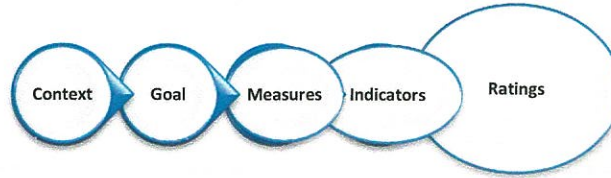# STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

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).

Context → Goal → Measures → Indicators → Ratings

1. Classroom Context

1a. Name	Christopher Lyons	1b. School	Blairsville Middle School	1c. District	Blairsville-Saltsburg SD
1d. Class/ Course Title	Band	1e. Grade Level	9-12	1f. Total # of Students	20
1g. Typical Class Size	10	1h. Class Frequency	Odd days 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 an instrumental performing ensemble.
2b. PA Standards	Music 9.1.12.A; 9.1.12.C
2c. Rationale	The quality and musicality of a band is dependent on each individual as a contributor to the collective whole.

3. Performance Measures (PM)

3a. Name	PM #1. Individual Playing Assessment Task	3b. Type	☒ District-designed Measures and Examinations ☐ Nationally Recognized Standardized Tests ☐ Industry Certification Examinations ☐ Student Projects ☒ Student Portfolios ☐ Other: Teacher-Created Assessment
3c. Purpose	**PM #1. Individual Playing Assessment Task** Individual playing 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 an instrumental performing ensemble.	3d. Metric	☐ Growth (change in student performance across two or more points in time) ☐ Mastery (attainment of a defined level of achievement) ☒ Growth and Mastery
3e. Administration Frequency	**PM #1. Individual Playing Assessment Task** Students will be assessed at the end of the first quarter and again at the end of the third quarter.	3f. Adaptations/ Accommodations	☒ IEP Per SDI ☒ Gifted IEP Per SDI ☐ ELL ☐ Other
3g. Resources/ Equipment	**PM #1. Individual Playing Assessment Task** • Current band repertoire, consisting of an eclectic representation of music from various styles, levels of difficulty, and written in various approaches.	3h. Scoring Tools	**PM #1. Individual Playing Assessment Task** Rubric

	• Each student will be given an assessment rubric • Basic recording device to record student assessments.		
3i. **Administration & Scoring Personnel**	**PM #1. Individual Playing Assessment Task** This assessment can be administered by an equivalent professional peer; it can also be administered by the student.	**3j.** **Performance Reporting**	**PM #1. Individual Playing Assessment Task** Summary list of students who achieve the performance indicator.

4. Performance Indicators (PI)		

4a. **PI Targets:** **All Student Group**	**PI #1. Individual Playing Assessment Task** Students will achieve proficient or advanced levels in 8 out of 10 criteria of the scoring rubric.		

Earned % at Starting Point	% of Growth at End Point	
61% +	Mastery at an 85%	Any student scoring a 61% or higher on the baseline (data point 1) will be expected to reach mastery.
41-60%	Improve at least 10%	
21-40%	Improve at least 15%	These students can be a focus group of students within one or more classes learning the same content.
0-20%	Improve at least 20%	

4b. **PI Targets:** **Focused Student Group** **(optional)**	**PI #1. Individual Playing Assessment Task** Students who demonstrate proficient or advanced levels on fewer than five criteria of the scoring rubric during the first quarter assessment will demonstrate improved scores in 6 out of 10 criteria, with no decrease in scores in the other five criteria.

4c. **PI Linked** **(optional)**	N/A	**4d.** **PI Weighting** **(optional)**	PI	Weight
			#1	75%
			#2	25%

5. Elective Rating				
5a. Level	*Failing* 0% to 69 % of students will meet the PI targets.	*Needs Improvement* 70% to 79% of students will meet the PI targets.	*Proficient* 80% to 89% of students will meet the PI targets.	*Distinguished* 90% to 100% of students will meet the PI targets.

Teacher Signature _____Date_____ Evaluator Signature _____Date_____

5b. Rating	☐ Distinguished (3) ☐ Proficient (2) ☐ Needs Improvement (1) ☐ Failing (0)	**Notes/Explanation**

Teacher Signature _____Date_____ Evaluator Signature _____Date_____

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Template #4-SLO Process Template – May 2014

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 Playing Assessment Task

	SLO Alignment				
b.	**Class/Course Title**	Band	c.	**Grade(s)/ Level**	9-12
d.	**PA Standards**	9.1.12.A, 9.1.12.C			
e.	**Performance Measure Purpose**	Individual playing 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 an instrumental 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**	• Current repertoire, consisting of an eclectic representation of music from various styles, levels of difficulty, and written in various approaches. • 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 play his/her part independently in an unaccompanied setting, exhibiting mastery and/or growth in such components as note accuracy, rhythmic accuracy, tone quality, musicality and style, intonation, articulation, phrasing, playing position, scales and tempo.
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 play either into a microphone or within the visual and audio range of a video camera.
2c.	**Requirements**	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**	Wind Instrument Performance Rubric

Wind Instrument Performance Rubric

Assessment Category	4	3	2	1
Note Accuracy	Performs all notes as written.	Performs with very few note mistakes.	Performs with several note mistakes.	Performs with many incorrect notes.
Rhythmic Accuracy	Performs all rhythms as written.	Performs with very few rhythmic mistakes.	Performs with several rhythmic mistakes.	Performs with many incorrect rhythms.
Tone Quality	Performs with a full, mature sound.	Performs with a characteristic tone quality.	Approaches a characteristic tone quality.	Performs with an uncharacteristic tone quality
Musicality and Style	Performs in a musically appropriate style.	Performs in a musically appropriate style most of the time.	Performs in a musically appropriate style some of the time.	Does not perform in a musically appropriate style.
Intonation	Performs all notes in tune.	Performs most notes in tune.	Performs some notes in tune.	Performs consistently out of tune.
Articulation	Performs all articulation markings accurately.	Performs most articulation markings accurately.	Performs some articulation markings accurately.	Not accurately performing articulation markings.
Phrasing	Consistently performs phrases with proper dynamics and breath control.	Performs most phrases with proper dynamics and breath control.	Performs phrases with inconsistent dynamics and breath control.	Performs phrases with little evidence of dynamics or breath control.
Playing Position	Performs with excellent head, body, hand, and feet placement.	Performs with acceptable head, body, hand, and feet placement.	Performs with inconsistent head, body, hand, and feet placement.	Performs with incorrect head, body, hand, and feet placement.
Scales	Performs with accurate notes and rhythm, in time and up to speed.	Performs with accurate notes and rhythm, in time, but slower.	Performs with some errors in notes, rhythm, time, or tempo.	Performs with many errors in notes, rhythm, time, or tempo.
Tempo	Performs at best possible speed without deviation.	Performs at steady speed, but faster or slower than indicated.	Tempo is not always steady	Starts and stops many times

NAME	Student #	Rhythm Pre-Test	Post-Test	Growth
Gracy Risinger	1	75%	100%	25%
Caleb Griffith	2	75%	100%	25%
Jordan Gill	3	75%	100%	25%
Rylan Fairchild	4	75%	100%	25%
David Baker	5	50%	50%	0%
Paige Clawson	6	75%	100%	25%
John Aaron	7	50%	100%	50%
Madeline Serwinsky	8	50%	50%	0%
Cole Stuchal	9	100%	100%	0%
Amy Wang	10	50%	100%	50%
Derrick Bryner	11	100%	100%	0%
Danika Davidson	12	100%	75%	-25%
Abigail Pynos	13	50%	100%	50%
Aiden Lamantia	14	50%	25%	-25%
Madison Repine	15	50%	75%	25%
Phoebe Ringler	16	100%	75%	-25%
Emma Shirley	17	75%	100%	25%
Kaitlyn Simpson	18	75%	100%	25%
Isaac Witmer	19	50%	100%	50%
Paige Podolski	20	50%	75%	25%
Payton Mlakar	21	75%	75%	0%
Adrian Escalona	22	100%	100%	0%
Sarah Detwiler	23	75%	50%	-25%
Jolene Cribbs	24	75%	100%	25%
Irish Bialas	25	50%	50%	0%
Frankie Benko	26	50%	100%	50%
Roman Podolski	27	50%	75%	25%
Olivia Potts	28	25%	75%	50%
Isabella Previte	29	75%	100%	25%
Ian Smyth	30	75%	100%	25%
Harper Wherer	31	100%	100%	0%
Joseph Boehm	32	75%	100%	25%
Victoria Hogan	33	50%	100%	50%
Raven Jones	34	75%	100%	25%
Daniel Kukula	35	100%	100%	0%

TOTAL Students (35)
22/35 = 63% showed growth
30 students demonstrate proficient or higher