notes and quarter rests.

National Standard connection:

Creating: Imagine:

- With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
- With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

Performing: Analyze:

- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Pre-Test: Teacher-developed pre-test with eighth notes and quarter notes, given at the beginning of the year, before students learn any of the stated rhythms.

I created the pre and post-test using previous experience with expectations for first grade rhythmic reading, keeping in mind different tiers of questions. The first section consists of level one questions, which asks for basic knowledge from students. The second section consists of level two questions, and asks students to identify patterns using multiple choice, as well as encoding simpler patterns. The third section consists of level three and level four questions, and asks students to encode more advanced patterns.

Formative assessments can include:

- Aural decoding
- Popsicle stick manipulatives
- Rhythmic manipulatives
- Whole-class rhythmic writing
- Dry erase board dictation
- Instrument playing
- Class compositions
- Individual improvisation

Songs, chants, and listening selections for preparing and practice could include (among others):

- Bee Bee
- Apple Tree
- 2, 4, 6, 8
- Mouse Mousie
- Mrs. Macaroni
- Miss White
- Star Light
- Cobbler, Cobbler
- Haydn's "Surprise Symphony"
- Lucy Locket

- Snail Snail
- Queen Caroline
- We are dancing

Post-Test: Teacher-developed post-test with eighth notes and quarter notes, with opportunities for extension for children who showed mastery with the pre-test.

Score	
5	Students answer all questions correctly, and are able to dictate a known song correctly.
4	Students have a clear understanding of rhythm, can dictate all rhythmic patterns correctly—including more advanced patterns.
3	Students answer most of the questions correctly, having an understanding of rhythms and intermediate rhythmic patterns.
2	Students understand basic knowledge about rhythm, and can identify simple rhythmic patterns.
1	Students do not understand basic knowledge about rhythm, and cannot identify rhythmic patterns.

The post-test has opportunity for stretch, asking students who answer all questions correctly to also dictate a known chant correctly. This is a higher level of thinking, as students have to listen to lyrics and rhythm, but only dictate the rhythm.

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

- Students who scored a “1” or “2” on the pre-test will receive at least a “3” on the post-test.
- Students who scored a “3” on the pre-test will receive at least a “4” on the post-test.
- Students who scored a “4” on the pre-test will receive at least a “5” on the post-test (through extension activities available in the post-test process.)

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

The goals set with our growth targets are aligned with previous experience with the rhythmic skills first grade students should be able to show by the end of the first grade year. This is also aligned with the Ohio Department of Education music standards for first grade. It is important that students are able to differentiate between quarter notes and eighth notes to improve their musical literacy and musicianship, and to prepare them for more complex rhythms commonly found in music.

A grade of a "3" on the post-assessment would mean students are meeting our expectations. If students are able to answer basic questions about rhythm, identify which pattern matches, and then encode basic patterns, they have a good understanding of rhythmic concepts and how to identify and write rhythmic patterns.

A grade of "4" would mean students are exceeding our expectations. If students are able to answer basic questions about rhythm, identify which pattern matches, and then encode basic and advanced patterns, they have a good understanding of rhythmic concepts and how to identify and write more advanced rhythmic patterns.

A grade of "5" would mean students are exceeding our expectations. If students are able to answer basic questions about rhythm, identify which pattern matches, then encode basic and advanced patterns, and encode the rhythm to a known song, then they have a very solid understanding of rhythmic concepts, how to identify and write more advanced rhythmic patterns, and how to dictate rhythm while listening to melody.

Although it might seem like asking students to only correctly dictate basic rhythmic patterns is not difficult enough, the skills needed to be able to dictate these patterns involve reasoning and knowledge that is somewhat advanced for first grade students. Many first graders will need several months of preparing and practicing these concepts before successfully being able to audiate and dictate patterns. These skills will prepare students for more advanced rhythmic concepts in later grades.