

Art I, Grade 8

Overview

The teacher who wrote this Student Growth Objective teaches 8th-grade Art I in a traditional public school.

Strengths: a) By **incorporating Common Core State Standards** in a thoughtful way, the teacher is able to focus instruction and assessment for this SGO on standards critical for student success. b) The teacher has used a **variety of measures** to determine student starting points.

Suggestions: a) The assessment method and scoring rubrics need to be defined more clearly. b) Indicating how to group a student who does not neatly fall into one of the preparedness groups would improve this SGO. c) Providing more rationale for the standards chosen, would enable stronger conversations with administrators and ensure important standards are not missed.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		8	Art I	65/65	Semester
<p>The teacher clearly states his intent to capture a significant portion of the course instructional period in this SGO. This SGO includes all of his students.</p> <p>Suggestion: a) The teacher might want to consider adding the specific semester dates covered by the SGO.</p>					
<p>Standards, Rationale, and Assessment Method</p> <p>Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.</p>					
<p><u>New Jersey Core Curriculum Content Standards for Visual and Performing Arts</u></p>					
Standard	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.				
Cumulative Progress Indicator (CPI)	1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and the principles of design in different historical eras and different cultures.	1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.			
Standard	1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.				
Cumulative Progress Indicator (CPI)	1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm and movement in the creation of 2 and 3 dimensional art work, using a broad array of art and art mediums to enhance the expression of creative ideas (e.g. perspective, implied space, illusionary depth, value and pattern.	1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. (Mastery by the end of grade 12)	1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. (Mastery by the end of grade 12)		

These standards NJCCCS 1.1.12.D.1 and NJCCCS 1.1.12.D.2 are critical so students are prepared to distinguish the elements of art and principles of design and identify cross-cultural themes. Additionally, in 1.1.12.D.2 the students will have to synthesize into a high degree of proficiency and expressivity.

Common Core State Standards

CCSS W.8.2d Use precise language and domain specific vocabulary to inform about or explain a topic.

CCSS W.8.10 Write routinely over extended time periods, (time for research, reflection, and revision) and shorter time frame (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

Students will learn how portraiture has changed over time through an analysis of style. Through this process, students will be able to understand and appreciate the development and work of masters throughout time and across cultures.

Their own journey through the artistic process will lead to an improvement in their portraits over the course of the semester, based on a rubric score that includes the elements of art and principles of design.

Assessment Method

Students will develop a portfolio which will include portraits created throughout the course of the semester. Additionally, students will write a self-reflection, using specific vocabulary and technical, skill based understanding to evaluate the process they used in their portfolio progress throughout the semester. This culminating assessment will be measured using a 50-point rubric developed by the teacher.

Standards: *The teacher has selected a subset of NJCCCS standards and CPIs for Visual and Performing Arts attainment by the end of 8th-grade in this semester course. He also prioritized two additional standards from 12th grade. Prioritizing standards in this way allows the teacher to focus instruction and develop an assessment that more deeply assess students’ knowledge. The teacher has also incorporated Common Core State Standards for writing in the SGO, recognizing how these standards interact with the course and how important it is for them to be taught by all teachers.*

Assessment: *The teacher begins to explain the assessment he will use at the end of the SGO period.*

Suggestions: *a) The teacher might want to provide more justification for why he prioritized this subset of content standards. It would be helpful to make this more explicit in order to enable stronger conversations with administrators and peers and facilitate next steps in curriculum planning/assessment. The teacher should include very clear rationale for incorporating the 12th grade CPIs in lieu of expanding CPIs required for mastery by the end of 8th grade. Additionally, he might consider adding CCSS W.8.4 (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience since a significant portion of the assessment involves writing.) because of its relevance to the final assessment .b) The teacher should more clearly state and describes the assessment method being used. It is unclear if students will be evaluated on a final portrait, average score across pieces developed throughout the semester and/or the written reflection piece. The teacher provides more detail in the SGO statement below but might consider including it in the rationale section as well. Attaching a copy of the assessment rubrics to this form will be useful for the teacher and administrator when they sit down to discuss the SGO before the submission deadline.*

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Add or subtract columns and rows as needed to match number of preparedness groups and types of information used.

Preparedness Group	Information #1	Information #2	Information #3
	Initial Portrait	First 6 Weeks’ Attendance	Previous Year Portfolio
Low	1-2	≥ 3 days	3
Medium	2-3	2 days	4
High	3-4	≤ 1 day	5

The teacher has used three different data points including initial portrait score, class attendance (a marker of future success in the course) and portfolio scores from the prior year. This provides a detailed picture of how well

prepared his students are for learning in his class in terms of content knowledge and skills.

Suggestion: a) The teacher may want to describe how he groups a student who falls into multiple categories. For example, where students could be placed in two or more preparedness groups, prior year portfolio has most weight. Additionally, the teacher may also consider providing a lower weight to the attendance component or increase the range of days absent to provide a more representative measure of future success.

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. “75% of students in each group will meet the target score.” Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.

By the end of the first semester, 75% of Art I eighth-grade students in each group will meet the target score of their portfolio of portraiture and written reflection, based on a 50 point rubric. The rubric will have ten components and each will be worth five points.

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group	Target Score on SGO Assessment
Low	35	≥25
Medium	80	≥35
High	35	≥45

The teacher clearly states how many students will accomplish what by when. He recognizes that students start the year at different levels and looks to set reasonable targets for all students using a differentiated approach.

Scoring Plan

State the projected scores for each group and what percentage of students will meet this target at each attainment level.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Low	3	≥ 90%	89-75%	74% - 65%	≤ 64%
Medium	4	≥ 90%	89-75%	74% - 65%	≤ 64%
High	5	≥ 90%	89-75%	74% - 65%	≤ 64%

The scoring plan is clear, logical, and aligns with the SGO statement and other information on this form. The teacher is using percentages of students that will attain a particular target to differentiated levels of success on the SGO. This will simplify calculations for an SGO score if students enter or leave his class through the year.

Approval of Student Growth Objective

Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____ Signature _____	Date Submitted _____
Evaluator _____ Signature _____	Date Approved _____

Results of Student Growth Objective

Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Preparedness Group	% Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score

Notes

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Review SGO at Annual Conference

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

Teacher _____ Signature _____ Date _____

Evaluator _____ Signature _____ Date _____