

Teacher Name	Teacher 1	Date	
School	Campus A	Appraiser Name	
Grade	K-5	Subject Area	Elementary Visual Art

*Create your skill statement based on what your students should know and what they are able to show.*

**B. List three foundational skills your students need to successfully learn for this content area/subject**

- Ability to use contour lines and correct proportions when drawing objects.  
Foundational because students must first capture shape and size relationships accurately.

- Ability to apply a range of values (light → dark) to create depth and dimension. Builds on proportion by adding realism and three-dimensional quality.

- Ability to arrange objects within a space and represent foreground, middle ground, and background.  
Foundational for moving beyond single objects into balanced, purposeful artwork

*Identify and list students meeting the standard of previous years' performance based on the foundational skills. Use multiple sources of evidence/data to map each student to the appropriate proficiency level.*

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## D: What are the expected skills students need to know and show across all five levels by the end of the year

- a. Complete the Targeted Student Skill Profile below, create a progression rubric that would describe your expectations for what this particular group of students' performance will look like at the end of the interval. *For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval.* This Targeted Skill Profile will be utilized to measure student performance at each check-in to determine growth at the end of the interval.

SLO Skill Statement	Students will create original artworks that communicate ideas, stories, or emotions through purposeful use of the elements of art (line, color, shape, texture, and space) across a variety of media.
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard Well above typical skill	Artwork demonstrates <b>intentional and original use of 4 or more art elements</b> (color, line, shape, texture, and/or space). Artwork communicates an idea, story, or emotion that is <b>consistently recognizable</b> . Use of elements shows <b>clarity and complexity</b> such as layering, contrast, or balance that strengthens the expression. The overall composition reflects <b>planning and purposeful arrangement</b> of elements to reinforce meaning.
Level 4: Meeting Standard Above typical skill	Artwork demonstrates thoughtful use of any three art elements (line, color, shape, texture) and design principles (balance, contrast, emphasis) to communicate a clear idea, story, or recognizable emotion.
Level 3: Approaching Standard Typical skill	Artwork uses at least two elements of art consistently to communicate a recognizable idea, story, or simple emotion. Viewers can usually identify the intended meaning, and the student can explain their choices (e.g., "I used red for anger").
Level 2: High Did Not Meet Standard Below typical skill	Artwork shows some attempt to use color, line, or shape to suggest an idea or feeling, but the connection is unclear or inconsistent.  Student can state what they were trying to show but evidence is limited.
Level 1: Low Did Not Meet Standard Well below typical skill	Artwork shows little or no intentional use of elements of art. Choices of color, line, and shape are mostly random, with no clear idea or emotion expressed.

b. Describe what you will include in the body of evidence (BOE) that will establish students' skill levels at the end of the interval?  
Describe the measures to be used and how they are aligned with the skills identified in the SLO.

The Body of Evidence will include a collection of student artworks gathered across the instructional interval, with at least one sample collected at each of five designated check-ins. These works will demonstrate students' application of the elements of art (line, color, shape, texture, and space) to communicate ideas, stories, or emotions.

The culminating end-of-interval artwork will serve as the anchor evidence for determining final skill levels. All student work samples will be evaluated using the Elementary Art Targeted Skill Profile (TSP), which measures progression from limited use of art elements (Level 1) to intentional and complex application of multiple elements (Level 5).

This evidence aligns directly with the skill statement, as it requires students to demonstrate through observable artwork how they use art elements to express meaning. Independent raters will be able to apply the TSP consistently to determine growth across the year.

## E. How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?
- What strategies will you use to monitor progress? How will you document your body of evidence for each student?
- Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

Notes (Optional)

### a. Differentiation for Highest/Lowest Performing Students

For students in the lowest-performing group, instruction will focus on targeted practice with individual elements of art (e.g., guided exercises on line variety or color use) and providing visual exemplars to build confidence. Students in the highest-performing group will be given opportunities to integrate multiple art elements and experiment with composition to communicate more complex ideas or layered emotions. All students will be guided toward their targeted growth goals by engaging in scaffolded projects that increase in complexity over time, aligned to the Targeted Skill Profile (TSP).

### b. Strategies to Monitor Progress & Documentation of BOE

Progress will be monitored through five check-ins during the instructional interval. At each check-in, a student artwork will be collected as part of the Body of Evidence (BOE). Artworks will be dated, labeled, and stored in individual student portfolios (physical or digital). Teachers will reference the Elementary Art TSP to note each student's demonstrated level at the time of the check-in. This documentation will ensure growth can be tracked consistently across the year and reviewed by independent raters.

### c. Plan for Conferencing with Colleagues

The art teacher will meet with the grade-level team and instructional coach at least once per grading period to review student progress toward growth goals. These meetings will include sharing student work samples, calibration discussions using the TSP, and identifying strategies to support students at different performance levels. Notes, feedback, and best practices will be documented and shared through a common digital platform (e.g., Google Drive folder or district LMS) to ensure transparency and collaboration across the team.

## Student Learning Objectives Review & Approval

*By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.*

Comments	Decision
	<input type="checkbox"/> Approved <input type="checkbox"/> Revise and Resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	<input type="checkbox"/> <input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date

