

# Student Learning Objectives (SLO) Form

|              |                       |                |             |
|--------------|-----------------------|----------------|-------------|
| Teacher Name | Teacher B             | Date           |             |
| School       | Tumbleweed Elementary | Appraiser Name | Appraiser B |
| Grade        | 2 <sup>nd</sup> Grade | Subject Area   | 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 solve grade level math problems by using models, strategies, or equations to represent mathematical situations, determine accurate solutions, and explain their mathematical thinking using evidence from their work.

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

1. Represent mathematical situations using models, strategies, or equations.
2. Determine accurate solutions to grade level math problems.
3. Explain mathematical thinking using evidence from student work.

## 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                                               | Quintile 2 - Level 2                                                | Quintile 3 - Level 3                 | Quintile 4 - Level 4             | Quintile 5 - Level 5              |
|--------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------|----------------------------------|-----------------------------------|
| Low Did Not Meet Previous Year's Standard<br>Intervention Required | High Did Not Meet Previous Year's Standard<br>Intervention Required | Approaching Previous Year's Standard | Meeting Previous Year's Standard | Mastered Previous Year's Standard |
| Student A<br>Student G                                             | Student B<br>Student C<br>Student H                                 | Student D<br>Student I<br>Student K  | Student E<br>Student J           | Student F                         |
| Total # of Students:2                                              | Total # of Students: 3                                              | Total # of Students: 3               | Total # of Students: 2           | 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

- 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.*

|                                                     |                                                                                                                                                                                                                                     |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SLO Skill Statement</b>                          | Students will solve grade level math problems by using models, strategies, or equations to represent mathematical situations, determine accurate solutions, and explain their mathematical thinking using evidence from their work. |
| <b>Level</b>                                        | <b>Targeted Skill Profile (TSP)</b>                                                                                                                                                                                                 |
| <b>Level 5:</b><br>Mastering<br>Standard            | Student demonstrates 8-9 of 9 components across 3 grade level math problems, including 3 correct solutions, 3 representations, strategies, or equations, and at least 2 explanations connected to the work                          |
| <b>Level 4:</b><br>Meeting<br>Standard              | Student demonstrates 6-7 of 9 components across 3 grade level math problems, including at least 2 correct solutions, 2 representations, strategies, or equations, and 2 explanations connected to the work.                         |
| <b>Level 3:</b><br>Approaching<br>Standard          | Student demonstrates 4-5 of 9 components across 3 grade level math problems, including at least 1 correct solution and 1 explanation connected to the work.                                                                         |
| <b>Level 2:</b><br>High Did Not<br>Meet<br>Standard | Student demonstrates 2-3 of 9 components across 3 grade level math problems, including at least 1 representation, strategy, or equation connected to a problem.                                                                     |
| <b>Level 1:</b><br>Low Did Not<br>Meet<br>Standard  | Student demonstrates 1-9 components across 3 grade level math problems. Evidence may include a partial representation, partial solution, or attempted explanation connected to the work.                                            |

- 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 will solve grade level math problems by representing mathematical situations using models, strategies, or equations, determining accurate solutions, and explaining their mathematical thinking using evidence from their work.

## 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)

I will differentiate instruction by grouping students based on their demonstrated needs in representation, accuracy, and explanation. Students who are performing at higher levels will complete more complex grade level problems that require multiple representations, efficient strategies, and stronger written or verbal explanations, while students performing at lower levels will receive targeted practice with models, equations, problem solving steps, and connecting their explanation to their work. I will monitor progress through check ins, problem solving tasks, student explanations, and collected work samples, documenting each student's body of evidence using the same 9 components from the TSP. I will meet regularly with grade level teachers, instructional coaches, and campus leaders to review student progress, calibrate scoring, discuss instructional next steps, and share notes, feedback, and best practices.

## 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 Re-submit |
| 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)                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Foundational Skill Specificity</b><br><br><i>Foundational skills are the essential, transferable sub-skills students must develop to master the broader TEKS expectation.</i> | Clearly represents three foundational skills that are aligned to the content area.                                                                                           | Represents three foundational skills that are relevant to the content area, though some generalizations are present.       | Represents fewer than three foundational skills or lacks clear specificity to the content area.                                                 | There is one or no foundational skills, or skills are not aligned to content area. |
| <b>Skill Persistence</b><br><br><i>Skills revisited, reinforced, and built upon across multiple units or checkpoints.</i>                                                        | Describes three foundational skills that will persist and be reinforced throughout the duration of the course.                                                               | Describes three foundational skills that are likely to persist through the majority of the course.                         | Describes fewer than three foundational skills that do not persist throughout the course; they may only be taught in one or two isolated units. | Skills are short-term and unlikely to persist throughout the course.               |
| <b>Measurability of Skill</b><br><br><i>Performance-based verbs, observable evidence, etc.</i>                                                                                   | Skills are clearly measurable through student work and are explicitly aligned to the TSP. Evidence of alignment is consistent and strengthens the intended learning outcome. | Skills are measurable through student work and are somewhat aligned to the TSP. Evidence of alignment is mostly consistent | Skills have limited measurability; alignment to student demonstration of mastery is unclear.                                                    | Skills cannot be measured through student work.                                    |
| <b>Growth Potential for Students and Teacher</b><br><br><i>Skills show growth potential that pushes students beyond their current performance level.</i>                         | Skills focus on areas that show clear growth potential for students. Skills are applicable for this course and beyond with meaningful long-term impact.                      | Skills focus on areas that show growth for students and have some connection to long-term development.                     | Growth potential is limited or lacks clear benefits for students.                                                                               | No clear focus on growth or benefits for students.                                 |
| <b>Clarity and Alignment with Standards</b>                                                                                                                                      | Skills are well defined and clearly aligned with relevant course standards.                                                                                                  | Skills are defined and aligned to course standards, though focus may vary.                                                 | Skills lack clear definition or are only partially aligned with course standards.                                                               | Skills are unclear, unfocused and not aligned to course 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><br><i>How well performance skills are defined and measurable.</i>              | Clearly defines three skills that are measurable and persist throughout the duration of the course.                                    | Defines three skills that are mostly clear and measurable and persist throughout the course, through some refinement may be needed. | Defines fewer than three skills or skills lack clarity.                       | Skills are vaguely defined or missing.               |
| <b>Differentiation of Skill Levels</b><br><i>How well performance levels are clearly distinguished.</i>  | Clearly differentiates skill levels with quantifiable descriptors aligned to skills statement and BOE.                                 | 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><br><i>How closely the TSP connects to the SLO skill statement.</i>   | 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><br><i>Whether multiple appropriate methods are used to measure skills.</i> | Provides multiple assessments methods, appropriate to measure skills defined in the skill statement.                                   | There are 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><br><i>How well targets reflect actual student needs and evidence.</i>     | Skill target levels specific to students in the class, grounded in multiple evidence sources (e.g., BOY data, diagnostics, prior work) | Skill targets are mostly specific to students, with some evidence-based alignment.                                                  | Skill targets show limited specificity or minimal evidence grounding.         | Targets are generalized and lack evidence grounding. |
| <b>Growth Expectations</b><br><i>Whether growth targets are realistic and meaningful.</i>                | Sets high yet achievable expectations for student growth based on initial student mapping and target goals.                            | Sets reasonable and generally attainable expectations for student growth based on initial student mapping and target goals.         | 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 skills in the skill statement. | Strong alignment with the TSP and skill statement;         | General alignment with minor inconsistencies        | Unclear or unrelated to intended skills       |
| <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)

