

Student Learning Objectives (SLO) Form

Teacher Name	Teacher 1	Date	Date
School	Campus A	Appraiser Name	
Grade	9 th	Subject Area	Business Information Management II

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 compose, format, and produce a variety of professional business documents including letters, memos, and forms using advanced word processing features such as templates, mail merge, and form creation. They will apply correct grammar, punctuation, and formatting conventions while ensuring clarity and professionalism in all correspondence. Students will demonstrate the ability to adapt document style and tone for diverse workplace audiences and purposes.

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

1. Application of Advanced Word Processing Features
2. Formatting and Document Accuracy
3. Adaptation for Audience and Purpose

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 AA Student B Student CCC Student D Student FF	Student A Student BB Student CC Student DDD Student F Student GG Student HH	Student AAA Student BBB Student C Student DD Student FFF Student GGG Student HHH	Student I Student JJ Student Z	Student JJ
Total # of Students: 5	Total # of Students: 7	Total # of Students: 7	Total # of Students: 3	Total # of Students: 1

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 compose, format, and produce a variety of professional business documents including letters, memos, and forms using advanced word processing features such as templates, mail merge, and form creation. They will apply correct grammar, punctuation, and formatting conventions while ensuring clarity and professionalism in all correspondence. Students will demonstrate the ability to adapt document style and tone for diverse workplace audiences and purposes.
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard Well above typical skill	In 4 or more assessed documents, they use all required advanced word processing features accurately (templates, mail merge, forms), formats with zero errors in grammar, punctuation, or layout, and adapts tone/style for audience in 100% of cases.
Level 4: Meeting Standard Above typical skill	In at least 3 assessed documents, uses all required advanced features with no more than 1 minor error, formats with no more than 2 minor errors, and adapts tone/style for audience in at least 90% of cases.
Level 3: Approaching Standard Typical skill	In at least 2 assessed documents, uses most advanced features with no more than 3 minor errors, formats with no more than 4 minor errors, and adapts tone/style for audience in at least 75% of cases.
Level 2: High Did Not Meet Standard Below typical skill	In at least 1 assessed document, uses some advanced features but with 4 or more errors, formats with less than 75% accuracy, and adapts tone/style for audience in 50–74% of cases.
Level 1: Low Did Not Meet Standard Well below typical skill	Uses advanced features inaccurately or not at all, has less than 50% accuracy in formatting, and adapts tone/style in less than 50% of cases.

- 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.

Students create a formal letter using a template, correctly applying business letter formatting.
 Students complete a mail merge project producing personalized letters or labels for a given scenario.
 Students design a professional form (e.g., customer intake form, supply order form) that meets workplace needs.

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)

For students in the highest performing group, instruction will include enrichment tasks such as producing multi-section business reports, executing complex mail merges, and designing customized templates for unique workplace scenarios. Students in the lowest performing group will receive targeted interventions including step-by-step demonstrations, guided practice with pre-formatted templates, and focused mini lessons on specific formatting skills and advanced feature use. All students will progress toward their targeted growth goals through scaffolded assignments, structured peer reviews, and regular feedback aligned to the Targeted Skill Profile. Progress will be monitored using rubric-scored assignments such as business letters, mail merge projects, and workplace forms, with results documented in individual digital portfolios. The instructional team, the CTE department lead, will meet during PLC sessions to review performance data and adjust instructional strategies. Meeting notes, shared resources, and examples of effective student work will be stored in a collaborative Google Drive folder to ensure consistency and support 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

