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| **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). |

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| 1. **Classroom Context** | | | | | |
| **1a. Name** | Christopher J. Lyons | **1b. School** | Juniata Valley High School | **1c. District** | Juniata Valley School District |
| **1d. Class/ Course Title** | Senior High Band | **1e. Grade Level** | 9, 10, 11, 12 | **1f. Total # of Students** | 15 |
| **1g. Typical**  **Class Size** | 10-15 students | **1h. Class Frequency** | Every other school day (Green/White) | **1i. Typical Class Duration** | 40 minutes |

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| 1. **SLO Goal** | |
| **2a. Goal Statement** | Students will demonstrate progress and improvement toward developing essential instrumental performance skills, with the goal of performing alone and with others in a variety of musical settings. These skills will vary dependent on the specific instrument learned. |
| **2b. PA Standards** | **PA Standards**  9.1.A. Know and use the elements and principles of each art form to create works in the arts and humanities.  9.1.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. C. Integrate and apply advanced vocabulary to the arts forms.  **National Core Arts Standards**  MU:Cr1.1 Generate and conceptualize artistic ideas and work  MU:Cr2.1 Organize and develop artistic ideas and work  MU:Cr3.2 Refine and complete artistic work  MU:Pr4.1 Analyze, interpret, and select artistic work for presentation  MU:Pr6.1.H.HS Convey meaning through the presentation of artistic work |
| **2c. Rationale** | The ability of a student to perform successfully on a musical instrument is dependent upon the development of specific essential skills. |

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| 1. **Performance Indicators (PI)** | | | |
| **3a. PI Targets: All Student Group** | **PI #1: High School Instrumental Music Individual Performance Assessment**  Students will achieve proficient or advanced levels in 5 out of 7 criteria of the scoring rubric.  **PI #2: Individual Sight Reading Task**  Students will achieve proficient or advanced levels in 2 out of 3 criteria indicated on the scoring rubric. | | |
| **3b. PI Targets: Focused Student Group** | **PI #1: High School Instrumental Music Individual Performance Assessment**  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 2 out of 7 criteria, with no decrease in scores in the other five criteria.  **PI #2: Individual Sight Reading 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. | | |
| **3c. PI Linked**  **(optional)** | N/A | **3d. PI Weighting**  **(optional)** | |  |  | | --- | --- | | **PI** | **Weight** | | #1 | 75% | | #2 | 25% | |

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| 1. **Performance Measures (PM)** | | | | | | |
| **4a. Name** | **PM #1: High School Instrumental Music Individual Performance Assessment**  **PM #2: Individual Sight Reading Task** | | **4b. Type** | District-designed Measures and Examinations  \_\_\_\_Nationally Recognized Standardized Tests  \_\_\_\_Industry Certification Examinations  \_\_\_\_Student Projects  X Student Portfolios  \_\_\_\_ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **4c. Purpose** | **PM #1: Individual Performance Assessment**  Individual assessments inform each student of his/her progress as an independent musician. The purpose of this assessment is to provide data regarding student progress in the development of essential instrumental skills. Recordings of performance will be placed in the students’ portfolio for their personal evaluation.  **PM #2: Individual Sight Reading Task**  Individual sight reading assessments are appropriate for measuring a student’s development of independent sight reading skills that prepare students to make a positive musical contribution in an instrumental performing ensemble. | | **4d. Metric** | Growth (change in student performance across two or more points in time)  Mastery (attainment of a defined level of achievement)  Growth and Mastery | | |
| **4e.**  **Administration**  **Frequency** | | **PM #1: Individual Performance Assessment**  Students will be evaluated four times per year (at the conclusion of each marking period).  **PM #2: Individual Sight Reading Task**  Students will be evaluated four times per year (at the conclusion of each marking period). | **4f. Adaptations/**  **Accommodations** | | IEP  ELL | Gifted IEP  Other |
| **4g. Resources/**  **Equipment** | | **PM #1: Individual Performance Assessment**  This should be performed in a room with adequate space; no other activities can occur while the assessment is in progress. A music stand and performance materials (sheet music) will be available. A basic audio/visual recording device will be available.  **PM #2: Individual Sight Reading Task**  Music to be sight-read – Teacher will provide music to be performed. | **4h. Scoring Tools** | | **PM #1: Individual Performance Assessment**  Instrumental Performance Assessment Student Evaluation Rubric  **PM #2: Individual Sight Reading Task**  Individual Sight Reading Rubric | |
| **4i. Administration & Scoring Personnel** | | **PM #1: Individual Performance Assessment**  An equivalent certified music teacher should do administration and scoring of the assessment.  **PM #2: Individual Sight Reading Task**  An equivalent certified music teacher should do administration and scoring of the assessment. | **4j. Performance Reporting** | | **PM #1: Individual Performance Assessment**  A summary list of student achievement of the performance indicator will be provided.  **PM #2: Individual Sight Reading Task**  A summary list of student achievement of the performance indicator will be provided. | |

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| 1. **Teacher Expectations** | | | | |
| **5a. Level** | ***Failing***  0% to 33% of students will meet the PI targets. | ***Needs Improvement***  33% to 65% of students will meet the PI targets. | ***Proficient***  66% to 89% of students will meet the PI targets. | ***Distinguished***  90% to 100% of students will meet the PI targets. |

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Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ Evaluator Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_

| **5b. Elective Rating** | Distinguished (3)  Proficient (2)  Needs Improvement (1)  Failing (0) | **Notes/Explanation** |
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Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ Evaluator Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_

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| **PERFORMANCE MEASURE**  **TASK FRAMEWORK TEMPLATE**  This template is used to organize performance tasks used in the SLO process. |

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| **Performance Measure** | | | | | |
| **a.** | **Performance Measure Name** | Individual Instrumental Performance Assessment | | | |
| **SLO Alignment** | | | | | |
| **b.** | **Class/Course Title** | Senior High Band | **c.** | **Grade(s)/ Level** | 9,10,11,12 |
| **d.** | **PA Standards** | **PA Standards** 9.1.A. Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.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. C. Integrate and apply advanced vocabulary to the arts forms.  **National Core Arts Standards** MU:Cr1.1 Generate and conceptualize artistic ideas and work MU:Cr2.1 Organize and develop artistic ideas and work MU:Cr3.2 Refine and complete artistic work MU:Pr4.1 Analyze, interpret, and select artistic work for presentation MU:Pr6.1.H.HS Convey meaning through the presentation of artistic work | | | |
| **e.** | **Performance Measure Purpose** | The ability of a student to perform successfully on a musical instrument is dependent upon the development of specific essential skills. | | | |

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| 1. **Administration (Teacher)** | | |
| **1a.** | **Administration Frequency** | Students will be evaluated four times per year (at the conclusion of each marking period). |
| **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** | This should be performed in a room with adequate space; no other activities can occur while the assessment is in progress. A music stand and performance materials (sheet music) will be available. A basic audio/visual recording device will be available. |

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| 1. **Process (Student)** | | |
| **2a.** | **Task Scenarios** | Each student will demonstrate an ability to play their 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 four separate occasions, each member of the ensemble will individually perform an 8-16 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** | 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. |

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| 1. **Scoring (Teacher)** | | |
| **3a.** | **Scoring Tools** | Instrumental Performance Assessment 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 instrument range. Extremes in range/lack of breath support 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 instrument. |
| **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 score that the instructor suggests musical score or which. | 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 plays 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 played in tune. Performance occasionally lacks a consistent tonal center. 3-4 pitches do not meet an acceptable level of intonation. | Most pitches are played 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.**  **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. |

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| **3b.** | **Scoring Guidelines** | An equivalent certified music teacher should do administration and scoring of the assessment. |
| **3c.** | **Score/Performance Reporting** | A summary list of student achievement of the performance indicator will be provided. |

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| **PERFORMANCE MEASURE**  **TASK FRAMEWORK TEMPLATE**  This template is used to organize performance tasks used in the SLO process. |

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| **Performance Measure** | | | | | |
| **a.** | **Performance Measure Name** | Individual Sight Reading Task | | | |
| **SLO Alignment** | | | | | |
| **b.** | **Class/Course Title** | Senior High Band | **c.** | **Grade(s)/ Level** | 9, 10, 11, 12 |
| **d.** | **PA Standards** | **PA Standards** 9.1.A. Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.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. C. Integrate and apply advanced vocabulary to the arts forms.  **National Core Arts Standards** MU:Cr1.1 Generate and conceptualize artistic ideas and work MU:Cr2.1 Organize and develop artistic ideas and work MU:Cr3.2 Refine and complete artistic work MU:Pr4.1 Analyze, interpret, and select artistic work for presentation MU:Pr6.1.H.HS Convey meaning through the presentation of artistic work | | | |
| **e.** | **Performance Measure Purpose** | Individual sight reading assessments are appropriate for measuring a student’s development of independent sight reading skills that prepare students to make a positive musical contribution in an instrumental performing ensemble. | | | |

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| 1. **Administration (Teacher)** | | |
| **1a.** | **Administration Frequency** | Students will be evaluated four times per year (at the conclusion of each marking period). |
| **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** | This should be performed in a room with adequate space; no other activities can occur while the assessment is in progress. A music stand and performance materials (sheet music) will be available. A basic audio/visual recording device will be available. |

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| 1. **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 instrument, 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. Student will be recorded using an audio/ video device. Students will be scored on their pitch, rhythmic and musical accuracy. |
| **2b.** | **Process Steps** | 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. When the student indicates they are ready, they will start the recording device and should begin.  3. 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 and melodic dictation. |
| **2d.** | **Products** | An audio or video/audio recording will be generated |

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| 1. **Scoring (Teacher)** | | |
| **3a.** | **Scoring Tools** | Sight Reading Rubric |

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

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| **3b.** | **Scoring Guidelines** | An equivalent certified music teacher should do administration and scoring of the assessment. |
| **3c.** | **Score/Performance Reporting** | A summary list of student achievement of the performance indicator will be provided. |