# Student Learning Objective (SLO)

# Composition – grade 5  (sample)

# NYSSMA Curriculum Committee

| | *These are the suggested components of the Local Achievement Target Process* |
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| **Population** | *What is the population included in this target?*<br><br>General Music: Grades 5<br>28 students |
| **Standards** | *Upon which Standards is the Local Achievement Target based?*<br><br>Create short pieces consisting of sounds from a variety of traditional and non-traditional sound sources (1.a.)<br><br>Reads simple standard notation in performance (1.c.)<br><br>Use classroom and non-traditional instruments in performing and creating music (2.a.) |
| **Time Period** | *What is the time period covered (if not a year, rationale for semester/quarter/etc.)?*<br><br>*2012-2013 school year* |
| **Evidence** | *What specific assessment(s) will be used to measure this target?*<br><br>Baseline Assessment; Students are asked to notate and perform an 8-measure melody using one of the following elements: motive, repetition, variation, or contrast, The composition will use the treble clef; in 4/4 time, in the key of C major, and may include whole notes, half notes, quarter note with corresponding rests, This will be assessed by rubric.<br><br>Summative Assessment: Students are asked to notate and perform an 8-measure melody using two or more of the following elements: motive, repetition, variation, or contrast, The composition will use the treble clef; in 4/4 time, in the key of C major, and may include whole notes, dotted half notes, half notes, quarter note with corresponding rests, Students will describe process and elements employed. This will be assessed by rubric. |

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| **Baseline** | *What is the starting point upon which the target is based?*<br><br>Your pre-assessment will determine student success at the beginning of the school year. Record that finding here, |
| **Target(s)** | *What is the expected outcome (target) at the end of the instructional period?*<br><br>Record your exact intended percentage of growth over the baseline assessment.<br><br>E.g. 75% of the students will show 30% growth over baseline assessment. |
| **HEDI Scoring** | *How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*<br><br>This will be determined through dialogue between teacher and administrator (lead evaluator of record). Your students' scores will determine your placement in the grid below.<br><br> The percentages listed below represent the percentage range of students who reach the intended targets. For example, in this case, a teacher who has had 89% of the students reach the target, would earn 17 points, and be considered an Effective teacher. |

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | | INEFFECTIVE | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | _13_ | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 98-100% | 94-97% | 90-93% | 89% | 88% | 87% | 84-86% | 81-83% | 78-80% | 77% | 76% | 75% | 73-74% | 71-72% | 69-70% | 67-68% | 64-66% | 61-63% | 56-60% | 51-55% | 0-50% |

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| **Rationale** | *Describe the reasoning behind the decisions:*<br><br>*Students spend their elementary years studying the basic elements of music. Composition is an opportunity for students to synthesize their knowledge and independently demonstrate their ability to use music notation and compositional techniques. This task uses higher level thinking skills, and fosters creativity. The connections to Common Core are inherent and allow the student to write music notation and preserve their work, much like their first essays. Composition communicates musical thought to others, and the written aspect allows students to distinguish their early work from their later development. Writing down musical thought allows others to see and perform the composition, as well as allow students to compare and analyze each other's works. -* |