**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

<table>
<thead>
<tr>
<th>1a. Name</th>
<th>Jolyn Meyer</th>
<th>1b. School</th>
<th>Harris High School</th>
<th>1c. District</th>
<th>Harris School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1d. Class/ Course Title</td>
<td>Digital Media Arts</td>
<td>1e. Grade Level</td>
<td>9-12</td>
<td>1f. Total # of Students</td>
<td>100</td>
</tr>
<tr>
<td>1g. Typical Class Size</td>
<td>25</td>
<td>1h. Class Frequency</td>
<td>Daily for one semester</td>
<td>1i. Typical Class Duration</td>
<td>50 minutes</td>
</tr>
</tbody>
</table>

### 2. SLO Goal

**2a. Goal Statement**

The goal of Digital Art SLO includes: (a) demonstrating and analyzing the use of digital media arts to imagine, create, and communicate; (b) demonstrating skills, techniques, elements and principles of the arts learned, studied, refined, and practiced; and (c) expressing experiences and ideas through the arts throughout time and across cultures.

**2b. PA Standards**

- 9.1.12.A: Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.
- 9.1.12.J: Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.

**2c. Rationale**

Student digital art portfolios provide a flexible format for students to demonstrate proficiency in digital media arts by incorporating the elements and principles of design using a variety of work samples.

### 3. Performance Measures (PM)

#### 3a. Name

**PM #1:** Digital Media Arts Portfolio

#### 3b. Type

- District-designed Measures and Examinations
- Nationally Recognized Standardized Tests
- Industry Certification Examinations
- Student Projects
- Student Portfolios
- Other: __________________________

#### 3c. Purpose

**PM #1:** See Digital Media Arts Portfolio Performance Task Framework

#### 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:** Digital Media Arts Portfolio

Once at the end of the semester

#### 3f. Adaptations/ Accommodations

- IEP
- ELL
- Gifted IEP
- Other
Accommodations will be afforded based on IEP or other specified district adaptation policies.

### 3g. Resources/Equipment

<table>
<thead>
<tr>
<th>PM #1: Digital Media Arts Portfolio</th>
<th>3h. Scoring Tools</th>
<th>PM #1: Digital Media Arts Portfolio Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to appropriate software and hardware, Digital Media Arts Portfolio rubric with exemplars, web-based portal for student portfolios, printed copies of student work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3i. Administration & Scoring Personnel

<table>
<thead>
<tr>
<th>PM #1: Digital Media Arts Portfolio</th>
<th>3j. Performance Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified visual arts teacher will administer and score the performance tasks.</td>
<td></td>
</tr>
</tbody>
</table>

Scores for all students will be reported in a summary report.

### 4. Performance Indicators (PI)

#### 4a. PI Targets: All Student Group

**PI Target #1**

Achieve *Advanced* or *Proficient* on all four dimensions of the Digital Media Arts Portfolio rubric.

#### 4b. PI Targets: Focused Student Group (optional)

#### 4c. PI Linked (optional)

#### 4d. PI Weighting (optional)

<table>
<thead>
<tr>
<th>PI</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
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<tr>
<td>#3</td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Elective Rating

#### 5a. Level

**Failing**

0% to 59% of students will meet the PI targets.

**Needs Improvement**

60% to 79% of students will meet the PI targets.

**Proficient**

80% to 94% of students will meet the PI targets.

**Distinguished**

95% 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 _____

Digital Media Arts Grades 9-12 Model-May 2014-FINAL-R
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PERFORMANCE MEASURE
TASK FRAMEWORK TEMPLATE

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

<table>
<thead>
<tr>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Performance Measure Name</td>
</tr>
<tr>
<td>b. Class/Course Title</td>
</tr>
<tr>
<td>c. Grade(s)/Level</td>
</tr>
<tr>
<td>d. PA Standards</td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>e. Performance Measure Purpose</td>
</tr>
</tbody>
</table>

1. Administration (Teacher)

1a. Administration Frequency | Once at the end of the semester |
1b. Unique Task Adaptations/Accommodations | Accommodations will be afforded based on IEP or other specified district adaptation policies. |
1c. Resources/Equipment | Access to appropriate software and hardware, Digital Media Arts Portfolio rubric with exemplars, web-based portal for student portfolios, printed copies of student work. |

2. Process (Student)

2a. Task Scenarios | Students choose a sampling of their digital media artwork created over the semester to assemble a digital media portfolio and present to a panel for critique. The digital media portfolio could include exemplars of student work utilizing Photoshop, Illustrator, RETAS, Flipbook Pro, iMovie, iPhoto, Photobooth, Garageband, and digital software. |
2b. Process Steps | 1. Students choose three of their best final assignments (from the assignments that they have completed over the course of the semester) to include in their electronic portfolio. |
| | 2. Students lead a presentation conference with a panel by presenting their portfolio, giving a rationale for their chosen works and communicating their personal aesthetic and artist’s voice/point of view, using the rubric as a tool. |
| | 3. The panel, consisting of a visual arts teacher, an administrator, and a community member or parent, offers critique to the student (Similar to senior career portfolio presentations), using the rubric to guide them. |
| | 4. The visual arts teacher scores the student portfolio with the Digital Media Arts Portfolio Rubric. |
2c. Requirements | Students have the opportunity to self-assess throughout the project’s development. The teacher provides formative feedback during the project. |
2d. Products | Digital media arts portfolio, online portfolio, artist statement |
### 3. Scoring (Teacher)

3a. **Scoring Tools**

Rubric with exemplars. The rubric is subdivided into four performance categories (*Advanced, Proficient, Basic, and Below Basic*) and measures key concepts, skills and techniques, and craftsmanship. A performance category is assigned to each dimension within the rubric.

### Digital Media Arts Portfolio Rubric

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Advanced 4</th>
<th>Proficient 3</th>
<th>Basic 2</th>
<th>Below Basic 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Elements and Principles and Use of Design Media - Skill/Technique</td>
<td>Portfolio demonstrates exceptional evidence of experimentation with medium, work is technically correct, and content is well developed. Work presented is beyond grade-level expectation in complexity.</td>
<td>Portfolio demonstrates competent use of digital arts medium; with evidence of experimentation with medium, work is technically correct, and content is developed.</td>
<td>Portfolio contains little evidence of experimentation with medium, work is technically correct, and content is developed in few of the works.</td>
<td>No evidence of experimentation with medium and/or contains technical errors. Content is not developed in any of the works.</td>
</tr>
<tr>
<td>Art Elements and Principles - Originality</td>
<td>Portfolio demonstrates a highly original approach; the majority of the works are innovative, unique, and complex.</td>
<td>Portfolio demonstrates some originality and innovation.</td>
<td>Portfolio demonstrates limited originality. Work presented is traditional.</td>
<td>Portfolio demonstrates no original ideas; works presented are imitations of others.</td>
</tr>
<tr>
<td>Art Elements and Principles - Communicate</td>
<td>Portfolio masterfully demonstrates the synthesis of ideas, content, and medium to communicate a clear and unique artist’s voice/point of view. The works viewed collectively present a strong personal aesthetic.</td>
<td>Portfolio demonstrates the use of the medium of digital arts to communicate a voice/point of view.</td>
<td>Portfolio fails to clearly demonstrate an understanding of the use of the digital arts to communicate a personal aesthetic and/or artist’s voice/point of view.</td>
<td>Portfolio lacks any communication of a personal aesthetic, artist’s voice/point of view.</td>
</tr>
<tr>
<td>Artist Statements - Theme, Skills and Technique, Terminology</td>
<td>Analyzes and articulates discoveries made in exploring the medium as well as materials used and steps in creating the artwork. Exceeds expectations for idea development by exploring multiple ideas; demonstrating advanced refinement of a selected idea; language and vocabulary is above grade level expectations.</td>
<td>Describes materials used and steps in creating the artwork. Analyzes and describes the use of the elements and principles of visual arts, using fundamental visual arts language and vocabulary consistent with grade level expectations.</td>
<td>Limited descriptions of materials used and/or steps in creating the artwork. Visual arts vocabulary may or may not be present. Ideas as described are difficult to understand, use of visual arts language is below grade level expectations.</td>
<td>Little or no evidence of a description of the process or the product.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Score</th>
<th>Teacher Score</th>
</tr>
</thead>
</table>

**3b. Scoring Guidelines**

The Digital Arts Media Portfolio Rubric will be given to the student at the beginning of the project. Certified teacher will administer and score the performance tasks.

**3c. Score/Performance Reporting**

Students will know their results for the project based on the scored rubric. Scores for all students will be reported in a summary report.