

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: Grade 8

Content Area: Vocal/ General Music

Component	Guiding Questions	Descriptors
Baseline/Trend Data	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<p>Benchmark targets have been established from the Grade 7 spring data assessment.</p> <p>Fall pre-assessment Grade 8 data provided the following analysis: Using the district CFA on solo singing:</p> <ul style="list-style-type: none"> • 51% of our students scored 3 or above on a 4 point rubric on Tonality I and Intonation I. • 49% of our students scored 2 or below on a 4 point rubric on Tonality I and Intonation I. • 79% of our students scored 3 or above on a 4 point rubric on Tonality II and Intonation II. • 21% of our students scored 2 or below on a 4 point rubric on Tonality II and Intonation II. • 46% of our students scored 3 or above on a 4 point rubric on Pitch Accuracy. • 54% of our students scored 2 or below on a 4 point rubric on Pitch Accuracy. • 79% of our students scored 3 or above on a 4 point rubric on Rhythmic Accuracy I. • 21% of our students scored 2 or below on a 4 point rubric on Rhythmic Accuracy I. • 63% of our students scored a 3 or above on a 4 point rubric on Tone Quality. • 37% of our Grade 8 students scored a 2 or below on a 4 point rubric on Tone Quality. • 59% of our students scored a 3 or above on a 4 point rubric on Diction I. • 41% of our students scored a 2 or below on a 4 point rubric on Diction I. • 36% of our students scored a 3 or above on a 4 point rubric on Diction II. • 64% of our students scored a 2 or below on a 4 point rubric on Diction II. <p>The post assessment will be administered May 2015.</p>
Student Population	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<p>Students enrolled in 8th Grade chorus will participate in the assessment. The students participating in Grade 8 chorus represent the majority of my teaching load. These students were also assessed during the spring of their Grade 7 year.</p>

Standards And Learning Content	<i>Which standards are connected to the learning content?</i>	National, State and District Standards connect to the following learning content: <ul style="list-style-type: none"> • Perform alone or with others a varied repertoire of music. • Read and notate music and utilize music concepts. • Evaluate music and music performance. • Use acquired knowledge to listen, analyze, and describe music. • Display proper self-discipline in various music settings.
Student Learning Goal/Objective Statement	<i>What is the expectation for student growth and development?</i>	Students in Grade 8 chorus will demonstrate improved singing with rhythmic accuracy, tonal accuracy, and appropriate vocal technique.
Indicators Of Academic Growth And Development (IAGDs) Growth Targets	<p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs.</p>	<p><u>IAGDs:</u></p> <p><u>A. ASSESSMENTS/MEASURES OF PROGRESS</u></p> <p>Grade 8 Chorus students will be measured using the district-created common assessment for vocal performance and measured using the departmental scoring guide.</p> <p>Pre-test will be administered in the fall 2014. Post-test will be concluded by May 2015.</p> <p><u>B. GROWTH TARGETS</u></p> <p>80% of students will earn a 3 or above in Tonality and Intonation. 80% of students will earn a 3 or above in Pitch accuracy. 80% of students will earn 3 or above in Rhythmic Accuracy. 80% of students will earn a 3 or above in Tone Quality.</p>
Instructional Strategies/Supports	<i>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?</i>	<p>Methods/Monitoring Fundamentals of singing terminology pre and post assessment Informal solfege assessment Informal vocal repertoire assessment Grade 8 Common Assessment Vocal Performance</p> <p>Professional Learning Participation in the CSDE Common Arts Assessment Initiative Resources – solfege Opportunity to reflect and collaborate with department colleagues Opportunity to observe and visit colleagues in other schools within the district.</p>