

Student Learning Objectives (SLO) Form

Teacher Name	Teacher A	Date	
School		Appraiser Name	
Grade	9-12	Subject Area	HS Principles of Arts AV

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 apply the Elements and Principles of Design to plan and create visual or audio-visual compositions that demonstrate intentional use of framing, composition, lighting, and sound. Students will show their understanding by developing, producing, and presenting a finished A/V product or design piece, and will explain how their artistic and technical choices support effective communication and design.

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

1. Design Foundations: Elements and Principles of Design
2. Technical AV Skills: framing, composition, lightning, sound
3. Communication: explaining decision, presenting 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 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 apply the Elements and Principles of Design to plan and create visual or audio-visual compositions that demonstrate intentional use of framing, composition, lighting, and sound. Students will show their understanding by developing, producing, and presenting a finished A/V product or design piece, and will explain how their artistic and technical choices support effective communication and design.
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard Well above typical skill	Student demonstrates a strong understanding of the Elements and Principles of Design and applies them intentionally in planning and creating highly effective visual or audio-visual work. Their planning materials, such as storyboards, composition sketches, or shot lists, show thoughtful decision making and clear organization of framing, lighting, and sound. The final A/V product or design piece shows exceptional craftsmanship and technical control, including well-balanced composition, purposeful lighting choices, clean audio capture, and smooth sequencing or editing when applicable. In presentations, the student communicates confidently using correct A/V vocabulary and clearly explains how their artistic and technical choices strengthen the clarity, communication, and impact of the final product. They actively participate in critique, provide insightful feedback, and consistently apply teacher and peer suggestions to refine their work.
Level 4: Meeting Standard Above typical skill	Student correctly applies the Elements and Principles of Design when planning and creating A/V compositions, using framing, lighting, sound, and composition with reasonable consistency. Their planning documents are clear and functional, and their final A/V product or design work shows solid craftsmanship, such as stable framing, mostly even lighting, audible and clean sound, and purposeful compositional choices. In their presentation, the student clearly explains at least two artistic or technical decisions using appropriate vocabulary and connects these choices to effective communication or design outcomes. They participate reliably in critique, apply most feedback, and consistently meet project checkpoints.
Level 3: Approaching Standard Typical skill	Student applies some Elements and Principles of Design but does so inconsistently. Planning materials may be general, partial, or missing key details. Their A/V product or design work shows developing technical skill; framing may be uneven, lighting may be inconsistent, audio may fluctuate, or composition may lack clarity or emphasis. Basic editing skills or sequencing may be attempted but not consistently controlled. During presentations, the student gives a basic explanation of their work and connects at least one artistic or technical decision to design principles or communication goals but may rely heavily on notes or prompting. Their participation in critique is inconsistent, and they apply only some feedback or corrections.
Level 2: High Did Not Meet Standard Below typical skill	Student shows a vague or incomplete understanding of the Elements and Principles of Design. Planning documents are minimal or unclear. Their A/V product or design piece shows weak craftsmanship, such as shaky or unfocused framing, poor or inconsistent lighting, unclear audio, or a composition lacking intentional structure. Editing, sequencing, or visual organization may be rushed or missing. Presentations are brief, and the student struggles to explain artistic or technical choices or how they relate to communication or design. The student participates minimally in critique, rarely incorporates feedback, and frequently misses checkpoints.
Level 1: Low Did Not Meet Standard Well below typical skill	Student does not demonstrate understanding of the Elements and Principles of Design. They provide no usable planning materials, and their A/V product or design piece is incomplete, missing, or lacks basic framing, lighting, or sound control. Technical skills are not demonstrated, and artistic choices do not relate to design, communication, or assignment expectations. The student does not present their work, does not participate in critique, and does not use feedback or meet required 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.

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)

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)
Foundational Skill Specificity	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
Skill Persistence	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.
Measurability of Skill	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.
Growth Potential for Students and Teacher	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.
Clarity and Alignment with Standards	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
Developing

☐ 11 - 15 Proficient

☐ 6 - 10

☐ 0 - 5 Beginning
Revision Needed

Revision Needed



Rubric for Writing a Targeted Skills Profile (TSP)

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