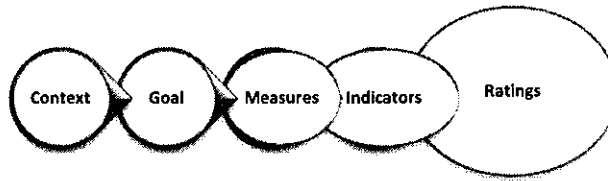


STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context					
1a. Name	Christopher Lyons	1b. School	Blairsville High School	1c. District	Blairsville-Saltsburg SD
1d. Class/ Course Title	High School Band	1e. Grade Level	9-12	1f. Total # of Students	30
1g. Typical Class Size	15	1h. Class Frequency	Every other day, rotation	1i. Typical Class Duration	39 minutes

2. SLO Goal	
2a. Goal Statement	The goal of this SLO includes: (a) demonstrating skills, techniques, elements and principles of the arts learned, studied, refined, and practiced; and, (b) using tools and resources as well as experiences and skill to create art.
2b. PA Standards	9.1.5.A: Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.5.H: Use and maintain materials, equipment, and tools safely at work and performance spaces.
2c. Rationale	The ability of a student to perform successfully on a musical instrument is dependent upon the development of specific essential skills.

3. Performance Measures (PM)				
3a. Name	PM #1. Instrumental Music IPA	3b. Type	<input checked="" type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other: Teacher-Created Assessment	
3c. Purpose	PM #1. See Instrumental Music IPA Performance framework	3d. Metric	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input checked="" type="checkbox"/> Growth and Mastery	
3e. Administration Frequency	PM #1. Instrumental Music IPA Twice per year. First-year students will be evaluated at the midpoint and end of the year. Second or more-year students will be evaluated at the beginning of the year and at the end of the year.	3f. Adaptations/ Accommodations	<input checked="" type="checkbox"/> IEP Per SDI <input type="checkbox"/> ELL	<input checked="" type="checkbox"/> Gifted IEP Per SDI <input type="checkbox"/> Other

3g. Resources/ Equipment	PM #1. Instrumental Music IPA Private room, music stand, performance materials, and audio/visual recording device	3h. Scoring Tools	PM #1. Instrumental Music IPA Rubric
3i. Administration & Scoring Personnel	PM #1. Instrumental Music IPA Certified music teacher will administer and score performance tasks.	3j. Performance Reporting	PM #1. Instrumental Music IPA A summary list of students' achievement of the performance indicator.

4. Performance Indicators (PI)

4a. PI Targets: All Student Group	PM #1. Instrumental Music IPA Demonstrate a rating of "Constantly Meets" or growth in at least 50% of assessed components. Growth will be interpreted as a movement from "Rarely Meets" to "Usually/Consistently Meets" or "Usually Meets" to "Consistently Meets" on the Instrumental IPA Student Evaluation Rubric								
	Earned % at Starting Point	% of Growth at End Point	Any student scoring a 61% or higher on the baseline (data point 1) will be expected to reach master. These students can be a focus group of students within one or more classes learning the same content.						
	61%	Mastery at an 85%							
	41-60%	Improve at least 10%							
	21-40%	Improve at least 15%							
0-20%	Improve at least 20%								
4b. PI Targets: Focused Student Group (optional)	N/A								
4c. PI Linked (optional)	N/A	4d. PI Weighting (optional)	<table border="1"> <thead> <tr> <th>PI</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>75%</td> </tr> <tr> <td>#2</td> <td>25%</td> </tr> </tbody> </table>	PI	Weight	#1	75%	#2	25%
PI	Weight								
#1	75%								
#2	25%								

5. Elective Rating

5a. Level	<u>Failing</u> 0% to 69 % of students will meet the PI targets.	<u>Needs Improvement</u> 70% to 79% of students will meet the PI targets.	<u>Proficient</u> 80% to 89% of students will meet the PI targets.	<u>Distinguished</u> 90% to 100% of students will meet the PI targets.
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u>Notes/Explanation</u>
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Instrumental Music Individual Playing Assessment (IPA)		
SLO Alignment				
b.	Class/Course Title	High School Band	c.	Grade(s)/ Level 9-12
d.	PA Standards	9.1.5.A: Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.5.H: Use and maintain materials, equipment, and tools safely at work and performance spaces.		
e.	Performance Measure Purpose	The Instrumental Music IPA is designed to evaluate student's growth as an independent musician on the essential instrumental skills. This performance task will be formative as well as summative in nature.		

6. Administration (Teacher)

1a.	Administration Frequency	Students will be evaluated twice per year. First-year students will be evaluated at the midpoint and end of the year. The mid-point of the year will be determined by comparing the students' first and last lesson dates. Second or more-year students will be evaluated at the beginning and end of the year.
1b.	Unique Task Adaptations/ Accommodations	All accommodations will be afforded based on IEP, GIEP, ELL, and 504 plans.
1c.	Resources/ Equipment	Private room, music stand, performance materials, and audio/visual recording device.

7. Process (Student)

2a.	Task Scenarios	Student performs two excerpts as an independent musician on two different occasions.
2b.	Process Steps	<ol style="list-style-type: none"> 1. Student will be assigned a prepared excerpt prior to the date of the performance task is administered. 2. Student will sight read tonal and rhythm patterns (patterns may be combined, as in a melody) chosen by the instructor. 3. Student will perform and assigned, prepared excerpt chosen by the instructor and drawn from lesson materials.
2c.	Requirements	Student will be informed of the assigned, prepared excerpt and the date on which the performance measure task will be administered two weeks prior to the date of administration.
2d.	Products	Audio/video-audio recording of student performance.

8. Scoring (Teacher)

3a.	Scoring Tools	Instrumental Music IPA Student Evaluation Rubric.
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Instrumental Music IPA Student Evaluation Rubric

*Note that this is a generic form that is meant to be altered for instrument specific skills.

Student Name _____

Student Instrument _____

Date of Evaluation _____

Assessment Number (circle one) 1 2

Task: The student will sight read tonal and rhythmic patterns (a melody, if preferred) and will perform a short prepared excerpt.

Specific Sight Reading Task _____

Specific Prepared Excerpt _____

Evaluation

C = Student CONSISTENLY MEETS the performance criteria.

U = Student USUALLY MEETS the performance criteria.

R = Student RARELY MEETS the performance criteria.

C	U	R	Sight Reading Performance Criteria
			Student performs correct pitches.
			Student performs correct rhythms.
			Student performs with a steady pulse.
			Student produces characteristic tone.

C	U	R	Prepared excerpt Performance Criteria
			Student performs correct pitches.
			Student performs correct rhythms.
			Student performs with a steady pulse.
			Student produces characteristic tone.
			Student performs musical / expressive elements that are contained in the exercise.

C	U	R	Executive Skill Performance Criteria
			Posture: feet on floor, back straight, body erect.
			Breath is supported with air speed and direction.
			Student can demonstrate correct fingerings.

C	U	R	Embouchure Checklist (where applicable)
			Teacher inputs instrumental specific data here.
			See appendix for recommended components.

C	U	R	Hand Position Checklist (where applicable)
			Teacher inputs instrumental specific data here.
			See appendix for recommended components.