

Student Learning Objectives (SLO) Form

Teacher Name	Mr. NumberSense	Date	
School		Appraiser Name	
Grade	3 rd Grade	Subject Area	Elementary Math

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.

Students will develop and demonstrate a comprehensive understanding of number relationships, including multiplication/division concepts, place value reasoning, and fraction representation, to accurately solve real-world mathematical problems.

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

1. Understanding Multiplication and Division Relationships
2. Applying Place Value and Number Sense
3. Understanding Fractions as Numbers

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
Student A Student B Student F	Student L Student E	Student C Student G Student D Student K Student M	Student R Student X Student Z Student Y	Student H Student J Student N
Total # of Students: 3	Total # of Students:2	Total # of Students:5	Total # of Students:4	Total # of Students:3

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 develop and demonstrate a comprehensive understanding of number relationships, including multiplication/division concepts, place value reasoning, and fraction representation, to accurately solve real-world mathematical problems.
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard Well above typical skill	Achieves 90–100% accuracy in place value representation, rounding, and comparison. Student is able to solve all multiplication/division problems within 100 without error. Student represents and compares fractions accurately and explains equivalency with 90–100% precision.
Level 4: Meeting Standard Above typical skill	Demonstrates 80–89% accuracy in representing, comparing, and rounding numbers. Student is able to solve 8–9 out of 10 multiplication/division problems within 100 accurately. Student correctly models, compares, and explains fractions in 80–89% of problems
Level 3: Approaching Standard Typical skill	Accurately compares and rounds numbers in 60–79% of tasks. Solves 6–8 out of 10 multiplication/division problems with correct reasoning. Identifies and compares fractions correctly in 60–79% of examples using models or number lines.
Level 2: High Did Not Meet Standard Below typical skill	Accurately identifies place value and rounds numbers in 40–59% of problems. Solves 5–6 out of 10 multiplication/division problems using models. Correctly partitions or labels at least half of given fraction models.
Level 1: Low Did Not Meet Standard Well below typical skill	Correctly identifies place value positions in fewer than 40% of problems. Solves fewer than 4 out of 10 basic multiplication/division problems. Represents fractions inaccurately or inconsistently on models or number lines.

- 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 (BOE) will include classroom performance tasks, fluency checks, and annotated student work samples that measure students' proficiency in multiplication and division within 100, place value reasoning, and fraction understanding. Each measure aligns to TEKS 3.2A–3.2D, 3.3A–3.3H, and 3.4A–3.4F and directly supports the identified SLO skills. Tasks will include model-based and open-response items that assess both procedural accuracy and conceptual understanding. Student work and assessment results will be scored using the 5-level Targeted Skill Profile (TSP) with quantifiable accuracy ranges (0–100%). Growth will be determined by comparing student performance from the beginning to the end of the interval to demonstrate measurable progress across the targeted foundational math skills.

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.

- a. 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?
- b. What strategies will you use to monitor progress? How will you document your body of evidence for each student?
- c. 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)

Instruction will be differentiated by providing enrichment opportunities for high-performing students, such as multi-step problem-solving tasks, real-world applications, and math journaling that extend beyond grade-level expectations, while lower-performing students will receive targeted small-group instruction, visual supports, and manipulatives to reinforce foundational concepts. Progress will be monitored through ongoing formative assessments, fluency checks, and performance tasks aligned to the Targeted Skill Profile (TSP), with all evidence documented through student work samples and digital records to track growth across the interval. Collaboration will occur through regular PLC meetings that include grade-level teachers, interventionists, and instructional coaches at least once every three weeks to review student data, calibrate scoring, and adjust instruction. Meeting notes, shared exemplars, and feedback will be documented in a shared digital folder to ensure consistency and continuous improvement across all classrooms.

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



Rubric for Writing an SLO Skill Statement

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Foundational Skill Specificity	Clearly represents a foundational skill highly specific to the content area.	Represents a foundational skill relevant to the content area, though with some generalization.	Represents a foundational skill, but lacks clear specificity to the content area.	Foundational skill is vague or not specific to the content area
Skill Persistence	Describes a skill that will persist and be reinforced throughout the course.	Describes a skill that is likely to persist for most of the course.	Describes a skill that may not persist consistently or be reinforced throughout the course	Skill is short-term and unlikely to persist through the course.
Measurability of Skill	Skill can be clearly measured through student demonstration, with detailed criteria.	Skill can be measured through student demonstration, though criteria may need refinement.	Limited measurability; unclear how student demonstration would capture the skill.	Skill cannot be measured through student demonstration effectively.
Growth Potential for Students and Teacher	Skill focuses on growth for both students and teacher in this course and beyond, with clear impact.	Focuses on growth for students and teacher, with some connection to long-term development.	Growth potential is limited or lacks clear benefits for students or teachers.	No clear focus on growth or benefits for students or teacher.
Clarity and Alignment with Standards	Skill is well-defined, focused, and closely aligned with relevant standards for the course.	Skill is defined and generally aligned with course standards, though focus may vary.	Skill lacks clear definition or may only partially align with course standards.	Skill is unclear, unfocused, and not aligned with standards.

16 - 20 Exemplary

11 - 15 Proficient

6 - 10 Developing
Revision Needed

0 - 5 Beginning
Revision Needed



Rubric for Writing a Targeted Skills Profile (TSP)

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Skill Articulation	Clearly defines skills for the end of the year with specific, concise language	Defines skills for the end of the year, mostly clear.	Partially defines skills; may lack clarity.	Skills are vaguely defined or missing.
Differentiation of Skill Levels	Clearly differentiates skill levels with precise descriptors.	Differentiates skill levels, though descriptors may lack some specificity.	Shows limited differentiation between skill levels.	No differentiation between skill levels.
Alignment to Skill Statement	Strong alignment with the SLO skill statement, reflecting clear connections.	Mostly aligns with the SLO skill statement, some connections.	Limited alignment to the SLO skill statement; unclear connections.	Does not align with the SLO skill statement.
Assessment Flexibility	Provides multiple assessment methods, appropriate to measure skills.	Includes a few methods for skill assessment, with some variety.	Limited methods for assessing skills, lacking variety.	Assessment methods are vague or inappropriate.
Specificity to Students	Targets skill levels specific to students in class, grounded in multiple evidence sources.	Skill targets mostly specific to students; some evidence-based alignment.	Skill targets show limited specificity and evidence grounding.	Targets are generalized and lack evidence grounding.
Growth Expectations	Sets high yet achievable expectations for student growth, considering end goals.	Sets reasonable expectations for growth, generally attainable.	Sets growth expectations, but may not be entirely reasonable or well-defined.	Expectations are unrealistic or not defined.

19 - 24 Exemplary

13 - 18 Proficient

7 - 12 Developing
Revision Needed

0 - 6 Beginning
Revision Needed



Tx SLO Body of Evidence (BOE) Success Criteria Rubric

To guide educators in selecting and submitting Body of Evidence (BOE) artifacts that are fully aligned to their identified Skill Statement and Targeted Skill Profile (TSP). This rubric establishes consistent success criteria to evaluate the quality, relevance, and alignment of each artifact, ensuring it accurately reflects measurable student growth within the Tx SLO framework.

Domain	Domain Indicator Description	Exceeds (3)	Meets (2)	Does Not Meet (1)
Alignment	Evidence aligns to the teacher-defined skill or standard found in the TSP and skill statement	Strong alignment with the TSP and skill statement; well-represented skill	General alignment with minor inconsistencies	Unclear or unrelated to intended skill
Growth Evidence	Demonstrates measurable student growth	Clear, compelling progress across time points	Adequate growth with some variability	No measurable growth or misaligned timeframes
Artifact Quality	Clarity, completeness, and relevance	High quality, relevant, and clearly linked to outcomes	Mostly complete with basic clarity	Incomplete, low quality, or unclear
Teacher Reflection	Insight into instructional decisions	Detailed, thoughtful reflection on strategy and next steps	Reflection included, limited instructional insights	Minimal or absent instructional reflection
Scoring Consistency	Matches rubric expectations	Fully aligned to rubric criteria	Mostly aligned, with minor interpretation variance	Major misalignment or inconsistent scoring



11 – 15 Exceeds



6 – 10 Meets



0 – 5 Does Not Meet

(Resubmit; Body of Evidence artifact is not aligned to the Skill Statement & Targeted Skill Profile)