

# Student Learning Objectives (SLO) Form

Teacher Name	Teacher A	Date	
School		Appraiser Name	
Grade	9-12	Subject Area	High School Theatre 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 short script by identifying its mood, setting, and theme using textual evidence; apply foundational theatre design skills by intentionally incorporating design elements such as color, line, shape, texture, and space; and communicate their artistic choices by producing and presenting a finalized theatre design product (set layout, prop model, or costume collage) that clearly connects their design decisions to their script analysis.

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

1. Script Analysis
2. Theatre Design & Craftsmanship
3. Communication / Collaboration

## 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 short script by identifying its mood, setting, and theme using textual evidence; apply foundational theatre design skills by intentionally incorporating design elements such as color, line, shape, texture, and space; and communicate their artistic choices by producing and presenting a finalized theatre design product (set layout, prop model, or costume collage) that clearly connects their design decisions to their script analysis.
Level	<b>Targeted Skill Profile (TSP)</b>
Level 5: Mastering Standard <b>Well above typical skill</b>	Student demonstrates a deep understanding of the script by accurately identifying mood, setting, and theme and supporting these interpretations with multiple pieces of direct textual evidence. Their design work intentionally incorporates four to five design elements; such as color, line, shape, texture, and space, to clearly reinforce the script's meaning, and they use theatre vocabulary to explain their artistic decisions. Their craftsmanship is precise, detailed, and fully rendered, with accurate proportional measurements and careful construction. During presentations, the student communicates clearly, confidently, and fluently, consistently connecting their design decisions to script evidence and responding thoughtfully to questions. Collaboration is exemplary; the student takes initiative, leads peers, offers constructive feedback, and consistently incorporates teacher and peer suggestions throughout the design process.
Level 4: Meeting Standard <b>Above typical skill</b>	Student correctly identifies the script's mood and setting and attempts to articulate its theme, using two to three appropriate script references. Their design project incorporates at least three design elements with reasonable consistency and generally aligns with their script interpretation. Craftsmanship is neat, complete, functional, and safely executed, with a mostly accurate measurement key. The student presents their work in a clear and organized manner, explaining at least two design choices using supporting script evidence and answering most questions adequately. They collaborate reliably, participating in group work, engaging in peer critique, and applying most feedback by the next checkpoint.
Level 3: Approaching Standard <b>Typical skill</b>	Student identifies one or two basic script elements; typically mood or setting and may provide a paraphrased reference without precise citation. Their design incorporates two to three design elements, though these may be inconsistently applied or not fully aligned with their interpretation of the script. Craftsmanship shows partial completion, uneven neatness, or inconsistent proportion, and measurement tools may be included but used inaccurately. Presentations describe the process and offer a basic explanation of their project but connect only one design decision to the script and rely heavily on prompts or notes. Collaboration occurs but inconsistently; the student sometimes incorporates feedback and may occasionally miss checkpoints.
Level 2: High Did Not Meet Standard <b>Below typical skill</b>	Student provides vague statements about the script's mood or setting without textual support, and their analysis tools are often incomplete or inaccurate. Design work demonstrates only one design element or includes elements used randomly or without intention, and rationale is missing or disconnected from their analysis. Their craftsmanship appears rushed, incomplete, or unsafe, with missing or unused measurement tools. Presentations are minimal and lack clear explanation or connection to the script. Collaboration is limited; the student rarely applies feedback, participates minimally, and frequently misses checkpoints or relies on peers to complete the work.
Level 1: Low Did Not Meet Standard <b>Well below typical skill</b>	Student is unable to identify mood, setting, or theme and provides no supporting evidence or analysis tools. Their design work is missing, off task, or shows no coherent application of design elements. Craftsmanship is unsafe, nonfunctional, or not submitted. The student does not present or explain their work and does not participate in collaboration or feedback processes, consistently missing checkpoints and failing to engage with the project.

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.

- 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)