

# Louisiana Believes

## Student Learning Target

<b>Grade:</b> Art I and Art II	<b>Subject:</b> Visual Arts	<b>Interval of Instruction:</b> Full Year
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### 1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?

- What [content](#) will I prioritize?
  - What standards are most tied to success?
  - What prior knowledge will they need to be successful?
- What [assessment](#) will provide the best evidence of my students' mastery of the priority content at the end of the year?
  - Will this assessment method enable me to determine how students are progressing throughout the year?

#### Priority Content:

[Louisiana Visual Arts Benchmarks](#) (Creative Expression)

CE-3 - Use the elements and principles of design for individual expression while exploring compositional problems

CE-5 - Produce imaginative works of art generated from individual and group ideas

CE-7 - Maintain a sketchbook or journal and develop a portfolio

**End-of-Year Assessment Method and Name:** Student portfolios, consisting of one preliminary, three mid-semester, and one final drawing, will be scored on the Drawing from Observation rubric created by district visual art teachers. Scoring levels range from "below standard" (1) to "advanced" (4) with five categories covering aspects of creativity, design, and technical execution in the five key principles of observational drawing (lines, spaces and shapes, relationship, lighting and shading, and composition). These categories were determined by our district art team after referencing standards and exemplars from other states as well as the Louisiana Creative Arts Benchmarks. The rubric for Drawing from Observation is based on the extent to which a student's portfolio demonstrates proficiency in these five categories. Each drawing will be scored and returned with feedback for improvement. The final drawing will be scored and used for student growth data.

### 2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?

- What [knowledge/skills are related to success](#) with this year's [priority content](#)?
- What [data sources](#) and [background information](#) are available?
- What diagnostic assessment resources are available?
- What can I conclude about students' mastery of prior knowledge and skills?
- Based on the data, what can I conclude about students' readiness?

Preliminary Observational Drawing Assessment Data (Level of Proficiency is a 3 on the Rubric)

14 students were non-proficient in all five principles

32 students were proficient in one of the five principles

38 students demonstrated proficiency in two of five principles

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### 3. IS THERE A GROUP OF STUDENTS ON WHICH I SHOULD FOCUS THIS LEARNING TARGET?

- Have I set learning targets for all of my students?
- Which subgroups in my school population need additional support to achieve success?
- Which students will need additional support to achieve success?

All 84 students will be included in this SLT. The results of the preliminary assessment indicate all students will need individualized instruction based on their current level of performance. There are 14 students who will need additional support. An additional SLT focuses on students enrolled in ART III as I prepare them for AP Studio Art: 2-D Design.

#### STUDENT LEARNING TARGET:

- What level of performance on the end-of-year assessment from Step 1 do I expect the identified student population to achieve?

65 out of 84 art students will demonstrate proficiency on four out of five principles of drawing, (lines, spaces and shapes, relationship, lighting and shading, and composition) in their final observational drawings as measured by a district-created rubric. Proficiency is defined by a score of at least 3 out of 4 on the rubric.

#### SCORING PLAN:

- How will you measure your students' success?
- Based on students' baseline data, what is the minimum level of performance I expect from the identified students?
- Based on students' baseline data, how many students can reasonably be expected to meet or exceed the expected level of performance?

Insufficient Attainment of Target (1 point):	Partial Attainment of Target (2 points):	Full Attainment of Target (3 points):	Exceptional Attainment of Target (4 points):
The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	The teacher has demonstrated some impact on student learning, but did not meet the target.	The teacher has demonstrated a considerable impact on student learning by meeting the target.	The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement range:</b> 54 students or fewer demonstrate proficiency on four out of five principles of drawing	<b>Achievement range:</b> 55-64 students demonstrate proficiency on four out of five principles of drawing	<b>Achievement range:</b> 65-76 students demonstrate proficiency on four out of five principles of drawing	<b>Achievement range:</b> 77-84 students demonstrate proficiency on four out of five principles of drawing

### 4. HOW WILL I MONITOR PROGRESS?

- When will I monitor students' developing mastery of the priority content?
- What [curricular resources](#) and [assessment methods](#) will I use to determine students' mastery of the priority content on an on-going basis?
  - Are these assessment methods aligned with the end-of-year assessment identified in Step 1?

#### Ongoing

Each student's progress will be monitored through their portfolio. There will be three mid-semester drawings that will be scored on the Drawing from Observation rubric created by district visual art teachers. Each drawing will be scored and returned with feedback for improvement. The rubric used for scoring will be the same as the rubric used for the final drawing.

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## 4. HOW WILL I MONITOR PROGRESS?

- When will I monitor students' developing mastery of the priority content?
- What [curricular resources](#) and [assessment methods](#) will I use to determine students' mastery of the priority content on an on-going basis?
  - Are these assessment methods aligned with the end-of-year assessment identified in Step 1?

### Checkpoint 1

First mid-semester drawing  
September

### Checkpoint 2

Second mid-semester drawing  
October

### Checkpoint 3

Third mid-semester drawing  
November