### 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>Choral Music/ 8th Grade</td>
<td></td>
</tr>
<tr>
<td><strong>School Building</strong></td>
<td></td>
</tr>
</tbody>
</table>

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):
80% of the 8th grade choral students identified with a level of 1 (minimal) in the “Tone” section from the DPI Choral Music rubric will increase in their proficiency level to 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?)
This SLO is based on a performance standard in choral music (Standard A-Singing). Baseline data will be gathered through an initial assessment of student skills using the DPI Choral Music rubric using SLO#1- Tone. Students will sing either alone or in a small group the familiar song/vocal exercise assigned. After students have completed the baseline assessment, they will identify an individual goal in reaching the objective using the Choral Music Student Goal Sheet.

#### Learning Content: (What content will the SLO address?)
Music Standard A: Singing - Students sing, alone and with others, a varied repertoire of music. Students will sing accurately and with good breathe control throughout their singing ranges, alone and in small and large ensembles (A.8.5). Students in 8th Grade Choir will perform with a focused, open, and resonant tone with appropriate breathing and vowel placement in all registers.

#### Student Population: (Who are you going to include in this objective?)
8th Grade Choral Music 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?)
Two musical pieces and/or choral exercises will be chosen to build tone accuracy, breathe support and accurate vowel placement in all registers within the school year. Formative assessments (i.e. written/verbal /demonstration sharing of musical techniques) during rehearsals will be completed by student groups and individuals. A summative assessment (i.e. written/verbal/demonstration of skills) will occur through the final performance of one piece per semester by students either alone or within a student ensemble. Assessment tools will include the SLO #1 Tone section of the DPI Choral Music rubric 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 Choral Music Student Goal Sheet.

#### Targeted Growth: (What is your goal for student growth?)
80% of the 8th grade choral students identified with a level of 1 (minimal) in the “Tone” section from the DPI Choral Music rubric will increase in their proficiency level to 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?)

Rehearsals will involve:

- Building breath support through interval breathing and vocal sound sustaining exercises.
- Use of progressively challenging exercises to build tone accuracy, breathe support and accurate vowel placement in all registers.
- Instructional methods such as: class performances and practice, listening examples, class discussions, demonstration of skills by staff and/or students, student compositions infusing vocal skills, and student critiques of various music examples through compare/contrast activities.
- Student assessment exercises using the DPI Choral Music rubric of class examples.
- Student assessment of their own progress in tone using the Choral Music Student Goal Sheet in the beginning, middle, and end of year.

Teacher resources are available within the Planning Curriculum in Music guidebook and within the Wisconsin’s Model Academic Standards for Music.

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**DPI Choral Music Rubric** - To be completed by the teacher in the beginning, middle, and end of school year.

<table>
<thead>
<tr>
<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><strong>Tone</strong></td>
<td>The student performs with a thin or forced tone consistently due to a lack of breathe support and incorrect vowel placement throughout their range.</td>
<td>The student performs with an unstable tone in some ranges with incorrect breathing and vowel placement skills in the outer ranges.</td>
<td>The student performs with a focused tone with minor lapses in correct breathing and vowel placement skills.</td>
<td>The student performs with a focused, open, and resonant tone with appropriate breathing and vowel placement in all registers.</td>
</tr>
</tbody>
</table>

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**Choral Music Student Goal Sheet** – To be completed by the student in the beginning, middle, and end of school year.

<table>
<thead>
<tr>
<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><strong>Tone - Circle the level you achieved for the assessment as shared by the teacher.</strong></td>
<td>The student performs with a thin or forced tone consistently, due to a lack of breathe support and incorrect vowel placement throughout their range.</td>
<td>The student performs with an unstable tone in some ranges with incorrect breathing and vowel placement skills in the outer ranges.</td>
<td>The student performs with a focused tone with minor lapses in correct breathing and vowel placement skills.</td>
<td>The student performs with a focused, open, and resonant tone with appropriate breathing and vowel placement in all registers.</td>
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What level did you believe you achieved? _____ (Write the number.)

What is your goal for tone for the school year?

What will you do to improve your tone this school year?