

Student Learning Objectives (SLO) Form

Teacher Name	Teacher B	Date	
School	Mesquite Valley High School	Appraiser Name	Appraiser B
Grade	Secondary	Subject Area	Credit Recovery

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 identify essential information from course texts, lessons, or instructional materials and explain how the information connects to the lesson objective using written, verbal, or program-based responses.

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

Identify key ideas, vocabulary, and concepts from credit-recovery program lessons.
Explain how evidence, examples, or lesson details support the lesson objective.
Produce clear written, verbal, or program-based responses that demonstrate understanding of the core concept.

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	Quintile 2 - Level 2	Quintile 3 - Level 3	Quintile 4 - Level 4	Quintile 5 - Level 5
Low Did Not Meet Previous Year's Standard Intervention Required	High Did Not Meet Previous Year's Standard Intervention Required	Approaching Previous Year's Standard	Meeting Previous Year's Standard	Mastered Previous Year's Standard
Student A Student H Student G Student I Student K	Student B Student C	Student D	Student E Student J	Student F
Total # of Students:5	Total # of Students: 2	Total # of Students: 1	Total # of Students: 2	Total # of Students: 1

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 identify essential information from course texts, lessons, or instructional materials and explain how the information connects to the lesson objective using written, verbal, or program-based responses.
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard	Student accurately identifies 5 or more key ideas, vocabulary words, or concepts and uses strong evidence or examples to explain the lesson objective in depth. The response is clear, complete, organized, and shows a strong understanding of how the core concept connects to the overall lesson.
Level 4: Meeting Standard	Student accurately identifies 4 key ideas, vocabulary words, or concepts and explains how multiple examples or evidence from the lesson support the objective. The written or program-based response is clear, organized, and connected to the core concept.
Level 3: Approaching Standard	Student identifies 3 key ideas, vocabulary words, or concepts with general accuracy. The response explains how evidence, examples, or lesson details support the lesson objective or core concept.
Level 2: High Did Not Meet Standard	Student identifies 2 key ideas, vocabulary words, or concepts with partial accuracy. The response includes a basic explanation, but the connection to the lesson objective is unclear or only partially supported
Level 1: Low Did Not Meet Standard	Student identifies 1 key idea, vocabulary word, or concept from the program recovery lesson with limited accuracy. The response is incomplete or does not clearly connect to the lesson objective.

- 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.

The Body of Evidence will consist of completed program recovery lesson responses, written or program-based assignments, vocabulary and concept tasks, checks for understanding, and rubric scored responses that document student growth in identifying key ideas, explaining supporting evidence, and communicating understanding of the lesson objective

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?
- 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 credit recovery program lessons or response tasks that require them to identify multiple key ideas, use stronger evidence, and explain deeper connections to the lesson objective, while supporting lower-performing students with vocabulary previews, guided notes, sentence stems, repeated examples, and small-group or individual support. I will monitor progress through credit recovery program lesson responses, vocabulary and concept checks, written or program-based assignments, quizzes, exit tickets, and rubric-based scoring aligned to the TSP. The Body of Evidence will include completed credit recovery program responses, written assignments, checks for understanding, and rubric-scored tasks that show growth in identifying key ideas, explaining evidence, and communicating understanding. I will collaborate with my content team, instructional coach, and appraiser during PLCs or planning meetings to review student progress, align scoring expectations, share intervention 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

Rubric for Writing an SLO Skill Statement

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Foundational Skill Specificity <i>Foundational skills are the essential, transferable sub-skills students must develop to master the broader TEKS expectation.</i>	Clearly represents three foundational skills that are aligned to the content area.	Represents three foundational skills that are relevant to the content area, though some generalizations are present.	Represents fewer than three foundational skills or lacks clear specificity to the content area.	There is one or no foundational skills, or skills are not aligned to content area.
Skill Persistence <i>Skills revisited, reinforced, and built upon across multiple units or checkpoints.</i>	Describes three foundational skills that will persist and be reinforced throughout the duration of the course.	Describes three foundational skills that are likely to persist through the majority of the course.	Describes fewer than three foundational skills that do not persist throughout the course; they may only be taught in one or two isolated units.	Skills are short-term and unlikely to persist throughout the course.
Measurability of Skill <i>Performance-based verbs, observable evidence, etc.</i>	Skills are clearly measurable through student work and are explicitly aligned to the TSP. Evidence of alignment is consistent and strengthens the intended learning outcome.	Skills are measurable through student work and are somewhat aligned to the TSP. Evidence of alignment is mostly consistent	Skills have limited measurability; alignment to student demonstration of mastery is unclear.	Skills cannot be measured through student work.
Growth Potential for Students and Teacher <i>Skills show growth potential that pushes students beyond their current performance level.</i>	Skills focus on areas that show clear growth potential for students. Skills are applicable for this course and beyond with meaningful long-term impact.	Skills focus on areas that show growth for students and have some connection to long-term development.	Growth potential is limited or lacks clear benefits for students.	No clear focus on growth or benefits for students.
Clarity and Alignment with Standards	Skills are well defined and clearly aligned with relevant course standards.	Skills are defined and aligned to course standards, though focus may vary.	Skills lack clear definition or are only partially aligned with course standards.	Skills are unclear, unfocused and not aligned to course 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 <i>How clearly the core skills are defined and measurable.</i>	Clearly defines three skills that are measurable and persist throughout the duration of the course.	Defines three skills that are mostly clear and measurable and persist throughout the course, through some refinement may be needed.	Defines fewer than three skills or skills lack clarity.	Skills are vaguely defined or missing.
Differentiation of Skill Levels <i>How well performance levels are clearly distinguished.</i>	Clearly differentiates skill levels with quantifiable descriptors aligned to skills statement and BOE.	Differentiates skill levels, though descriptors may lack some specificity.	Shows limited differentiation between skill levels.	No differentiation between skill levels.
Alignment to Skill Statement <i>How closely the TSP connects to the SLO skill statement.</i>	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 <i>Whether multiple appropriate methods are used to measure skills.</i>	Provides multiple assessments methods, appropriate to measure skills defined in the skill statement.	There are 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 <i>How well targets reflect actual student needs and evidence.</i>	Skill target levels specific to students in the class, grounded in multiple evidence sources (e.g., BOY data, diagnostics, prior work)	Skill targets are mostly specific to students, with some evidence-based alignment.	Skill targets show limited specificity or minimal evidence grounding.	Targets are generalized and lack evidence grounding.
Growth Expectations <i>Whether growth targets are realistic and meaningful.</i>	Sets high yet achievable expectations for student growth based on initial student mapping and target goals.	Sets reasonable and generally attainable expectations for student growth based on initial student mapping and target goals.	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 skills in the skill statement.	Strong alignment with the TSP and skill statement;	General alignment with minor inconsistencies	Unclear or unrelated to intended skills
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)

