**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>Dance / 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):** 80% of the 8th grade dance students identified with a level of 1 (minimal) in “Technique and Coordination” within the DPI Dance Rubric example will increase their proficiency level 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?)*

This objective is a performance standard in dance (Standard B-Kinesthetic).

Baseline data may be gathered through an initial assessment of student skills. Use the DPI Dance Rubric example and have the student or group perform a dance or sequential exercise. After students have completed the baseline assessment, they will identify an individual goal in reaching the objective based on the rubric using the Student Goal Sheet.

**Learning Content:** *(What content will the SLO address?)*

Dance Standard B: Kinesthetic Awareness

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

**Interval:** *(How long will you focus on this objective?)* This objective is an ongoing pursuit for the school year, requiring students to identify a dance theme or focus, choose movement that has purpose in the theme, develop a composition that has a structure and flow, and to commit to a performance that shows their full engagement.

**Assessment/Evidence Source(s):** *(How will you measure the outcome of your objective?)* At least two dances will be presented in class by students. Formative assessments (i.e. written/verbal /demonstration sharing of skills) during rehearsals will be completed by student groups and individuals, focusing on purposeful movement and dance composition development to support the theme of the dance. 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. Consider using the DPI Dance Rubric example for the student or group performance. Students should discuss goals, growth, and any adjustments in the goals/means of obtaining goals with the teacher mid-year and at the end of the school year using the Student Goal Sheet.
Targeted Growth: (What is your goal for student growth?)

80% of the 8th grade dance students identified with a level of 1 (minimal) in “Technique and Coordination” within the DPI Dance Rubric example will increase their proficiency level 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?)

Rehearsals will involve building technique through reminders in theme and movement alignment, and purposeful use of physical skills within the composition. These exercises will become more progressively challenging to build technique for individuals and the student ensemble. Instructional methods to support learning of the skills will include: class performances and practice, listening examples, class discussions, demonstration of skills by staff and/or students, student improvisation of dance technique, and student critiques of various examples through compare/contrast activities. Students will assess examples using the DPI Dance Rubric example. Teacher resources are available within the Guide to Curriculum Planning in Dance and within the Wisconsin’s Model Academic Standards for Dance.

Educator/Preparer Signature

Date Signed Mo./Day/Yr.

Supervisor Signature

Date Signed Mo./Day/Yr.

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

<table>
<thead>
<tr>
<th>SLO #3</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>Technique and Coordination</td>
<td>The student demonstrates a poor awareness of his/her body and alignment in regards to technique, time, space, and motion throughout the dance.</td>
<td>The student demonstrates inconsistent technique and body awareness throughout the dance.</td>
<td>The student demonstrates proficient technique and sense of time, space, and motion with their body throughout the dance.</td>
<td>The student skillfully executes a mastery of technique and strong sense of time, space, and motion with their body throughout the dance.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SLO #3</th>
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<th>1 - Minimal</th>
<th>2 - Basic</th>
<th>3 - Proficient</th>
<th>4 - Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique and Coordination - Circle the level you achieved for the assessment as shared by the teacher.</td>
<td>The student demonstrates a poor awareness of his/her body and alignment in regards to technique, time, space, and motion throughout the dance.</td>
<td>The student demonstrates inconsistent technique and body awareness throughout the dance.</td>
<td>The student demonstrates proficient technique and sense of time, space, and motion with their body throughout the dance.</td>
<td>The student skillfully executes a mastery of technique and strong sense of time, space, and motion with their body throughout the dance.</td>
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What level did you believe you achieved? _____ (Write the number.)

What is your goal for technique and coordination for the school year?
What will you do to improve your technique and coordination this school year?