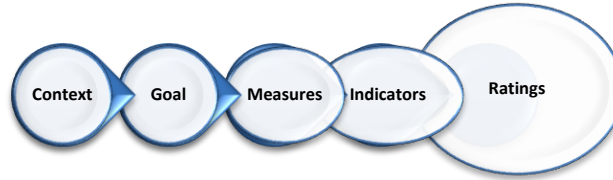


STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

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

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	<p><u>9.1.12.A</u>: Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><u>9.1.12.B</u>: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p><u>9.1.12.J</u>: Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.</p>
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: <u>Digital Media Arts Portfolio</u>	3b. Type	<input 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: See <u>Digital Media Arts Portfolio</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	PM #1: <u>Digital Media Arts Portfolio</u> Once at the end of the semester	3f. Adaptations/ Accommodations	<input checked="" type="checkbox"/> IEP <input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> Gifted IEP <input checked="" type="checkbox"/> Other	

			Accommodations will be afforded based on IEP or other specified district adaptation policies.
3g. Resources/ Equipment	PM #1: Digital Media Arts Portfolio Access to appropriate software and hardware, Digital Media Arts Portfolio rubric with exemplars, web-based portal for student portfolios, printed copies of student work.	3h. Scoring Tools	PM #1: Digital Media Arts Portfolio Rubric
3i. Administration & Scoring Personnel	PM #1: Digital Media Arts Portfolio Certified visual arts teacher will administer and score the performance tasks.	3j. Performance Reporting	PM #1: Digital Media Arts Portfolio 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 <i>Advanced</i> or <i>Proficient</i> on all four dimensions of the <u>Digital Media Arts Portfolio</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: 20%;">PI</th> <th style="width: 20%;">Weight</th> </tr> </thead> <tbody> <tr><td>#1</td><td></td></tr> <tr><td>#2</td><td></td></tr> <tr><td>#3</td><td></td></tr> <tr><td>#4</td><td></td></tr> <tr><td>#5</td><td></td></tr> </tbody> </table>	PI	Weight	#1		#2		#3		#4		#5		
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5. Elective Rating

5a. Level	<u>Failing</u> 0% to 59% of students will meet the PI targets.	<u>Needs Improvement</u> 60% to 79% of students will meet the PI targets.	<u>Proficient</u> 80% 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	Digital Media Arts Portfolio		
SLO Alignment				
b.	Class/Course Title	Digital Media Arts	c.	Grade(s)/ Level
				9-12
d.	PA Standards	<p><u>9.1.12.A:</u> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><u>9.1.12.B:</u> Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p><u>9.1.12.J:</u> Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.</p>		
e.	Performance Measure Purpose	The Digital Media Arts Portfolio performance task is designed to evaluate student skill and technique in the use of the elements and principles of design to creatively communicate one's ideas through digital media. This project-based performance task will be administered once at the end of the semester. Results will be used to evaluate set Student Learning Objectives designed as part of the PA teacher evaluation system.		
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 <i>Photoshop</i> , <i>Illustrator</i> , <i>RETAS</i> , <i>Flipbook Pro</i> , <i>iMovie</i> , <i>iPhoto</i> , <i>Photobooth</i> , <i>Garageband</i> , and digital software.		
2b.	Process Steps	<ol style="list-style-type: none"> 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 (<i>Advanced, Proficient, Basic, and Below Basic</i>) and measures key concepts, skills and techniques, and craftsmanship. A performance category is assigned to each dimension within the rubric.
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Digital Media Arts Portfolio Rubric

Dimension	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Art Elements and Principles and Use of Design Media - Skill/Technique	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.	Portfolio demonstrates competent use of digital arts medium; with evidence of experimentation with medium, work is technically correct, and content is developed.	Portfolio contains little evidence of experimentation with medium, work is technically correct, and content is developed in few of the works.	No evidence of experimentation with medium and/or contains technical errors. Content is not developed in any of the works.
Art Elements and Principles - Originality	Portfolio demonstrates a highly original approach; the majority of the works are innovative, unique, and complex.	Portfolio demonstrates some originality and innovation.	Portfolio demonstrates limited originality. Work presented is traditional.	Portfolio demonstrates no original ideas; works presented are imitations of others.
Art Elements and Principles - Communicate	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.	Portfolio demonstrates the use of the medium of digital arts to communicate a voice/point of view.	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.	Portfolio lacks any communication of a personal aesthetic, artist's voice/point of view.
Artist Statements - Theme, Skills and Technique, Terminology	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.	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.	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.	Little or no evidence of a description of the process or the product.
Student Score				
Teacher Score				

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.