

# Louisiana Believes

## Student Learning Target

<b>Grade:</b> 3-4 <sup>th</sup>	<b>Subject:</b> Music	<b>Interval of Instruction:</b> Year
---------------------------------	-----------------------	--------------------------------------

### 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:

Music students in grades K-4<sup>th</sup> should meet the following benchmarks of Creative Expression, Historical Perspective, Critical Analysis before entering 5<sup>th</sup> grade and are central to other

CE-1 Recognize and imitate simple melodies and rhythmic patterns using voice, musical instruments, or other sound sources.

CE-2 Recognize basic notational symbols and express vocabulary that conveys precise musical meanings.

CE-4 Explore and express basic elements of music through voice, musical instruments, etc.

CE-5 Participate in organized musical activities including singing, playing, and movement.

HP-1 Recognize musical styles representative of various cultures

HP-3 Recognize families of musical instruments and instruments of various cultures.

HP-5 Recognize great composers and their most significant musical works.

CA-1 Identify the musical form and describe in simple terms how the elements of music are used in various works.

CA-4 Identify relationships among music, other arts, and disciplines outside the arts.

CA-5 Devise criteria for evaluating music and music performances, and express opinions using basic music vocabulary.

#### End-of-Year Assessment Method and Name:

An end of year assessment will be administered and will consist of two sections.

Section 1: a common paper assessment with multiple choice and open-ended items that require written responses to text, pictures, and musical works (CE-2, HP-1, HP-3, HP-5, CA-1, CA-4, CA-5).

Section 2: a performance based assessment offering student choice of selecting an instrument or demonstrating skills and understanding through voice (CE-1, CE-2, CE-4, CE-5).

### 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?

# Louisiana Believes

## 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?

At the beginning of the year, I administered a pre-assessment that is aligned to the EOY assessment. The data from this diagnostic assessment are below.

Pre-Test Data		
Student Population	Paper-Based Section Average % Correct	Performance-Based Section Average Score Over 3 Trials (20pt Rubric)
3 <sup>rd</sup> Grade Students (75)	59%	7
4 <sup>th</sup> Grade Students (68)	67%	15
All Students	63%	11

This pre-assessment provided me with beginning of the year snapshot of where each student is and where they need to be by the end of the year. After administering the pretest, I set individual growth goals for each student. For example, a student who scored a 10 on the pre-test rubric would be expected to increase by 5 points, and a student who scored a 15 on the pre-test rubric would be expected to increase by 3 points. The minimum level of proficiency on the performance component is 75% or 15/20.

## 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 of my 3<sup>rd</sup> and 4<sup>th</sup> grade students will be included in this learning target.

### Paper Based Section:

-Answers will be analyzed to determine areas of overall weakness in the group for whole group instruction.

-Answers will be analyzed to separate whole group into sub-groups based on areas of need for differentiated instruction based on individual student need.

### Performance-Based Section:

-Students who show a need for further assistance in the performance-based section (less than 10 points on rubric) will receive enrichment activities focused on reintroducing and teaching skill set needed to pass performance assessment. --

-Students who demonstrate proficiency in performance-based section of pre-test (11 or more points on rubric) will participate in activities to enhance skills needed to excel on assessment. Students from this sub-group will also be used as models and tutors for students needing further assistance.

# Louisiana Believes

## 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?

The average score on the end-of-year assessment will increase from 63% to 83% on the paper-based section AND 80% of students will meet their individual goal on the performance assessment.

## 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?

<b>Insufficient Attainment of Target (1 point):</b> The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	<b>Partial Attainment of Target (2 points):</b> The teacher has demonstrated some impact on student learning, but did not meet the target.	<b>Full Attainment of Target (3 points):</b> The teacher has demonstrated a considerable impact on student learning by meeting the target.	<b>Exceptional Attainment of Target (4 points):</b> The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement range:</b> Average score on the Paper-Section is <73% AND <75% reach their goal on the performance assessment	<b>Achievement range:</b> Average score on the Paper-Section is 70-83% AND 75-72% reach their goal on the performance assessment	<b>Achievement range:</b> Average score on the Paper-Section is 83-85% AND 80-85% reach their goal on the performance assessment	<b>Achievement range:</b> Average score on the Paper-Section is >85% AND >85% reach their goal on the performance assessment

## 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

I will monitor student understanding of the content and their progression in performance skills throughout each session. The following checkpoints will include benchmark assessments that are aligned to the end of year assessment. Student development of mastery of content will be demonstrated through class discussion, student performance, and written assessments throughout the course. Data will be tracked on a spreadsheet so that individual student growth may be measured as well as overall class averages. Benchmark assessments will be used as guides for assessments throughout the course. Benchmarks are aligned to end of year assessment and will provide instructor feedback on student achievement throughout the year. This will allow instructional practices to be evaluated based on student data from assessments.

<b>Checkpoint 1</b> Benchmark Assessment - October	<b>Checkpoint 2</b> Benchmark Assessment - December	<b>Checkpoint 3</b> Benchmark Assessment -March
---	--	--