Student Learning Outcome (SLO)

Band (chorus/orchestra) – gr. 9   Sightreading (sample)

NYSSMA Curriculum Committee

	These are the suggested components of the Local Achievement Target Process
Population	*What is the population included in this target?* 9th grade band 63 students
Standards	*Upon which Standards is the Local Achievement Target based?* *Use common symbols to perform music (1.c)* *Sing or play instruments accurately (1.b.)* *Read simple standard notation in performance (1.c.)*
Time Period	*What is the time period covered (if not a year, rationale for semester/quarter/etc.)?* Sept – April, 2012-2013 school year
Evidence	*What specific assessment(s) will be used to measure this target?* *Baseline assessment: Students will sight read an 8-measure musical example that matches NYSSMA Level IV Sightreading criteria. Student will be assessed on accuracy of pitches, rhythm, articulation and dynamics.* *Summative assessment: Students will sight read an 8-measure musical example that matches NYSSMA Level IV Sightreading criteria. Student will be assessed on accuracy of pitches, rhythm, articulation and dynamics.* Assessment of sightreading can be determined using criteria similar to the NYSSMA solo/evaluation form.

Baseline	*What is the starting point upon which the target is based?* Your pre-assessment will determine student success at the beginning of the school year. Record that finding here,
Target(s)	*What is the expected outcome (target) at the end of the instructional period?* Record your exact intended percentage of growth over the baseline assessment. E.g. 75% of the students will show 30% growth over baseline assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* This will be determined through dialogue between teacher and administrator (lead evaluator of record). Your students' scores will determine your placement in the grid below. The percentages listed below represent the percentage range of students who reach the intended targets. For example, in this case, a teacher who has had 89% of the students reach the target, would earn 17 points, and be considered an Effective teacher.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	94-97%	90-93%	89%	88%	87%	84-86%	81-83%	78-80%	77%	76%	75%	73-74%	71-72%	69-70%	67-68%	64-66%	61-63%	56-60%	51-55%	0-55%

Rationale	*Describe the reasoning behind the decisions:* Sightreading is an integral skill for successful solo and ensemble performance. This skill is developed through direct instruction and refinement, and the work becomes more rigorous at each continuing level. It represents the synthesis of the knowledge and skills that facilitates fluency in reading and comprehending written notation. Processing through sightreading involves deep understanding and comprehension of the written notation. It demonstrates the ability to combine the content and technique associated with the various elements, in order to achieve artistic performance. It is through deep understanding that students develop this skill, and internalize its benefits through performance.