

BLOOMINGTON JUNIOR HIGH  
SCHOOL  
IMPROVEMENT  
PLANS  
2005-2006

# SCHOOL IMPROVEMENT PLANS

Teachers from the Language Arts, Mathematics, Social Studies, Special Education, Physical Education, Health, Music, and Art Departments meet at the beginning of each school year to identify program strengths and areas that need improvement. The Illinois Standards Achievement Tests (ISAT), the Terra Nova, and local assessment results are the basis for the school improvement plan.

In addition, teacher teams, administrators, and counselors review school population statistics, along with secondary indicator statistics (e.g., student attendance, retention, mobility, and truancy) when making educational program decisions and consider factors that may affect student learning. Another factor they consider is stressors in students' lives that may severely compromise a student's ability to complete homework and/or to concentrate. Stressors may arise from home or school situations.

Departmental school improvement plans are reviewed throughout the school year and serve as a focus for discussions during monthly department meetings. The areas of focus for the 2005-06 school year are reading, writing, mathematics, social studies, and science.

## **A. READING**

### **Data**

Data on the achievement of BJHS reading students has been collected using state and national assessments. Teachers also selected practice ISAT materials to conduct a pre and posttest. The 2005 eighth grade classes took the ISAT in March 2005.

### **ISAT**

Of the eighth graders taking the test:

- 74% of all students met or exceeded state standards.
  - This percentage increased from 64% in 2003, to 70% in 2004, to 74% in 2005.
  - **This percentage exceeded the state AYP minimum target by 26.5%.**

### ***Subgroups***

- 57.5% of low-income students met or exceeded the state standards.
  - This percentage increased from 43% in 2003, to 49% in 2004, to 57.5% in 2005.
  - **This percentage exceeded the state AYP minimum target by 10%.**

- 36.9% of students with disabilities met or exceeded the state standards.
  - This percentage increased from 19.1% in 2004 to 36.9% in 2005.
  - **As a result of the Safe Harbor provision, this subgroup met the AYP target.**
- 54% of African American students met or exceeded the state standards.
  - This percentage increased from 43% in 2004 to 54% in 2005.
  - **This percentage exceeded the state AYP minimum target by 6.5%**
- 81% of white students met or exceeded state standards.
  - This percentage increased from 79% in 2004 to 81% in 2005.
  - **This percentage exceeded the state AYP minimum target by 33.5%**

Terra Nova results will be added after the school receives the 2005 data.

### **ISAT Practice Implementation**

After analyzing test scores and classroom assessments, the following was concluded:

- Students need more practice with multiple choice
- Students need test taking strategies
- Students need practice with timed activities or tests
- Students need more exposure to nonfiction pieces

After analyzing the ISAT practice materials for 8<sup>th</sup> grade, the following strategies need to be addressed:

- Graphic organizers
- Sequencing
- Plot
- Predicting
- Drawing Conclusions
- Finding Details
- Characterization
- Making Inferences
- Vocabulary

After analyzing the ISAT practice activities for 7<sup>th</sup> grade, the following strategies need to be addressed:

- Main idea
- Finding details
- Author's Viewpoint
- Sequencing
- Making Inferences
- Vocabulary

After analyzing the ISAT practice activities for 6<sup>th</sup> grade, the following strategies need to be addressed:

- Making inferences
- Text structure
- Finding details
- Decoding
- Drawing Conclusions
- Characterization

## **D. READING**

The goals developed for reading reflect the curriculum teachers developed after analyzing the ISAT and Terra Nova test scores. Specific strategies and activities were developed to reach these goals. As a department, we feel these goals still need to be addressed and implemented each year.

In addition to the school improvement plans developed for each fundamental learning area, several significant goals were identified:

### **6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Goals**

1. The content area reading program goal is to improve students' abilities in finding details, making inferences, drawing conclusions, and test taking strategies.
2. An affective reading goal is to motivate children to read through curricular integration and block scheduling.
3. Parental involvement will be promoted in an effort to improve reading abilities of all students.
4. The reading skill goal is to read and comprehend various types of literature.
5. The reading strategy goal is to teach students to learn test taking strategies and focus on finding details, decoding, drawing conclusions, characterization, vocabulary, sequencing, and graphic organizers.

## **ACTIVITIES TO MEET THE GOALS:**

### **Reading Goal 1**

Each reading teacher received a poster that listed the test taking strategies. The following strategies will be used to improve finding details, inferring, and drawing conclusions:

1. Read all the questions first before reading the passage.
2. Underline key words in the questions.
3. Find the key words in the question in the story.
4. Eliminate or underline answers to the question in the passage.
5. Practice timed activities.

### 6<sup>th</sup> Grade Strategies/Materials

1. Test Ready materials to prepare students for ISAT.
2. SQ3R – Survey, Question, Read, Recite, Review is a method that provides students with a systematic approach to study-type reading and promotes more efficient learning of assigned reading materials. This strategy involves students in developing a purpose for reading by requiring them to create a set of guiding questions to be answered while reading textual materials.

### 7<sup>th</sup> Grade Strategies

1. Skimming -- Very rapid reading of a whole article to understand the main ideas and some of the supporting detail. Skimming implies an intentionally lowered comprehension so that maximum speed can be obtained.
2. Scanning -- Rapid reading to locate information in an article. The reader strives for efficiency that requires speed plus accuracy.
3. Test Smart materials to work on test taking strategies and content area reading material.
4. Test Ready materials to prepare students for ISAT.
5. Teachers will also develop materials to focus on content area reading from Disasters and the geography textbook.
6. Practice Tests for reading to work on test taking strategies, finding details, making inferences, and drawing conclusions.

## 8<sup>th</sup> Grade Strategies

1. Test Ready materials to prepare students for ISAT.
2. Teach and Test series to focus on content area material, finding details, making inferences, vocabulary, and drawing conclusions.
3. Note taking – A study skills strategy that can be taught and utilized in all content areas. It can be used with a textbook or a lecture. Notetaking moves a reader or listener from a passive mode to an active one.
4. Graphic Organizers – Visual diagrams used to identify and classify the major relationships among concepts, objectives, and vocabulary of the lesson.

### **Reading Goal 2**

All students will be encouraged to read through motivating activities. Teams will work with interdisciplinary instruction to incorporate literature into content areas. Some teams will also begin to develop block scheduling.

### **Reading Goal 3**

Parental involvement in reading will be promoted through the use of reading records or text logs throughout the building. These reading records and text logs are filled out with the date, title of the book, time spent reading, and number of pages read. They are to be signed weekly by parents. The text log also asks students to summarize and analyze their novel. Parents are informed about the use of the reading record through a parent letter and/or the school newsletter. Parental involvement is being encouraged so parents can be aware of what their child is reading.

### **Reading Goal 4**

Teachers will continue to check students' comprehension of literature by creating teacher-made tests, having the students talk about literature, conducting literature circles, and by asking students to complete projects to accompany their novels. The teachers and/or students will develop literal as well as higher-order thinking questions to check their comprehension.

Teachers will also use the Prentice Hall Literature series to teach and reinforce various reading strategies and skills. The selected pieces from the literature series cover the following state goals: summarizing, predicting, making inferences, context clues, and main idea. Each teacher received a list of selections from the literature series that addresses the state goals in reading.

## **Reading Goal 5**

The new Prentice Hall series contains materials to teach and reinforce organization through graphic organizers. As each teacher addresses each selection to cover the state goals, he/she will incorporate the graphic organizers, which accompany the stories. Various types of graphic organizers will be presented to the students.

### **Assessment:**

The ISAT, Terra Nova, and Test Ready materials are used as assessment measures in reading.

### **Staff Development:**

Reading in the content area in-service will be conducted on a school improvement day. In addition, during monthly language arts the language arts teachers will discuss student work, successful strategies in the classroom, and ways to engage students in the reading process. Teachers will meet to discuss progress on the test taking strategies and materials. Teachers will meet with a teacher who has been trained on the ISAT to help improve test scores and the extended response scores. SAC meetings will continue to create assessments and reading activities.

## **B. WRITING**

Data on the achievement of BJHS 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade writing students has been collected using state and national assessments. The students took the writing ISAT in April 2004.

### **ISAT**

#### **8<sup>TH</sup> Grade ISAT results for 2004**

- \*Overall 63% met or exceeded state standards in writing.
- \*73% met or exceeded state standards on Focus.
- \*68% met or exceeded state standards on Support.
- \*70% met or exceeded state standards on Organization.

## **WRITING**

After analyzing the ISAT scores, the following was concluded:

- \*Students need specific strategies to improve organization and support.
- \*Students need specific strategies to improve word choice.
- \*Students need specific strategies to improve the use of figurative language.

- \*Students need specific strategies to improve openings and closings.
- \*Students need specific strategies to practice timed writings.
- \*Students need specific strategies to improve expository and persuasive essays.

## **WRITING GOALS FOR THE 6<sup>TH</sup>, 7<sup>TH</sup>, AND 8<sup>TH</sup> GRADES**

The goals developed for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade writing reflect the curriculum teachers developed after analyzing the ISAT scores. Specific strategies and activities were developed to reach these goals. The writing teachers feel these goals still need to be addressed and implemented each year.

1. Write essays that contain complete sentences, effective paragraphs, and proper grammar. (3A.3)
2. Write essays with clear understanding and interpretation of ideas and display focus, organization, support, and integration. (3B.3a)
3. Edit and revise for word choice, organization, figurative language, and transitions. (3B.3b)
4. Compose narrative, expository, and persuasive writings. (3C.3a)

## **ACTIVITIES TO MEET THE GOALS**

1. Each writing teacher received a poster that listed the strategies for narrative, expository, and narrative writing. The strategies below will be used to improve the three modes of writing.
  - a. Expository Writing
    - Just the facts
    - Main purpose is to give information
    - May explain ideas, give directions, or tell how to do something
    - Do not include opinions or feelings
    - Use different types of introductions
    - Start with a grabber-question, description, shocking fact
    - Use different transition words to begin paragraphs
    - Can use “I”, but do not write a story
    - Include a focus sentence in the introduction
    - Use “tell me more” details for each support including similes, compare/contrast, and figurative language
    - Not necessary to preview; you can use an umbrella statement
  - b. Persuasive Writing
    - Used to persuade or get someone to agree or disagree with stated opinion
    - Pick one side and stick with it
    - In the introduction, use a focus sentence to state your position
    - Okay to preview in the introduction

- Start with a grabber or effective introduction
- “I think” statements are okay, but you need to support your opinion
- Use examples to support your side
- Use transitions
- Use an effective conclusion to end

c. Narrative Writing

- Tells a story
- Do not preview in the introduction
- Main purpose is to tell about one event in the order it happened
- Write about one event-take a moment in time and blow it up
- Start with an attention-getting lead. Tell the characters, setting, and feelings
- Use time order transitions throughout the paper
- Reactions and feelings throughout the paper
- Use a variety of sentence types
- Include feeling words, similes, and dialogue
- Use stronger vocabulary
- Use action verbs
- Have an effective closing

2. Teachers were given five writing prompts for each mode of writing. Throughout the year, the teachers will have the students practice a timed writing using the prompts. Using the students’ examples, teachers and students will score and analyze the written work. Teachers and students will use the ISAT student-friendly rubric to analyze the writing produced by the sixth grade students.
3. Each student will receive a resource packet that will contain the following:
  - a. List of vocabulary
  - b. Modes of writing with the strategies
  - c. Checklist for good writing
  - d. Writing terms
  - e. ISAT student-friendly rubric for all three modes of writing
  - f. Writing great beginnings
  - g. Forms of support
  - h. Support strategies
  - i. List of transitions
  - j. Writing effective endings
  - k. Figurative language
  - l. Punctuating conversation
  - m. Checking for word choice
  - n. Checking for sentence smoothness
  - o. List of dead and taboo words

4. At the 8<sup>th</sup> grade level, students will practice ISAT writing during roundtable at least once a week.

5. At the 7<sup>th</sup> grade level, the students will have an additional ISAT writing class that will focus on the three modes of writing. The students will receive 14 extensive sessions.

6. At all three grade levels, the students will learn the Writer's Vocabulary that was developed by the English department. Also, teachers will use The Write Approach and Teaching the Qualities of Writing to further writing skills.

## **ASSESSMENT**

The ISAT, Terra Nova, and classroom ISAT writing will be the assessment tools.

## **STAFF DEVELOPMENT**

Writing teachers will discuss student work, successful strategies in the classroom, and ways to engage students in the writing process. Teachers will discuss progress on the timed writing prompts and strategies and materials implemented. Teachers will meet with a teacher who has been trained on the ISAT to help improve writing scores. SAC meetings will continue to further develop assessments and activities.

## **C. MATHEMATICS**

Data on the achievement of BJHS math students has been collected using local, state, and national assessment mechanisms. The 2005 eighth grade classes took the Illinois Standards Achievement Test (ISAT) in March 2005.

### **ISAT**

Of the eighth graders taking the test:

- 61% of all students met or exceeded state standards.
  - This percentage increased from 47% in 2002, to 58.1% in 2003, to 59.7% in 2004, to 61.0% in 2005.
  - **This percentage exceeded the state AYP minimum target by 13.5%.**

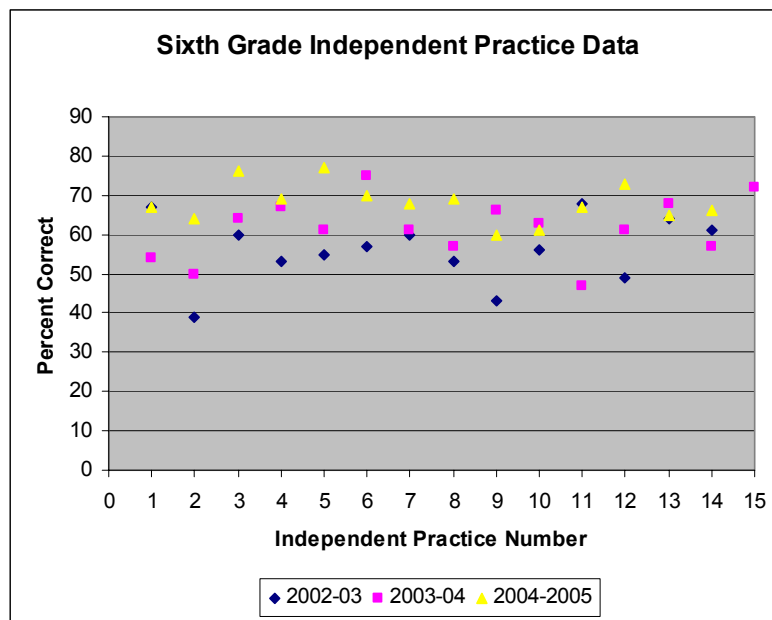
### *Subgroups*

- 70% of the white students met or exceeded state standards.
  - **This percentage decreased slightly from 71.6% in 2004.** It had been increasing previously: 65.7% in 2003; 56% in 2002; and 60% in 2001.
- 32.5% of economically disadvantaged students met or exceeded state standards.

- This number increased from 21% in 2001, to 23% in 2002, to 37.9% in 2003.
- This number decreased from 37.9% in 2003, to 33.1% in 2004, to 32.5% in 2005.
- **This percentage was under the state AYP minimum target by 8.9%.**
- 22.9% of students with disabilities met or exceeded state standards.
  - This number increased from 12.3% in 2004 to 22.9% in 2005.
  - **Despite the almost doubling of student achievement in this subgroup, this percentage was under the state AYP minimum target by 5.6%.**
- 38% of African American students met or exceeded state standards.
  - This number is the highest it has been in three years: 24.7% in 2004; 35.2% in 2003.
  - **This percentage exceeded the state AYP minimum target by 3.2%.**

### PROGRESSIVE INSTRUCTION

For three school years, the math department has instituted progressive instruction (described in “Specific School-Wide Plans for Improvement”). The following graphs show grade-level progress in the assessment portion of this intervention.



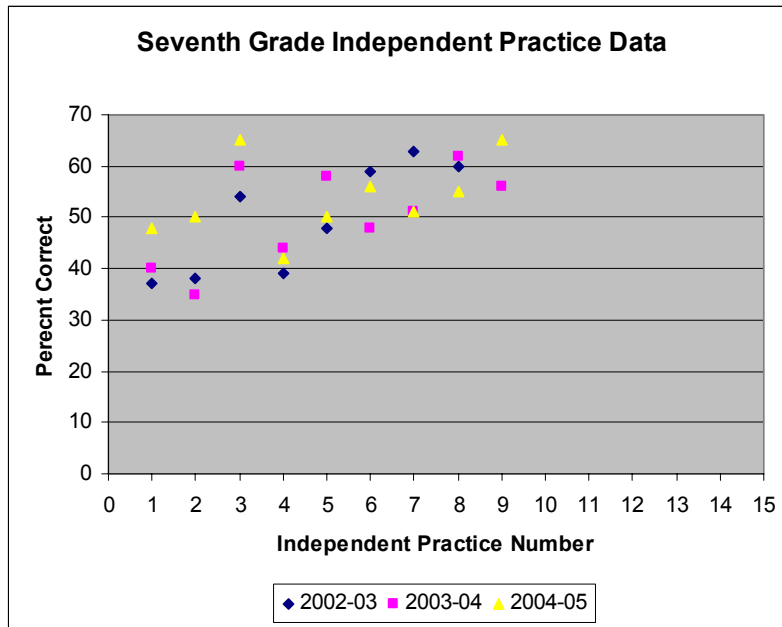
The mean scores for sixth grade independent practices were:

2002-2003: 56.07% correct

2003-2004: 61.37% correct \* change occurred in grading this year \*

2004-2005: 68.00% correct

\*\*some special education students are not included in this data\*\*



The mean scores for seventh grade independent practices were:

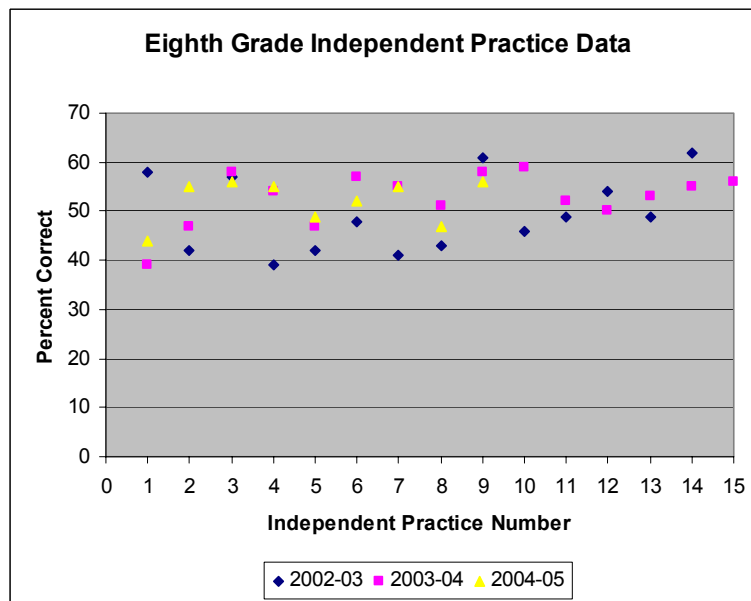
2002-2003: 49.75% correct

2003-2004: 50.44% correct

2004-2005: 53.56% correct

\*\*seventh grade scores do not include Advanced Topics students\*\*

\*\*some special education students are not included in this data\*\*



The mean scores for eighth grade independent practices were:

2002-2003: 49.36% correct

2003-2004: 52.88% correct

2004-2005: 52.11% correct

\*\*eighth grade scores do not include algebra students\*\*

\*\*some special education students are not included in this data\*\*

## Specific School-Wide Plans for Improvement

The department's focus areas for the 2005-2006 school year will continue to be number sense/computation and geometric concepts and relationships. At all grade levels, students are participating in a "progressive instruction" activity. Each student at each grade level is presented with a question that relates to computation, number sense, and/or geometry without calculator assistance. Strategies for successful completion of each exercise are discussed in class. On a regular basis, students participate in an independent practice activity, in which items from the item bank are selected and administered to track individual and group achievement. Percentage of correct items on independent practice activities for each grade level are tracked and posted. This practice, called "progressive instruction," was suggested by Dr. Vicki Burketta, with whom the department has in-serviced on several occasions. Teachers successfully implemented progressive instruction in the 2002-2003, 2003-2004, and 2004-2005 school years. This year, the progressive instruction questions will be modified with the assistance of the special education faculty so that all tested students can participate in this intervention.

Several teachers at all three grade levels are instituting "Math Minutes" in addition to the question of the day. Ten computation items are presented in a short time frame. The answers are then discussed with the group. Several teachers also have instituted the use of *Arithmetic Developed Daily* (ADD) as part of their E & R and/or roundtable activities. In addition to some short arithmetic exercises, the ADD slips present a daily problem to students. Students use a structured method of identifying the correct operation, identifying necessary information, setting up an equation representing the problem, and writing a solution for what is being asked. Students also participate in mental math questions presented on these slips.

*Scott Foresman Addison Wesley Middle School Math* was adopted in the spring of 2003. A balance of inquiry-based and "traditional" teaching methods continues to be stressed by the math department. The option of having *Connected Math Project* teacher's editions made available to those teachers who choose to use a balanced standards-based method of instruction is strongly supported by the department.

A department web site has been established at <http://www.district87.org/bjhs/math>. The purpose of the site is to provide teachers with links that will assist them in choosing the best activities for the students they have. Links to state and national standards, district vocabulary lists, and links to support the newly adopted resources are among the many things teachers can find with ease using this site.

The North Central Association (NCA) subcommittee for mathematics, after soliciting ideas from the faculty, decided upon a computation goal for the school. Teams have chosen at least one intervention that is practiced during Roundtable or E & R times. The students take a pre-assessment using a timed Math Minute 100 in the fall. Math Minute 100 is then given again in the spring to track student growth.

Individual teachers have also been granted monies to host parent outreach programs and after-school programs for their students. Grant money was also allotted to summer teacher professional development and instructional technology for some rooms. The professional development was targeted toward better assisting our subgroups.

### **Grade-Specific Plans for Improvement**

Grade 6: At the sixth grade level, the choice of independent practice questions for 2005-2006 is only somewhat random. The quiz questions have been pulled from questions to which the students have been exposed. By the end of the year, there will be a large pool from which the questions can come. This gradual expansion of the bank is hoped to build student confidence. The sixth grade students will participate in three-question independent practice exercises every two weeks. The two-point scoring of these questions is similar to the two-point scoring of the short answer questions on this year's ISAT.

A more definitive identification measure for recommending students for Advanced Topics in grade 7 was implemented in the spring of 2003. There now exists a recommendation form, prompting teachers to consider ISAT and *Terra Nova* data as well as daily student performance when considering recommending a student for this accelerated class. Seventh grade teachers are given the forms and the final say as to the makeup of the Advanced Topics classes.

A vocabulary mastery list has been created on a district level. This list indicates words that are essential to student mathematics literacy.

Incoming sixth graders were provided summer math booklets, *Strengthen Your Armor*, at their fifth grade orientation meeting in May 2005. Through a partnership with PTO, students were awarded school store gift certificates based on amount of completion.

Grade 7: The progressive instruction activities are also being utilized in the seventh grade curriculum.

The Advanced Topics curriculum resource, *Gateways to Algebra and Geometry* series from McDougal Littel, was re-adopted in the spring of 2003. Seventh grade teachers are following similar pacing and scheduling for this class.

A vocabulary mastery list has been created on a district level. This list indicates words that are essential to student mathematics literacy.

Since the eighth grade accelerated course is now available for high school credit, several pieces of data have been added to the seventh grade recommendation process. Students will take an algebra prognosis test which will be calculated along with grades in major subject areas. *Terra Nova* stanines will also be considered for recommendation. Teacher recommendation rounds off the list of identifiers for students enrolled in algebra.

Incoming seventh graders were provided summer math booklets, *Strengthen Your Armor*, through their math teachers in May 2005. Through a partnership with PTO, students were awarded school store gift certificates based on amount of completion.

Grade 8: The progressive instruction activities are also being utilized in the eighth grade curriculum. Geometry-specific questions have been added to the eighth grade bank.

A vocabulary mastery list has been created on a district level. This list indicates words that are essential to student mathematics literacy.

The eighth grade algebra classes are offered for high school credit. Teachers are following a syllabus that is closely in sync with the high school algebra syllabus. A new text, Glencoe's *Algebra*, was adopted by both the high school and eighth grade.

Incoming eighth graders were provided summer math booklets, *Strengthen Your Armor*, through their math teachers in May 2005. Through a partnership with PTO, students were awarded school store gift certificates based on amount of completion.

Mrs. Sandy Graham will pilot interventions with special education teachers. The intention of these interventions will be to increase achievement of that subgroup on the ISAT.

### **Purposes of Interventions**

It is the intention of the department that many of these interventions will increase student achievement on the ISAT test. It appears that this assessment will be the primary indicator of achievement used in conjunction with the *No Child Left Behind* legislation; therefore more stress will be placed on student achievement on this test. *Terra Nova* test results will continue to be analyzed for a national comparison of data. The department also acknowledges that, the stronger our students become with number sense, the more deeply we can delve into the content for our grade levels.

## **D. SOCIAL STUDIES**

### **STUDENT PERFORMANCE GOALS - 7<sup>th</sup> & 8<sup>th</sup> Grades**

#### **Analysis of last ISAT data collected for Social Science**

Data from the last Social Science (2003-04) Illinois Standards Achievement Test performance profile was reexamined and accepted as our baseline data. Of all seventh graders at BJHS at that time, 40.1% scored below the standards. The state percent for students below standards was then at 41%. In this baseline ISAT analysis, 59.4% of seventh grade students met or exceeded state standards in the Social Sciences. This result was slightly higher than the state average of 59%.

#### **Seventh grade scores:**

Goal 1	Government	3 points below state standards
Goal 2	Economics	1 point above state standards
Goal 3	Geography	2 points above state standards
Goal 4	U.S. History	1 point below state standards
Goal 5	Global Perspective	1 point above state standards

Government continues to be identified as a weak area requiring improvement. Improving scores at the seventh grade level will involve using the five themes of Geography to infuse as much historical and political content and economic vocabulary into the units as possible. Economics, having been identified as an area of weakness in the past, is still showing improvement.

#### **Targeted Areas for Improvement**

##### **Reading Goals:**

1. Raise reading scores by improving students' abilities to summarize and make generalizations from content and relate them to the purpose of the material.
2. Raise reading scores by improving students' strategies for understanding content materials. Strategies may include: SQ3R, QAR, KWL, Who? What? Where? When? Why? How? Sensory – (see, touch, feel, hear), vocabulary development and understanding text organization.

## **Social Science Goals:**

1. Raise social science scores by improving each student's ability to apply the skills and knowledge gained in the social sciences to decision making within political (State Goal 14) and economic (State Goal 15) structures.
2. Raise social science scores by improving student understanding of events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations (State Goal 16).

## **INTERVENTION**

### **Interventions for Improvement in 7<sup>th</sup> and 8<sup>th</sup> Grades**

#### **Reading and Writing**

Students will spend time in writing and rhetoric that involves:

- 1) Summarizing content/viewing guide
- 2) Making generalizations from content and relating them to course material
- 3) Stating a relationship and supporting it with topic sentences
- 4) Critical thinking discussion
- 5) Creatively using time blocks
- 6) Answering questions in complete, declarative sentences

Students will use graphic organizers/mind maps to show main idea and supporting ideas.

Students will use “guided reading” and “vocabulary activities” to model and improve reading comprehension strategies.

## **SOCIAL SCIENCE**

### **Economics** – State Goal 15

Students will increase knowledge of basic economic vocabulary through classroom discussion/activities.

### **History** – State Goal 16

Students will study primary documents such as the Declaration of Independence. Students will use Channel 1 News and/or newspapers to raise awareness of contemporary history/current events.

## **Geography** – State Goal 17

Students will continue to use loops of instruction to teach and re-teach map skills using U.S., A and B, and World A and B map packets.

## **Technology**

Students will use technology to research topics to share with peers.  
Students will use websites and search engines in the classroom when it relates.

## **ASSESSMENT**

Teachers will use standardized tests, such as Terra Nova and classroom observation and assessments to measure the success of the Social Science curriculum in reaching state goals. BEST TESTS will be used internally as a measurement of district and state goals.

## **STAFF DEVELOPMENT**

At department meetings this year teachers will share and disseminate information on seasonal holidays – Columbus Day, Veterans’ Day, D Day, Pearl Harbor Day, Dr. Martin Luther King, Jr. Day, etc.(State Goal 16), as well as prepare for Constitution Day on September 17<sup>th</sup>.

Teachers will implement the staff development activities as an ongoing process and examine the Terra Nova/BEST TEST/Classroom Assessments results yearly to evaluate the effectiveness of the plan.

## **E. SCIENCE**

### **ASSESSMENTS:**

The science department will continue to use ISAT data to track student achievement and our related goals. All grade levels will administer a performance assessment as well evaluate student achievement according to state goal 11.

### **STAFF DEVELOPMENT:**

To maintain a high level of staff involvement in meeting department goals, the science department will continue monthly meetings to review successes and areas of concern as well as to promote consistent vocabulary and homework completion. We will also plan yearly meetings with the Bloomington High School science department to promote consistency throughout a student’s secondary school career. We plan

visits to area resources for science education. Teachers will try to use area schools, parks, museums, and zoos to utilize their resources in our curriculum. This year we are sending three teachers to the regional NSTA meetings and are seeking funds to attend **NSTA similar** conventions on a rotating basis, 2-3 staff per year.

## **F. SPECIAL EDUCATION DEPARTMENT**

Although most students in special education at BJHS are tested on the ISAT, as are all general education students, the department feels it is not the best assessment of each student's individual achievement. Many students' achievement level is below that of their average grade level peer, deficits in processing may hinder many students' abilities to follow directions, and group settings are not always the most advantageous setting for students who are easily distracted. It is therefore the decision of the department to administer the Kaufman Test of Educational Achievement (KTEA) to each student in a one-on-one setting in order to best evaluate achievement levels and yearly progress of our special education students, as well as analyzing the ISAT results.

### **ANALYSIS OF KTEA DATA:**

The KTEA tests students in the following areas: Math Applications, Math Computation, Spelling, Reading Decoding and Reading Comprehension. Students are tested in the spring of each year. Grade level scores are used as a post-test score for the current year and a pre-test score for the following year. The goal of the special education department is to average as close to one full year's growth as possible on each subtest of the K-TEA assessment.

**Math Application scores increased by an average of .7 of a grade level in grades 6-8**, although this year's gain is good, it continues to follow the trend of last year's drop of less than a full year's growth.

**Math Computation scores increased by an average of .7 in grades 6-8**, an increased improvement from last year's gain of only .5.

**Spelling scores increased by an average of .7 in grades 6-8**. This is a continued improvement, and slightly higher than the previous year.

**Reading Decoding scores increased by an average of 1.0 in grades 6-8**. Sixth through eighth grade progress continues to be scattered. Scores improved from between .4 of a grade level all the way up to 1.5 years growth in various programs. There continues to be no consistency apparent by grade level or intensity of special education instruction, but the average overall gain of 1 year is a positive.

**Reading Comprehension scores increased by an average of 1.5 of a grade level in grades 6-8, which** is a significant gain from last year's gain of .7. Most special education classes at all grade levels improved by at least 1 year. Our belief is that consistent use of the SRA Comprehension series is improving overall reading scores in instructional programs.

#### **ANALYSIS OF ISAT DATA:**

The areas of weakness that special education students have exhibited in the past on the ISAT have been in the areas of reading and math. Through pull-out programs, providing necessary accommodation when testing, providing support in the classroom, and curricular adjustments the special education department has tried to alleviate these concerns with our student achievement.

According to the 2005 Adequate Yearly Progress (AYP) Status Report, 36.9% of special education students met or exceeded the standard in reading on the ISAT test. The Safe Harbor Target was 30.9%.

In math 22.9% of special education students met or exceeded standards on the ISAT which was not enough to meet the Safe Harbor Target of 28.5%.

#### **STUDENT PERFORMANCE GOALS:**

Since special education students did not meet adequate yearly progress in the area of math, the department will concentrate on the continued improvement of efforts to increase our students' math skills, as well as continuing to work on reading and writing goals throughout the year. Special education students typically exhibit deficits in one or more of these curricular areas.

In order to provide a better progression between grade levels and more consistency within special education classrooms at Bloomington Junior High School, time will be spent this year to better align the math curriculum. Sixth through eighth grade instructional teachers will collaborate to define specific goals and descriptors from the Illinois Learning Standards that should be achieved at each grade level. Sixth through eighth grade resource teachers will collaborate to develop new progressive instruction questions better aimed at our students' skill levels. Once these are developed at each grade level, they will be administered as daily practice, with quizzes given regularly to monitor the progress of resource students.

#### **Math**

Grades 6-8 will continue to work on increasing student ability to demonstrate and apply a knowledge and sense of numbers, including numeration and operations

(addition, subtraction, multiplication, division), patterns, ratios and proportions (Mathematics State Goal 6) by:

- Comparing and ordering whole numbers, fractions, and decimals
- Solving one and two step problems using whole numbers, fractions and decimals
- Solving practical computation problems
- Showing evidence that estimates are reasonable
- Applying appropriate formulas to find perimeter and area
- Understanding proportions and solving related problems

## **Reading**

Special education classes in grade 6 - 8 will continue to work on improving student ability to read with understanding and fluency (Language Arts State Goal 1) by:

- Applying word analysis and vocabulary skills when reading age-appropriate material.
- Analyzing the meaning of words and phrases in their context
- Making predictions before reading
- Making and supporting inferences
- Check and clarify for understanding

## **Spelling/Writing**

Grades 6-8 will continue to work on student spelling, grammar, punctuation and capitalization when writing to communicate for a variety of purposes (Language Arts State Goal 3) by:

- Writing complete sentences and paragraphs
- Using accurate spelling, capitalization and punctuation
- Organizing ideas using a variety of planning strategies
- Editing, revising and proofreading
- Writing narrative, informative and persuasive essays
- Using available technology to improve writing skills

## STRATEGIES:

### Math

6<sup>th</sup> grade will concentrate on *whole numbers*:

- Daily basic skills review and practice
- Practice worksheets from *edhelper*
- Timed tests on basic facts
- Flashcard games and review
- Daily independent practice problems and follow-up quizzes
- Manipulatives
- Math Bingo
- Practical use of math skills with Menu Math program

7<sup>th</sup> grade will continue with *whole numbers and work on fractions & decimals*:

- Daily and/or weekly review of computation problems
- Basic facts timed tests
- Flashcard games and review
- Electronic multiplication review
- Daily mental math problems
- ‘Checking for Accuracy’ weekly lesson
- Review of math vocabulary
- Daily independent practice problems and follow-up quizzes

8<sup>th</sup> grade will continue with *whole numbers, fractions & decimals, proportions, and percents*:

- Weekly review of computation problems
- Daily problem solving techniques
- Flashcard games and review
- Weekly mental math problems
- Basic facts timed tests
- Daily independent practice problems and follow-up quizzes
- Direct instruction of effective use of calculator

6<sup>th</sup>-8<sup>th</sup> grade:

- Teach basic math vocabulary at each grade level
- Effective use of calculator skills to check computation and estimations
- Teach skills on how to access & effectively use notes, charts & formulas when completing math problems
- Use of the *Scott Foresman Addison Wesley Middle School Math* series at all grade levels.

- Use of the BJHS math department website activities:  
[www.district87.org/bjhs/math](http://www.district87.org/bjhs/math)

## Reading Decoding/Comprehension

6<sup>th</sup>-8<sup>th</sup> grade instructional classes:

- Teaching strategies: context clues, chunking, and vocabulary development in content area classes, text-to-self connections, visualization, character analysis
- Use of SRA decoding corrective reading series for students with extremely weak decoding skills.
- Consistent use of SRA comprehension corrective reading series in grades 6 – 8 instructional programs.
- Use of ISAT Reading Coach program
- Reading Circles using novels – incorporates decoding and comprehension skills
- Cross-curricular lessons in English and Reading – creating biographies
- Book Talks from novels

## Spelling/Writing

6<sup>th</sup> through 8<sup>th</sup> grade instructional programs will use various spelling programs, including the *Target* series, to improve student spelling of *high frequency words*, as well as reinforcing the application of correct spelling when writing.

The department will continue to use assistive technology word prediction software to assist students in the area of writing: Write:OutLoud, Co:Writer, and Draft:Builder, as well as other assistive technology devices that will aid and assist students in improving their writing abilities.

6<sup>th</sup> through 8<sup>th</sup> grade resource programs:

- Weekly activities with general education spelling curriculum: fill in the blanks, using words in sentences, hangman, etc.
- Spelling reinforcement games
- Spelling lesson review on the Internet via team web pages
- Small group work on weekly spelling lessons
- Use of **assistive technology** in the form of spell checking devices or word processing programs when writing and editing; AlphaSmart keyboards for note taking and writing assistance
- Teach specific spelling rules when completing spelling lessons
- Use of assistive technology in the area of word prediction software – continue using the Write: OutLoud and Co:Writer software programs
- Proofreading drills on spelling, capitalization, punctuation & grammar

- Assistance with proofreading and editing student written work
- Daily editing warm-up activities
- Use of Smart Chart for spelling skills

## **ASSESSMENT**

All results of assessment are kept in student portfolios and passed on to the next grade level teacher.

Kaufman Test of Educational Achievement is our primary measure

Instructional classes: SRA Corrective Reading series assessment (Decoding and/or Comprehension)

Curriculum Based Measurement (CBM) in the areas of spelling, math, reading & writing, developed by a District 87 special education committee

Writing: writing samples and rubrics

ISAT results

## **STAFF DEVELOPMENT**

Standards Aligned Classroom (SAC) training by District 87 staff members

Continued 5<sup>th</sup>/6<sup>th</sup> grade vertical articulation between teachers, and classroom visits

Continued 8<sup>th</sup>/9<sup>th</sup> grade vertical articulation between teachers, and classroom visits

Assistive Technology training workshops available through District 87 Special Education department

Love and Logic behavior management seminars

Assistive Technology Leaders training

F.A.M.E. Boys Town Reading Program

Classes for Learning Behavior Specialist I unlimited certification

Kurzweil assistive technology training

SOLO project and software training – assistive technology

## **EMD Program**

### **ASSESSMENT**

Curriculum Based Measurement in the areas of math, spelling, reading and writing

Ongoing classroom assessments

Brigance Test

ISAT testing

### **GOALS & STRATEGIES**

**Portfolios:** Contain sample work and tests; possible use of alternative state portfolios for students who are unable to adequately take the ISAT test.

**Math:** Review of basic math functions (addition, subtraction, multiplication, division)

Daily problem solving

Review of basic math concepts/number sense

Functional skills – days, weeks, time, money

**Language:** Daily review of punctuation, capitalization and spelling when writing.

**Spelling:** Direct instruction in spelling using the TARGET spelling series

**Social Skills:** Weekly lessons on character and responsibility

**Other:** Development of a Mobile Library program that is run by the EMD students and available to other classrooms throughout the building.

## **DEVELOPMENTALLY DELAYED 6<sup>th</sup> –8<sup>th</sup> GRADE PROGRAM**

1. Develop a portfolio for each student (state API's) including information, pictures, samples of work and data. The portfolio will be very positive and focused on skills the students *can* do. The purpose of the portfolio is to demonstrate progress toward goals and demonstrate to future professionals, both in and out of the school environment, the skills the students possess. The portfolio will also meet the state guidelines as an alternative to required state testing.
2. Increase job opportunities within and outside of BJHS.
  - Continue doing office work and simple jobs for other classes within the building (stocking paper & supplies, shredding files)
  - Knight Workers copy services
  - Recycling paper to make notepads for teachers
  - Recycling pop cans in the cafeteria as a source of classroom income
  - Dish room job skills in the BJHS cafeteria
3. Use of Leap Pad Learning System books for reading and writing skills
4. Student led Power Point presentations at annual review meetings.

### **ASSESSMENT:**

- Illinois Alternative Assessment portfolios that are equivalent to the ISAT subjects tested at each grade level.
- Brigance Test

## **DEPARTMENT GOALS**

1. Teachers will work together to help students with special education eligibilities to develop a better understanding of their learning strengths and weaknesses, as well as an understanding of their special education eligibility, in order to improve their self-concept as capable learners and better advocate for themselves as students.

Students will become familiar with their IEP goals and objectives.

- Students will become involved in their quarterly evaluation of goals and objectives.
- Students will learn to advocate for themselves in the area of needed accommodations for testing and classroom participation.
- Students will be involved in compiling portions of their personal portfolios.
- Students will be strongly encouraged and prepared to participate in their annual

review conferences, especially at the 8<sup>th</sup> grade level.

- Programs will be set up between older and current students exhibiting learning disabilities at various grade levels in order to open the lines of communication and provide mentors for younger students.

2. Teachers will continue to work together to revise, improve, and employ a consistent behavior management plan in the instructional classes that incorporates a point/level system and a positive approach to behavior management in the classroom.

- EBD instructional class correspondence program and empathy training with Heritage Manor

## **G. MUSIC DEPARTMENT**

### **Band**

#### **State Goal 26.B.3c**

26 Through creating and performing, understand how works of art are produced.

B Apply skills and knowledge necessary to create and perform in one or more of the arts.

3c. Sing or play with expression and accuracy a variety of music representing diverse cultures.

The past several years the band instructors have developed and implemented a performance rubric for an authentic assessment of both wind (App. #1) and percussion (App. #2) students. We have developed and implemented these instruments in grades 6-8. We have decided to start with the Sixth Grade with analyzing the results and developing strategies and interventions.

Students must prepare 2 exercises for videotaping. For the first exercise, students are given a choice of one of 3 graded exercises (below grade level, at grade level, above grade level) to prepare on their own for approx. one week. The second exercise is a musical excerpt that involves chromatics that is at grade level. Students are then videotaped over the period of one week. The videotape is then graded per the rubric.

The rubric contains 4 categories of musical development:

#### **Brass & Woodwind**

1. Tone Quality.
2. Breathing technique.
3. Posture & Hand Position.
4. Technical Accuracy

#### **Percussion**

- Tone Quality
- Stroke Mechanics
- Posture & Hand Position
- Technical Accuracy

What follows is a discussion of the results for the sub-headings in each category. There were 76 woodwind and brass students who took the assessment. There were 15 percussion students who took the assessment.

## **BRASS AND WOODWIND**

### **Tone Quality**

In the category of Tone Quality we have 4 sub-headings:

1. Produces Characteristic Sound. (App #3)
2. Correctly starts note with Tongue (App. #4)
3. Correct Embouchure. (App. #5)
4. Playable Reed. (Woodwinds only.) (App #6)

For the sub-heading of *Produces Characteristic Sound*, 69 of 76 (90.8%) students either met or exceeded expectations. We felt that we were meeting the needs of the students in this sub-heading.

For the subheading of *Tonguing*, 74 of 76 students (97.4%) either met or exceeded expectations. We felt that we were meeting the needs of students in this sub-heading.

For the sub-heading of *Correct Embouchure*, 63 of 76 students (82.9%) either met or exceeded expectations. We felt that we were meeting the needs of the students in this sub-heading.

For the subheading of *Playable Reed (Woodwinds Only)*, 44 of 47 students (93.6%) either met or exceeded expectations. We felt that we were meeting the needs of students in this sub-heading.

We feel that our brass and woodwind students are progressing nicely in the category of Tone Quality and that no interventions are needed at this time.

### **Breathing**

In the category of Breathing we have 3 sub-headings:

1. Breaths through mouth (App. 7).
2. Breaths with diaphragm (App. 8).
3. Breaths only at breath marks (App. 9).

For the sub-heading of *Breaths Through Mouth*, 66 of 76 (86.8%) of students met or exceeded expectations. We felt that we were meeting the needs of students in this sub-heading.

For the sub-heading of *Breaths with Diaphragm*, 60 of 76 (78.9%) students met or exceeded expectations. This sub-heading has been identified as one needing future attention for interventions.

For the sub-heading of *Breaths only at Breath Marks*, 41 of 76 (53.9%) students met or exceeded expectations. This sub-heading has been identified as one needing future attention for interventions.

We feel that our brass and woodwind students are in need of future interventions regarding breathing technique and phrasing.

## **Posture and Hand Position**

In the category of Posture and Hand Position we have 4 sub-headings:

1. Hand Position (App. 10)
2. Posture (App. 11)
3. Instrument Position (App. 12)
4. Arm Position (App. 13)

For the sub-heading of *Hand Position*, 66 of 76 (86.8%) of students met or exceeded expectations. We feel that we are meeting the needs of our students in this sub-heading.

For the sub-heading of *Posture*, 65 of 76 (85.5%) of students met or exceeded expectations. We feel that we are meeting the needs of our students in this sub-heading.

For the sub-heading of *Instrument Position*, 63 of 76 (82.9%) students met or exceeded expectations. We feel that we are meeting the needs of our students in this sub-heading.

For the sub-heading of *Arm Position*, 59 of 76 (77.6%) students met or exceeded expectations. This class is very close to attainment of the 80% standard. We will monitor future assessments for the need for interventions.

We feel that our brass and wind students are doing mostly well in this category. We will develop interventions should future assessments continue to show the need to address the *Arm Position* sub-heading.

## **Technical Accuracy**

In the category of Technical Accuracy we have 3 sub-headings:

1. Notes (Winds & Percussion) (App. 13)
2. Rhythms (Winds & Percussion Bells) (App. 14)
3. Articulations (Winds only) (App. 15)

For the sub-heading of *Notes*, 80 of 91 (87.9%) students met or exceeded expectations. We feel that we are meeting the needs of our students in this sub-heading.

For the sub-heading of *Rhythms*, 57 of 91 (62.6%) of students met or exceeded expectations. We feel that this sub-heading is in need of immediate intervention.

For the sub-heading of *Articulations*, 65 of 76 (85.5%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

In the category of Technical Accuracy, we feel that the sub-heading of Rhythmic Accuracy needs immediate attention and our discussion of interventions below reflects that need.

## **Percussion Only**

### **Tone Quality**

In the category of Tone Quality for Percussion we have 4 sub-headings:

1. Characteristic Sound (App. 16)
2. Strikes Drum in Appropriate Place (App. 17)
3. Strikes Bells in Appropriate Place (App. 18)
4. Use Correct Sticks and Mallets (App. 19)

For the sub-heading of *Characteristic Sound*, 13 of 15 (86.6%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

For the sub-heading of *Strikes Drum in Correct Place*, 14 of 15 (93.3%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

For the sub-heading of *Strikes Bells in Correct Place*, 15 of 15 (100%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

For the sub-heading of *Characteristic Sound*, 15 of 15 (100%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

In the category of Tone Quality for Percussion, we feel that our students are meeting expectations very well. No interventions are planned at this time.

## **Stroke Mechanics**

In the category of Stroke Mechanics we have 3 sub-headings:

1. Makes strokes using wrist (App. 20)
2. Makes correct stroke motion (App. 21)
3. Use correct strike height (App. 22)

For the sub-heading of *Makes Strokes using Wrist*, 14 of 15 (93.3%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

For the sub-heading of *Makes Correct Stroke Motion*, 15 of 15 (100%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

For the sub-heading of *Use Correct Strike Height*, 13 of 15 (86.6%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

In the category of Stroke Mechanics for Percussion, we feel that our students are meeting expectations very well. No interventions are planned at this time.

## **Posture and Hand Position**

In the category of Posture and Hand Position we have 5 sub-headings for Percussion:

1. Correct Grip (App. 22)
2. Stance (App. 23)
3. Posture (App. 24)
4. Arm Position (App. 25)
5. Distance from Drum (App. 26)

For the sub-heading of *Correct Grip*, 12 of 15 (80%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

For the sub-heading of *Stance*, 13 of 15 (86.6%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

For the sub-heading of *Posture*, 12 of 15 (80%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

For the sub-heading of *Arm Position*, 13 of 15 (86.6%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

For the sub-heading of *Distance from Drum*, 10 of 15 (66.7%) of students met or exceeded expectations. Because of the low number of students in the sample for this heading, we will monitor for future assessments and address with interventions if this is a continuing concern.

In the category of Posture and Hand Position, we feel that our students are meeting or exceeding most sub-headings. We will monitor the sub-heading of *Distance from Drum* during future assessments and address with interventions if a trend is seen.

### **Technical Accuracy (Snare Drum Only)**

For the category of Technical Accuracy for Snare Drums Only, there are 2 sub-headings:

1. Sticking and Rudiments (App. 26)
2. Snare Drum Rhythm (App. 27)

For the sub-heading of *Sticking and rudiments*, 12 of 15 (80%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

For the sub-heading of *Snare Drum Rhythm*, 13 of 15 (86.6%) of students met or exceeded expectations. We feel that we are meeting the needs of students in this sub-heading.

In the category of Technical Accuracy for Snare Drum, we feel that our students are meeting expectations very well. No interventions are planned at this time.

### **Strategies**

Throughout the last year the band instructors have been developing rhythm worksheets for use in the classroom. These worksheet are being used by the instructors in the following ways in the classroom:

1. The worksheets are being used as a tool to teach rhythm counting. Rhythm counting is a system of using numbers and syllables to say rhythms. This strategy is a way for students to decode rhythms for themselves as they work on new material at home.

2. The worksheets are being used as a tool to develop a “vocabulary” of rhythms the students can recognize and know by sight.
3. The worksheets are being used as a tool to develop the skill of “sightreading” new rhythms. Sightreading is the ability to read new rhythms as they appear in music never seen before.

These worksheets are incremental and grade appropriate.

In addition, the lesson books which we use for each grade level introduce new time signatures and the corresponding rhythm challenges. As we introduce these new time signatures, we are using the skills being developed through the worksheets to present the new times signatures and rhythms.

## **Orchestra**

**State Goal 26:** Through creating and performing, understand how works of art are produced.

A. Understand processes, traditional tools and modern technologies used in the arts.

3.d. Read and interpret traditional music notation.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

3.c. Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.

The orchestra has developed and piloted a rubric for videotape assessment of the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade orchestra students. Implementation of the videotape assessment took place in the 2004-2005 school year.

Analysis of the data has shown that there are three areas which need to be addressed:

1. All Grade Levels: Independent tuning of instruments.

Accurate tuning involves two skills; 1) hearing the pitch and 2) correctly moving the peg or tuner to match the pitch.

To teach independence of tuning, students must be allowed to tune their own instrument. We will begin by comparing the A string to the tuner and identify whether it sounds the same or different, higher or lower. After correctly altering the A string to match the electronic pitch, the students can tune the remaining strings by listening to the interval of a perfect fifth. Students will learn first by instruction and then by trial and error the appropriate direction to turn the peg or tuner to raise or

lower the pitch. After the A has been tuned, the A and D strings will be played simultaneously to produce the perfect fifth. From there D and G, G and C and A and E will be played together.

To assess students, I will develop a class checklist and check two students during each small group class to see if they can tune their instrument independently and accurately.

2. 8<sup>th</sup> Grade: Beginning use of vibrato.

- a. To teach students to use vibrato, we will observe a demonstration on a CD rom called “Visualized Vibrato”.
- b. To assess the use of vibrato, we will use a video camera to record student use of vibrato in the orchestral setting before the instruction. After a period of instruction, we will video tape again and compare the two tapings to see if the instruction was effective.

3. Assess practice time: To help students to structure their time to allow for practice and continued growth in the proficiency on their instrument, I will give students a practice chart to use as a tool for monitoring the amount they practice. Parents will be asked to sign the practice chart for each week before the student turns it in to me. Students will be partially assessed on the amount of time they practice. Practice on piano and a string instrument will count on the practice chart.

### **Choral/General Music**

**State Goal 25:** Know the language of the arts.

A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.

3.c. Music: Identify and describe changes in elements and expressive qualities

**State Goal 26:** Through creating and performing, understand how works of art are produced.

A. Understand processes, traditional tools and modern technologies used in the arts.

3.d. Read and interpret traditional music notation.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

3.c. Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.

## **Sixth Grade Chorus**

### **State Goal 26: 3.c**

Sixth Grade Chorus will be assessed in two areas: the first area will be its sound; the second area will be related to an aural skill that will enhance their sound.

1. Singing is an aural art and therefore my primary focus will be the overall expressive sound of the chorus. A videotape of the concerts is used to assess the progress of the sound of the chorus after each concert. The performance is critiqued on its tone production, expressiveness, technique, balance, and blend.

**Goal:** 80% of the Sixth Grade Chorus will be able to sing two-part music in tune with a pleasing tone.

### **State Goal 26: 3.d**

2. After studying the results of quarterly tests, I have decided that the chorus needs to improve in the area of sight singing. Sixth grade will be piloting the use of the series “The Sight –Singer Vol. I” by Audrey Snyder. The theory sheets used last year, helped increase the student’s knowledge of the vocabulary of music, but I wasn’t able to apply the information from the theory sheets to the student’s singing and performing as readily as I would have wanted.

**Goal:** 50 % of Sixth Grade Chorus students will be able to sight sing a melody, in a major key, given “Do”, using the first 3 degrees of the scale, and using rhythm combinations no more complex than whole notes, half notes, quarter notes, and their correlating rests.

## **Seventh Grade Chorus**

### **State Goal 26 B. 3.c**

Seventh Grade Chorus will be assessed in two areas: the first area will be its sound; the second area will be related to an aural skill that will enhance their sound.

1. Singing is an aural art and therefore my primary focus will be the overall expressive sound of the chorus. A videotape of the concerts is used to assess the progress of the sound of the chorus after each concert. The performance is critiqued on its tone production, expressiveness, technique, balance, and blend.

**Goal:** 80% of the Seventh Grade Chorus will be able to sing three-part music in tune with a pleasing tone.

### **State Goal 26: A. 3.d.**

2. Seventh Grade Chorus students were found to be deficient in understanding how to construct a major scale. All Seventh Grade Chorus students will be purchasing a manuscript spiral bound

notebook in which to write all the major scales and will be instructed how to notate sharps and flats based on the pattern of whole steps and half steps found in the major scale.

**Goal:** 80% of the Seventh Grade Chorus will be able to notate a major scale with no more than 3 sharps or 3 flats when provided with a treble staff.

### **Eighth Grade Chorus**

#### **State Goal 26: B. 3. c**

Eighth Grade Chorus will be assessed in two areas: the first area will be its sound; the second area will be related to an aural skill that will enhance their sound.

1. Singing is an aural art and therefore my primary focus will be the overall expressive sound of the chorus. A videotape of the concerts will be used to assess the progress of the sound of the chorus after each concert. The performance is critiqued on its tone production, expressiveness, technique, balance, and blend.

**Goal:** 90% of the Eighth Grade Chorus will be able to sing three part music in tune with a pleasing tone and an age appropriate sound.

#### **State Goal 26: A.3.d**

2. Students of the Eighth Grade Chorus will be extending their knowledge of scales to the harmonic minor scale. They will be notating all the relative harmonic scales in their manuscript notebooks.

**Goal:** 80% of the Eighth Grade Chorus will be able to notate the relative minor scale of a given major scale containing no more than 3 sharps or 3 flats.

### **Sixth Grade General Music**

#### **State Goal 26: 3.c**

Students in the General Music classes are required to sing an accompanied solo chosen from a list of 3 age appropriate pieces. This allows the students a chance to show their ability to match pitch. This will be a two step process:

**Goal #1:** Determine what percentage of the Sixth Grade General Music Class population can match pitch 90% of the pitches in an age appropriate song that has been rehearsed prior to the performance.

**Goal #2:** Determine if the percentage of students being able to match 90% of the pitches in a rehearsed piece can be increased.

Appendix 1  
**PERFORMANCE RUBRIC – SIXTH BAND**

Tape Order or # \_\_\_\_\_ Total Score \_\_\_\_\_ Date of Taping \_\_\_\_\_

Student Name \_\_\_\_\_ Instrument \_\_\_\_\_ Date of Scoring \_\_\_\_\_

Book Line # \_\_\_\_\_ Scale \_\_\_\_\_ Sight-read \_\_\_\_\_

E = Exceeds Expectation    M= Meets Expectation    D= Does not meet expectation

**A. Tone Production**

- |   |   |   |   |
|---|---|---|---|
| E | M | D | 1. Produces characteristic sound.                   |
| E | M | D | 2. Correctly starts note with tongue.               |
| E | M | D | 3. Uses correct embouchure.                         |
| E | M | D | 4. Has playable reed matching musical requirements. |

**B. Breathing**

- |   |   |   |   |
|---|---|---|---|
| E | M | D | 1. Breathes through mouth.                          |
| E | M | D | 2. Breathes with diaphragm.                         |
| E | M | D | 3. Takes breath at breath marks indicated in music. |

**C. Posture & Hand Position**

- |   |   |   |   |
|---|---|---|---|
| E | M | D | 1. Uses correct hand position.                                  |
| E | M | D | 2. Sits with back straight and feet on floor in front of chair. |
| E | M | D | 3. Brings instrument to body not body to instrument.            |
| E | M | D | 4. Keeps arms comfortably out, away from body.                  |

**D. Technical Accuracy**

E= Greater than 90%    M=70-90%    D = Less than 70%

- |   |   |   |                          |
|---|---|---|--------------------------|
| E | M | D | 1. Correct notes         |
| E | M | D | 2. Correct Rhythms       |
| E | M | D | 3. Correct Articulations |

## Appendix 2

### PERFORMANCE RUBRIC – SIXTH BAND PERCUSSION

Tape Order or # \_\_\_\_\_ Total Score \_\_\_\_\_ Date of Taping \_\_\_\_\_

Student Name \_\_\_\_\_ Instrument \_\_\_\_\_ Date of Scoring \_\_\_\_\_

Book Line # \_\_\_\_\_ Scale \_\_\_\_\_ Sightread \_\_\_\_\_

E = Exceeds Expectation    M= Meets Expectation    D= Does not Meet Expectation

#### A. Tone Production

- |   |   |   |  |
|---|---|---|--|
| E | M | D | 1. Produces characteristic sound.                  |
| E | M | D | 2. Strikes snare drum in the appropriate place.    |
| E | M | D | 3. Strikes the bell bars in the appropriate place. |
| E | M | D | 4. Uses appropriate sticks and mallets.            |

#### B. Stroke Mechanicx

- |   |   |   |   |
|---|---|---|---|
| E | M | D | 1. Makes strokes using wrist.   |
| E | M | D | 2. Makes strokes with an up/down motion from a ready position with stick beads close to head. |
| E | M | D | 3. Makes strokes of appropriate height.   |

#### C. Posture & Hand Position

- |   |   |   |  |
|---|---|---|--|
| E | M | D | 1. Demonstrates correct grip.                      |
| E | M | D | 2. Stands with feet even and shoulder width apart. |
| E | M | D | 3. Stands with back as straight as possible        |
| E | M | D | 4. Keeps arms comfortably out, away from body.     |
| E | M | D | 5. Stands appropriate distance from instrument.    |

#### D. Technical Accuracy

E= Greater than 90%    M=70-90%    D = Less that 70%

- |   |   |   |                               |
|---|---|---|-------------------------------|
| E | M | D | 1. Correct notes              |
| E | M | D | 2. Correct Rhythms            |
| E | M | D | 3. Correct Sticking/Rudiments |

## **H. PHYSICAL EDUCATION**

### **6<sup>th</sup> GRADE:**

#### Analysis of Outcome #19:

To Be Determined when BEST test scores can be provided.

#### Analysis of Outcome #20:

To Be Determined when BEST test scores can be provided.

#### Analysis of Outcome #21:

To Be Determined when BEST test scores can be provided.

### **Assessment:**

The Sport Education model has been in place since the 1999-2000 school year. Students are responsible for a role in class as captain, coach, trainer, scorekeeper, equity officer, and equipment manager. This model will be continued as a way of giving students a specific responsibility in leading to the success of a team, and team building.

The Presidential Physical Fitness Test (a test primarily for athletes) has been discontinued at the 6<sup>th</sup> grade level. This form of testing does not fairly evaluate a student's fitness level. We are implementing a truer form of testing our student's fitness levels by using a TriFit software program by Polar USA. This software is being used in conjunction with the ISU Kinesiology Department. With the results we have seen not only in our own program, but at the national level over the last several years, we feel that child obesity is something we truly need to look at. More physical lifetime activities and the study of target heart rates will be implemented over the course of this school year, to bring more students up to par with physical activity.

The BEST test will be re-written and also continue to be used as a measure in Physical Education.

### **7<sup>th</sup> GRADE:**

#### Analysis of Outcome #19:

To Be Determined when BEST test scores can be provided.

#### Analysis of outcome # 20:

To Be Determined when BEST test scores can be provided.

#### Analysis of Outcome #21:

To Be Determined when BEST test scores can be provided.

**Assessment:**

The Sport Education model has been in place since the 1999-2000 school year. Students are responsible for a role in class as captain, coach, trainer, scorekeeper, equity officer, and equipment manager. This model will be continued as a way of giving students a specific responsibility in leading to the success of a team, and team building.

The Presidential Physical Fitness Test (a test primarily for athletes) has been discontinued at the 7<sup>th</sup> grade level. This form of testing does not fairly evaluate a student's fitness level. We are implementing a truer form of testing our student's fitness levels by using a TriFit software program by Polar USA. This software is being used in conjunction with the ISU Kinesiology Department. With the results we have seen not only in our own program, but at the national level over the last several years, we feel that child obesity is something we truly need to look at. More physical lifetime activities and the study of target heart rates will be implemented over the course of this school year, to bring more students up to par with physical activity.

The BEST test will be re-written and also continue to be used as a measure in Physical Education.

**8<sup>th</sup> GRADE:**Analysis of Outcome #19:

To Be Determined when BEST test scores can be provided.

Analysis of Outcome #20:

To Be Determined when BEST test scores can be provided.

Analysis of Outcome #21:

To Be Determined when BEST test scores can be provided.

**Assessment:**

The Sport Education model has been in place since the 1999-2000 school year. Students are responsible for a role in class as captain, coach, trainer, scorekeeper, equity officer, and equipment manager. This model will be continued as a way of giving students a specific responsibility in leading to the success of a team, and team building.

The Presidential Physical Fitness Test (a test primarily for athletes) has been discontinued at the 8<sup>th</sup> grade level. This form of testing does not fairly evaluate a student's fitness level. We are implementing a truer form of testing our student's fitness levels by using a TriFit software program by Polar USA. This software is

being used in conjunction with the ISU Kinesiology Department. With the results we have seen not only in our own program, but at the national level over the last several years, we feel that child obesity is something we truly need to look at. More physical lifetime activities and the study of target heart rates will be implemented over the course of this school year, to bring more students up to par with physical activity.

The BEST test will be re-written and also continue to be used as a measure in Physical Education.

### **Staff Development:**

Three teachers are working toward their Master's degrees, and one teacher is working on a Doctoral degree. One teacher attained National Board Certification in Early Adolescence to Young Adulthood with the National Board for Professional Teaching Standards. Teachers will continue to attend and visit physical education programs and conferences around Illinois, to see how other programs are meeting state standards, and see how we can compare. We will continue to utilize Illinois State University and their faculty in Physical Education and Curriculum Instruction, to better our teaching methods.

### **HEALTH 2005-2006**

#### Analysis of Outcome #22:

To Be Determined when test score results can be provided.

#### Analysis of Outcome #23:

To Be Determined when test score results can be provided.

#### Analysis of Outcome #24:

To Be Determined when test score results can be provided.

### **Assessment:**

Four assignments, aligned with state goals 22, 23 and 24 will be used for alternate assessment purposes in addition to traditional assessment practices. The comprehensive exam serves as another assessment, which is also aligned with state goals 22, 23 and 24.

### **Staff Development:**

The DARE officers continue to provide students and teachers with up-to-date information on drug and gang awareness, which is aligned with state goal 24. Experts in Human Immunodeficiency Virus and Sexually Transmitted Diseases lead lessons and discussions with current information. As workshops pertaining to state goals 22, 23, and 24 become available the health teachers will attend if possible.

## **I. ART**

### **State Goal 26.B: Apply skills School Improvement Plan - Authentic Assessment 8th Grade**

#### **School Improvement – Preliminary Analysis of Data from the 2004-2005 school year.**

The Metaphor Portrait and Studio Lighting were the targeted assessments for the 2004-2005 school year. Preliminary data indicates that the changes in the curriculum continue to advance student learning in the visual arts.

#### **The Standards Addressed in 2004-2005**

##### **Learning Standards:**

State Goal 25.A: Understand the sensory elements, organizational principals and expressive qualities of the arts.

##### **Performance Standards:**

and knowledge necessary to create and perform in one or more of the arts.

##### **Benchmarks:**

26b 2d: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, sketching, and constructing.

26b 3d: Demonstrate knowledge and skills to create 2- and 3- dimensional works and time arts that are realistic, abstract, functional, and decorative.

### **2005-2006 School Improvement Plan - Authentic Assessment 8th Grade**

Following are the State of Illinois Goals, Standards, Benchmarks and District ELOs that will be targeted. Listed under each goal are the strategies and assessments we will employ. Because research has demonstrated that students understand learning to be important when connected to life beyond the classroom, all units will be organized around central themes that include major concepts in art education.

**State Goals: State Goal 25: Know the language of the arts.**

**Standard 25.A: Understand the sensory elements, organizational principles and expressive qualities of the arts.**

##### **Benchmark:**

**25.A.2d.** Identify and describe the elements of 2- and 3- dimensional space, figure ground, value and form, the principles of rhythm, size, proportion and composition, and the expressive qualities of symbol and story.

**State Goal 26: Through creating and performing, understand how works of art are produced.**

**Standard 26.A: Understand processes, traditional tools and modern technologies used in the arts.**

**Benchmarks:**

**26.A.2e.** Describe the relationships among media, tools/technology and processes.

**26.A.3e.** Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.

**26.A.4e.** Analyze and evaluate how tools/technologies and processes combine to convey meaning.

**Standard 26.B: Apply skills and knowledge necessary to create and perform in one or more of the arts.**

**Benchmarks:**

**26.B.2d.** Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

**26.B.3d.** Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, and video) that are realistic, abstract, functional and decorative

**Interventions:** Connect learning throughout the two-dimensional and three-dimensional studios. Provide extended learning opportunities for students who are not meeting standards. Adjust the learning environment for ESL students.

**Strategies:** Instruction will reflect learning opportunities in both studios. After school extensions will be provided for students who are not meeting standards. Alternate assessment procedures will continue to be used for special needs populations. Instruction delivery will be augmented with demonstrations and pictorial explanations for ESL students.

Art Production. The two-dimensional studio lighting studio will be a portrait study. Students will bring in props to stimulate interest and provide some anonymity. This lesson will capture the middle school students' natural interest in their physical appearance without causing self-consciousness. The three-dimensional studio production will focus on art as ornamentation and the function of art in society.

**Assessments:** Authentic and forced choice paper and pencil assessments will be used.

**Staff Development 2005-2006:** In addition to the Standards Aligned Classroom training provided by the district, art faculty members will attend conferences seek additional course work to supplement their knowledge.

**BJHS Art Department**  
**Lighting Assessment**

Circle the number of points you believed you earned (circle the 4 if all the statements are true, the 3 if almost all true, the 2 if somewhat true, and the 1 if you tried but just did not make it). The highest possible points for each section are 4 for a total of 16 points. Total your points and enter the number below.

**Requirements:**

1. The images were saved onto the disk correctly.
2. My name and hour were written on the disk/ assessment form.
3. No cliché images will be accepted.
4. I viewed my work and saved my best portrait with a title/best in the Power Point presentation

**Concept:**    1       2       3       4

1. I created a portrait using a digital camera.
2. I captured at least 3 different facial expressions.
3. I tried different types of lighting: back, side, front and silhouette.
4. I shot at least 10 images.

**Composition:**    1       2       3       4

1. I created a point of focus by contrast.
2. I created a balanced composition by choice of lighting and framing.  
(I used Symmetrical or formal balance/ asymmetrical or informal balance).
3. Line, shape, texture, and value are the visual elements incorporated in this composition because of my choice of subject and lighting.
4. I was successful at the requirements for at least 4 of the photographs.

**Technical Skill:**    1       2       3       4

1. The image is not blurred.
2. I shot at least one **sidelight**, **silhouette**, and **front light**  
**(Your lighting choices should match the display examples.)**
3. The image area is limited to visual information required for creating the portrait.



Scale: Exceeds: 16 – 15; Meets: 14 – 12; Does Not Meet: 11-0

**Art-Bloomington Junior High School  
7th Grade**

**School Improvement** - Preliminary Analysis of Data from the 2004-2005 school year indicates that while many students are meeting if not exceeding the State Standards for learning in the visual arts, there is a decline in student's scores. The department attributes the decline to enlarged class sizes, which prohibit student access to the teacher and learning materials. The assessments were the color theory/term test and a student self-portrait.

**The Goals and Standards addressed are as follows:**

**Goal 25A.3d: Identify and describe the elements of value, perspective and color schemes, the principles of contrast, emphasis and unity' and the expressive qualities of thematic development and sequence.**

**Goal 26.B2d: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.**

**2005-2006 School Improvement Plan - Authentic Assessment  
7th Grade**

Two assessments from the painting unit will continue to be the "authentic assessment" for this grade level. Following are the State of Illinois Goals, Standards, Benchmarks and District ELOs that we will target in the painting unit. Listed under each goal are the strategies and assessments we will employ. All units will be organized around central themes that include major concepts in art education. We recognize that students understand learning to be important when connected to life beyond the classroom.

**Goal 25:** Know the language of the arts.

**Standard 25.A.** Understand the sensory elements, principles, and expressive qualities of the arts.

**Benchmark 25.A.3d** Identify and describe the elements of value, perspective and color schemes, the principles of contrast, emphasis and unity, and the expressive qualities of thematic development and sequence.

**Essential Learner Outcomes:**

Student will demonstrate knowledge of the element color.

**Interventions:** The art department faculty continues to use strategies that encourage engaged learning and address the needs of special education and ESL students.

**Strategies:** Students will examine and discuss the use of color; the principles of contrast, rhythm, pattern, emphasis and unity in masterworks and student examples. Students will review a vocabulary list. Students who are not meeting the standard will be given extended learning opportunities. Special needs students will have extended deadlines when possible for assignments or modified assignments and tests. Tests will be orally administered when appropriate. Special Education teachers will be sent copies of vocabulary lists and modified tests. Instructions will be modified as needed by ESL students. The art department will work to translate student handouts and tests from English into Spanish.

**Assessment:** Students' knowledge of the language and principles of color vocabulary will be assessed by a forced-choice test and the production of a self-portrait. Student production will be self-assessed and teacher assessed using a rubric.

**Goal 26:** Through creating and performing, understand how works of art are produced.

**26.B.** Apply skills and knowledge necessary to create and perform in one or more of the arts.

**Benchmark 26.B.3d** Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, and video) that are realistic, functional and decorative.

**Essential Learner Outcomes:**

Student will demonstrate the color mixing, color application skills necessary to successfully create a personal communication in paint.

**Strategies:**

Students will observe and identify the use of color by master artists and in nature.

Teacher will demonstrate how to use the color wheel and the symbolic use of color.

Students will identify the use of color in master works.

Parallel practice.

Teacher will lead student discussion of the rubric used for formative, self- and teacher assessment.

**Staff Development:** The art department faculty will work to further improve the alignment of the art curriculum with the Illinois State Standards for Learning in the Fine Arts.

**State Goal 26.B**

**7<sup>th</sup> Grade Color Assessment**

Project must be completed and identified before grading.

Each section is worth 4 points. In a section, if all statements are true circle the 4; most are true, circle the 3; if some are true, circle the 2; if you tried and just did not make it, circle the 1. Total the points earned in each section. 16 points are possible.

**Idea/Content**

- The *properties of color* are important to the design.
- The color scheme creates the *intended mood*.

4      3      2      1

**Composition/Structure**

- The *point of focus* is created by size, value, intensity or color choice.
- *Hue and value* changes are evident in the work.
- There are a *variety* of hues.

4      3      2      1

**Technical Skills**

- Hues are clear.
- All marks are intentional.
- There are *no smudges*.

4      3      2      1

**Creativity/Impact**

- *Solves problem* as given.
- Solution to the problem is *unique*.
- Solution to the problem is *interesting* to the artist and to viewers.

4      3      2      1

Name \_\_\_\_\_ Hour \_\_\_\_\_

Total Points: Student \_\_\_\_\_ Teacher \_\_\_\_\_

**Scoring Scale**

Exceeds:    15-16                  Meets:        12-14                  Does Not Meet:    0-11

## State Goal 25

Name \_\_\_\_\_ Hour \_\_\_\_\_

### 7<sup>th</sup> grade Color Quiz Special Needs

Grading Scale: Exceeds: 11-12                      Meets: 9-10                      Does Not Meet: 0-8

Please underline the correct answer. Worth 12 Points.

1. **Red, yellow and blue** are called \_\_\_\_\_ hues.
  - a. primary
  - b. secondary
  
2. **Orange, green and violet** are called \_\_\_\_\_ hues.
  - a. secondary
  - b. intermediate
  
3. What are the colors called that are **between** the primary and secondary hues on the color wheel?
  - a. primary
  - b. intermediate
  
4. If you shopped for paint at an art supply store and could only afford 3 colors, which **3 colors** would you buy if you wanted to create all 12 colors in the rainbow?
  - a. violet, orange and green
  - b. red, yellow and blue
  
5. To make green you would mix \_\_\_\_\_ and \_\_\_\_\_ together.
  - a. blue and yellow
  - b. blue and red
  
6. A violet sky would look good! Which 2 colors would you mix to make a **violet**?
  - a. blue and red
  - b. red and yellow

7. An orange sky is good also! Which 2 colors would you mix to make an **orange** sky?
- a. red and yellow
  - b. green and red
8. Another word for color is \_\_\_\_\_.
- a. intensity
  - b. hue
9. The neutral colors are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- a. red, orange, blue and purple
  - b. brown, gray, black, white
10. If I mix more than three colors I will make \_\_\_\_\_.
- a. White
  - b. Muddy gray
11. If I needed to **lighten** a yellow in my painting, I would add a little of what color?
- a. white
  - b. orange
12. To darken a color I would add \_\_\_\_\_.
- a. white
  - b. black
13. What colors would I choose to create the feeling of warm temperatures?
- a. red, yellow, orange
  - b. green, blue, violet
14. What colors would I choose to create the feeling of cool temperatures?
- a. red, yellow, and orange
  - b. green, blue, and violet

Use your knowledge of **monochromatic, analogous, and complementary** color schemes to answer the following three questions.

15. My painting is mostly orange, yellow and red with a variety of values. What **color scheme** is it?

- a. monochromatic
- b. analogous

16. What is the **color scheme** of my bedroom that is all blue with some light and dark blues?

- a. monochromatic
- b. analogous

17. What is the **color scheme** of my wardrobe if I only wear yellow and violet colors together?

- a. analogous
- b. complementary

18. On the color wheel, colors across from one another are called:

- a. monochromatic
- b. complementary

19. Colors that are **neighbors** on the color wheel are called what?

- a. monochromatic
- b. analogous

20. If I needed to **dull** a yellow in my painting, I would add a little of what color?

- a. violet
- b. white

21. **Value** refers to what?

- a. lightness and darkness of a color
- b. brightness and dullness

**Intensity** refers to what?

- a. lightness and darkness of a color
- b. brightness and dullness

22. What color would stand out the most against a field of blue?

- a. orange
- b. green

23. \_\_\_\_\_ are colors that seem to advance in space.

- a. Green, blue, and violet
- b. Red, yellow, and orange

## State Goal 25

### 7<sup>th</sup> grade Color Quiz

Name \_\_\_\_\_ Hour \_\_\_\_\_

Please fill in the blank with the correct term. Test is worth 12 points.

Grading Scale: Exceeds: 11-12                      Meets: 9-10                      Does Not Meet: 0-8

1. **Red, yellow and blue** are called \_\_\_\_\_ hues.
2. **Orange, green and violet** are called \_\_\_\_\_ hues.
3. What are the colors called that are **between** the primary and secondary hues on the color wheel? \_\_\_\_\_.
4. If you shopped for paint at an art supply store and could only afford 3 colors, which **3 colors** would you buy if you wanted to create all 12 colors in the rainbow?  
  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
5. When painting spring leaves, you want to mix these two colors to make green.  
  
1. \_\_\_\_\_ 2. \_\_\_\_\_
6. In the winter there are violet shadows in the snow. What 2 colors would you mix to make a **violet**?

1. \_\_\_\_\_ 2. \_\_\_\_\_

7. Red, yellow, violet and orange are some of the colors seen in a sunset. What 2 colors would you mix to make an **orange** sky?

1. \_\_\_\_\_ 2. \_\_\_\_\_

8. What are the neutral colors?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

a. What is another word for color? \_\_\_\_\_

10. If I needed to **lighten** a yellow in my painting, I would add a little of what color? \_\_\_\_\_

11. When you want to change the value of a color you could add \_\_\_\_\_ or \_\_\_\_\_.

12. What colors would I choose to create the feeling of a **cool temperature** in a painting? \_\_\_\_\_

13. What colors would I choose to create the feeling of a **warm temperature** in a painting? \_\_\_\_\_

14. If you mix more than three colors together you will create a \_\_\_\_\_ gray.

Use your knowledge of **monochromatic, analogous, and complementary** color schemes to answer the following three questions.

15. My painting is mostly red, red-violet, violet, and blue- violet with a variety of values. What **color scheme** is it? \_\_\_\_\_

16. My bedroom that is all brown with some light and dark browns. What **color scheme** is it? \_\_\_\_\_

17. What is the **color scheme** of my wardrobe if I only wear yellow and violet colors together? \_\_\_\_\_

18. What is the name of the color pairs that are **across** from each other on the color wheel? \_\_\_\_\_

19. I would add a little of what color to **dull** a yellow in my painting?

\_\_\_\_\_

20. Colors that are **neighbors** on the color wheel are called?  
\_\_\_\_\_
21. What is the **Intensity** of a color? \_\_\_\_\_ .
22. If I wanted to **stand out** in a crowd of people wearing blue what would be the best color to wear? \_\_\_\_\_
23. \_\_\_\_\_ are colors that seem to advance in space.
24. \_\_\_\_\_ are colors that seem to recede in space.

### Color Terms

**Hue-** The name of a color.

**Value-** The lightness (tints) or darkness (shades) of a color.

**Intensity-** The brightness or dullness of a color.

**Primary Hues-** The primary colors are red, yellow, and blue. All other colors are made from these basic colors.

**Secondary Hues-** The secondary colors are orange, violet, green these colors are made by mixing two primaries.

**Cool Hues-** Cool hues seem to recede in space. The cool hues are green, blue and violet.

**Warm Hues-** Warm hues seem to come forward in space. The warm hues are red, yellow and orange.

**Intermediate Hues-** The intermediate colors are yellow-green, blue-green, yellow-orange, red-orange, red-purple, and blue-purple.

**Complementary Hues-** Complementary colors are opposites on the color wheel. Complementary pairs are yellow-violet (purple); blue-orange; and red-green. Complements can be added to one another to dull the color's intensity. When near equal amounts of complements are mixed together they make neutral colors such as brown, and gray.

**Monochromatic Color Scheme-** One color plus its tints and shades. Example: Blue plus blue mixed with black and blue mixed with white.

**Analogous Hues-** Are neighbors on the color wheel. Example: red, red-orange, orange, yellow-orange.

### **Art - Bloomington Junior High School 6th Grade**

School Improvement - Preliminary Analysis of Data from the 2004-2005 school year indicates that while many students are meeting if not exceeding the State Standards for learning in the visual arts, there is a decline in students scores. The department attributes the decline to enlarged class sizes which prohibit student access to the teacher and learning materials.

Goal 25, 26 and 27 with the related standards and benchmarks were addressed.

### **2005-2006 School Improvement Plan 6th Grade**

The targeted assessments will remain the same for 2005-06. To meet the needs of students we will weave all 6<sup>th</sup> grade learning around major concepts in art education. All teachers will administer the target assessments to all students. Following are the State of Illinois Goals, Standards, Benchmarks and District ELOs that we will target in the drawing unit. Listed under each goal are the strategies and assessments we will employ.

**Goal 25:** Know the language of the arts.

**Standard 25.A.** Understand the sensory elements, organizational principles and expressive qualities of the arts.

**Benchmark 25.A.3d** Identify and describe the elements of value, perspective and color schemes; the principals of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

**Essential Learner Outcome:** Students will demonstrate knowledge of the elements – value, line, shape, form, space and texture

**Interventions:** The art department faculty continues to use strategies that encourage engaged learning and address the needs of special education students. The learning environment will be adjusted to accommodate ESL students.

**Strategies:**

Teacher demonstration of using the art elements of value, line, shape, form, space and texture when drawing from observation.

Student will analyze artworks for the elements of design throughout the learning experience.

All student handouts and assessments are available in Spanish for native speakers.

Lessons will be augmented with demonstrations and pictorial information as needed.

**Assessment:** Forced choice test.

**Goal 26:** Through creating and performing, understand how works of art are produced.

**Standard 26.B.** Apply skills and knowledge necessary to create and perform in one or more of the arts.

**Benchmark 26.B.3d** Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that realistic, functional and decorative.

**Essential Learner Outcome:**

Student will demonstrate the techniques and skills needed to create a drawing from observation.

**Interventions:** The art department faculty continues to use strategies that encourage engaged learning and address the needs of special education students. Extended opportunities for students to complete work beyond the school day will be offered.

**Strategies:**

Teachers will execute demonstrations in drawing from observation.

Students will make viewfinders to help them organize space.

Teachers will demonstrate shading techniques.

All student handouts and assessments are available in Spanish for native speakers.

Lessons will be augmented with demonstrations and pictorial information as needed.

**Assessment:** Authentic Assessment (Student and Teacher) of Student Production

**Interventions:** The art department faculty continues to use strategies that encourage engaged learning and address the needs of special education students. Extended opportunities for students to complete work beyond the school day will be offered.

**Strategies:**

- Students will observe and discuss master examples.
- Teachers will lead a discussion of the role of the artists in the represented culture.
- Students will decode examples for clues that explain the artist’s style and cultural context.
- All student handouts and assessments are available in Spanish for native speakers.
- Lessons will be augmented with demonstrations and pictorial information as needed.

Goal 25.A. and 27.B.

**Assessments:** Comparative Essay

**Staff Development:** Art Department Faculty continue to seek information for working with Special Needs and ESL students.

**State Goal 26 B**                      **Name:** \_\_\_\_\_ **Hour** \_\_\_\_\_

**6<sup>th</sup> Grade Still Life Drawing Assessment**

Each section is worth 4 points. In a section if all statements are true, circle the 4; if most are true, circle the 3; if some are true, circle the 2; if you tried and just did not make it, circle the 1. Circle the points you have earned in each section and then total.  
Grading scale: Exceeds: 15-16 Meets: 12-14 Does Not Meet: 0-11

**Concept:**

- Drawing was created from observation of the still life arrangement.
- Use of a viewfinder helped to create a pleasing composition.
- The drawing is naturalistic in style.

4                      3                      2                      1

**Composition:**

- Space is filled.
- Asymmetrical balance is achieved where unlike objects have equal visual weight.
- Dark, medium, and light shading was used to create form and depth.
- Textures were created similar to the objects seen in the still life.
- Optical perspective was achieved by:
  - drawing accurate proportions
  - using overlapping

placement on the page

At least 5 different values are used to show contrast between light and dark.

4                    3                    2                    1

**Technical Skill:**

Sketching was used to plan and plot drawing prior to adding details.  
Drawing shows skill in using a pencil to show light, medium, and dark shading.  
Pencil skills were used to create various textures, shading, and blending.  
The drawing is free from smudges and smearing.

4                    3                    2                    1

**Creative Impact:**

Solves problem as given.  
Solution to the problem is unique.  
Solution to the problem is interesting to the artist and the viewers.

4                    3                    2                    1

Total \_\_\_\_\_/16 possible

Are you proud of what you accomplished? Yes \_\_\_\_\_ No \_\_\_\_\_

What would you differently if you could change your drawing?

**Still Life Vocabulary**

*Steps for creating a successful Still Life Drawing include:*

1. **Observe** –

Look carefully, note negative space as well as positive space. Scan objects, look at the sizes of the forms in relationship to each other. (*proportion*)

**Sketch the General Outline** –

Look carefully for the outline of the whole still life arrangement to place it on the page.

*\*Remember: draw what you see.....not what you know!*

2. **Sketch** – Draw a light quick drawing of the basic shapes of the objects in the still life. Remember to press lightly with your pencil so that you can easily erase and change parts of your drawing. Check the proportions of your objects. Use overlapping, size, and placement on the page to show perspective.

3. **Details** – Change your drawing so that the drawn object matches the still life object. You are making it look naturalistic. Check contour lines, textures and proportions.
4. **Shading** – Add at least 3 different values to show the light source and create perspective. (*illusion of depth on a flat surface*)

**Inanimate**-objects that cannot move on their own

**Elements of design**-line, shape, form, value, texture, color, space

**Contour lines**-defines the edge and surface ridges of objects and figures

**Depth**-illusion of distance in the drawings

**Proportion**-size relationship between objects

**Value**-gradation from light to dark (at least 5 different values should be seen)



**Composition**-How the principles of art (balance, variety, harmony, emphasis, proportion, movement, rhythm, unity) are used to organize the elements

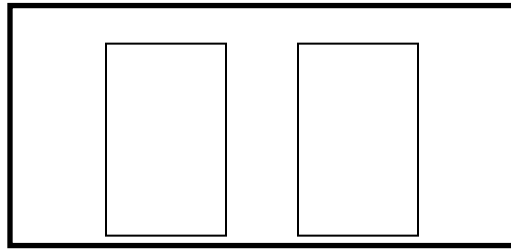
**Contrast**-great difference between light values and dark values

**Light source**-determines where the light and dark values fall on objects, as well as which direction the cast shadows fall

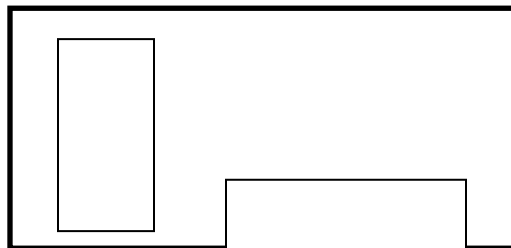
**Viewfinder**-a small opening cut out of a piece of paper, used to help organize that composition of the artist's drawing.

**Point of view**-angle at which the viewer sees an object or objects

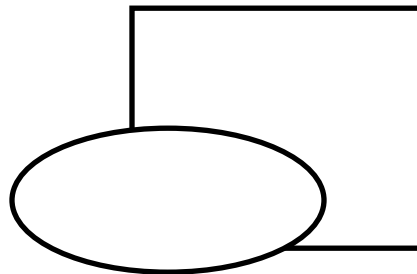
**Symmetrical Balance/Formal Balance**-composition in which two halves of the design are identical



**Asymmetrical/Informal Balance**-composition where two halves of the design have the same visual weight, but are not identical



**Overlapping**-when an object partially blocks the view of another object.



State Goals 25.A and 27.B

Name \_\_\_\_\_

Hour \_\_\_\_\_ Score \_\_\_\_\_

Reflection Upon the Artistic Process used to Create a Still-Life Drawing

Write a sentence, which answers each of the following questions. 12 Points Possible.

1. What is a still- life drawing?

\_\_\_\_\_

2. What is a landscape?

\_\_\_\_\_

3. What is a portrait?

\_\_\_\_\_

4. We have studied the still life example posted in the front of the classroom.

5. What is the name of the artist?

\_\_\_\_\_

6. When was the work created?

\_\_\_\_\_

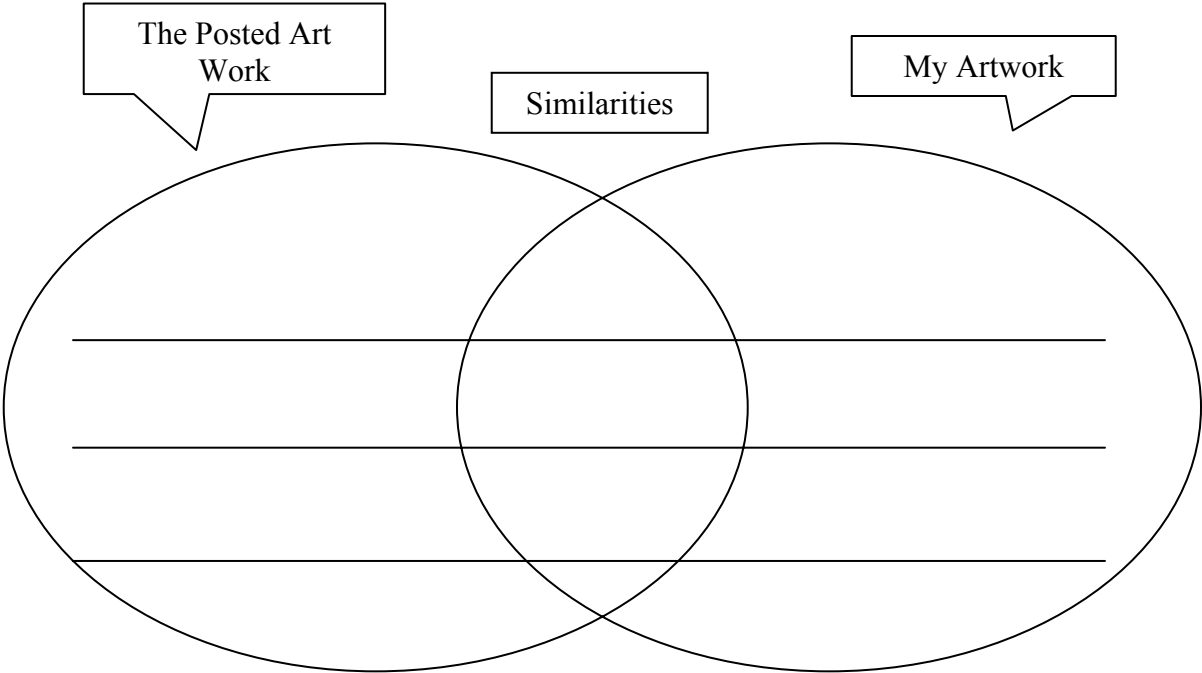
7. What is the style?

\_\_\_\_\_

8. What is the media?

\_\_\_\_\_

Compare and contrast your still-life drawing to the example posted in the front of the classroom. Fill in the Venn diagram with three similarities and three differences in the model below.



State Goal 26.B.1d and 25.A.3d

Name \_\_\_\_\_

Hour \_\_\_\_\_

**Section 1. Worth 6 Points**

1. What are the four basic steps for creating a still life drawing? Look at the examples in the front of the classroom. **List** the first, second, third and fourth step in the process of creating a still life drawing.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

*Fill in the blank with the correct answer.*

- 2. I used shading in my drawing so that I could create the illusion of \_\_\_\_\_.
- 3. In a completed still life drawing, you should shade with at least \_\_\_\_\_ different values.

*Underline the correct answer.*

- 4. Still life arrangements are made up of:
  - a. inanimate objects.
  - b. people and animals.
- 5. When using value in a drawing, different \_\_\_\_\_ and \_\_\_\_\_ are created to show the effect of light on an object.
  - a. animate and inanimate objects
  - b. lights and darks
- 6. Proportion is the:
  - a. size relationship between objects.
  - b. quality of the surface of an object.
- 7. A still life drawing has contrast when there is:
  - a. an illusion of distance

b. a great difference between light and dark values.

8. Fill in the squares with shading that shows gradient between light and dark.

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9. Name at least two of the Elements of Design you used to create your still life drawing.

a. \_\_\_\_\_ b. \_\_\_\_\_

**Section 2. Worth 6 Points**

10. In the rectangle below, draw and shade the small still life at your table. Remember to check for proportions, overlapping. When the drawing is correct add the shading, be sure to use at least five different values.

Grading Scale: Exceeds: 11-12      Meets: 8-10      Does Not Meet: 0-10

**Worth 2 Points. Bonus points are not part of the test grade; they are added to the extra credit column of the grade book.**

**Bonus Question:** What optical perspective technique is used in the drawing above which shows the illusion of depth (besides value)? \_\_\_\_\_

Scoring Scale: Exceeds: 11-12, Meets: 8-10, Does Not Meet: 0-7

**Section 1. Worth 6 Points**

1. What are the four basic steps for creating a still life drawing? Look at the examples in the front of the classroom. **List** the first, second, third and fourth step in the process of creating a still life drawing.

- 1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_  
4) \_\_\_\_\_

*Fill in the blank with the correct answer.*

2. I used shading in my drawing so that I could create the illusion of \_\_\_\_\_.
3. In a completed still life drawing, you should shade with at least \_\_\_\_\_ different values.

*Underline the correct answer.*

4. Still life arrangements are made up of:
- a. animate objects.
  - b. inanimate objects.
  - c. people and animals.
  - d. five or more objects.
5. When using value in a drawing, different \_\_\_\_\_ and \_\_\_\_\_ are created to show the effect of light on an object.
- a. animate and inanimate objects
  - b. illusion and depth
  - c. lights and darks
  - d. line and form
6. Proportion is the:
- a. illusion of depth on a flat surface.
  - b. quality of the surface of an object.
  - c. comparison of lights and darks.
  - d. size relationship between objects.

7. A still life drawing has contrast when there is:
- an illusion of distance
  - a great difference between light and dark values.
  - an outline drawing of objects.
  - an element of texture.

8. Fill in the squares with shading that shows gradient between light and dark.



9. Name at least four of the Elements of Design you used to create your still life drawing.

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
 d. \_\_\_\_\_

**Section 2. Worth 6 Points**

10. In the rectangle below, draw and shade the small still life at your table. Remember to check for proportions, overlapping. When the drawing is correct add the shading, be sure to use at least five different values.

**Worth 2 Points. Bonus points are not part of the test grade; they are added to the extra credit column of the grade book.**

**Bonus Question:** What optical perspective technique is used in the drawing above which shows the illusion of depth (besides value)? \_\_\_\_\_

Scoring Scale : Exceeds: 10-12 Meets: 8-9 Does Not Meet: 0-