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| **Learning Goal**  What do you want students to know and be able to do?  **S**pecific  **M**easurable  **A**ppropriate  **R**ealistic  **T**ime Limited | **STANDARDS:** What do you want students to know and be able to do?  *Points to consider:* Is the goal ambitious, yet realistic, for the grade level? | | | |
| **Big Idea:** Evaluate Ensemble Performances & prescribe adjustments for improvement using the UHSAA Large group adjudication form. This provides insight for the performing groups as to what they will be graded on when participating in region and state festivals.  **Standard(s):** Intermediate Chorus - Standard 3 – Objective B  Evaluate Ensemble Performances  **Student Learning Goal:**  Using the given rubric students will list, identify, analyze, and evaluate strengths and weaknesses in both recorded and live performances and prescribe adjustments needed to strengthen individual and ensemble performance.  **Time Span for SLO Cycle:** Full Year | | | |
| **Assessment**  How will you evaluate each student’s understanding and achievement? | **Starting Point:** How will you evaluate each student’s depth of understanding and achievement before the instruction?   * Pre-assessment of student’s knowledge of the [UHSAA Large group ensemble performance rubric.](https://webertube.com/document/26423/uhsaa-large-group-choir-adjudication-form) * Students will be provided a listening example and be asked to fill out the performance rubric to   give us a baseline for their proficiency. | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?   * After baseline data is established, the students will be provided with recorded and live listening   examples and will fill out the [performance rubric](https://webertube.com/document/26423/uhsaa-large-group-choir-adjudication-form).   * Teacher will provide guided instruction until students demonstrate basic proficiency. * After they have gained a basic knowledge of the form. they will evaluate one group per quarter using the [performance rubric.](https://webertube.com/document/26423/uhsaa-large-group-choir-adjudication-form) | | | |
| **Expected Targets:** How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?   * Final assignment will be an adjudication by the student of one of the groups performing in the final concert. * An improved use of musical terminology and understanding of choral concepts by the student should be evident from the pre-assessment to the final assignment. | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Highly Proficient**  90% – 100% |  |  |  |
| **Proficient**  80% – 89% |  |  |  |
| **Approaching Proficiency**  45% – 79% |  |  |  |
| **Below Proficient**  0% – 44% |  |  |  |
| **Curriculum & Instruction**  What learning experiences and teaching strategies best promote understanding and achievement?  Consider:   * whole group * small group * partner * individual * collaborative experiences | Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?*   * Teacher will provide students with several opportunities to listen and evaluate recorded and live groups and guide students through the rubric. * Students can practice by listening to online recordings or live performances to improve writing skills and vocabulary. * Students will be asked to evaluate [solo](https://webertube.com/document/26427/uhsaa-vocal-solo-adjudication-form) & [ensemble](https://webertube.com/document/26429/uhsaa-vocal-small-ensemble-adjudication-form) class performances. * [Journal Form](https://webertube.com/document/27077/journal-form-for-large-group-choir) * [Listening Guide – journal](https://webertube.com/document/27078/listening-guide---journal) * [Listening Guide – live](https://webertube.com/document/27079/listening-guide---live) * [Musical Questionnaire](https://webertube.com/document/27080/musical-questionnaire) | | | |
| How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?*   * Students can work in teams or groups to help one another understand complex terminology. * Students could be asked to share written comments. * Vocabulary quizzes may be given on terms used in the form. | | | |
| **Differentiation**  How will you respond to differing levels of understanding and achievement throughout the learning cycle? | How will you provide additional instructional support for students who don’t understand?   * Teacher will review evaluation forms/ratings received from adjudicators at region/state festivals etc. with the class. * Teacher will provide feedback on one document per student per quarter. | | | |
| How will you extend or deepen learning for students who are already proficient?   * Students may be asked to compare and contrast live vs. recorded performances. * Students may be asked to provide more detail in their writing. | | | |
| **Reflection and Data Analysis**  How will evidence of student understanding and achievement be used to drive instructional decisions? | **Based on your SLO data** | | | |
| What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept? | | | |
| What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth? | | | |
| What changes could be made to your instructional practice to address the needs of all (low, average, high) students? | | | |

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