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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** | Malcolm Katzen | **1b. School** | Dorseyville MS | **1c. District** | Fox Chapel Area |
| **1d. Class/ Course Title** | 6th Grade Woodwinds | **1e. Grade Level** | 6 | **1f. Total # of Students** | 30 |
| **1g. Typical**  **Class Size** | 15 | **1h. Class Frequency** | 2 sessions per 6-day cycle for one year equaling a total of 60 sessions. | **1i. Typical Class Duration** | 45 min |

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| 1. **SLO Goal** | |
| **2a. Goal Statement** | SWBAT demonstrate musicality, technique, and ability on their woodwind instruments through concert repertoire and warm-ups exercises. |
| **2b. PA Standards** | http://www.pdesas.org/standard/views#25999 |
| **2c. Rationale** | Instrumental technique, musicianship, and ability are integral aspects of making music and can show student progress. |

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| 1. **Performance Measures (PM)** | | | | | | |
| **3a.**  **Name** | PM #1: Amusement Park Adventure  PM #2: Young America March  PM #3: B-flat warm-up  PM #4: Siyahamba  PM #5: | | **3b.**  **Type** | District-designed Measures and Examinations  Nationally Recognized Standardized Tests  Industry Certification Examinations  Student Projects  Student Portfolios  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **3c. Purpose** | PM #1: To be able to perform a multi-movement piece with different styles in the broad idea of one piece of music.  PM #2: To be able to perform a march with a key change and a D.S. al Fine.  PM #3: A routine warm-up exercise to demonstrate technique.  PM #4: Demonstrate the musical understanding of balance and blend throughout the ensemble  PM #5: | | **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: Throughout the 3rd nine-weeks marking period.  PM #2: Throughout the 3rd nine-weeks marking period.  PM #3: Throughout the entire year.  PM #4: Throughout the 3rd nine-weeks marking period.  PM #5: | **3f.**  **Adaptations/**  **Accommodations** | | IEP  ELL | Gifted IEP  Other |
| **3g.**  **Resources/**  **Equipment** | | PM #1: Metronome/Tuner  PM #2: Metronome/Tuner  PM #3: Metronome/Tuner  PM #4: Metronome/Tuner  PM #5: | **3h.**  **Scoring Tools** | | PM #1: Follow the STARS.  PM #2: Follow the STARS.  PM #3:  PM #4: Follow the STARS.  PM #5: | |
| **3i. Administration & Scoring Personnel** | | PM #1: Can be administered and scored by a Certified Music Teacher.  PM #2: Can be administered and scored by a Certified Music Teacher.  PM #3:  PM #4: Can be administered and scored by a Certified Music Teacher.  PM #5: | **3j.**  **Performance Reporting** | | PM #1: Report is reflected by “musical contribution” grade.  PM #2: Report is reflected by “musical contribution” grade.  PM #3: Report is reflected by “musical contribution” grade.  PM #4: Report is reflected by “musical contribution” grade.  PM #5: | |