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| Educator Name | Szabo, Boyles, McCann |
| School Name | Westlake High School |
| Date | 12/12/2018 |

Alpine School District Template:
 Student Learning Outcome (SLO)

| <i>Course/Grade Level Information</i> | |
|---------------------------------------|-------------------|
| Course or Subject Name | Drawing 1/ Design |
| Grade Level | 10-12 |
| Number of Students | 40 |

PHASE I: INITIAL PLANNING STAGE: To be completed before the course begins.

What do we expect students to learn?

| What is an essential learning outcome of this unit/course? |
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| Students will be able to identify and utilize the elements of design in an artwork (The elements of design include line, shape, value, form, texture, color, and space). |

| Articulate the various depths of knowledge associated with this learning outcome. | | |
|---|--|--|
| DOK 1 | DOK 2 | DOK 3 |
| Students will be able to identify the elements of design | Students will use the elements of design to create a project (advertisement, artwork, etc) | Students will combine elements of art to create a series of self-guided projects |

| What specific objectives/skills must students become proficient in order to achieve the learning outcome? |
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- 1) Complete in class assignments and workshops using the elements of design.
- 2) Use those elements outside of the traditional classroom structure (homework project)
- 3) Complete a summative assessment / quiz and pass with 80% proficiency.

How will we know what students have learned?

What formative and summative assessments will you use to determine if students are making progress towards becoming proficient on the learning outcome?

Formative: In class demonstrations of design elements, in tandem with teacher observations and interventions.

Summative: PLC shared quizzes and sketchbook practices and the final project.

Identify the DOK level of each assessment question/performance task. Attach assessments questions and rubrics that will be used to determine if a student has become proficient on the learning outcome at the various levels of DOK.

DOK 1: Quizzes.

DOK 2: Demonstration of out of class project

DOK 3: Self-guided project in-class under direction of the teacher.

How will you determine proficiency/growth at each of the DOK levels?

DOK 1: 80% proficiency or above

DOK 2: Independent use of each of the elements of design

DOK 3: In class critique / gallery walk to view and analyze the work

How will data from formative and summative assessments be gathered and analyzed?

DOK 1: Quizlet live, sketchbook review

DOK 2: Checklist with each of the elements

DOK 3: Personal critique, written reflection with guided questions, and classroom discussion.

PHASE II: BASELINE DATA AND GOAL SETTING - To be completed by September 30 2015

Baseline Data

What information would be helpful to know about students before this unit/course begins?

Exposure to art & design

Art & design courses taken

How will you collect the information above? (Examples: Pre-requisite skill assessment before the unit, attendance data, reading level, writing level, math level)

Class survey

Individual conversations

What is the learning goal?

Students will be able to identify and utilize the elements of design in an advertisement or artwork (The elements of design include line, shape, value, form, texture, color, and space).

PHASE III: INTERVENTION AND EXTENSION (throughout unit or course)

How will we respond to students who are not progressing?

Explain how you will use assessment data to intervene for students who need additional time and support to reach the learning outcome.

Face to face accommodations

Peer tutoring and support

We will use open studio time to aid students in instruction

We will provide additional learning resources on our learning management system

How will we extend learning for students who already know the learning outcome?

What is the path for students who are entered in your course, but for whom the learning outcome is not a challenge?

Assign students to lead tutoring sessions with their peers

Provide additional advanced projects

PHASE IV: RESULTS AND REFLECTION

| Original Goal | Final Results |
|---|---------------|
| 1) Complete in class assignments and workshops using the elements of design. 2) Use those elements outside of the traditional classroom structure (homework project) 3) Complete a summative assessment / quiz and pass with 80% proficiency. | |

Attach final assessment results. Record whether or not student growth targets were altered.

Reflect on this process, and list challenges, insights, and successes. Describe how what you have learned will improve your instructional practice and students' learning.

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Process, Implementation Timeline, and Sign-Off

List the names and current job positions of those developing this SLO.

Administrator Name & Title

Administrator sign-off of initial SLO

Establish Educator Ratings: Use the table below to review the SLO with the administrator/supervisor and document the educator rating based on the established Learning Outcome, Assessment(s), and Goals.

Educator Ratings: Educator rating results are based on the SLO Goals.

Does Not Meet

Partially Meets

Meets

Exceeds

Administrator/Supervisor comments:

| | |
|--|-------|
| Administrator/Supervisor Signature: | Date: |
| Educator Signature: (the signature does not necessarily indicate agreement with the rating) | Date: |