## 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></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area/Grade Level(s)</th>
<th>Review Date Mo./Day/Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental Music/ 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 instrumental music students identified with a level of 1 (minimal) in the “Tone” section from the DPI Instrumental 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 objective is a performance standard in instrumental music (Standard B-Playing). Baseline data may be gathered through an initial assessment of student skills. Consider using the Wisconsin School Music Association inspired DPI Instrumental Music rubric and having the student or group perform a familiar song, or music 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?* Music Standard B: Instrumental

Students in Wisconsin will play, alone and with others, a varied repertoire of music on Instruments (Standard B). Students will perform on at least one instrument accurately and independently, alone and in small and large ensembles, and with good posture, good playing position, and good breath, bow, or stick control (B8.8).

### Student Population:

*Who are you going to include in this objective?* 8th Grade Instrumental Music Students

### Interval:

*How long will you focus on this objective?* This objective is an ongoing pursuit for the school year, requiring students to build up basic skills in posture, position, and control of the musical instrument they are playing.

### Assessment/Evidence Source(s):

*How will you measure the outcome of your objective?* At least two musical pieces and/or music exercises will be chosen to build good posture, good playing position, and good breath, bow, or stick control within the school year for students. Formative assessments (i.e. written/verbal /demonstration sharing of musical techniques) during rehearsals will be completed by student groups and individuals, focusing on posture, playing position, and breath, bow, or stick control throughout the school year. 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 Wisconsin School Music Association inspired DPI Instrumental Music rubric to identify proficiency levels for objective skills. 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 rubric using the Student Goal Sheet.

### Targeted Growth:

*What is your goal for student growth?*

80% of the 8th grade instrumental music students identified with a level of 1 (minimal) in the “Tone” section from the DPI Instrumental 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 technique through reminders in proper posture, playing position tips, and demonstrations/exercises focusing on breath support/bow/stick control. 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 compositions infusing music skills, and student critiques of various music examples through compare/contrast activities. Students will assess examples using the Wisconsin School Music Association inspired DPI Instrumental Music rubric. Teacher resources are available within the Planning Curriculum in Music guidebook and within the Wisconsin’s Model Academic Standards for Music.

Educator/Preparer Signature

Date Signed Mo./Day/Yr.

Supervisor Signature

Date Signed Mo./Day/Yr.

DPI Instrumental 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>SLO #1</strong> Tone</td>
<td><strong>Brass-WW</strong> The student demonstrates a lack of understanding of breathe support and embouchure, resulting in an unstable tone. <strong>Strings</strong> - The student demonstrates a lack of understanding of bow control, pressure, and the production of an even tone with their instrument, resulting in an unstable tone.</td>
<td><strong>Brass-WW</strong> The student performs with a thin or forced tone with inconsistent breath support and embouchure. <strong>Strings</strong> - The student performs with an uneven tone with inconsistent bowing control and vibrato.</td>
<td><strong>Brass-WW</strong> The student performs with a focused tone with appropriate breathing and embouchure with minor lapses in all registers. <strong>Strings</strong> - The student performs with a focused tone with appropriate bowing, pressure, and use of vibrato with minor lapses.</td>
<td><strong>Brass-WW</strong> The student performs with a focused tone with appropriate breathing and embouchure in all registers. <strong>Strings</strong> - The student performs with a focused tone with appropriate bowing, pressure, and use of vibrato.</td>
</tr>
</tbody>
</table>

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>SLO #1</strong> Tone - <strong>Brass-WW</strong> The student demonstrates a lack of understanding of breathe support and embouchure, resulting in an unstable tone. <strong>Strings</strong> - The student demonstrates a lack of understanding of bow control, pressure, and the production of an even tone with their instrument, resulting in an unstable tone.</td>
<td><strong>Brass-WW</strong> The student performs with a thin or forced tone with inconsistent breath support and embouchure. <strong>Strings</strong> - The student performs with an uneven tone with inconsistent bowing control and vibrato.</td>
<td><strong>Brass-WW</strong> The student performs with a focused tone with appropriate breathing and embouchure with minor lapses in all registers. <strong>Strings</strong> - The student performs with a focused tone with appropriate bowing, pressure, and use of vibrato with minor lapses.</td>
<td><strong>Brass-WW</strong> The student performs with a focused tone with appropriate breathing and embouchure in all registers. <strong>Strings</strong> - The student performs with a focused tone with appropriate bowing, pressure, and use of vibrato.</td>
<td></td>
</tr>
</tbody>
</table>

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?