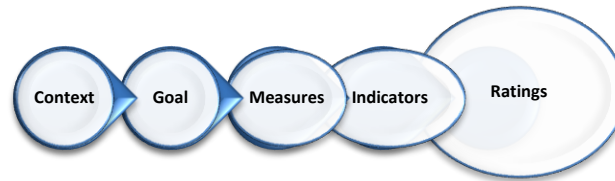


STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

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	Joanne E. Parker	1b. School	Harris Elementary School	1c. District	Harris School District
1d. Class/ Course Title	Art	1e. Grade Level	3	1f. Total # of Students	180
1g. Typical Class Size	30	1h. Class Frequency	1 every 6 days	1i. Typical Class Duration	40 minutes

2. SLO Goal

2a. Goal Statement	The goal of Grade 3 Art SLO includes: (a) demonstrating skills, techniques, elements and principles of the arts learned, studied, refined, and practiced; (b) using tools and resources as well as experiences and skills to create art; and (c) expressing experiences and ideas throughout time and across cultures.
2b. PA Standards	<p><u>9.1.3.A</u>: Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><u>9.1.3.C</u>: Recognize and use fundamental vocabulary within each of the art forms.</p> <p><u>9.4.3.D</u>: Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.</p>
2c. Rationale	The elements and principles of art are the foundation of visual communication. Analogous to grammar, the elements and principles are key to communicating ideas artistic messages, mood, and feeling.

3. Performance Measures (PM)

3a. Name	<p>PM #1: <u>Paper Weaving</u></p> <p>PM #2: <u>Abstract Still-Life Watercolor Painting</u></p> <p>PM #3: <u>Clay Cupcake</u></p>	3b. Type	<input type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input checked="" type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other: _____
3c. Purpose	<ul style="list-style-type: none"> PM #1: See <u>Paper Weaving</u> Performance Task Framework PM #2: See <u>Abstract Still-Life Watercolor Painting</u> Performance Task Framework PM #3: See <u>Clay Cupcake</u> Performance Task Framework 	3d. Metric	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input checked="" type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery

3e. Administration Frequency	<ul style="list-style-type: none"> • PM #1: Paper Weaving 2nd – 9 week grading period • PM #2: Abstract Still-Life Watercolor Painting 3rd – 9 week grading period • PM #3: Clay Cupcake 4th – 9 week grading period 	3f. Adaptations/ Accommodations	<input type="checkbox"/> IEP <input type="checkbox"/> ELL	<input type="checkbox"/> Gifted IEP <input type="checkbox"/> Other Accommodations will be afforded according to IEP, ELL, and 504 plans.
3g. Resources/ Equipment	<ul style="list-style-type: none"> • PM #1: Paper Weaving Construction paper, glue, scissors • PM #2: Abstract Still-Life Watercolor Painting Multi-purpose paper, watercolor paint • PM #3: Clay Cupcake Clay, glaze or paint, Model Magic 	3h. Scoring Tools	<ul style="list-style-type: none"> • PM #1: Paper Weaving Rubric • PM #2: Abstract Still-Life Watercolor Painting Rubric • PM #3: Clay Cupcake Rubric 	
3i. Administration & Scoring Personnel	<ul style="list-style-type: none"> • PM #1: Paper Weaving Certified art teacher can administer and score all performance tasks. • PM #2: Abstract Still-Life Watercolor Painting Certified art teacher can administer and score all performance tasks. • PM #3: Clay Cupcake Certified art teacher can administer and score all performance tasks. 	3j. Performance Reporting	<ul style="list-style-type: none"> • PM #1: Paper Weaving Scores for all students will be reported in a summative report. Individual students will receive a scored rubric. • PM #2: Abstract Still-Life Scores for all students will be reported in a summative report. Individual students will receive a scored rubric. • PM #3: Clay Cupcake Scores for all students will be reported in a summative report. Individual students will receive a scored rubric. 	

4. Performance Indicators (PI)

4a. PI Targets: All Student Group	<ul style="list-style-type: none"> • PI Target #1 Achieve <i>Advanced</i> or <i>Proficient</i> on all three dimensions of the <u>Paper Weaving</u> rubric. • PI Target #2 Achieve <i>Advanced</i> or <i>Proficient</i> on both dimensions of the <u>Abstract Still-Life Watercolor Painting</u> rubric. • PI Target #3 Achieve <i>Advanced</i> or <i>Proficient</i> on all three dimensions of the <u>Clay Cupcake</u> rubric. 								
4b. PI Targets: Focused Student Group (optional)									
4c. PI Linked (optional)		4d. PI Weighting (optional)	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">PI</th> <th style="width: 50%;">Weight</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td></td> </tr> <tr> <td>#2</td> <td></td> </tr> </tbody> </table>	PI	Weight	#1		#2	
PI	Weight								
#1									
#2									

5. Elective Rating

5a. Level	<u>Failing</u> 0% to 69% of students will meet the PI targets.	<u>Needs Improvement</u> 70% to 84% of students will meet the PI targets.	<u>Proficient</u> 85% to 94% of students will meet the PI targets.	<u>Distinguished</u> 95% 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 MEASURE TASK FRAMEWORK TEMPLATE

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

Performance Measure				
a.	Performance Measure Name	Paper Weaving Task		
SLO Alignment				
b.	Class/Course Title	Art	c.	Grade(s)/ Level
				3
d.	PA Standards	<p><u>9.1.3.A</u>: Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><u>9.1.3.C</u>: Recognize and use fundamental vocabulary within each of the art forms.</p> <p><u>9.4.3.D</u>: Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.</p>		
e.	Performance Measure Purpose	The Paper Weaving performance task is designed to evaluate student's ability to identify, apply, and understand the use of color, repetition, and contrast in order to create a specific artistic message, mood, or feeling. This project-based performance task will be administered once during the 2 nd 9-week grading period. The results provide one measure of student's knowledge and skills of the targeted PA Standard.		
1. Administration (Teacher)				
1a.	Administration Frequency	2 nd 9-week grading period		
1b.	Unique Task Adaptations/ Accommodations	Accommodations will be afforded according to IEP, ELL, and 504 plans.		
1c.	Resources/ Equipment	Construction paper, glue, scissors		
2. Process (Student)				
2a.	Task Scenarios	Student uses paper cutting and patterned weaving to create a paper artwork.		
2b.	Process Steps	<ol style="list-style-type: none"> 1. Student chooses colored paper to create a paper weaving. 2. Student cuts uniform paper strips to be used in the weaving. 3. Student weaves paper strips together (weft and warp) to create an original artwork. 4. Student creates an artist statement which: <ul style="list-style-type: none"> • describes and analyzes his/her use of the elements and principles of the arts in creating artwork, (including, background knowledge that influenced the creation of their artwork) • uses fundamental visual arts vocabulary • describes concepts symbolized by his/her artwork 		
2c.	Requirements	Student will use care, craftsmanship, and detail when incorporating the elements and principles of design into his/her work.		
2d.	Products	Paper weavings, artist statement		
3. Scoring (Teacher)				
3a.	Scoring Tools	Paper Weaving Scoring Rubric		

Paper Weaving Rubric

Elements and Principles: Composition	4 Advanced	Student's work shows a clear exploration of materials; not only are there sufficient paper strips in an alternating pattern, but the student has created a unique or complex pattern that exceeds grade level expectations.
	3 Proficient	Student has used sufficient paper strips that alternate in the correct pattern to create a paper weaving project.
	2 Basic	Student has used paper strips in an alternating pattern to create a weaving project; however, some required details of the project are lacking (i.e., not enough paper strips for weft, pattern not always alternating).
	1 Below Basic	Student has attempted to use alternating paper strips to create a paper weaving example; however, there are serious flaws (i.e., pattern might not be alternating, insufficient paper strips).
Elements and Principles: Workmanship	4 Advanced	Student has uniformly created neat, evenly cut paper strips and openings for warp and weft. Weft strips are adequate in amount to create a snug tightly woven pattern.
	3 Proficient	Student has neatly cut paper strips and openings for warp and weft. Weft strips are adequate in amount to create a pattern.
	2 Basic	Student has cut paper strips and openings for warp and weft, but lines might not be clean and even. Weft strips may or may not be adequate enough to create a pattern, weaving is not snug.
	1 Below Basic	Student has attempted to cut paper to create weft paper strips and warp openings; however, with limited success (i.e., weft strips are not adequate or snug, paper strips are not evenly cut, etc.).
Artist Statement: Theme, Communication Purpose	4 Advanced	Meets all of the criteria AND exceeds grade level expectations by making complex connections between artists, cultures, regions or styles studied in class and their own art making. Analyzes their process and articulates insights beyond grade level expectations. Identifies and reflects upon their reasons for creating the artwork.
	3 Proficient	Clearly communicates their reasons for creating the artwork, and explains their choice of materials to communicate ideas. Correctly identifies artists, cultures, regions and/or styles connected to the art making. Meets grade level expectations by listing multiple ideas OR selecting one idea and refining the idea; using fundamental visual arts vocabulary.
	2 Basic	Limited descriptions of the possible artists, cultures, regions and/or styles connected to the art making. Ideas as described are difficult to understand. Use of visual arts language is below grade level.
	1 Below Basic	Little or no articulation of sources of inspiration and/or influences involved in creating their work of art. Limited or no description of their reasons for creating their artwork.

3b.	Scoring Guidelines	The Paper Weaving Rubric will be given to the student at the beginning of the project. Certified art teacher can administer and score all performance tasks.
3c.	Score/Performance Reporting	Scores for all students will be reported in a summative report. Individual students will receive a scored rubric.

PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

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

Performance Measure				
a.	Performance Measure Name	Abstract Still-Life Watercolor Painting		
SLO Alignment				
b.	Class/Course Title	Art	c.	Grade(s)/ Level
				3
d.	PA Standards	<p><u>9.1.3.A</u>: Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><u>9.1.3.C</u>: Recognize and use fundamental vocabulary within each of the art forms.</p> <p><u>9.4.3.D</u>: Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.</p>		
e.	Performance Measure Purpose	The Abstract Still-Life Watercolor Painting performance task is designed to evaluate student's ability to identify, apply and understand the use of color, form, shape, line, and space in order to create a specific artistic message or mood or feeling. This project-based performance task will be administered once during the 3 rd 9-week grading period. The results provide one measure of student's knowledge and skills of the targeted PA standard.		
1. Administration (Teacher)				
1a.	Administration Frequency	3 rd 9-week grading period		
1b.	Unique Task Adaptations/ Accommodations	Accommodations will be afforded according to IEP, ELL, and 504 plans.		
1c.	Resources/ Equipment	Multi-purpose paper, watercolor paints		
2. Process (Student)				
2a.	Task Scenarios	Student composes an abstract still-life painting influenced by the works of Picasso and Mid-Century Cubist Artists. Student uses warm and cool colors with an emphasis on using positive space.		
2b.	Process Steps	<ol style="list-style-type: none"> 1. Student applies knowledge of form, shape, and line to plan an abstract, still-life painting inspired by a famous work. 2. Student creates preliminary sketches and executes his/her sketches on watercolor paper. 3. Student colors sketches using watercolor paints of their choice to express ideas. 4. Student creates an artist statement, which he/she: <ul style="list-style-type: none"> • describes and analyzes their use of the elements and principles of the arts in the creation of their artwork, (including background knowledge that influenced the creation of their artwork); uses fundamental visual arts vocabulary; describes concepts symbolized by their artwork 		
2c.	Requirements	This process will focus on the historical and cultural context of abstract art, the influence of modern artists and the use of materials and techniques to create original works of art.		
2d.	Products	Abstract still-life watercolor painting and artist statement		
3. Scoring (Teacher)				
3a.	Scoring Tools	Abstract Still-Life Watercolor Painting Rubric		

Abstract Still Life Watercolor Painting Rubric

Elements and Principles: Composition & Craftsmanship	4 Advanced	Student selects appropriate materials and techniques to skillfully utilize line, color, and emphasize positive space in the style of abstract Cubist art. Color choices, use of positive or negative space and the use of multiple perspectives to create an abstract image are skillfully utilized to evoke a mood or theme and create an artwork beyond grade level expectations.
	3 Proficient	Student selects appropriate materials and techniques to utilize line, color, positive space and perspective to create an abstract painting in the style of Cubist art. Warm or cool color choices appropriately support the theme or mood of the painting.
	2 Basic	Student painting attempts to imitate some elements of Cubist art; however, with limited use of line, color and positive space. Appropriate materials and techniques may or may not be utilized.
	1 Below Basic	Student painting shows little or no understanding of the elements of Cubist art and/or little or no use of line, color and positive space to support a theme or mood. Student may have difficulty choosing appropriate materials or techniques for this assignment.

Artist Statement: Theme, Communication Purpose	4 Advanced	Meets all of the criteria AND exceeds grade level expectations by making complex connections between artists, cultures, regions or styles studied in class and their own art making. Analyzes their process and articulates insights beyond grade level expectations. Identifies and reflects upon their reasons for creating the artwork.
	3 Proficient	Clearly communicates their reasons for creating the artwork, and explains their choice of materials to communicate ideas. Correctly identifies artists, cultures, regions and/or styles connected to the art making. Meets grade level expectations by listing multiple ideas OR selecting one idea and refining the idea; using fundamental visual arts vocabulary.
	2 Basic	Limited descriptions of the possible artists, cultures, regions and/or styles connected to the art making. Ideas as described are difficult to understand, use of visual arts language is below grade level.
	1 Below Basic	Little or no articulation of sources of inspiration and/or influences involved in creating their work of art. Limited or no description of their reasons for creating their artwork.

3b.	Scoring Guidelines	The Abstract Still-Life Watercolor Painting Rubric will be given to the student at the beginning of the project. Certified art teacher can administer and score all performance tasks.
3c.	Score/Performance Reporting	Scores for all students will be reported in a summative report. Individual students will receive a scored rubric.

PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

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

Performance Measure				
a.	Performance Measure Name	Clay Cupcake		
SLO Alignment				
b.	Class/Course Title	Art	c.	Grade(s)/ Level
				3
d.	PA Standards	<p><u>9.1.3.A</u>: Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><u>9.1.3.C</u>: Recognize and use fundamental vocabulary within each of the art forms.</p> <p><u>9.4.3.D</u>: Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.</p>		
e.	Performance Measure Purpose	The Clay Cupcake performance task is designed to evaluate student’s ability to identify, apply and understand the use of color, form, shape, line, and space in order to create a specific artistic message or mood or feeling. This project-based performance task will be administered once during the 4 th 9-week grading period. The results provide one measure of student’s knowledge and skills of the targeted PA standard.		
1. Administration (Teacher)				
1a.	Administration Frequency	4 th 9-week grading period		
1b.	Unique Task Adaptations/ Accommodations	Accommodations will be afforded according to IEP, ELL, and 504 plans.		
1c.	Resources/ Equipment	Clay, glaze or paint, and Model Magic		
2. Process (Student)				
2a.	Task Scenarios	Student uses clay and Model Magic to create a cupcake illustrating a theme of their choice.		
2b.	Process Steps	<ol style="list-style-type: none"> 1. Student creates a cupcake drawing centered on a chosen theme. 2. Student creates a pinch pot to create the base of their cupcake vessel and rolls a coil and attaches the coil in a spiral to create the top of their cupcake vessel. 3. Student paints the base and top of their cupcake based on their thematic drawing and uses Model Magic to create a topper based on their theme. 4. Student creates an artist statement which: <ul style="list-style-type: none"> • describes and analyzes their use of the elements and principles of the arts in the creation of their artwork, (including background knowledge that influenced the creation of their artwork) • uses fundamental visual arts vocabulary • describes concepts symbolized by their artwork 		
2c.	Requirements	Students will also use care, craftsmanship, and detail in incorporating the elements and principles of design into their work.		
2d.	Products	Cupcake drawing, clay cupcake sculpture, and artist statement		
3. Scoring (Teacher)				
3a.	Scoring Tools	Clay Cupcake Rubric		

Clay Cupcake Task Rubric

Principles and Elements: Workmanship	4 Advanced	The pinch pot walls have a consistent, even thickness and are a uniform height. The pinch pot is level and sits without rocking on the table. The coil is a uniform thickness from the base to the top. The coil is attached using the score and slip method. There are no gaps between coil layers. The cupcake topper is well constructed with no loose parts. The painting is neat and helps to establish and support the theme and topper. Looks edible.
	3 Proficient	The pinch pot walls are mostly of a consistent, even thickness and are a nearly uniform in height. The pinch pot is level and sits without rocking on the table. The coil is of mostly uniform thickness from the base to the top. The coil is attached using the score and slip method. There are 2 or less gaps between coil layers. The cupcake topper is well constructed with no loose parts. The painting is fairly neat and works with the theme and topper. Looks edible.
	2 Basic	The pinch pot walls are not a consistent, even thickness and are not uniform in height. The pinch pot is not level and does not sit without rocking on the table. The coil varies in thickness from the base to the top. The coil is attached partially through the score and slip method. The top does not fit on top of the bottom. There are 3 or more gaps between coil layers. The cupcake topper contains loose parts and is not attached appropriately to the cupcake top. The painting of the bottom and top of the cupcake do not relate to the theme of the cupcake and are poorly executed. Does not look edible.
	1 Below Basic	The pinch pot walls have varied wall thickness and do not support the top of the cupcake. The coil is incomplete and full of gaps. No attempt was made to attach the coils using the score and slip method. The cupcake has no cake topper.
Principles and Elements: Composition	4 Advanced	The cupcake drawing articulates a visual theme with the skillful use of color, form, and shape. The cupcake sculpture base, top, and decorative topper articulate a visual theme through the skillful use of color, form and shape. Unity is visible in all parts through the use of color, form, and shape, and clearly represented in both drawing and clay cupcake.
	3 Proficient	Cupcake drawing and 3-D Form show an understanding of how the elements of color, form, and shape, can work together within an artwork to support and unify a theme. Unity is visible in the cupcake top and topper but may be missing in the base. (Base may appear to be unrelated through the use of color).
	2 Basic	Cupcake drawing and 3-D Form show some understanding of use of color, form, and shape can work together to support and unify a theme.
	1 Below Basic	Cupcake drawing is incomplete and/or the use of elements of color, form, and shape to create unity are limited or non-existent.
Artist Statement: Theme, Communication Purpose	4 Advanced	Meets all of the criteria AND exceeds grade level expectations by making complex connections between artists, cultures, regions or styles studied in class and their own art making. Analyzes their process and articulates insights beyond grade level expectations. Identifies and reflects upon their reasons for creating the artwork.
	3 Proficient	Clearly communicates their reasons for creating the artwork, and explains their choice of materials to communicate ideas. Correctly identifies artists, cultures, regions and/or styles connected to the art making. Meets grade level expectations by listing multiple ideas OR selecting one idea and refining the idea; using fundamental visual arts vocabulary.
	2 Basic	Limited descriptions of the possible artists, cultures, regions and/or styles connected to the art making. Ideas as described are difficult to understand, use of visual arts language is below grade level.
	1 Below Basic	Little or no articulation of sources of inspiration and/or influences involved in creating their work of art. Limited or no description of their reasons for creating their artwork.

3b.	Scoring Guidelines	The Clay Cupcake Rubric will be given to the student at the beginning of the project. Certified art teacher can administer and score all performance tasks.
3c.	Score/Performance Reporting	Scores for all students will be reported in a summative report. Individual students will receive a scored rubric.