

Creative Arts SLT Writing Guidance

September 2012

The SLT Writing Process:

Use the LDOE-suggested four steps to writing an SLT and stay in order. Many teachers try to begin by thinking of which students to use for the SLT and this is not the best practice. The suggested process is:

1. Content

Using the Creative Arts Standards and Benchmarks, select a few skills and/or concepts as SLT ideas for the length of the course.

2. Assessment Method and Baseline Data

For each SLT idea, decide how the skill/concept will be assessed and collect baseline on what the students CAN do. (See baseline data below for more information.)

3. Student Population

Using the baseline data, decide on which SLT idea and student group to target based on a variety of factors (skill level, past experiences, sub groups of high or low performing students, etc.). Remember that the total number of students who attain the goal will directly relate to the rigor of the goal. Think about the student population, current artistic level, and instructional time, then decide where the minimum number of student should be set based on the rigor of the target. If an SLT only includes 15 out of 60 students then the difficulty may be too high; or, if the goal is for 55 out of 60 students to reach full attainment then the goal may not be strong enough.

4. Target and Scoring Plan

The target and scoring plan cannot be accurately written until steps 1-3 are complete. For the scoring plan, start with 10-15% of the total student population as the range, then adjust based on specific needs. For example, if the SLT is written for 50 students, begin the scoring plan with a range of 5-7 students. Ultimately the scoring plan is decided upon by the teacher and Principal, so create a scoring plan that most benefits your own students' growth.

SLT Category Details:

Grade: Grade level can vary based on the level of students. For example, a 10th grade choir student may have only two years experience or could have participated all of middle school and have five years experience. The SLT can cover one grade level, or students with the same skill level spanning several grades.

Subject: The level can be clarified here as well, such as Art I, Dance II, or Beginning Band.

of Students: Ensure all students in the SLT have been assessed in the baseline. Consider how many students can be accurately assessed based on the target when selecting the students for the SLT.

Ex. An elementary art teacher may choose to use an entire second grade population or choose to only use one class of second grade.

A high school band teacher may write an SLT for an entire mixed grade - level band, or choose to focus the SLT on one grade-level within that band.

Interval of Instruction: Clarify the length of the course and the amount of time per week that the course is taught. This varies in creative arts, where an elementary art teacher may have students thirty minutes per week and a middle school theater class meets every day for an hour. This information can also be in the rationale.

LDOE Common Assessment: At this point creative arts does not have any common assessments.

Rationale: This should include three things:

1. **Content:** A description of the content and why this content is age/skill level appropriate. Include all details possible including levels of selections and specific content to be assessed.

Avoid	Preferred
“Students will view artwork”	“Students will view six pieces of art from various time periods (Baroque, renaissance, modern)”
“Students will perform music as graded by the rubric”	“Students will perform a 16-measure excerpt from Grade III (UIL list) music scored by the 4-point performance rubric measuring rhythmic accuracy, pitch accuracy, tone, intonation, and musicality.”

Include details on teaching methods and/or assessments used throughout the year to get students from the baseline to the final product and the body of evidence containing student work samples.

This may include information about the amount of class time in the course if the teacher feels this affects the target (ex. elementary course only taught 30 minutes per week).

2. Assessment: The final assessment methodology including how the assessment will be administered (Individual, small groups, final work or entire portfolio, etc.) and scored. If using a rubric, describe the components of the rubric and how it assesses the content and standards.

3. Standards: Write the specific state-adopted arts standards and benchmarks. When selecting standards and benchmarks make sure that each benchmark in the rationale is being assessed.

This rationale is the opportunity to explain the choice for the SLT. Use clear language that simply details what content is taught in the classroom, what that instruction looks like, and how it will be assessed. After reading a rationale, an administrator should be able to walk in the classroom and understand what is being taught, why that content is important to the growth of the identified student population, and how that relates to the SLT and scoring plan.

SLT: The actual SLT will detail the time frame within which a number of students out of the population will attain the specific goal and how that attainment is individually measured. The basic format will be: By the end the [quarter, semester, year], [lowest number for full attainment] out of [total in population] students will [attain the goal] as measured by [include how it will be assessed].

EX. At the end of the year, 24 out of 37 second-year band students will sightread a 16-measure example from grade II Literature scoring at the proficient (3 out of 4) level on the scoring rubric.

For creative arts and in other areas, student pullouts are common. When appropriate, include language such as “of students attending 80% (or another agreed upon number) of classes.” Districts may set this standard for all teachers to avoid problems with student pullouts or excessive absences.

Baseline Data: Include baseline data on every student in the population covered by the SLT and describe, in simple terms, how the baseline data were collected. If the SLT relates to a beginner level course where students have no prior knowledge of the subject matter, then the teacher may use past experiences with that level to provide rationale for the SLT, or should wait for a few weeks before collecting baseline so the students have time to begin acquiring new skills.

Baseline data serves as a gauge of current student knowledge and a predictor of student growth. The pre test does not have to be the same test as the post test. A Spanish I teacher is not going to give the final exam in August as a pre, so we should not give a test before teaching the concept. Having baseline data that shows 10% or less of students can pass is not beneficial to the students. For creative arts, student growth is measured in the acquisition of the skill, not in the growth in assessment scores.

Think of baseline as what students CAN do. 70% of students may pass a rhythm example with simple rhythms (perhaps from a grade .5 or 1 piece) or 80% of students may be able to identify an octave or 5th. Once we realize where students actually are, we can then make a prediction of what they should know by the end of the year, such as identifying five or more intervals or sight reading rhythms from grade 2 or 3 literature.

Scoring Plan: The SLT is written for the minimum level of students reaching full attainment (3). Create specific student ranges (numbers of students not percentages) that address what each attainment level would look like with the specific student population and timeframe. Districts may decide on a basic outline for these ranges, such as setting 70% of the population as the minimum for level 3 in goal attainment.

Overall notes:

Avoid subjective terminology and instead provide concise details on documented data:

Avoid	Preferred
"Students will proficiently demonstrate"	"Students will score a 3 (proficient) out of 4 in the teacher-created rubric measuring...."
"Students will pass the assessment"	"Students will demonstrate 4 out of the 5 skills outlined in the assessment. (Include the 5 skills in parenthesis if applicable)"

Ensure there is a consistent assessment method from baseline to final assessment and it is referenced throughout the form. For example, if the final assessment is to be measured by a rubric, describe the components of the rubric in the rationale, detail how many students fell within each scoring area of the rubric in the baseline data, and state how many students will attain which rubric level and at what skill level in the actual SLT. If using a skills checklist, include the details of each skill in the rationale, the number of skills each student could demonstrate in the baseline, and the number of skills needed for proficient in the SLT.

When reading the creative arts Standards and Benchmarks, notice the growth verbage between the levels. For example: *recognize* (K-4), to *interpret* (5-8), to *apply* (9-12). We can borrow the verbage from these standards to help collect baseline and demonstrate student growth, especially in using Higher Order Thinking Skills.

For example: An SLT can have baseline where students either write or match the definitions of 25 words to assess what they know. This would simply be recognizing terminology. The final assessment could include students demonstrating their knowledge of the terms by composing and performing a short piece of music that utilizes and labels terms, or creating a piece of artwork that demonstrates application of the terminology. In this case we have moved from a pre assessment where most students can at least recognize terms given a choice of definitions, to having students interpret and apply their knowledge of the terms.