Texas Student Learning Objectives (SLOs)

Teacher Name	Teacher 1	Date	
School		Appraiser Name	
Grade	Grades 10-12	Subject Area	Law, Public Safety

A. What is your SLO Skill Statement for this content area/subject?

Create your skill statement base on what your students should know and what they are able to show?

Students will demonstrate accurate fingerprint collection and classification techniques through live practice, recorded submissions, and documentation activities that show understanding of pattern identification, evidence handling, and procedural accuracy.

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

1. Identify and classify fingerprint patterns (loops, whorls, arches)/.
2. Collect clear, complete prints using proper procedures and materials
3. Document, label, and store fingerprint evidence according to chain of custody protocols.

C. Initial Student Mapping

Identify and List students meeting the standard of previous year's performance base on the foundational skills.
Utilize multiple sources of evidence/data to map in the appropriate 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:

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 utilize to measure student performance at each check-in to determine growth at the end of the year.

SLO Skill Statement	Student collects partial or uneven prints, identifies some pattern types correctly, and documentation shows inconsistencies or missing steps.
Level	**Targeted Skill Profile**
Level 5: Mastering Standard **Well above typical skill**	Student consistently collects clear, complete fingerprints showing all ridge details, correctly identifies and classifies all patterns, and fully documents and labels each sample following all chain-of-custody steps.
Level 4 Meeting Standard **Above typical skill**	Students will demonstrate accurate fingerprint collection and classification techniques through live practice, recorded submissions, and documentation activities that show understanding of pattern identification, evidence handling, and procedural accuracy.
Level 3: Approaching Standard **Typical skill**	Student collects complete and mostly clear fingerprints, accurately identifies most pattern types, and documents samples with few errors in labeling or order
Level 4: High Did Not Meet Standard **Below typical skill**	Student struggles with consistent collection and misidentifies multiple fingerprint patterns; documentation lacks completeness or correct sequencing.
Level 5: Low Did Not Meet Standard **Well below typical skill**	Student unable to produce identifiable fingerprints or follow basic collection and documentation steps.

b. Describe what will you 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.

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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.?

Optional Notes

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

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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.	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   ☐ 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)
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)