Student Learning Objectives (SLO) Form

STUDENT LEARNING OBJECTIVES

TEA Texas Education Agency

Teacher Name	Teacher 1	Date	
School	Campus A	Appraiser Name	
Grade	K- 5th	Subject Area	Functional Life Skills

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 demonstrate understanding and use of new vocabulary by communicating meaning through verbal responses, sign language, augmentative and alternative communication (AAC), or non-verbal actions such as gestures, facial expressions, and body movement.

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

1. **Vocabulary Recognition and Comprehension** – Students can identify or show understanding of new vocabulary when presented (eg. Matching picture to word, selecting correct item, responding to prompts).
2. **Non-Verbal and Alternative Communication –** Students can demonstrate vocabulary meaning through gestures, facial expressions, body movement, sign language, or AAC tools.
3. **Verbal or Constructed Expression** – Students can use new vocabulary in multi-word responses (spoken or constructed via AAC/sign).

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
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 interval.

SLO Skill Statement	Students will demonstrate understanding and use of new vocabulary by communicating meaning through verbal responses, sign language, augmentative and alternative communication (AAC), or non-verbal actions such as gestures, facial expressions, and body movement.
Level	**Targeted Skill Profile (TSP)**
Level 5: Mastering Standard **Well above typical skill**	At this level, the student applies vocabulary flexibly and spontaneously across new situations and settings. They expand their communication into fluent phrases or sentences and demonstrate the ability to initiate and sustain interaction using verbal speech, AAC, or non-verbal communication. Assessment evidence includes spontaneous recordings of student communication, AAC or sign logs showing fluent application, teacher rubrics capturing performance across multiple settings, and, when appropriate, written or recorded reflections.
Level 4: Meeting Standard **Above typical skill**	At this level, the student demonstrates comprehension of vocabulary across multiple contexts and communicates independently using accurate multi-word responses. These responses may be verbal, AAC-based, or conveyed through non-verbal communication such as gestures and sign language. Evidence at this level is gathered through recorded classroom interactions, AAC outputs showing multi-word responses, teacher observation logs noting independent vocabulary use, and photos or videos that capture student communication during authentic tasks.
Level 3: Approaching Standard **Typical skill**	At this level, the student independently identifies vocabulary in classroom tasks and real-life contexts. They are able to communicate meaning through single words or simple phrases using gestures, sign, AAC, or spoken language. Assessment evidence includes student performance tasks such as labeling or object selection, AAC-generated word or phrase reports, and teacher rubrics supported by photos or videos of the student demonstrating communication in authentic contexts.
Level 2: High Did Not Meet Standard **Below typical skill**	At this level, the student consistently recognizes familiar vocabulary with teacher support and begins to communicate using gestures, facial expressions, AAC, sign, or single spoken words when prompted. Growth is documented through matching activities, role-play tasks with teacher cues, AAC device output logs, and teacher checklists, often supplemented with photos or short video clips showing the student's responses.
Level 1: Low Did Not Meet Standard **Well below typical skill**	At this level, the student recognizes vocabulary inconsistently and only when provided with significant prompting. They may not attempt to respond verbally, non-verbally, or with AAC. Evidence of performance at this level is captured through teacher observation logs, simple picture or object choice tasks where prompting is required, and occasional photos or videos documenting limited attempts to respond.

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) for this SLO will include a variety of student artifacts that demonstrate growth in vocabulary recognition, non-verbal or AAC communication, and verbal expression as outlined in the Targeted Skill Profile (TSP). Evidence will be collected across the year and scored at the end of the interval using the TSP rubric.

Student artifacts will include:

- **Performance tasks** such as matching vocabulary to pictures, objects, or symbols to demonstrate recognition and comprehension.
- **Photo or video documentation** of students using gestures, facial expressions, sign language, or AAC devices to communicate vocabulary meaning in classroom activities.
- **AAC device logs or sign language outputs** to capture single-word and multi-word responses.
- **Teacher observation logs and rubrics** documenting student responses during authentic classroom interactions, role-play, or guided practice.
- **Recorded classroom interactions** where students demonstrate vocabulary through verbal or non-verbal multi-word responses.

These measures align directly with the skills identified in the SLO because they capture evidence of students demonstrating understanding and communication of new vocabulary through multiple modes (verbal, AAC, and non-verbal). By collecting and triangulating evidence across different methods, the BOE ensures that all students, including non-verbal learners, have equitable opportunities to show growth in vocabulary communication.

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)

a. Differentiation for High and Low Performing Students
For students in the lowest-performing group, I will provide structured supports such as picture dictionaries, manipulatives, AAC tools, and teacher modeling. These students will receive frequent opportunities to practice recognition and non-verbal communication, with scaffolds gradually reduced as they build independence. For students in the highest-performing group, I will extend their learning by encouraging them to use new vocabulary across multiple contexts and integrate it into longer phrases or fluent sentences, either verbally or through AAC. All students, regardless of starting level, will be guided toward their targeted growth goals through the structured progression outlined in the TSP, ensuring equitable pathways to success.

b. Strategies to Monitor Progress and Document BOE
Progress will be monitored through frequent formative checks, such as matching tasks, oral or AAC responses, role-play activities, and teacher-led questioning. Documentation of the Body of Evidence (BOE) will include teacher observation logs, photos or videos of classroom communication, AAC device output logs, and rubrics aligned to the TSP. Evidence will be collected at multiple points during the year (beginning, mid-year, and end) to track progress toward growth goals.

c. Plan for Conferencing with Colleagues
I will conference with colleagues regularly to ensure calibration, share strategies, and reflect on student progress. My team will include grade-level peers, special education staff, and language support specialists as needed. Meetings will occur at least once per grading period, with additional check-ins during key SLO checkpoints (BOY, MOY, EOY). Notes, best practices, and feedback will be shared through collaborative tools such as shared digital folders, team meeting notes, and email updates, ensuring consistency in monitoring and supporting student growth.

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
	☐ Approved ☐ Revise and Resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	☐ ☐ Final Approval
Teacher Signature	Date
Appraiser Signature	Date