**Example Student Learning Objective Template**

<table>
<thead>
<tr>
<th>Name or Team of Teachers Being Evaluated</th>
<th>Names of Reviewers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Area/Grade Level(s)</strong></td>
<td><strong>Review Date Mo./Day/Yr.</strong></td>
</tr>
<tr>
<td>Art and Design/ 8th Grade</td>
<td></td>
</tr>
</tbody>
</table>

**School Building**

Please use additional pages, if necessary, to provide information requested below. Additional guiding questions to support the selection process are located on the Wisconsin Student Learning Objective (SLO) Selection/Approval Rubric.

**Student Learning Objective (SLO):** Focus: PROBLEM SOLVING/DESIGN

80% of the 8th grade art and design class students identified with a level of 1 (minimal) in ‘Problem Solving/Design’ within the DPI Art and Design rubric will increase in proficiency to a level of 2 (basic) or higher from the pre-test conducted in first quarter (September) to the post-test in fourth quarter (May) of that same school year.

**Baseline Data and Rationale:** (Why did you choose this objective?) The SLO is based on a performance standard in art and design. (Standard C-Visual Design and Production). Baseline data will be gathered through an initial assessment of student skills using the WAEA Visual Arts Classic inspired DPI Art and Design rubric for a student in-class exercise. After students have completed the baseline assessment, they will identify an individual goal in reaching the objective using the rubric descriptor the Art and Design Student Goal Sheet.

**Learning Content:** (What content will the SLO address?) Art and Design Standard: Visual Design and Production - Students will design and produce quality original images and objects through drawing. (Standard C). Student in 8th Grade Art and Design Class will recognize the complexities of the challenge, potential solutions, and skillfully utilize purposeful design elements for the challenge.

**Student Population:** (Who are you going to include in this objective?) 8th Grade Art and Design Students

**Interval:** (How long will you focus on this objective?) This objective is an ongoing pursuit for the school year.

**Assessment/Evidence Source(s):** (How will you measure the outcome of your objective?) At least two artistic exercises will be presented to students to recognize the complexities of the challenge, potential solutions, and to skillfully utilize purposeful design elements in 10 thumbnail sketches and a final drawing. Formative assessments (i.e. written/verbal/demonstration sharing of thumbnail sketches during class will be completed by students. A summative assessment (i.e. written/verbal/demonstration of skills) will occur through the production of a final piece with accompanying thumbnail sketches. The DPI Art and Design rubric SLO# 1 – Problem Solving / Design will be used to identify proficiency levels. Students will discuss with the teacher, goals, growth, and any adjustments for learning, in the beginning, middle, and end of year by using the Art and Design Student Goal Sheet.

**Targeted Growth:** (What is your goal for student growth?) 80% of the 8th grade art and design class students identified with a level of 1 (minimal) in ‘Problem Solving/Design’ within the DPI Art and Design rubric will increase in proficiency to a level of 2 (basic) or higher from the pre-test conducted in first quarter (September) to the post-test in fourth quarter (May) of that same school year.
Strategies and Support: (What methods or interventions will you use to support this objective? What instructional support or professional development is necessary to accomplish the objective?)
Classroom activities will involve:
- Identifying the visual elements of the piece and potential methods of altering it.
- Activities that incorporate time to investigate, discuss, and demonstrate purposeful design elements.
- Creating ways to utilize media through more progressively challenging artistic exercises.
- Instructional methods such as: class practice of skills, class discussions, demonstrations by staff and/or students, student creativity activities, and student critiques of various art examples through compare/contrast activities.
- Student assessment of thumbnail examples of self and others using the Art and Design Student Goal Sheet in the beginning, middle, and end of year.
Teacher resources are available within A Guide to Curriculum Planning in Art Education and Wisconsin’s Model Academic Standards for Art and Design Education.

Educator/Preparer Signature
Date Signed Mo./Day/Yr.

Supervisor Signature
Date Signed Mo./Day/Yr.

DPI Art and Design rubric- To be completed by the teacher in the beginning, middle, and end of school year.

<table>
<thead>
<tr>
<th>SLO #1</th>
<th>Performance Standard</th>
<th>1 - Minimal</th>
<th>2 - Basic</th>
<th>3 - Proficient</th>
<th>4 - Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving / Design</td>
<td>The student requires support in identifying the complexities of the challenge, potential solutions, and methods in applying design principles.</td>
<td>The student requires some support in identifying the potential solutions and methods in applying design principles to the challenge.</td>
<td>The student recognizes the complexities of the challenge, potential solutions, and offers design ideas for most of the challenge.</td>
<td>The student recognizes the complexities of the challenge, potential solutions, and skillfully utilizes purposeful design elements for the challenge.</td>
<td></td>
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Art and Design Student Goal Sheet— To be completed by the student in the beginning, middle, and end of school year.

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<td>Problem Solving / Design - Circle the level you achieved for the assessment as shared by the teacher.</td>
<td>The student requires support in identifying the complexities of the challenge, potential solutions, and methods in applying design principles.</td>
<td>The student requires some support in identifying the potential solutions and methods in applying design principles to the challenge.</td>
<td>The student recognizes the complexities of the challenge, potential solutions, and offers design ideas for most of the challenge.</td>
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What level did you believe you achieved? _____
What is your goal for problem solving/designing for the school year?
What will you do to improve your work solving design problems?