

Student Learning Objectives (SLO) Form

Teacher Name	Teacher 1	Date	Date	
School	Campus A	Appraiser Name		
Grade	3 rd	Subject Area	Music	

A. What is your SLO Skill Statement for this content area/subject?

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

The students will analyze, perform, and appreciate diverse musical elements. Students will categorize and explain instrument families, identify musical forms aurally, and perform or explore folk songs from American and local cultures. Additionally, they will recognize and connect music from various genres, styles, and periods to its cultural context

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

1. Instrument Classification and Description
2. Musical Form Recognition
3. Performance of Cultural Repertoire

C. Initial Student Mapping

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.

Quintile 1 - Level 1 Low Did Not Meet Previous Year's Standard Intervention Required	Quintile 2 - Level 2 High Did Not Meet Previous Year's Standard Intervention Required	Quintile 3 - Level 3 Approaching Previous Year's Standard	Quintile 4 - Level 4 Meeting Previous Year's Standard	Quintile 5 - Level 5 Mastered Previous Year's Standard
Total # of Students:	Total # of Students:	Total # of Students:	Total # of Students:	Total # of Students:

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	The students will analyze, perform, and appreciate diverse musical elements. Students will categorize and explain instrument families, identify musical forms aurally, and perform or explore folk songs from American and local cultures. Additionally, they will recognize and connect music from various genres, styles, and periods to its cultural context.
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard Well above typical skill	Categorizes all instrument families correctly and explains at least 4 characteristics for each. Identifies all musical forms in 4/4 examples with 100% accuracy. Performs all four required folk songs from memory with 95–100% pitch and rhythm accuracy, applying all required expressive elements without prompts.
Level 4: Meeting Standard Above typical skill	Categorizes all instrument families correctly and explains at least 4 characteristics for each. Identifies all musical forms in 4/4 examples with 100% accuracy. Performs all four required folk songs from memory with 95–100% pitch and rhythm accuracy, applying all required expressive elements without prompts.
Level 3: Approaching Standard Typical skill	Categorizes at least 3 instrument families correctly and explains at least 2 characteristics for each. Identifies musical forms in 4/4 examples with 65–79% accuracy. Performs at least three required folk songs from memory with 65–79% pitch and rhythm accuracy, applying at least one expressive element with prompting.
Level 2: High Did Not Meet Standard Below typical skill	Categorizes only 1–2 instrument families correctly with 1 characteristic each. Identifies musical forms in 4/4 examples with 50–64% accuracy. Performs two or fewer required folk songs from memory with 50–64% pitch and rhythm accuracy, applying one expressive element inconsistently.
Level 1: Low Did Not Meet Standard Well below typical skill	Cannot correctly categorize instrument families or provide accurate characteristics. Identifies musical forms with less than 50% accuracy. Performs fewer than two required folk songs from memory with less than 50% pitch and rhythm accuracy, without applying expressive elements.

- 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.

Instrument Discovery Packet, Identify the instrument family. Provide three characteristics (sound production method, material, pitch range). Listening Log-During the same session, students will listen to 4 short music excerpts (two simple songs and two larger works) representing AB, ABA, or ABAC forms.

Students will:

1. Identify the form by writing letter sequences (A, B, C) in the correct order.
2. Mark section changes in real time on their listening log.

Students will perform four prepared folk songs (two American, two local cultural) from memory. Performance will be graded using a Performance Rubric assessing:

- Memorization (performed without sheet music)
- Pitch accuracy
- Rhythm accuracy
- Use of **at least two expressive elements** (dynamics, articulation, tempo changes)

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)

Highest-performing students will receive enrichment through advanced musical form analysis, additional cultural repertoire, and composition opportunities, while lowest-performing students will engage in scaffolded small-group instruction, visual aids, and extended guided practice. All students will follow a sequenced plan with clear checkpoints, using modeling, guided practice, and gradual release to ensure progress toward growth goals. Progress will be monitored through formative checks, performance rubrics, and tracking charts measuring accuracy in instrument identification, form recognition, and performance skills. Each student's work will be documented in an SLO portfolio containing the Instrument Discovery Packet, Listening Logs, and performance rubrics from midpoint and final assessments. Collaboration will occur monthly with music teachers, the fine arts coordinator, and the campus instructional coach, with additional meetings at key assessment points. Notes, best practices, and feedback will be shared via a collaborative online platform to maintain consistency and transparency.

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"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date

