

# Student Learning Objectives (SLO) Form

Teacher Name

Teacher A

Date

School

Appraiser Name

Grade

6<sup>th</sup> – 8<sup>th</sup>

Subject Area

Middle School Entrepreneur

## 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 explore basic business concepts by identifying community or school-based problems or needs, brainstorming simple solutions or small business ideas, and designing a plan that outlines what goods or services, cost and value, and target customers. Students will create a simple prototype, model, or written plan, and present their idea to peers, explaining how their idea could work, why it solves the problem, and what steps would be needed to start it.

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

1. Problem Identification & Ideation
2. Basic Planning & Decision Making
3. Simple Financial Awareness (cost, value, pricing)

## 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.*

Targeted Skill Profile (TSP)	
<b>SLO Skill Statement</b>	Students will explore basic business concepts by identifying community or school-based problems or needs, brainstorming simple solutions or small business ideas, and designing a plan that outlines what goods or services, cost and value, and target customers. Students will create a simple prototype, model, or written plan, and present their idea to peers, explaining how their idea could work, why it solves the problem, and what steps would be needed to start it.
<b>Level</b>	<b>Targeted Skill Profile (TSP)</b>
Level 5: Mastering Standard <b>Well above typical skill</b>	Student clearly identifies a meaningful problem or need in the school or community and develops a business idea that is both creative and feasible. Their planning materials, such as sketches, charts, or written outlines, show thorough reasoning about cost, value, target customers, and steps required to launch the idea. The student produces a detailed prototype, visual model, or complete business plan that demonstrates strong understanding of how their product or service would work. In presentations, the student communicates confidently using age-appropriate business vocabulary and explains how their idea solves the problem, why customers would value it, and what resources would be needed. They respond thoughtfully to questions, participate actively in group work, and refine their work based on feedback.
Level 4: Meeting Standard <b>Above typical skill</b>	Student identifies a clear problem or need and proposes a reasonable business idea that addresses it. Their planning includes basic information about what the business would offer, who the customers would be, and what it might cost. They create a prototype or written plan that shows purposeful thinking and sufficient detail to understand the idea. In presentations, the student explains the main parts of the idea, including what it does and why people might want it. They participate reliably in group activities, use business vocabulary appropriately, and apply most feedback to improve their project.
Level 3: Approaching Standard <b>Typical skill</b>	Student identifies a general problem or need but may struggle to fully explain why it is important or how their business idea addresses it. Their plan is present but may be incomplete, lacking detail about costs, customers, or steps required to make the idea work. The prototype or model is partially developed but may be unclear or inconsistent. In their presentation, the student describes the idea but provides limited reasoning about value or feasibility and may require prompting. Collaboration is variable, and the student applies some feedback but not consistently.
Level 2: High Did Not Meet Standard <b>Below typical skill</b>	Student shows limited understanding of problem identification and proposes an idea that is vague, unrealistic, or only loosely connected to the problem. Their planning materials are minimal, missing, or inaccurate. The prototype, model, or plan may be incomplete or difficult to interpret. Presentations are brief, unclear, or missing key details about how the idea would work or why customers would be interested. The student seldom uses feedback, struggles to work collaboratively, and often misses checkpoints.
Level 1: Low Did Not Meet Standard <b>Well below typical skill</b>	Student does not identify a meaningful problem or need and is unable to generate a coherent business idea. Planning documents are missing, largely off-topic, or show no understanding of basic business concepts. No viable prototype, written plan, or model is provided. The student does not present their idea or is unable to explain it, does not participate meaningfully in group work, and does not respond to 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.

### 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)
<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)
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)