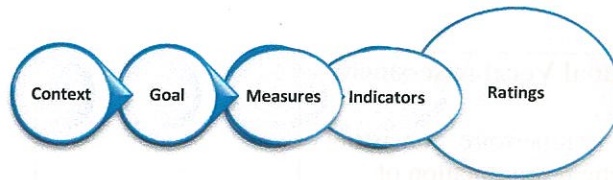


STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

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 Middle School	1c. District	Blairsville-Saltsburg SD
1d. Class/ Course Title	Choir	1e. Grade Level	7, 8	1f. Total # of Students	60
1g. Typical Class Size	60	1h. Class Frequency	Days 1,2 of a 6 day rotation	1i. Typical Class Duration	39 minutes

2. SLO Goal

2a. Goal Statement	Students will demonstrate independent performance skills appropriate to positive musical contribution in a choral performing ensemble.
2b. PA Standards	Music 9.1.12.A; 9.1.12.C
2c. Rationale	The quality and musicality of a choir is dependent on each individual as a contributor to the collective whole.

3. Performance Measures (PM)

3a. Name	PM #1. Individual Vocal Assessment Task PM #2. Individual Sight Singing Task	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 checked="" type="checkbox"/> Student Portfolios <input type="checkbox"/> Other: Teacher-Created Assessment		
3c. Purpose	PM #1. Individual Vocal Assessment Task Individual vocal assessments are appropriate for measuring a student's mastery or development of independent performance skills that prepare students to make a positive musical contribution in a choral performing ensemble. PM #2. Individual Sight Singing Task Individual sight singing assessments are appropriate for measuring a student's development of independent sight singing skills that prepare students to make a positive musical contribution in a choral performing ensemble.	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. Individual Vocal Assessment Task Students will be assessed at the end of the first quarter and again at the end of the third quarter. PM #2. Individual Sight Singing Task Students will be assessed at the end of	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	

	the first quarter and again at the end of the third quarter.		
3g. Resources/ Equipment	<p>PM #1. Individual Vocal Assessment Task</p> <ul style="list-style-type: none"> • Current choir repertoire, consisting of an eclectic representation of music from various styles, levels of difficulty, and written in various approaches (homophonic, polyphonic, syllabic, etc.). • Each student will be given an assessment rubric • Basic recording device to record student assessments. <p>PM #2. Individual Sight Singing Task</p> <ul style="list-style-type: none"> • Music to be sight-read – Teacher will provide a melody at a level consistent with the musical selections within their reading skill range (4 bars is usually appropriate.) • A video/audio recording device. 	3h. Scoring Tools	<p>PM #1. Individual Vocal Assessment Task Rubric</p> <p>PM #2. Individual Sight Singing Task Rubric</p>
3i. Administration & Scoring Personnel	<p>PM #1. Individual Vocal Assessment Task This assessment can be administered by an equivalent professional peer; it can also be administered by the student.</p> <p>PM #2. Individual Sight Singing Task This assessment can be scored by an equivalent professional peer.</p>	3j. Performance Reporting	<p>PM #1. Individual Vocal Assessment Task Summary list of students who achieve the performance indicator.</p> <p>PM #2. Individual Sight Singing Task Summary list of students who achieve the performance indicator.</p>

4. Performance Indicators (PI)

4a. PI Targets: All Student Group	PI #1. Individual Vocal Assessment Task Students will achieve proficient or advanced levels in 6 out of 8 criteria of the second scoring rubric.		
	PI #2. Individual Sight Singing Task Students will achieve proficient or advanced levels in 2 out of 3 criteria indicated on the second scoring rubric.		
	Earned % 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 mastery.
	61% +	Mastery at an 85% +	
	41-60%	Improve at least 10%	These students can be a focus group of students within one or more classes learning the same content
21-40%	Improve at least 15%		
0-20%	Improve at least 20%		

4b. PI Targets: Focused Student Group (optional)	PI #1. Individual Vocal Assessment Task Students who demonstrate proficient or advanced levels on fewer than three criteria of the scoring rubric during the first quarter assessment will demonstrate improved scores in 3 out of 8 criteria, with no decrease in scores in the other five criteria. PI #2. Individual Sight Singing Task Students who demonstrate proficient or advanced levels on fewer than two criteria of the scoring rubric during the first quarter assessment will demonstrate improved scores in 1 out of 3 components, with no decrease in scores in the other five criteria.								
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.

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	Individual Vocal Assessment Task		
SLO Alignment				
b.	Class/Course Title	Choir	c.	Grade(s)/ Level 7, 8
d.	PA Standards	9.1.12.A , 9.1.12.C		
e.	Performance Measure Purpose	Individual vocal assessments are appropriate for measuring a student's mastery or development of independent performance skills that prepare students to make a positive musical contribution in a choral performing ensemble.		

6. Administration (Teacher)		
1a.	Administration Frequency	Students will be assessed at the end of the first quarter and again at the end of the third quarter.
1b.	Unique Task Adaptations/ Accommodations	IEP: Adaptations may include a variety of musical, social or emotional supports toward completing the performance assessment. Gifted IEP: Students can be challenged to perform tasks in a small ensemble setting.
1c.	Resources/ Equipment	<ul style="list-style-type: none"> Current choir repertoire, consisting of an eclectic representation of music from various styles, levels of difficulty, and written in various approaches (homophonic, polyphonic, syllabic, etc.). Each student will be given an assessment rubric Basic recording device to record student assessments.

7. Process (Student)		
2a.	Task Scenarios	Each student will demonstrate an ability to sing his/her choral part independently in an unaccompanied setting, exhibiting mastery and/or growth in such components as tone quality, expression and style, phrasing, pitch, intonation, rhythm, diction and articulation.
2b.	Process Steps	On two separate occasions, each member of the choir will individually perform a 16 measure teacher-chosen unaccompanied excerpt from the concert music (repertoire). These will be recorded by having students sing either into a microphone or within the visual and audio range of a video camera.
2c.	Requirements	The student will perform a cappella. Students receive instructions and a scoring rubric as a part of the class syllabus, and will be informed of the specific 16 measures to be performed several weeks in advance.
2d.	Products	Audio/video-audio recording of student performance.

8. Scoring (Teacher)

3a.	Scoring Tools	Singing Rubric
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Singing Rubric	1-Below Basic	2-Basic	3-Proficient	4-Advanced
A. Tone Quality DOK 4	The tone is rarely focused, clear or centered regardless of the range, significantly detracting from the overall performance.	Tone is often focused, clear and centered, but exhibits some flaws in production, and is occasionally uncontrolled in the normal singing range. Extremes in range are usually uncontrolled. Occasionally the tone quality distracts from overall performance.	Tone is focused, clear and centered through the majority of the singing range. Extremes in range/lack of support/ vowel shape sometimes cause tone to be less controlled. Tone quality typically does not distract from the performance.	Tone is consistently focused, clear, and centered throughout the range of the voice.
B. Expression/Style DOK 4	Rarely performs expression and style in performance.	Occasionally performs with nuance and style that is indicated in the musical score or which is suggested by instructor.	Typically performs with nuance and style that is indicated in the printed musical score or which is suggested by the instructor.	Consistently performs with a creative nuance and style in response to the printed musical score and or which is suggested by the instructor.
C. Phrasing DOK 4	Phrasing is rarely consistent with and sensitive to the style of the music.	Phrasing is occasionally consistent with and sensitive to the style of music.	Phrasing is typically consistent with and sensitive to the style of music.	Phrasing is always consistent with and sensitive to the style of music.
D. Pitch Accuracy DOK 2	5 or more pitch errors are present.	3-4 pitch errors are present.	1-2 pitch errors are present.	All pitches are correct.
E. Intonation DOK 4	Student rarely sings in tune resulting in poor tonal center or unrecognizable melody. Student performs 5 or more notes that do not meet an acceptable level of intonation.	Pitches are often sung in tune. Performance occasionally lacks a consistent tonal center. 3-4 pitches do not meet an acceptable level of intonation.	Most pitches are sung in tune, maintaining tonal center (key) throughout. 1-2 notes do not meet an acceptable level of intonation.	All notes are in tune.
F. Rhythm DOK 2	Rhythms are rarely accurate and the beat is inconsistent. Student demonstrates 5 or more rhythmic errors distracting significantly from the overall performance.	Some rhythms are accurate. The beat is somewhat inconsistent. Rhythm problems occasionally distract from the overall performance. Student demonstrates 3-4 rhythmic errors.	Most rhythms are accurate. The student demonstrates a consistent beat throughout the excerpt. Student demonstrates 1-2 rhythmic errors.	All rhythms are accurate. The student demonstrates a consistent beat throughout the excerpt.
G. Diction DOK 2	Student consistently performs consonants and vowels with understatement and distortion. The text is not discernible.	Student often performs consonants and vowels with understatement and distortion, and the text is often not discernible.	Student performs consonants and vowels with minimal understatement and distortion. The text can be understood most of the time.	Student performs consonants and vowels clearly, and the text of the music is understandable.
H. Articulation DOK 2	Student articulation is rarely accurate, according to the written excerpt, resulting in very little to no clarity and contrast.	Student articulation is occasionally accurate, according to the written musical excerpt, adding some clarity and contrast.	Student articulation is accurate, mostly clear stylistically, agile and unified, according to the written musical excerpt. Minor and infrequent inconsistencies do not significantly distract from the musical clarity and contrast.	Student articulation is accurate, stylistically clear, agile and unified, according to the written musical excerpt.

3b.	Scoring Guidelines	Certified choral music professionals can use the rubric to score student recordings
3c.	Score/Performance Reporting	Students will receive scored rubrics as a part of instructional feedback; principals will receive a summary report of student achievement as a part of the SLO process.

PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

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

Performance Measure				
a.	Performance Measure Name	Individual Sight Singing Task		
SLO Alignment				
b.	Class/Course Title	Choir	c.	Grade(s)/ Level
d.	PA Standards	9.1.12.A , 9.1.12.C		
e.	Performance Measure Purpose	Individual sight singing assessments are appropriate for measuring a student's development of independent sight singing skills that prepare students to make a positive musical contribution in a choral performing ensemble.		

9. Administration (Teacher)		
1a.	Administration Frequency	Students will be assessed at the end of the first quarter and again at the end of the third quarter.
1b.	Unique Task Adaptations/ Accommodations	IEP: Adaptations may include a variety of musical, social or emotional supports toward completing the performance assessment. Gifted IEP: Students can be challenged to perform tasks in a small ensemble setting.
1c.	Resources/ Equipment	<ul style="list-style-type: none"> • Music to be sight-read – Teacher will provide a melody at a level consistent with the musical selections within their reading skill range (4 bars is usually appropriate.) • A video/audio recording device.

10. Process (Student)		
2a.	Task Scenarios	Students will be asked to perform at sight an unfamiliar piece of music of at least 4 measures in duration that is appropriate to their voice range, and is at a level consistent to the musical selections within their reading skill range. Each student will be allowed to examine the excerpt for thirty seconds before they are asked to perform. Students may use a neutral syllable or solfeggio to sing the passage. Students will be given a starting pitch just prior to their performance. Student will be recorded using an audio/ video device. Students will be scored on their pitch and rhythmic accuracy and if used, the use of solfeggio language.
2b.	Process Steps	<ol style="list-style-type: none"> 1. Student will enter the space in which the assessment will take place, and be given 30 seconds or so to become oriented to the task and to study the piece to be sight-read. 2. The student will be given a note to begin on, or be asked to choose a starting note they prefer. 3. When the student indicates they are ready, the recording operator will start the recording device and indicate that they should begin. 4. Student will perform the assigned piece once, while sitting or standing within the critical distance of a microphone attached to the recording device.
2c.	Requirements	The students will have had extensive sequential instruction and practice reading notation in the ensemble, through the use of reading exercises and musical selections within their reading skill range. Preceding the introduction of sight-reading, it is presumed that discussions and practice of notation skills would have been extensive. This would include both rhythmic, melodic dictation and solfeggio.
2d.	Products	An audio or video/audio recording will be generated

11. Scoring (Teacher)

Sight Singing Rubric	Below Basic	Basic	Proficient	Advanced
Rhythmic Accuracy DOK 1,2 Standard 9.1	Student demonstrates 3 or more errors during recitation and a limited knowledge of task is demonstrated.	Student demonstrates many components of assessment task correctly, but has 2 errors during recitation.	Student demonstrates most components of assessment task correctly, but has 1 error during recitation.	Students demonstrate all components of the task correctly
Melodic Accuracy DOK, 1,2 Standard 9.1	Student demonstrates 3 or more errors during recitation and a limited knowledge of task is demonstrated.	Student demonstrates many components of assessment task correctly, but has 2 errors during recitation.	Student demonstrates most components of assessment task correctly, but has 1 error during recitation.	Students demonstrate all components of the task correctly
Solfeggio Accuracy DOK 1,2 Standard 9.1	Student demonstrates 3 or more errors during recitation and a limited knowledge of task is demonstrated.	Student demonstrates many components of assessment task correctly, but has 2 errors during recitation.	Student demonstrates most components of assessment task correctly, but has 1 error during recitation.	Students demonstrate all components of the task correctly

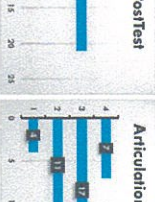
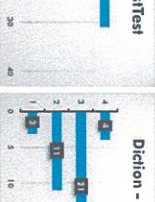
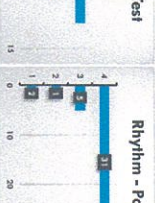
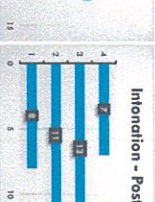
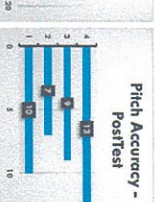
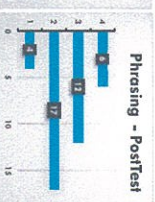
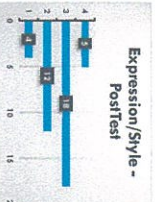
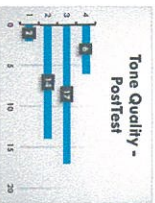
3a. Scoring Tools Sight Singing Rubric

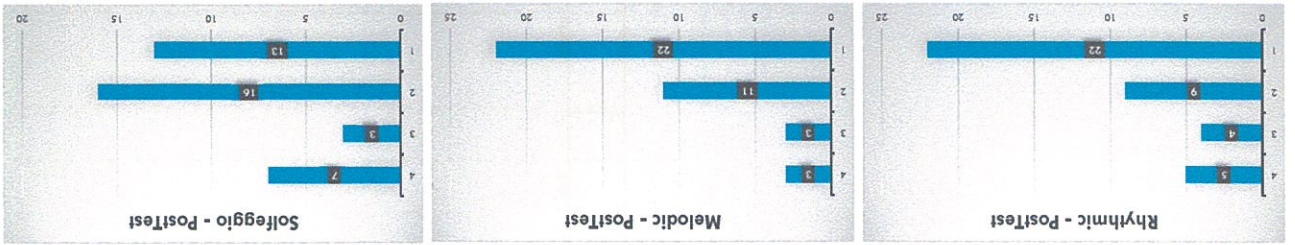
3b. Scoring Guidelines Certified Choral Music professionals can use the rubric to score recording samples.

3c. Score/Performance Reporting Students will receive copies of scored rubrics as a part of the instructional process. Principals will receive a summary report of student achievement as a part of completing the SLO process.

	Tone Quality		Expression/Style		Pronunciation		Pitch Accuracy		Intonation		Rhythm		Diction		Articulation	
	Total	Points Possible	Total	Points Possible	Total	Points Possible	Total	Points Possible	Total	Points Possible	Total	Points Possible	Total	Points Possible	Total	Points Possible
Maddison Almes	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
James Bauger	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Myrica Beaulieu	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Chloe Bower	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Oliver Brown	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Alina Constantino	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Angela Dwyer (G)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Brigitte Doyle (G)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Mackenna Emanuel	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Dalton Farfield	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Osaka Francis	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Namini Griffin	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Brandi Heberich	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Alyssa Hixon (G)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Victoria Hogan (G)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Drayni John	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Darrell Kukula	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Elliott Levesque	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Emily Maclean	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Ashley Maclean	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Andrew MacKinnon	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Ryan Minkuska	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Colby Mockett	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Kayla Moran (G)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Amber Palmer	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Kerrie Patterson	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Olivia Potts	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Isabella Preece	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Stephanie Reid	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Madison Reine	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Xenia Ridgway	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Elizabeth Schuch	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Leah Shannon	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Robert Shirley	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Alison Wallace	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Robert Walker	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
James Walker	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Harper Wheeler	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Aashi Woodley	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Tone Quality	Expression/Style	Pronunciation	Pitch Accuracy	Intonation	Rhythm	Diction	Articulation
2	1	4	10	8	2	1	3
14	2	17	7	11	1	2	11
17	2	12	9	12	1	2	11
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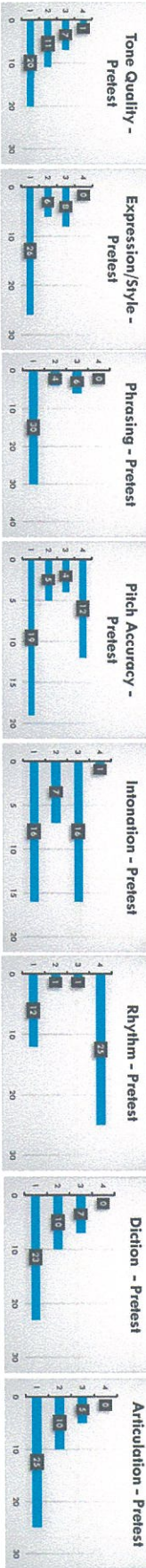


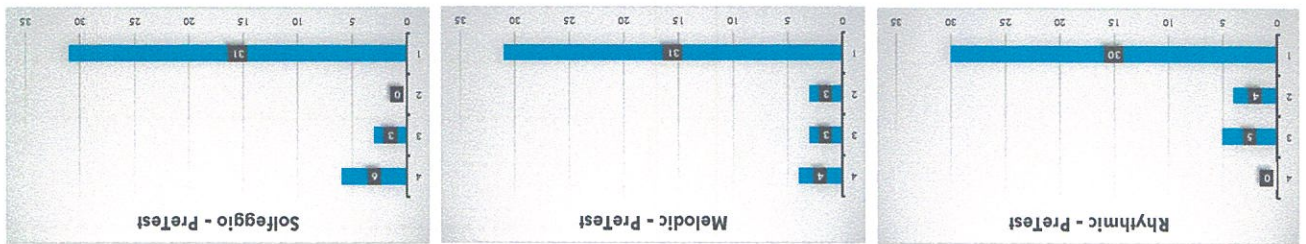


Participant	Rhythmic	Melodic	Solfeggio
1	22	1	13
2	4	2	16
3	4	3	3
4	4	2	7
5	4	3	4
6	4	11	4
7	4	2	3
8	4	3	4
9	4	2	4
10	4	3	4
11	4	2	4
12	4	3	4
13	4	2	4
14	4	3	4
15	4	2	4
16	4	3	4
17	4	2	4
18	4	3	4
19	4	2	4
20	4	3	4
21	4	2	4
22	4	3	4
23	4	2	4
24	4	3	4
25	4	2	4
26	4	3	4
27	4	2	4
28	4	3	4
29	4	2	4
30	4	3	4
31	4	2	4
32	4	3	4
33	4	2	4
34	4	3	4
35	4	2	4
36	4	3	4
37	4	2	4
38	4	3	4
39	4	2	4
40	4	3	4

Participant	Rhythmic Accuracy	Melodic Accuracy	Solfeggio Accuracy
Madison Almes	1	4	4
James Barrer	2	4	4
Myrissa Beckliff-Perez	1	4	4
Cloe Bowers	1	4	4
Gia Bumpass	2	4	4
Alaina Constantino	1	4	4
Angelia Deyarlin (C)	1	4	4
Brigitte Doyle (C)	1	4	4
Mackenna Emanuel	1	4	4
Daton Fairchild	1	4	4
Dakon Francis	4	4	4
Hannah Griffen	2	4	4
Abby Hayes	2	4	4
Brandt Heberthal	1	4	4
Alyssa Hixon (C)	4	4	4
Victoria Hoggan (C)	4	4	4
Drayn John	2	4	4
Daniel Kukula	4	4	4
Eliott Levesque	4	4	4
Emilly McCalen	1	4	4
Amber McConnell	2	4	4
Dawn McLaughney	1	4	4
Ravi Mikseska	3	4	4
Cody Mocoek	1	4	4
Kayla Moran (C)	3	4	4
Amber Palmer	1	4	4
Karlie Patterson	2	4	4
Olivia Potts	2	4	4
Isabella Pevitte	1	4	4
Sydney Reed	1	4	4
Madison Repine	1	4	4
Xenia Ridgway	4	4	4
Elizabeth Schroy	3	4	4
Leah Shannon	1	4	4
Robert Shirley	1	4	4
Alison Walbeck	1	4	4
Robert Walker	1	4	4
Janelle Weaver	4	4	4
Harper Whiter	2	4	4
Acacia Woodley	1	4	4

	Tone Quality		Expression/Style		Phrasing		Pitch Accuracy		Intonation		Rhythm		Diction		Articulation	
	Total	Points Possible	Total	Points Possible	Total	Points Possible	Total	Points Possible	Total	Points Possible	Total	Points Possible	Total	Points Possible	Total	Points Possible
Madison Almes	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
James Berger	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Myrica Beidler-Perez	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Cloe Bower	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Gia Bumpass	2	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Aaina Constantino	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Angela Deyarmin (C)	4	4	3	4	3	4	4	4	4	4	4	4	3	4	4	4
Bridget Doyle (C)	3	4	3	4	2	4	4	4	3	4	4	4	3	4	4	4
Madeema Emanuel	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Dalton Fairchild	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Dakota Francis	3	4	2	4	1	4	4	4	3	4	4	4	2	4	4	4
Hannah Griffin	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Abby Hayes	1	4	2	4	2	4	4	4	4	4	4	2	4	4	4	4
Brandi Heberthal	2	4	1	4	1	4	4	4	4	4	4	4	2	4	4	4
Alyssa Hinson (C)	3	4	3	4	3	4	4	4	3	4	4	4	2	4	4	4
Victoria Hogen (C)	2	4	2	4	2	4	4	4	4	4	4	4	3	4	4	4
Dravyin John	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Daniel Kula	2	4	2	4	1	4	4	4	2	4	4	4	1	4	4	4
Elihu Leverage	2	4	1	4	1	4	4	4	2	4	4	4	1	4	4	4
Emily McCabeni	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Amyr McCall	3	4	3	4	3	4	4	4	3	4	4	4	3	4	4	4
Devin McGehee	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Ravi Minkak	2	4	3	4	3	4	4	4	3	4	4	4	3	4	4	4
Cody Morok	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Karla Monari (C)	3	4	3	4	3	4	4	4	3	4	4	4	3	4	4	4
Amber Palmer	1	4	1	4	1	4	4	4	2	4	4	4	1	4	4	4
Karlie Paterson	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Olivia Potts	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Sydney Reed	2	4	3	4	3	4	4	4	4	4	4	4	3	4	4	4
Madison Reine	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Xenia Ridgway	2	4	1	4	1	4	4	4	4	4	4	4	1	4	4	4
Elizabeth Schweth	3	4	3	4	2	4	4	4	3	4	4	4	2	4	4	4
Leah Shannon	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Robert Shirley	1	4	1	4	1	4	4	4	3	4	4	4	1	4	4	4
Alison Walbeck	2	4	4	4	1	4	4	4	4	4	4	4	2	4	4	4
Robert Walker	2	4	2	4	1	4	4	4	3	4	4	4	1	4	4	4
Janelle Weaver	1	4	4	4	1	4	4	4	4	4	4	4	2	4	4	4
Harper Wheeler	1	4	4	4	1	4	4	4	4	4	4	4	1	4	4	4
Acacia Woodley	1	4	1	4	1	4	4	4	2	4	4	4	1	4	4	4





Participant	Rhythmic	Melodic	Solfeggio
Madison Almes	1	4	4
James Berger	3	4	4
Myrissa Baskin-Perez	1	4	4
Cloe Bowser	1	4	4
Joseph Boehm	1	4	4
Ela Bumpas	1	4	4
Alaina Constantino	1	4	4
Angela Deyarmin (C)	1	4	4
Bridget Doyle (C)	3	4	4
MacKenna Emanuel	1	4	4
Daton Farinid	1	4	4
Dakota Francis	2	4	4
Hannah Griffin	1	4	4
Abby Hayes	1	4	4
Brandt Heberthal	1	4	4
Alyssa Hixon (C)	2	4	4
Victoria Hogan (C)	1	4	4
Drayn John	1	4	4
Daniel Kuria	3	4	4
Ellen Levesque	1	4	4
Emily McCallen	1	4	4
Amber McConnell	1	4	4
Dawn McLaughney	1	4	4
Ravi Mikeska	1	4	4
Cody Mizec	1	4	4
Kayla Moran (C)	3	4	4
Amber Palmer	1	4	4
Morgan Patterson	1	4	4
Isabella Prevete	2	4	4
Sydney Reed	1	4	4
Madison Reed	1	4	4
Xenia Ridgway	3	4	4
Elizabeth Schuch	2	4	4
Leah Shannon	1	4	4
Robert Shirley	1	4	4
Alison Walbeck	1	4	4
Robert Walbeck	1	4	4
Janelle Weaver	1	4	4
Harger Wheeler	1	4	4
Acacia Woodley	1	4	4

Sight Singing Assessment - Pre-Test

PI Targets: Focused Student Group (optional)	PI #1. Individual Vocal Assessment Task Students who demonstrate proficient or advanced levels on fewer than three criteria of the scoring rubric during the first quarter assessment will demonstrate improved scores in 3 out of 8 criteria, with no decrease in scores in the other five criteria. PI #2. Individual Sight Singing Task Students who demonstrate proficient or advanced levels on fewer than two criteria of the scoring rubric during the first quarter assessment will demonstrate improved scores in 1 out of 3 components, with no decrease in scores in the other five criteria.								
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.

Teacher Signature Chris Jhye Date 1/22/15 Evaluator Signature [Signature] Date 1-22-15

5b. Rating	<input type="checkbox"/> Distinguished (3) <input checked="" 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 Chris Jhye Date 6/2/14 Evaluator Signature [Signature] Date 6-2-14

