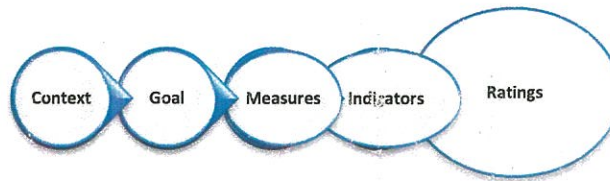


STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

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	BSSD
1d. Class/ Course Title	Band	1e. Grade Level	6-8	1f. Total # of Students	30
1g. Typical Class Size	10-20	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 an instrumental performing ensemble.
2b. PA Standards	Music 9.1.12.A; 9.1.12.C
2c. Rationale	The quality of 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	<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: _____		
3c. Purpose	PM #1: Individual Playing Assessment Task Individual playing assessments are appropriate for measuring a student's mastery of development of independent performance skills that prepare students to make a positive musical contribution in an instrumental 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 Playing Assessment Task Students will be assessed at the end for the first quarter and again at the end of the fourth quarter	3f. Adaptations/ Accommodations	<input checked="" type="checkbox"/> IEP <input type="checkbox"/> ELL	<input checked="" type="checkbox"/> Gifted IEP <input type="checkbox"/> Other	
3g. Resources/ Equipment	PM #1: Individual Playing Assessment Task Current band repertoire, consisting of a 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.
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4. Performance Indicators (PI)

4a. PI Targets: All Student Group	PI Target #1: Individual Playing Assessment Task Students will achieve proficient or advanced levels in 8 out of 10 criteria of the scoring rubric.						
	<table border="1"> <tr> <th>Earned % at Starting Point</th> <th>% of Growth at End Point</th> </tr> <tr> <td>61%</td> <td>Mastery at an 85%</td> </tr> </table>	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 master.
	Earned % at Starting Point	% of Growth at End Point					
	61%	Mastery at an 85%					
	<table border="1"> <tr> <td>41-60%</td> <td>Improve at least 10%</td> </tr> </table>	41-60%	Improve at least 10%				
41-60%	Improve at least 10%						
<table border="1"> <tr> <td>21-40%</td> <td>Improve at least 15%</td> </tr> </table>	21-40%	Improve at least 15%		These students can be a focus group of students within one or more classes learning the same content.			
21-40%	Improve at least 15%						
<table border="1"> <tr> <td>0-20%</td> <td>Improve at least 20%</td> </tr> </table>	0-20%	Improve at least 20%					
0-20%	Improve at least 20%						

4b. PI Targets: Focused Student Group (optional)	PI Target #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 5 criteria.
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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 ___ % of students will meet the PI targets.	<u>Needs Improvement</u> ___ % to ___ % of students will meet the PI targets.	<u>Proficient</u> ___ % to ___ % of students will meet the PI targets.	<u>Distinguished</u> ___ % 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 TASK FRAMEWORK

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

Performance Measure				
a.	Performance Measure Name	Individual Playing Assessment Task		
SLO Alignment				
b.	Class/Course Title	Band	c.	Grade(s)/ Level
				6-8
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 of development of independent performance skills that prepare students to make a positive musical contribution in an instrumental performing ensemble.		

Section 1. Administration (Teacher)		
1a.	Administration Frequency	Students will be assessed at the end for the first quarter and again at the end of the fourth 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 band repertoire, consisting of a representation of music from various styles, levels of difficulty, and written in various approaches.

Section 2. 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 band 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 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.

Section 3. Scoring (Teacher)		
3a.	Scoring Tools	Wind Instrument Rubric (attached)
3b.	Scoring Guidelines	Students will achieve proficient or advanced levels in 8 out of 10 criteria of the scoring

		rubric.
3c.	Score/Performance Reporting	Summary list of students who achieve the performance indicator.

Wind Instrument Performance Rubric

Assessment Category	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
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

