

Teacher Name	Teacher 1	Date	
School	Campus A	Appraiser Name	
Grade	9 th – 12 th	Subject Area	Art 1

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

- 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 demonstrate growth in observational drawing skills by accurately using line, proportion, and shading to represent three-dimensional forms in a two-dimensional drawing.
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard Well above typical skill	Produces highly accurate, proportionate drawings with advanced shading techniques that show a full range of values and depth. Demonstrates strong composition with balanced placement and spatial awareness.
Level 4: Meeting Standard Above typical skill	Produces mostly accurate drawings with correct proportions and consistent shading that creates some depth. Composition is purposeful and demonstrates basic spatial relationships.
Level 3: Approaching Standard Typical skill	Produces drawings with partial accuracy; proportions show some errors but basic form is recognizable. Shading is emerging with limited value range. Composition is present but lacks balance or depth.
Level 2: High Did Not Meet Standard Below typical skill	Produces drawings with frequent proportion errors and minimal shading; little attempt at depth. Composition is limited to basic placement without awareness of space.
Level 1: Low Did Not Meet Standard Well below typical skill	Produces drawings with little to no accuracy in proportion; no evidence of shading or composition. Work remains flat and undeveloped.

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.

At the end of the interval, I will collect a **combination of performance-based assessments, student work samples, and rubric-aligned tasks** that directly measure the targeted skills identified in the SLO. The BOE will include:

- **Final Performance Task or Project:** Students will complete a culminating task that requires them to demonstrate mastery of the identified skill(s). The task will be scored using the same rubric introduced at the beginning of the interval, ensuring alignment to the targeted skills.
- **Selected Work Samples:** Representative samples of student work (essays, lab reports, problem sets, artistic products, or recorded performances) will be included to show growth and final proficiency.
- **Assessment Data:** End-of-unit or benchmark assessment results that measure the same learning objectives identified in the SLO will be part of the evidence.
- **Rubric Alignment:** All measures are directly tied to the skill statements in the SLO. The rubric descriptors for proficiency, developing, and mastery are used consistently from the baseline to the end of the interval, providing a clear growth trajectory.

This collection of evidence ensures that student skill levels are captured through **multiple, aligned measures** that are both authentic to the content area and anchored in the SLO rubric.

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- and Lowest-Performing Students

For students in the **highest-performing group**, I will provide **extension projects** that incorporate more complex compositions, mixed media, and independent research into art styles to deepen their mastery. For students in the **lowest-performing group**, I will scaffold instruction by breaking down skills into smaller steps, providing guided practice with feedback, and using visual exemplars and modeling. For all students, I will guide them toward growth goals by consistently using the Targeted Skills Profile (TSP) to set clear, individualized expectations and celebrate incremental growth.

b. Strategies to Monitor Progress & Document BOE

I will monitor progress through **five check-ins**, aligned with the SLO structure. At each check-in, I will collect at least one student work sample (drawing, shading study, or composition) and score it against the TSP rubric. This will provide evidence of growth and highlight areas for reteach or extension. Documentation will be maintained in the **SLO Tracker**, where each student's evidence is logged, scored, and reviewed during reflection.

c. Plan for Conferencing with Colleagues

I will collaborate with my **Fine Arts PLC team** (Art I and Art II teachers) and include my **department chair/appraiser** as needed. We will meet **monthly** to review student work samples, compare rubric scoring for calibration, and share strategies for differentiation. Notes, exemplars, and feedback will be shared via a **shared digital folder (Google Drive/OneDrive)** to ensure consistency and to build a bank of instructional resources.

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

