

## PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

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

Performance Measure					
<b>a.</b>	<b>Performance Measure Name</b>	<b>PM #1 Steamed Green Vegetables Assessment</b>			
SLO Alignment					
<b>b.</b>	<b>Class/Course Title</b>	Culinary Arts	<b>c.</b>	<b>Grade(s) / Level</b>	11
<b>d.</b>	<b>PA Standards</b>	POS Institutional Food Worker Standards CIP 12.0508 <ul style="list-style-type: none"> <li>101-104, 106, 110-111</li> <li>201-203, 208</li> <li>601-603</li> <li>801-802</li> <li>1201-1202, 1205-1206</li> <li>1307</li> <li>1605</li> <li>2002-2003</li> <li>2208, 2209, 2232</li> </ul>			
<b>e.</b>	<b>Performance Measure Purpose</b>	Evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills/care, <i>mise en place</i> , safety and sanitation, presentation and quality.			

1. Administration (Teacher)		
<b>1a.</b>	<b>Administration Frequency</b>	Each of the four performance measures will be administered a minimum of two times throughout the school year.
<b>1b.</b>	<b>Unique Task Adaptations/ Accommodations</b>	District policy will be followed.
<b>1c.</b>	<b>Resources/ Equipment</b>	Industry related tools and equipment; recipe ingredients.
2. Process (Student)		
<b>2a.</b>	<b>Task Scenarios</b>	Students will prepare steamed green vegetables, demonstrating their proficiency in the following competencies: Following a recipe/ recipe conversion, Knife Skills/ Knife Care, Large and small equipment recognition and utilization, Sanitation and safety, Final Product Presentation, and Product Quality- Taste.
<b>2b.</b>	<b>Process Steps</b>	1. Prepare steamed vegetables ensuring the exterior and interior color is correct and the texture is appropriate. 2. Present the finished project using appropriate and attractive plate presentation.



<b>2c. Requirements</b>	Students must accurately select and use correct ingredients and appropriate equipment. Students will be evaluated on Steamed Green Vegetable preparation at least twice a semester.
<b>2d. Products</b>	Completed project: steamed green vegetables.

### 3. Scoring (Teacher)

<b>3a. Scoring Tools</b>	Steamed Green Vegetables Assessment Rubric
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#### Culinary Arts Grade 11 SLO Student Rubric (CIP 12.0508)

STUDENT'S NAME: \_\_\_\_\_

PRODUCT: Steamed Green Vegetables

TOTAL SCORE: \_\_\_\_\_

COMPETENCY	<i>Advanced</i>	<i>Proficient</i>	<i>Basic</i>
Following Recipe	Followed perfectly = 9-10	1 Error = 6-8	2 Errors = 3-5
Large and Small Equipment Recognition & Use	Equipment and/or hand tools used perfectly = 9-10	Imperfect but satisfactory use of equipment/tool = 6-8	Unsatisfactory use of equipment/tool or wrong tool the job = 3-5
Knife Skills/ Knife Care	Proper use and care of knife = 9-10	Imperfect but satisfactory use and care of knife = 6-8	Unsatisfactory use and care of the knife = 3-5
Mise En Place	Everything perfectly in its place before production = 9-10	1 necessary item missing = 6-8	2 necessary items missing = 3-5
Safety & Sanitation	Product completed with NO sanitation or safety violations =9-10	1 sanitation or safety violation = 6-8	2 sanitation or safety violation = 3-5
Final Product Presentation	Exceeds industry standards = 9-10	Meets industry standards = 6-8	Below industry standards = 3-5
Product Quality – Taste	Taste exceeds industry standards = 9-10	Taste meets industry standards = 6-8	Taste is below industry standards = 3-5
<b>TOTALS</b>			

<b>3b. Scoring Guidelines</b>	Students will score proficient or above on all seven competencies.
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<b>3c. Score/Performance Reporting</b>	Summary report of students who meet the individual performance indicators.
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## PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

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

Performance Measure				
<b>a.</b>	<b>Performance Measure Name</b>	<b>PM #2 Rice Pilaf Assessment</b>		
SLO Alignment				
<b>b.</b>	<b>Class/Course Title</b>	Culinary Arts	<b>c.</b>	<b>Grade(s) / Level</b>
				11
<b>d.</b>	<b>PA Standards</b>	POS Institutional Food Worker Standards CIP 12.0508 <ul style="list-style-type: none"> <li>101-104, 106, 110-111</li> <li>201-203, 208</li> <li>601-603</li> <li>801-802</li> <li>1201-1202, 1205-1206</li> <li>1307</li> <li>1605</li> <li>2002-2003</li> <li>2208, 2209, 2232</li> </ul>		
<b>e.</b>	<b>Performance Measure Purpose</b>	Evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills/care, <i>mise en place</i> , safety and sanitation, presentation and quality.		

### 1. Administration (Teacher)

<b>1a.</b>	<b>Administration Frequency</b>	Each of the four performance measures will be administered a minimum of two times throughout the school year.
<b>1b.</b>	<b>Unique Task Adaptations/ Accommodations</b>	District policy will be followed.
<b>1c.</b>	<b>Resources/ Equipment</b>	Industry related tools and equipment; recipe ingredients.

### 2. Process (Student)

<b>2a.</b>	<b>Task Scenarios</b>	Students will prepare rice pilaf, demonstrating their proficiency in the following competencies: Following a recipe/ recipe conversion, Knife Skills/ Knife Care, Large and small equipment recognition and utilization, Sanitation and safety, Final Product Presentation, and Product Quality- Taste.
<b>2b.</b>	<b>Process Steps</b>	1. Accurately prepare Rice Pilaf ensuring the exterior and interior color is correct and the texture is appropriate. 2. Present the finished project using appropriate and attractive plate presentation.



<b>2c.</b>	<b>Requirements</b>	Students must accurately select and use correct ingredients and appropriate equipment. Students will be evaluated on Rice Pilaf preparation at least twice a semester.
<b>2d.</b>	<b>Products</b>	Completed project: Rice Pilaf

### 3. Scoring (Teacher)

<b>3a.</b>	<b>Scoring Tools</b>	Rice Pilaf Assessment Rubric
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#### Culinary Arts Grade 11 SLO Student Rubric (CIP 12.0508)

STUDENT'S NAME: \_\_\_\_\_

PRODUCT: Rice Pilaf

TOTAL SCORE: \_\_\_\_\_

COMPETENCY	<i>Advanced</i>	<i>Proficient</i>	<i>Basic</i>
Following Recipe	Followed perfectly = 9-10	1 Error = 6-8	2 Errors = 3-5
Large and Small Equipment Recognition & Use	Equipment and/or hand tools used perfectly = 9-10	Imperfect but satisfactory use of equipment/tool = 6-8	Unsatisfactory use of equipment/tool or wrong tool the job = 3-5
Knife Skills/ Knife Care	Proper use and care of knife = 9-10	Imperfect but satisfactory use and care of knife = 6-8	Unsatisfactory use and care of the knife = 3-5
Mise En Place	Everything perfectly in its place before production = 9-10	1 necessary item missing =6-8	2 necessary items missing = 3-5
Safety & Sanitation	Product completed with NO sanitation or safety violations =9-10	1 sanitation or safety violation = 6-8	2 sanitation or safety violation = 3-5
Final Product Presentation	Exceeds industry standards = 9-10	Meets industry standards = 6-8	Below industry standards = 3-5
Product Quality – Taste	Taste exceeds industry standards = 9-10	Taste meets industry standards = 6-8	Taste is below industry standards = 3-5
<b>TOTALS</b>			

<b>3b.</b>	<b>Scoring Guidelines</b>	Students will score proficient or above on all seven competencies.
<b>3c.</b>	<b>Score/Performance Reporting</b>	Summary report of students who meet the individual performance indicators.



## PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

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

Performance Measure				
<b>a.</b>	<b>Performance Measure Name</b>	PM #3 Chicken Florentine Assessment		
SLO Alignment				
<b>b.</b>	<b>Class/Course Title</b>	Culinary Arts	<b>c.</b>	<b>Grade(s) / Level</b>
				11
<b>d.</b>	<b>PA Standards</b>	POS Institutional Food Worker Standards CIP 12.0508 <ul style="list-style-type: none"> <li>• 101-104, 106, 110-111</li> <li>• 201-203, 208</li> <li>• 601-603</li> <li>• 801-802</li> <li>• 1201-1202, 1205-1206</li> <li>• 1307</li> <li>• 1605</li> <li>• 2002-2003</li> <li>• 2208, 2209, 2232</li> </ul>		
<b>e.</b>	<b>Performance Measure Purpose</b>	Evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills/care, <i>mise en place</i> , safety and sanitation, presentation and quality.		

1. Administration (Teacher)		
<b>1a.</b>	<b>Administration Frequency</b>	Each of the four performance measures will be administered a minimum of two times throughout the school year.
<b>1b.</b>	<b>Unique Task Adaptations/ Accommodations</b>	District policy will be followed.
<b>1c.</b>	<b>Resources/ Equipment</b>	Industry related tools and equipment; recipe ingredients.
2. Process (Student)		
<b>2a.</b>	<b>Task Scenarios</b>	Students will prepare Chicken Florentine with Tomato Concasse, demonstrating their proficiency in the following competencies: Following a recipe/ recipe conversion, Knife Skills/ Knife Care, Large and small equipment recognition and utilization, Sanitation and safety, Final Product Presentation, and Product Quality- Taste.
<b>2b.</b>	<b>Process Steps</b>	1. Correctly prepare Chicken Florentine with Tomato Concasse. 2. Present the finished project using appropriate and attractive plate presentation.



<b>2c. Requirements</b>	Students must accurately select and use correct ingredients and appropriate equipment. Students will be evaluated on Chicken Florentine with Tomato Concasse preparation at least twice a semester.
<b>2d. Products</b>	Completed project: Chicken Florentine with Tomato Concasse

### 3. Scoring (Teacher)

<b>3a. Scoring Tools</b>	Chicken Florentine with Tomato Concasse Rubric
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#### Culinary Arts Grade 11 SLO Student Rubric (CIP 12.0508)

STUDENT'S NAME: \_\_\_\_\_

PRODUCT: Chicken Florentine with Tomato Concasse

TOTAL SCORE: \_\_\_\_\_

COMPETENCY	<i>Advanced</i>	<i>Proficient</i>	<i>Basic</i>
Following Recipe	Followed perfectly = 9-10	1 Error = 6-8	2 Errors = 3-5
Large and Small Equipment Recognition & Use	Equipment and/or hand tools used perfectly = 9-10	Imperfect but satisfactory use of equipment/tool = 6-8	Unsatisfactory use of equipment/tool or wrong tool the job = 3-5
Knife Skills/ Knife Care	Proper use and care of knife = 9-10	Imperfect but satisfactory use and care of knife = 6-8	Unsatisfactory use and care of the knife = 3-5
Mise En Place	Everything perfectly in its place before production = 9-10	1 necessary item missing = 6-8	2 necessary items missing = 3-5
Safety & Sanitation	Product completed with NO sanitation or safety violations =9-10	1 sanitation or safety violation = 6-8	2 sanitation or safety violation = 3-5
Final Product Presentation	Exceeds industry standards = 9-10	Meets industry standards = 6-8	Below industry standards = 3-5
Product Quality – Taste	Taste exceeds industry standards = 9-10	Taste meets industry standards = 6-8	Taste is below industry standards = 3-5
<b>TOTALS</b>			

<b>3b. Scoring Guidelines</b>	Students will score proficient or above on all seven competencies.
<b>3c. Score/Performance Reporting</b>	Summary report of students who meet the individual performance indicators.



## PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

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

Performance Measure				
<b>a.</b>	<b>Performance Measure Name</b>	<b>PM # 4. Apple Crostata Assessment</b>		
SLO Alignment				
<b>b.</b>	<b>Class/Course Title</b>	Culinary Arts	<b>c.</b>	<b>Grade(s) / Level</b> 11
<b>d.</b>	<b>PA Standards</b>	POS Institutional Food Worker Standards CIP 12.0508 <ul style="list-style-type: none"> <li>• 101-104, 106, 110-111</li> <li>• 201-203, 208</li> <li>• 601-603</li> <li>• 801-802</li> <li>• 1201-1202, 1205-1206</li> <li>• 1307</li> <li>• 1605</li> <li>• 2002-2003</li> <li>• 2208, 2209, 2232</li> </ul>		
<b>e.</b>	<b>Performance Measure Purpose</b>	Evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills/care, <i>mise en place</i> , safety and sanitation, presentation and quality.		

### 1. Administration (Teacher)

<b>1a.</b>	<b>Administration Frequency</b>	Each of the four performance measures will be administered a minimum of two times throughout the school year.
<b>1b.</b>	<b>Unique Task Adaptations/ Accommodations</b>	District policy will be followed.
<b>1c.</b>	<b>Resources/ Equipment</b>	Industry related tools and equipment; recipe ingredients.

### 2. Process (Student)

<b>2a.</b>	<b>Task Scenarios</b>	Students will prepare Apple Crostata with Crème Anglaise, demonstrating their proficiency in the following competencies: Following a recipe/ recipe conversion, Knife Skills/ Knife Care, Large and small equipment recognition and utilization, Sanitation and safety, Final Product Presentation, and Product Quality- Taste.
<b>2b.</b>	<b>Process Steps</b>	1. Accurately prepare apple crostata and crème anglaise ensuring the exterior of the crostata is browned, the interior soft and cooked throughout and crème anglaise is smooth (no lumps) and correctly tempered. 2. Present the finished project using appropriate and attractive plate presentation.
<b>2c.</b>	<b>Requirements</b>	Students must accurately select and use correct ingredients and appropriate equipment. Students will be evaluated on Apple Crostata with Crème Anglaise preparation at least twice a semester.
<b>2d.</b>	<b>Products</b>	Completed project: Apple Crostata with Crème Anglaise



### 3. Scoring (Teacher)

**3a. Scoring Tools** Apple Crostata Assessment Rubric

#### Culinary Arts Grade 11 SLO Student Rubric (CIP 12.0508)

STUDENT'S NAME: \_\_\_\_\_

PRODUCT: Apple Crostata with Crème Anglaise

TOTAL SCORE: \_\_\_\_\_

COMPETENCY	<i>Advanced</i>	<i>Proficient</i>	<i>Basic</i>
Following Recipe	Followed perfectly = 9-10	1 Error = 6-8	2 Errors = 3-5
Large and Small Equipment Recognition & Use	Equipment and/or hand tools used perfectly = 9-10	Imperfect but satisfactory use of equipment/tool = 6-8	Unsatisfactory use of equipment/tool or wrong tool the job = 3-5
Knife Skills/ Knife Care	Proper use and care of knife = 9-10	Imperfect but satisfactory use and care of knife = 6-8	Unsatisfactory use and care of the knife = 3-5
Mise En Place	Everything perfectly in its place before production = 9-10	1 necessary item missing = 6-8	2 necessary items missing = 3-5
Safety & Sanitation	Product completed with NO sanitation or safety violations =9-10	1 sanitation or safety violation = 6-8	2 sanitation or safety violation = 3-5
Final Product Presentation	Exceeds industry standards = 9-10	Meets industry standards = 6-8	Below industry standards = 3-5
Product Quality – Taste	Taste exceeds industry standards = 9-10	Taste meets industry standards = 6-8	Taste is below industry standards = 3-5
<b>TOTALS</b>			

**3b. Scoring Guidelines** Students will score proficient or above on all seven competencies.

**3c. Score/Performance Reporting** Summary report of students who meet the individual performance indicators.





## 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

<b>1a. Name</b>	Thomas W. Jones	<b>1b. School</b>	Harris Technology Academy	<b>1c. District</b>	Harris School District
<b>1d. Class/ Course Title</b>	Culinary Arts	<b>1e. Grade Level</b>	11	<b>1f. Total # of Students</b>	20
<b>1g. Typical Class Size</b>	20	<b>1h. Class Frequency</b>	Daily	<b>1i. Typical Class Duration</b>	45 minutes


### 2. SLO Goal

<b>2a. Goal Statement</b>	Students will demonstrate proficiency in the Culinary Arts competencies.
<b>2b. PA Standards</b>	POS Institutional Food Worker Standards CIP 12.0508 <ul style="list-style-type: none"> <li>• 101-104, 106, 110-111</li> <li>• 201-203, 208</li> <li>• 601-603</li> <li>• 801-802</li> <li>• 1201-1202, 1205-1206</li> <li>• 1307</li> <li>• 1605</li> <li>• 2002-2003</li> <li>• 2208, 2209, 2232</li> </ul>
<b>2c. Rationale</b>	Developing skills that will enable students to successfully complete the NOCTI and prepare for entry level jobs in the Culinary Industry or in post-secondary enrollment.

### 3. Performance Indicators (PI)

<b>3a. PI Targets: All Student Group</b>	<b>PI #1 Steamed Green Vegetables Assessment</b> Students will score proficient or above on all seven competencies. <b>PI #2 Rice Pilaf Assessment</b> Students will score proficient or above on all seven competencies. <b>PI #3 Chicken Florentine Assessment</b> Students will score proficient or above on all seven competencies. <b>PI # 4 Apple Crostata Assessment</b> Students will score proficient or above on all seven competencies
<b>3b. PI Targets: Focused Student Group (optional)</b>	

3c. PI Linked (optional)		3d. PI Weighting (optional)	PI	Weight	
			#1		
			#2		
			#3		
			#4		
			#5		

**4. Performance Measures (PM)** 

<b>4a. Name</b>	<b>#1 Steamed Green Vegetables Assessment</b> <b>#2 Rice Pilaf Assessment</b> <b>#3 Chicken Florentine Assessment</b> <b>#4. Apple Crostata Assessment</b>	<b>4b. Type</b>	<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
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<b>4c. Purpose</b>	<b>PM #1 Steamed Green Vegetables Assessment</b> Evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills/care, <i>mise en place</i> , safety and sanitation, presentation and quality. <b>PM #2 Rice Pilaf Assessment</b> Evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills/care, <i>mise en place</i> , safety and sanitation, presentation and quality. <b>PM #3 Chicken Florentine Assessment</b> Evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills/care, <i>mise en place</i> , safety and sanitation, presentation and quality. <b>PM # 4. Apple Crostata Assessment</b> Evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills/care, <i>mise en place</i> , safety and sanitation, presentation and quality.	<b>4d. Metric</b>	<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
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<b>4e. Administration Frequency</b>	<b>PM #1 Steamed Green Vegetables Assessment</b> Each of the four performance measures will be administered a minimum of two times throughout the school year <b>PM #2 Rice Pilaf Assessment</b> Each of the four performance measures will be administered a minimum of two times throughout the school year.	<b>4f. Adaptations/ Accommodations</b>	<input checked="" type="checkbox"/> IEP <input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> Gifted IEP <input checked="" type="checkbox"/> Other
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	<p><b>PM #3 Chicken Florentine Assessment</b> Each of the four performance measures will be administered a minimum of two times throughout the school year</p> <p><b>PM # 4. Apple Crostata Assessment</b> Each of the four performance measures will be administered a minimum of two times throughout the school year.</p>				
<p><b>4g. Resources/ Equipment</b></p>	<p><b>PM #1 Steamed Green Vegetables Assessment</b> Industry related tools and equipment; recipe ingredients.</p> <p><b>PM #2 Rice Pilaf Assessment</b> Industry related tools and equipment; recipe ingredients.</p> <p><b>PM #3 Chicken Florentine Assessment</b> Industry related tools and equipment; recipe ingredients.</p> <p><b>PM # 4. Apple Crostata Assessment</b> Industry related tools and equipment; recipe ingredients.</p>	<p><b>4h. Scoring Tools</b></p>	<p><b>PM #1 Steamed Green Vegetables Assessment</b> Steamed Green Vegetables Assessment: Rubric</p> <p><b>PM #2 Rice Pilaf Assessment</b> Rice Pilaf Assessment Rubric</p> <p><b>PM #3 Chicken Florentine Assessment</b> Chicken Florentine Assessment Rubric</p> <p><b>PM # 4. Apple Crostata Assessment</b> Apple Crostata Assessment Rubric</p>		



<p><b>4i. Administration &amp; Scoring Personnel</b></p>	<p><b>PM #1 Steamed Green Vegetables Assessment</b> An industry professional (or equivalent) can administer and score the performance measures.</p> <p><b>PM #2 Rice Pilaf Assessment</b> An industry professional (or equivalent) can administer and score the performance measures.</p> <p><b>PM #3 Chicken Florentine Assessment</b> An industry professional (or equivalent) can administer and score the performance measures.</p> <p><b>PM #4. Apple Crostata Assessment</b> An industry professional (or equivalent) can administer and score the performance measures.</p>	<p><b>4j. Performance Reporting</b></p>	<p><b>PM #1 Steamed Green Vegetables Assessment</b> Summary report of students who meet the individual performance indicators.</p> <p><b>PM #2 Rice Pilaf Assessment</b> Summary report of students who meet the individual performance indicators.</p> <p><b>PM #3 Chicken Florentine Assessment</b> Summary report of students who meet the individual performance indicators.</p> <p><b>PM#4. Apple Crostata Assessment</b> Summary report of students who meet the individual performance indicators.</p>
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<b>5. Teacher Expectations</b> 				
<p><b>5a. Level</b></p>	<p><b><u>Failing</u></b> 0% to <u>69</u> % of students will meet the PI targets.</p>	<p><b><u>Needs Improvement</u></b> <u>70</u> % to <u>80</u> % of students will meet the PI targets.</p>	<p><b><u>Proficient</u></b> <u>81</u> % to <u>94</u> % of students will meet the PI targets.</p>	<p><b><u>Distinguished</u></b> <u>95</u> % to 100% of students will meet the PI targets.</p>

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

<p><b>5b. Elective Rating</b></p>	<p><input type="checkbox"/> Distinguished (3)  <input type="checkbox"/> Proficient (2)  <input type="checkbox"/> Needs Improvement (1)  <input type="checkbox"/> Failing (0)</p>	<p><b><u>Notes/Explanation</u></b></p>
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

# Help Desk: Section 1

This page provides detailed guidance to Section 1 of the Pennsylvania Department of Education's SLO Template 10. Additional information can be found within the web portal (*Homeroom*).

Element	Definition	Format	Example
<b>1a. Name</b>	Educator's full name	First, MI, Last	Juan L. Rodríguez
<b>1b. School</b>	Name of school(s) to which the educator is assigned during the current year.	Full Name(s)	Dunham High School Dunham Elementary School
<b>1c. District</b>	Name of district to which the educator is assigned during the current year	Full Name	Dunham Area SD
<b>1d. Class/Course Title</b>	Name of the class/course/content area upon which the <b>SLO</b> is based.	Full Name(s)	Physical Education Algebra II Art ELA (Writing) Math (Measurement)
<b>1e. Grade Level</b>	Grade level(s) for those students included within class/course identified in Element 1d.	Numeric values/Text	11 (Single Grade) 3, 5, 7 (Multiple Grades) K (Kindergarten) Pre-K 4 (4 year old students)
<b>1f. Total # of Students</b>	Aggregate number of students (estimated, across multiple sections) for which data will be collected and applied to this SLO.	Numeric values only	25(Single class/section) 120 (Multiple classes/ sections)
<b>1g. Typical Class Size</b>	The "average" number of students in a single session of the class/course identified in Element 1d.	Numeric values only	4 20 80
<b>1h. Class Frequency</b>	The frequency and time frame in which the class/course identified in Element 1d is delivered.	Numeric and text values for each unique class/course:  (# of sessions) per (week, 6 day cycle) for (year, semester, 35 day rotation) equaling a total of (#) sessions	5 sessions per week for one year equaling a total of 180 sessions.  3 sessions per 6 day cycle for one semester equaling a total of 45 sessions.
<b>1i. Typical Class Duration</b>	The average number of minutes allocated to deliver a "session" of the class/course identified in Element 1d.	Numeric values only	120 (content area taught within a day-long self-contained classroom) 45 (typical secondary course delivery model)

## Help Desk: Section 2

This page provides detailed guidance to Section 2 of the Pennsylvania Department of Education’s SLO Template 10. Additional information can be found within the web portal (*Homeroom*).

Element	Definition	Format	Example
<b>2a. Goal Statement</b>	Narrative articulating the “big idea” upon which the SLO is based.	Text narrative	<p>(Foreign Language) Students will demonstrate effective communication in the target language by speaking and listening; writing; and reading.</p> <p>(Physics) Students will demonstrate their understanding of the concepts of force, the conservation of energy, and the conservation of momentum by explaining the motion of different moving objects.</p>
<b>2b. PA Standards</b>	<p>References the PA Standards that align with the Goal Statement. Numeric references to PA Standards are found at: <a href="http://www.pdesas.org/standard/views">http://www.pdesas.org/standard/views</a></p> <p>References additional professional organization standards that align to the Goal Statement.</p>	Hyperlinks or Numeric and text values	<p><u>PA Standards</u> 3.2.B Physics Standards 3.2.10.B1 (Hyperlink) <a href="#">9.1.5.A</a> PDE CIP 12.0508 Institutional Food Worker Task Grid tasks 2222, 2224, 2225</p> <p><u>Professional Standards</u> ACTFL 1.1, 1.2, 1.3</p>
<b>2c. Rationale</b>	Narrative providing reasons why the Goal Statement and the aligned Standards address important learning for this class/course/content area.	Text narrative	<p>(Foreign Language) Speaking, reading, and writing are integral to second language learning, as they demonstrate the ability to communicate in the target language.</p> <p>(Physics) PA Academic Standards for Science and Technology and Engineering Education identify the concepts of force, the conservation of energy, and the conservation of momentum as big ideas in physics. The concepts of force, the conservation of energy, and the conservation of momentum form the basis of classical physics and are often applied in engineering and other related disciplines.</p>

## Help Desk: Section 3

This page provides detailed guidance to Section 3 of the Pennsylvania Department of Education’s SLO Template 10. Additional information can be found within the web portal (*Homeroom*).

Element	Definition	Format	Example								
<p><b>3a. Performance Indicator (PI)</b> <b>Targets: All Student Group</b></p> <p>(5 entry spaces are provided, but 5 are not required)</p>	<p>A description of the expected level of achievement for each student in the SLO population (as defined in Element 1F) based on the scoring tool(s) used for each Performance Measure (as listed in Element 4a).</p>	<p>For each Performance Measure, 2 items are required:</p> <p>(1) <u>Performance Measure Name</u> (2) Narrative text</p>	<p><i>Physics</i></p> <p>(1) <u>Roller Coaster Energy Project</u> (2) Students will achieve 6 out of 9 using the roller coaster project rubric.</p> <p><i>US History</i></p> <p>(1) <u>US History Final Exam</u> (2) Students will achieve an 85% or higher on the final exam.</p> <p><i>5<sup>th</sup> Grade ELA</i></p> <p>(1) <u>DRA</u> (2) Using the DRA text gradient chart, students will demonstrate one year of reading growth.</p>								
<p><b>3b. Performance Indicator (PI)</b> <b>Targets: Subset Student Group (optional)</b></p> <p>(5 entry spaces are provided, but 5 are not required)</p>	<p>A description of the expected level of achievement for each student in a <u>subset</u> of the SLO population (as defined in Element 1F) based on the scoring tool(s) used for each Performance Measure (as listed in Element 4a).</p> <p>Subset populations can be identified through prior student achievement data or through content-specific pre-test data.</p>	<p>For each Performance Measure, 3 items are required:</p> <p>(1) Description of the subset population (2) <u>Performance Measure Name</u> (3) Narrative text</p>	<p><i>World Language</i></p> <p>(1) IEP students and students who have a basic or below-basic reading ability as evidenced by PSSA scores in ELA: (2) <u>Speaking Assessment</u> (3) To achieve Basic or above in 2 out of 4 rubric criteria</p> <p><i>5<sup>th</sup> Grade ELA</i></p> <p>(1) Student who score Below Basic (&lt;=45%) on the Beginning of the Year Benchmark Assessment (2) <u>Study Island</u> (3) Minimum 30% increase shown on the End of Year Benchmark Assessment.</p>								
<p><b>3c. PI Linked (optional)</b></p>	<p>A description of any performance measures for which a student must meet a specific achievement level in order to meet achievement levels on additional performance measures.</p>	<p>Narrative Text</p>	<p><i>Family and Consumer Science</i></p> <p>Students must meet the Performance Indicator on the <u>Food Safety and Sanitation Test</u> prior to beginning the <u>Kitchen Competency Task</u>.</p>								
<p><b>3d. PI Weighting (optional)</b></p>	<p>An assignment of proportional values among PIs prior to aggregation and application to Section 5. Weighting can be applied when there is more than one Performance Indicator.</p>	<p>Numeric values represented by either percentages or proportions</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>PI</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>20%</td> </tr> <tr> <td>#2</td> <td>40%</td> </tr> <tr> <td>#3</td> <td>40%</td> </tr> </tbody> </table>	PI	Weight	#1	20%	#2	40%	#3	40%
PI	Weight										
#1	20%										
#2	40%										
#3	40%										



## Help Desk: Section 4

This page provides detailed guidance to Section 4 of the Pennsylvania Department of Education's SLO Template 10. Additional information can be found within the web portal (*Homeroom*).

Element	Definition	Format	Example
<b>4a. Name</b>  (5 entry spaces are provided throughout Section 4, but 5 are not required)	List the name of each Performance Measure for which a Performance Indicator is established in Section 3a.	Narrative text	<i>HS Choir</i> <u>Individual Vocal Assessment Task</u>  <i>Physics</i> <u>Force Concept Inventory</u>
<b>4b. Type</b>	Identify the type(s) of Performance Measure(s) listed in 4a. From the given list, select all types that are applicable.	Select box <input checked="" type="checkbox"/> (Multiple boxes can be selected to describe a single Performance Measure)	<input checked="" 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
<b>4c. Purpose</b>	The purpose statement for each Performance Measure that addresses who, what, why.	Narrative text	<i>Physics</i> <u>Force Concept</u> To measure student understanding of fundamental concepts in Newtonian mechanics.  <i>3<sup>rd</sup> Grade Math</i> <u>Measurement Data Project</u> The data project is intended to measure student proficiency of using appropriate tools to collect and interpret data.
<b>4d. Metric</b>	The metric used by the performance measure to evaluate the performance indicator.	Select box <input checked="" type="checkbox"/> (Select only one box)	<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
<b>4e. Administration Frequency</b>	The timeframe during the school year that the Performance Measures are administered to students. For Performance Measures administered more than one time, the frequency (e.g., quarterly) is annotated.	Narrative text	<i>World Language</i> <u>Speaking Assessment</u> : during the last quarter of the instructional period  <i>Physics</i> <u>PM #1: Force Concept Inventory</u> Prior to the start of the unit on forces and at the end of the unit on forces.



Element	Definition	Format	Example
<b>4f. Adaptation / Accommodations</b>	Identifies and lists any unique adaptations or special accommodations needed for IEP, ELL, Gifted IEP, or Others to complete the tasks within each Performance Measure.	Select all boxes that apply <input checked="" type="checkbox"/> Provide Narrative	<input type="checkbox"/> IEP <input type="checkbox"/> ELL <input type="checkbox"/> Gifted <input type="checkbox"/> Other
<b>4g. Resources / Equipment</b>	Identifies any unique resources, including equipment and personnel, associated with each Performance Measure.	Narrative text	Open space suitable for theatrical performance Access to books, journals, and online resources for research, scripts, and theatrical text. School district purchase of materials is required.
<b>4h. Scoring Tools</b>	Identifies the scoring “tools” for each performance measure For objective measures, scoring keys and SCR (Short Constructed Response /ECR (Extended Constructive Response) rubrics are identified. For subjective measures, the name of each scoring rubric and accompanying guidelines are listed.	Narrative text	<i>HS Choir</i> <u>Individual Vocal Assessment Task Rubric</u>  <i>Physics</i> <u>Force Concept Inventory Scoring Key</u>  <i>Family &amp; Consumer Science</i> <u>Meal Planning Task Checklist</u>
<b>4i. Administration &amp; Scoring Personnel</b>	Identifies two key individuals: The person administering the performance measure(s) and the person scoring. This is particularly important for subjective measures in which the subject matter expert is both administrator and scorer.	Narrative text	<i>Physics</i> <u>Roller Coaster Energy Project</u> Can be administered and scored by a Certified Physics Teacher  <i>HS Choir</i> <u>Individual Vocal Assessment Task</u> Can be administered by the student and scored by a Certified equivalent Choral Music professional
<b>4j. Performance Reporting</b>	Identifies the manner by which student performance on the Performance Measures will be communicated to others (as appropriate). The “Summary” selection is provided to describe student achievement for linked and/or weighted Performance Measures.	Narrative text	<i>World Language</i> <u>Speaking Assessment:</u> Summary report of students who met the performance indicator  <i>HS Choir</i> <u>Individual Sight Singing Task</u> Summary list of students who achieve the performance indicator.

## Help Desk: Section 5

This page provides detailed guidance to Section 5 of the Pennsylvania Department of Education’s SLO Template 10. Additional information can be found within the web portal (*Homeroom*).

Element	Definition	Format	Example								
<b>5a. Level</b>	Four levels of projected performance regarding the PI, reflecting a continuum established by the educator prior to the evaluation period. Each performance level (i.e., Failing, Needs Improvement, Proficient, and Distinguished) is populated with a percentage range such that 0% to 100% meeting expectations is distributed among the levels.	Numeric values only	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;"><u><b>Failing</b></u></td> <td style="width: 25%; text-align: center;"><u><b>Needs Improvement</b></u></td> <td style="width: 25%; text-align: center;"><u><b>Proficient</b></u></td> <td style="width: 25%; text-align: center;"><u><b>Distinguished</b></u></td> </tr> <tr> <td style="vertical-align: top;">0% to 69% of students will meet the PI targets.</td> <td style="vertical-align: top;">70% to 79% of students will meet the PI targets.</td> <td style="vertical-align: top;">80% to 94% of students will meet the PI targets.</td> <td style="vertical-align: top;">95% to 100% of students will meet the PI targets.</td> </tr> </table>	<u><b>Failing</b></u>	<u><b>Needs Improvement</b></u>	<u><b>Proficient</b></u>	<u><b>Distinguished</b></u>	0% to 69% of students will meet the PI targets.	70% to 79% of students will meet the PI targets.	80% to 94% of students will meet the PI targets.	95% to 100% of students will meet the PI targets.
<u><b>Failing</b></u>	<u><b>Needs Improvement</b></u>	<u><b>Proficient</b></u>	<u><b>Distinguished</b></u>								
0% to 69% of students will meet the PI targets.	70% to 79% of students will meet the PI targets.	80% to 94% of students will meet the PI targets.	95% to 100% of students will meet the PI targets.								
<p>Once the SLO is completed through Element 5a, the SLO can be signed and implemented.</p> <p>Elements 5b is not to be completed until <b>after</b> performance data are collected, reviewed, evaluated and reported.</p>											
<b>5b. Elective Rating</b>	<p>Given the actual performance regarding the PI, the principal or evaluator identifies one of four performance levels.</p> <p>This section is not completed until <b>after</b> performance data are collected, reviewed, and evaluated against each performance indicator, and in the aggregate, against 5a criteria.</p>	Select only one box <input type="checkbox"/>	<input type="checkbox"/> Distinguished (3) <input checked="" type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)								
<b>5b. Notes/ Explanation</b>	<p>Provides space for the educator to articulate influences, factors, and other conditions associated with the assigned rating as well as to reflect on purposeful review of the data.</p> <p>This section is not completed until <b>after</b> performance data are collected, reviewed, and evaluated against each performance indicator, and in the aggregate, against 5a criteria.</p>	Narrative text	<p>Suggested Topics for Comment:</p> <ol style="list-style-type: none"> <li>1. Description of the anticipated outcomes vs. the actual outcome</li> <li>2. In-depth Analysis of the data that will provide goals for future implementation and improvement of student achievement through this SLO.</li> <li>3. Recommendations as to how analysis of the achievement data will inform future teaching practice as defined by Danielson’s Framework for Teaching.</li> <li>4. Recommendations for further SLO development to support student achievement of standards in this class/course/content area.</li> </ol>								