

# Student Learning Objectives (SLO) Form

Teacher Name	Teacher A	Date	
School		Appraiser Name	
Grade	9-12	Subject Area	High School Ceramics 1

## 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 analyze a ceramic design prompt by identifying its artistic intent and functional or aesthetic requirements; apply foundational ceramic skills by planning and constructing a ceramic artwork using handbuilding techniques, surface design methods, and intentional glazing; and demonstrate their understanding by producing and presenting a finished ceramic piece that clearly connects their artistic and technical decisions to their interpretation of the prompt.

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

1. Designing & Planning
2. Technique & Craftsmanship
3. Communication & Explanation

## 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 analyze a ceramic design prompt by identifying its artistic intent and functional or aesthetic requirements; apply foundational ceramic skills by planning and constructing a ceramic artwork using handbuilding techniques, surface design methods, and intentional glazing; and demonstrate their understanding by producing and presenting a finished ceramic piece that clearly connects their artistic and technical decisions to their interpretation of the prompt.
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard <b>Well above typical skill</b>	Student analyzes the design prompt with depth and clarity, accurately identifying its artistic intent and functional or aesthetic requirements and supporting this understanding with detailed, purposeful planning sketches. Their ceramic work demonstrates exceptional craftsmanship, including clean construction, consistent wall thickness, secure joins, well-executed surface design, and glazing applied with intention and control. Their artistic and technical choices clearly reinforce their interpretation of the prompt. During presentations, the student communicates ideas fluently using appropriate ceramic vocabulary and precisely explains how each artistic decision connects to their planning and the prompt. The student provides thoughtful feedback during critiques, consistently applies suggestions, and demonstrates leadership and initiative throughout the design and construction process.
Level 4: Meeting Standard <b>Above typical skill</b>	Student correctly identifies the artistic intent and basic requirements of the design prompt and supports this understanding with clear and functional planning sketches. Their ceramic work shows solid craftsmanship, including structurally sound construction, mostly consistent wall thickness, clean joins, purposeful surface design, and glazing that generally supports the overall design. Their artistic and technical choices align with the prompt and demonstrate control of the techniques taught. In presentations, the student explains at least two design or technical decisions using ceramic vocabulary and connects these choices to the prompt. They participate reliably in critique, apply most feedback, and meet all project checkpoints.
Level 3: Approaching Standard <b>Typical skill</b>	Student shows a vague or incomplete understanding of the design prompt and provides minimal or inaccurate planning sketches. Their ceramic artwork demonstrates weak craftsmanship, such as uneven or poorly attached forms, inconsistent wall thickness, or rushed or incorrectly applied glazing and surface design. Artistic and technical choices lack intention or connection to the prompt. Presentations are brief and do not clearly explain artistic decisions or their relationship to the assignment. The student participates only minimally in critiques, rarely incorporates feedback, and frequently misses checkpoints.
Level 2: High Did Not Meet Standard <b>Below typical skill</b>	Student shows a vague or incomplete understanding of the design prompt and provides minimal or inaccurate planning sketches. Their ceramic artwork demonstrates weak craftsmanship, such as uneven or poorly attached forms, inconsistent wall thickness, or rushed or incorrectly applied glazing and surface design. Artistic and technical choices lack intention or connection to the prompt. Presentations are brief and do not clearly explain artistic decisions or their relationship to the assignment. The student participates only minimally in critiques, rarely incorporates feedback, and frequently misses checkpoints.
Level 1: Low Did Not Meet Standard <b>Well below typical skill</b>	Student does not identify the artistic intent or requirements of the design prompt and submits no usable planning sketches. Their ceramic work is incomplete, structurally unsound, unsafe, or missing altogether. Techniques are not demonstrated, and glazing or surface design is absent or unrelated to the assignment. The student does not present their work, does not participate in critique or reflection, and does not use feedback or meet checkpoints.

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.

##### CHECK-IN 1: Prompt Analysis and Planning

What to collect:

Initial sketch or planning sheet

Written design statement identifying artistic intent and functional or aesthetic requirements

Brainstorm sheet with notes about construction method and surface techniques

Teacher observation notes (tool safety, engagement, vocabulary use)

##### CHECK-IN 2: Early Construction (Handbuilding Foundations)

What to collect:

In-progress photos of early construction (slab building, pinch, coil, attachments)

Notes or exit tickets reflecting construction challenges or changes to design

Teacher checklist on craftsmanship basics:

- wall thickness
- attachment quality
- clean edges
- symmetry or proportion

#### 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)

#### 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)
<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 the course	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)