Student Learning Objectives (SLOs)

From a Dance Educator's Perspective



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What is a SLO?

A Student Learning Objective (SLO) is a target or goal we strive for students to achieve in our classrooms. The teacher can decide whether to introduce one SLO or multiple ones within a lesson. Through baseline and summative assessments, we are able to measure whether a student meets or even exceeds the SLO!

Measurement

An SLO measures both student achievement and growth.

Growth: Did the student show progress toward meeting the target (understanding the content)?

Achievement: Did the student meet the achievement target after a certain period of instruction?

How did we develop the SLO Assessment?

HIGH SCHOOL DANCE "PROFICIENT" STANDARDS

Unwrapping the Dance Standards

Skills and Concepts Across Genre

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work

Da.Cr.1.HS1.a.	Explore the various approaches to the creative process.
Da.Cr.1.HS1.b.	Explore movement choices through individual and/or
	teacher-directed activities.

Da.Cr.1.HS1.c.1. Explore various sources of inspiration that can be used to develop a dance study.

Da.Cr.1.HS1.c.2. Analyze the process and relationship between stimuli and movement.

Anchor Standard 2: Organize and develop artistic ideas and work

Da.Cr.2.HS1.a.1.	use the choreographic elements, structures, and processes to create a dance study.
Da.Cr.2.HS1.a.2.	Provide evidence of the choreographic intent.
Da.Cr.2.HS1.b.1.	Choreograph a dance study that expresses and
	communicates an idea or feeling.
Da.Cr.2.HS1.b.2.	Provide evidence of the effect of movement choices.

Anchor Standard 3: Refine and complete artistic work

Da.Cr.3.HS1.a.	Identify the intent, and revise the choreography to clarify
	the intent based on feedback.

Da.Cr.3.HS1.b. Document the dance for refinement purposes.

PERFORMING

Anchor Standard 4: Select, Analyze and Interpret artistic work for performance

Da.Pe.4.HS1.a.	Demonstrate an understanding of spatial awareness
	and clarity while dancing in a group.
Da.Pe.4.HS1.b.	Demonstrate an awareness of time and rhythm.

Demonstrate a variety of energy/efforts and dynamics.

Demonstrate technical dance skills to perform complex

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

	dance movements in a variety of genres.
Da.Pe.5.HS1.b.1.	Use healthy practices (safety, nutrition, non-harmful
	habits).
Da Pe 5 HS1 h 2	Identify anatomical principles that contribute to

Da.Pe.5.HS1.c. Incorporate dance movement principles such as brea and core support.

functional alignment.

Anchor Standard 6: Convey meaning through the presentation of artis work

Da.Pe.6.HS1.a.1.	Demonstrate dance etiquette, professionalism and
	leadership qualities in class, rehearsals, and
	performances.

Da.Pe.6.HS1.a.2. Document and evaluate the performance process us content specific vocabulary.

music) of the performance space.

content specific vocabulary.

Da.Pe.6.HS1.B. Collaboratively investigate and evaluate the use of production elements (lighting, stage, costuming, and

We unpacked our 2015 standards to determine the learning objectives.

Click here to access

PERFORMING

Anchor Standard 4: Select, Analyze and Interpret artistic work for performance

Da.Pe.4.HS1.a. Demonstrate an understanding of spatial awareness

and clarity while dancing in a group.

Da.Pe.4.HS1.b. Demonstrate an awareness of time and rhythm.

Da.Pe.4.HS1.c. Demonstrate a variety of energy/efforts and dynamics.



How did we develop the SLO Assessment?

We created an authentic <u>performance assessment</u> based off the anchor standards.

STUDENT DIRECTIONS

PURPOSE

The baseline assessment is for the purpose of establishing what skills and knowledge you have pertaining to dance. It will not be used as a grade, but only as a beginning point to measure growth throughout the year.

PROMPT

*You will perform an original solo movement study choreographed by your teacher.

You may choose any of the following as a source of inspiration:

 Idea or Feeling Based on Relevant Social Issue, Current Event, or Emotion; Nature, or a Painting

*Students have a choice to utilize music to help convey their source of inspiration, but the music must be instrumental.

What does SLO look like from a teacher's perspective?

The SLO process can help:

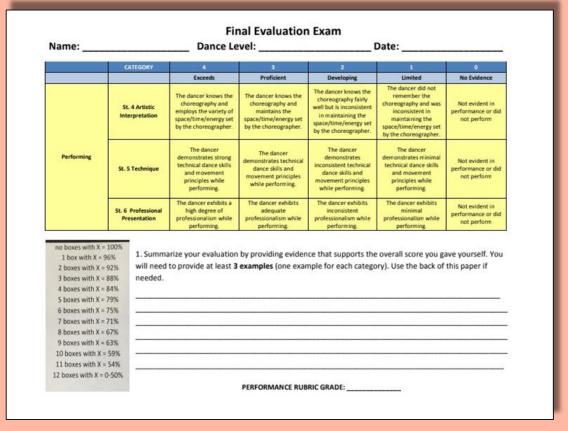
- O Determine where your students are by using multiple measurements.
- Determine which students are at a low level, adequate or high level of preparedness.
- The teacher choose or create and administer your quality assessment (Performance assessment).
- Set an achievement goal and a growth goal.
- Evaluate assessment results to determine next steps for students.

Check out the Assessments here!

What does SLO look like from a teacher's perspective?

We created a rubric to measure the growth and achievement.

Click here to access.



Questions?

Shoot us an email or type them in the Chat!