

# Texas Student Learning Objectives (SLOs)

|              |           |                |           |
|--------------|-----------|----------------|-----------|
| Teacher Name | Teacher 2 | Date           |           |
| School       |           | Appraiser Name |           |
| Grade        | 9th       | Subject Area   | Algebra 1 |

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

Create your skill statement base on what your students should know and what they are able to show?

Students will analyze, represent, and interpret linear relationships by creating equations, graphs, and models that show how changes in rate of change (slope) and initial value (y-intercept) affect a function’s behavior and real-world meaning. Students will demonstrate this understanding through problem solving, graphing, and written or verbal explanations.

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

1. Identify and interpret slope and y-intercept in equations, tables, and graphs.
2. Create and graph linear equations using slope-intercept and point-slope forms.
3. Analyze and explain linear relationships in context, interpreting rate of change and intercepts to represent real-world situations.

## C. Initial Student Mapping

Identify and List students meeting the standard of previous year's performance base on the foundational skills. Utilize multiple sources of evidence/data to map in the appropriate Level.

| Quintile 1 - Level 1<br>Low Did not Meet<br>Previous Year's<br>Standard<br>Intervention Required | Quintile 2 - Level 2<br>High Did Not Meet<br>Previous Year's<br>Standard<br>Intervention<br>Required | Quintile 3 - Level 3<br>Approaching<br>Previous Year's<br>Standard | Quintile 4 - Level 4<br>Meeting Previous<br>Year's Standard | Quintile 5 - Level 5<br>Mastered Previous<br>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 year.

|   |   |
|---|---|
| <b>SLO Skill Statement</b>  | Students will analyze, represent, and interpret linear relationships by creating equations, graphs, and models that show how changes in rate of change (slope) and initial value (y-intercept) affect a function's behavior and real-world meaning. Students will demonstrate this understanding through problem solving, graphing, and written or verbal explanations. |
| <b>Level</b>  | <b>Targeted Skill Profile</b>   |
| Level 5:<br>Mastering Standard<br>Well above typical skill        | Student independently and consistently demonstrates full mastery by creating equations, tables, and graphs with 100% accuracy across at least three problems. Explanations clearly use correct academic language to describe how slope and y-intercept affect function behavior in a real-world context, showing complete reasoning and precision.                      |
| Level 4<br>Meeting Standard<br>Above typical skill                | Student accurately creates and interprets linear equations, tables, and graphs with 85–99% accuracy across three tasks. Explanations connect slope and intercept to context with generally correct reasoning, though vocabulary or detail may be slightly incomplete  |
| Level 3:<br>Approaching Standard<br>Typical skill                 | Student identifies slope and intercept and produces graphs or equations with 70–84% accuracy, showing partial understanding of relationships between variables. Explanations are procedural and include some correct reasoning but lack consistent connection to real-world meaning.  |
| Level 4:<br>High Did Not Meet Standard<br>Below typical skill     | Student demonstrates limited understanding of slope and intercept with 50–69% accuracy. Graphs or equations contain frequent setup errors, and explanations are incomplete or off-topic   |
| Level 5:<br>Low Did Not Meet Standard<br>Well below typical skill | Student is unable to correctly identify slope or intercept, or fails to create a valid linear equation or graph, showing below 50% accuracy and major misconceptions in reasoning.  |

- b. Describe what will you 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.

### 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.?

Optional Notes

### 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<br><input type="checkbox"/> Revise and Resubmit |
| Teacher Signature   | Date  |
| Appraiser Signature | Date  |

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

### Rubric for Writing an SLO Skill Statement

| Criteria   | Exemplary (4)   | Proficient (3)   | Developing (2)  | Beginning (1)   |
|--|---|--|---|---|
| <b>Foundational Skill Specificity</b>            | 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     |
| <b>Skill Persistence</b>                         | 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.  | Skill is short-term and unlikely to persist through the course.     |
| <b>Measurability of Skill</b>                    | 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. |
| <b>Growth Potential for Students and Teacher</b> | 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.       |
| <b>Clarity and Alignment with Standards</b>      | 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)  |
|--|--|--|---|--|
| <b>Skill Articulation</b>              | 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.               |
| <b>Differentiation of Skill Levels</b> | 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.             |
| <b>Alignment to Skill Statement</b>    | 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.         |
| <b>Assessment Flexibility</b>          | 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.       |
| <b>Specificity to Students</b>         | 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. |
| <b>Growth Expectations</b>             | 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)                             |
|----------------------------|---|---|---|---|
| <b>Alignment</b>           | 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        |
| <b>Growth Evidence</b>     | Demonstrates measurable student growth  | Clear, compelling progress across time points                             | Adequate growth with some variability               | No measurable growth or misaligned timeframes |
| <b>Artifact Quality</b>    | Clarity, completeness, and relevance  | High quality, relevant, and clearly linked to outcomes                    | Mostly complete with basic clarity                  | Incomplete, low quality, or unclear           |
| <b>Teacher Reflection</b>  | Insight into instructional decisions  | Detailed, thoughtful reflection on strategy and next steps                | Reflection included, limited instructional insights | Minimal or absent instructional reflection    |
| <b>Scoring Consistency</b> | 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)