

Student Learning Objectives (SLO) Form

Teacher Name	Teacher A	Date	
School	Mesquite Valley High School	Appraiser Name	Appraiser A
Grade	High School	Subject Area	AP US Government

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 written sources, visual sources, and quantitative data in AP U.S. Government to develop well-supported responses by explaining political principles, institutions, processes, policies, and behaviors, evaluating arguments and perspectives in sources, and interpreting data to support conclusions.

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

Students will describe and explain political principles, institutions, processes, policies, and behaviors presented in scenarios, documents, visual sources, or data sources.

Students will analyze foundational documents and other text-based or visual sources by identifying arguments, perspectives, evidence, and reasoning and explaining how they connect to political principles, institutions, processes, policies, or behaviors.

Students will analyze and interpret quantitative data presented in tables, charts, graphs, maps, or infographics to identify patterns, explain relationships, and support conclusions about political principles, institutions, processes, policies, or behaviors.

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.

C. Initial Student Mapping

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
Student A Student ZZ Student R Total # of Students:3	Student E Student F Student M Student D Total # of Students:4	Student B Student K Student J Student N Student C Student G Total # of Students:6	Student CC Student AA Student JC Student I Total # of Students:4	Student IR Student KV Total # of Students:2

D: What are the expected skills students need to know and show across all five levels by the end of the interval

- 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.*

SLO Skill Statement	Students will analyze written sources, visual sources, and quantitative data in AP U.S. Government to develop well-supported responses by explaining political principles, institutions, processes, policies, and behaviors, evaluating arguments and perspectives in sources, and interpreting data to support conclusions.
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard	Student accurately explains political principles, institutions, processes, policies, or behaviors presented in scenarios, documents, visual sources, or data. Student analyzes arguments, perspectives, evidence, and reasoning in sources and clearly explains how they connect to political concepts or processes. Student accurately interprets quantitative data by identifying patterns, trends, or relationships and uses 3 or more accurate and relevant pieces of evidence to support a well-developed response.
Level 4: Meeting Standard	Student explains political principles, institutions, processes, policies, or behaviors with mostly accurate connections to the source or scenario. Student explains arguments, perspectives, evidence, or reasoning in sources and connects them to political concepts or processes. Student interprets quantitative data with mostly accurate identification of patterns, trends, or relationships and uses 2 accurate and relevant pieces of evidence to support a response.
Level 3: Approaching Standard	Student identifies a political principle, institution, process, policy, or behavior and provides a basic explanation. Student identifies an argument, perspective, evidence, or reasoning from a source, though the explanation may be general or partially developed. Student identifies a basic pattern, trend, or relationship in quantitative data and uses 1 accurate and relevant piece of evidence to support a response.
Level 2: High Did Not Meet Standard	Student identifies at least one relevant detail from a scenario, document, visual source, or data source and attempts to connect it to a political principle, institution, process, policy, behavior, argument, or data pattern. The explanation may be partial, unclear, or only loosely connected to the source or question.
Level 1: Low Did Not Meet Standard	Student identifies one basic or surface-level detail from a scenario, document, visual source, or data source. Student may recognize a government term, institution, document, policy, graph feature, or topic, but does not yet explain its connection to political principles, processes, arguments, perspectives, or data-based conclusions.

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.

Evidence may include AP-style written responses, source analysis tasks, visual source interpretation, quantitative data analysis using tables, charts, graphs, maps, or infographics, scenario-based responses, and departmental assessments. These measures align to the SLO skills by showing how students explain political principles, institutions, processes, policies, and behaviors, analyze arguments and perspectives in sources, interpret data patterns and relationships, and use evidence to support conclusions.

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)

I will differentiate by providing higher-performing students with more complex AP U.S. Government sources, data, and scenarios that require deeper analysis of political principles, institutions, processes, policies, and behaviors, while supporting lower-performing students with vocabulary support, guided questions, graph or data models, sentence stems, and small-group instruction. All students will work toward their targeted growth goals through repeated practice with analyzing sources, interpreting quantitative data, evaluating arguments and perspectives, and developing evidence-based conclusions. Progress will be monitored through written responses, data analysis tasks, source analysis activities, exit tickets, AP-style questions, and rubric-based checks, with student work samples and feedback documented as the body of evidence. I will meet regularly with my AP Government or social studies team, instructional coach, and appraiser during PLCs to review progress, align scoring, share strategies, and document next steps.

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 Re-submit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	☐ Final Approval
Teacher Signature	Date
Appraiser Signature	Date

