Student Learning Objectives (SLO) Form

Teacher Name	Teacher 1	**Date** Date	
School	Campus A	Appraiser Name	
Grade	9th	Subject Area	Spanish I

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 be able to communicate in a culturally appropriate way in a conversational oral language about everyday topics such as greetings, food, and family by applying Spanish vocabulary through the use of words, phrases, and complete sentences.

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

1. Basic Vocabulary Recognition and Recall
2. Application of Vocabulary in Context
3. Cultural Awareness in Communication

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
Student A Student B Student C Student D Student F	Student AA Student BB Student CC Student DD Student FF Student GG Student HH	Student AAA Student BBB Student CCC Student DDD Student FFF Student GGG Student HHH	Student I Student J Student K	Student JJ
Total # of Students: 5	Total # of Students: 7	Total # of Students: 7	Total # of Students: 3	Total # of Students: 1

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 be able to communicate in a culturally appropriate way in a conversational oral language about everyday topics such as greetings, food, and family by applying Spanish vocabulary through the use of words, phrases, and complete sentences.
Level	**Targeted Skill Profile (TSP)**
Level 5: Mastering Standard Well above typical skill	Uses 15+ accurate vocabulary words from the targeted topics in extended responses of 8+ complete sentences, includes at least 3 varied sentence structures, and applies culturally appropriate expressions in 100% of interactions without prompts.
Level 4: Meeting Standard Above typical skill	Uses 10–14 accurate vocabulary words from the targeted topics in responses of 5–7 complete sentences, includes at least 2 varied sentence structures, and applies culturally appropriate expressions in at least 80% of interactions with minimal prompting.
Level 3: Approaching Standard Typical skill	Uses 6–9 accurate vocabulary words from the targeted topics in responses of 3–4 complete sentences, includes at least 1 varied sentence structure, and applies culturally appropriate expressions in at least 60% of interactions with occasional prompting.
Level 2: High Did Not Meet Standard Below typical skill	Uses 3–5 accurate vocabulary words from the targeted topics in responses of 1–2 complete sentences, primarily in one sentence structure. Applies culturally appropriate expressions in less than 50% of interactions and needs frequent prompting.
Level 1: Low Did Not Meet Standard Well below typical skill	Uses fewer than 3 accurate vocabulary words from the targeted topics, speaks in single words or incomplete sentences, and applies culturally appropriate expressions in less than 20% of interactions, requiring continuous prompting.

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.

Vocabulary & Pronunciation Assessment
Description: Students match 15–20 Spanish vocabulary words (greetings, food, family) with English meanings and pronounce each word aloud.
Role-Play Conversation
Description: Students participate in a guided and then unscripted role-play covering greetings, ordering food, and introducing family members.
Final Oral Interview
Description: Teacher conducts a brief unscripted interview in Spanish covering greetings, food, and family without scripts or notes.

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)

To meet the needs of all learners, students in the highest performing group will engage in enrichment activities such as extended unscripted conversations on new topics and peer leadership in role-play, while students in the lowest performing group will receive targeted vocabulary practice, sentence stems, and additional guided conversations with feedback. All students will be supported through scaffolding strategies like word banks, conversation prompts, and gradual release of supports to build independence. Progress will be monitored through weekly speaking checks, vocabulary mastery tracking, and periodic recorded role-plays or interviews. Documentation will be maintained in individual digital portfolios containing quizzes, rubrics, and interview scores aligned to the Targeted Skill Profile. The instructional team, consisting of Spanish teachers, EL/EB specialists, will meet bi-weekly during PLC time to review data and adjust instruction. Collaboration will occur through shared Google Drive folders, meeting notes, and peer observations to exchange best practices. This consistent cycle of differentiation, monitoring, and collaboration will guide all students toward achieving their targeted growth goals.

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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