



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

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

- Da.Pe.5.HS1.a. Demonstrate technical dance skills to perform complex 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.b.2. Identify anatomical principles that contribute to functional alignment.
- Da.Pe.5.HS1.c. Incorporate dance movement principles such as breath and core support.

Anchor Standard 6: Convey meaning through the presentation of artistic 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 using content specific vocabulary.
- Da.Pe.6.HS1.B. Collaboratively investigate and evaluate the use of production elements (lighting, stage, costuming, and music) of the performance space.

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 performance assessment 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.**

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

- **The SLO process can help:**
 - 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.](#)

Final Evaluation Exam

Name: _____ Dance Level: _____ Date: _____

CATEGORY		4	3	2	1	0
		Exceeds	Proficient	Developing	Limited	No Evidence
Performing	St. 4 Artistic Interpretation	The dancer knows the choreography and employs the variety of space/time/energy set by the choreographer.	The dancer knows the choreography and maintains the space/time/energy set by the choreographer.	The dancer knows the choreography fairly well but is inconsistent in maintaining the space/time/energy set by the choreographer.	The dancer did not remember the choreography and was inconsistent in maintaining the space/time/energy set by the choreographer.	Not evident in performance or did not perform
	St. 5 Technique	The dancer demonstrates strong technical dance skills and movement principles while performing.	The dancer demonstrates technical dance skills and movement principles while performing.	The dancer demonstrates inconsistent technical dance skills and movement principles while performing.	The dancer demonstrates minimal technical dance skills and movement principles while performing.	Not evident in performance or did not perform
	St. 6 Professional Presentation	The dancer exhibits a high degree of professionalism while performing.	The dancer exhibits adequate professionalism while performing.	The dancer exhibits inconsistent professionalism while performing.	The dancer exhibits minimal professionalism while performing.	Not evident in performance or did not perform

no boxes with X = 100%

1 box with X = 96%

2 boxes with X = 92%

3 boxes with X = 88%

4 boxes with X = 84%

5 boxes with X = 79%

6 boxes with X = 75%

7 boxes with X = 71%

8 boxes with X = 67%

9 boxes with X = 63%

10 boxes with X = 59%

11 boxes with X = 54%

12 boxes with X = 0-50%

1. Summarize your evaluation by providing evidence that supports the overall score you gave yourself. You will need to provide at least **3 examples** (one example for each category). Use the back of this paper if needed.

PERFORMANCE RUBRIC GRADE: _____

Questions?

Shoot us an email or type them in the Chat!