

Student Learning Objectives (SLO) Form

Teacher Name Date

School Appraiser Name

Grade Subject Area

**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.*

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

1.

2

3

**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**

1. 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 |  |
| **Level** | **Targeted Skill Proﬁle (TSP)** |
| Level 5: Mastering Standard  Well above typical skill |  |
| Level 4: Meeting Standard  Above typical skill |  |
| Level 3: Approaching Standard  Typical skill |  |
| Level 2:  High Did Not Meet Standard  Below typical skill |  |
| Level 1:  Low Did Not Meet Standard  Well below  typical skill |  |

1. 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.

* 1. 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?
  2. What strategies will you use to monitor progress? How will you document your body of evidence for each student?
  3. 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.?

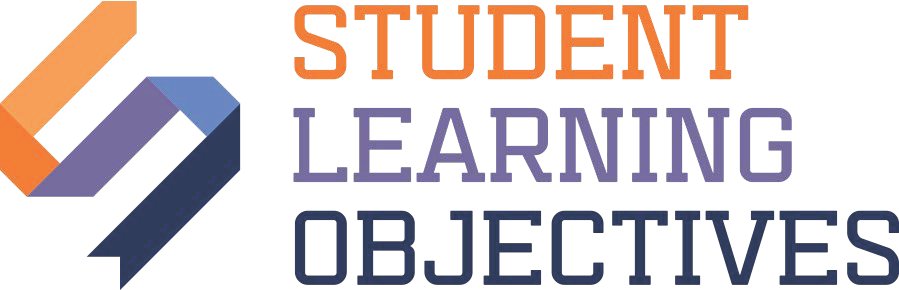
Notes (Optional)

**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 |
|  | Approved  Revise and Resubmit |
| Teacher Signature | Date |
| Appraiser Signature | Date |

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

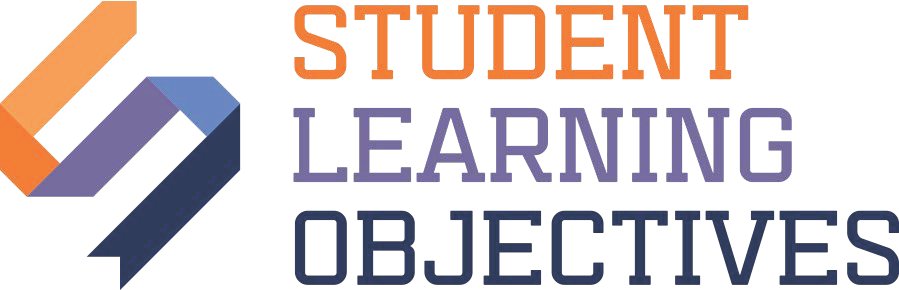
**Rubric for Writing an SLO Skill Statement**

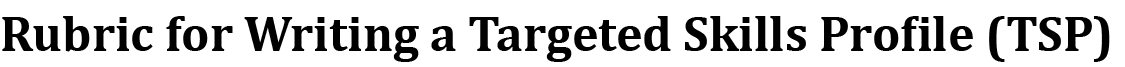
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary (4)** | **Proﬁcient (3)** | **Developing (2)** | **Beginning (1)** |
| **Foundational Skill** | Clearly represents a | Represents a | Represents a | Foundational skill is |
| **Speciﬁcity** | foundational skill | foundational skill | foundational skill, | vague or not |
|  | highly speciﬁc to | relevant to the | but lacks clear | speciﬁc to the |
|  | the content area. | content area, | speciﬁcity to the | content area |
|  |  | though with some | content area. |  |
|  |  | generalization. |  |  |
| **Skill Persistence** | Describes a skill | Describes a skill | Describes a skill | Skill is short-term |
|  | that will persist and | that is likely to | that may not | and unlikely to |
|  | be reinforced | persist for most of | persist | persist through the |
|  | throughout the | the course. | consistently or be | course. |
|  | course. |  | reinforced |  |
|  |  |  | throughout the |  |
|  |  |  | course |  |
| **Measurability of Skill** | Skill can be clearly measured through | Skill can be measured through | Limited measurability; | Skill cannot be measured through |
|  | student | student | unclear how | student |
|  | demonstration, | demonstration, | student | demonstration |
|  | with detailed | though criteria | demonstration | eﬀectively. |
|  | criteria. | may need | would capture the |  |
|  |  | reﬁnement. | skill. |  |
| **Growth Potential for Students and** | Skill focuses on growth for both | Focuses on growth for | Growth potential is limited or lacks | No clear focus on growth or beneﬁts |
| **Teacher** | students and  teacher in this | students and  teacher, with | clear beneﬁts for  students or | for students or  teacher. |
|  | course and beyond, | some connection | teachers. |  |
|  | with clear impact. | to long-term |  |  |
|  |  | development. |  |  |
| **Clarity and** | Skill is well-deﬁned, | Skill is deﬁned and | Skill lacks clear | Skill is unclear, |
| **Alignment with Standards** | focused, and closely  aligned with relevant standards | generally aligned  with course standards, though | deﬁnition or may  only partially align with course | unfocused, and not  aligned with standards. |
|  | for the course. | focus may vary. | standards. |  |

16 - 20 Exemplary 11 - 15 Proﬁcient 6 - 10 Developing

Revision Needed

0 - 5 Beginning Revision Needed

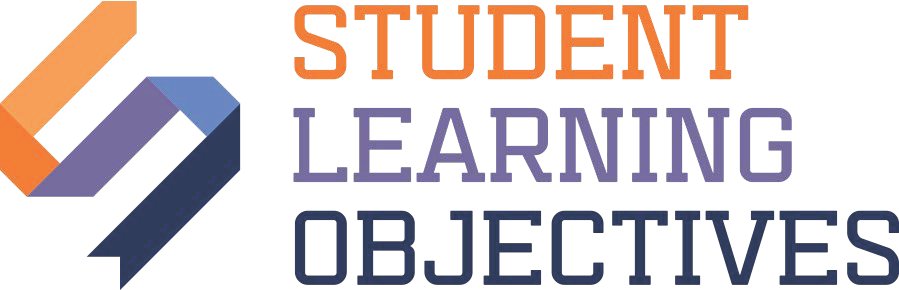


|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary (4)** | **Proﬁcient (3)** | **Developing (2)** | **Beginning (1)** |
| **Skill Articulation** | Clearly deﬁnes skills for the end of the year with speciﬁc, concise language | Deﬁnes skills for the end of the year, mostly clear. | Partially deﬁnes skills; may lack clarity. | Skills are vaguely deﬁned or missing. |
| **Diﬀerentiation of Skill Levels** | Clearly diﬀerentiates skill levels with precise | Diﬀerentiates skill levels, though | Shows limited diﬀerentiation between | No diﬀerentiation between skill levels. |
|  | descriptors. | descriptors may lack | skill levels. |  |
|  |  | some speciﬁcity. |  |  |
| **Alignment to Skill Statement** | Strong alignment with the SLO skill statement, | Mostly aligns with the SLO skill | Limited alignment to the SLO skill statement; | Does not align with the SLO skill |
|  | reﬂecting clear | statement, some | unclear connections. | statement. |
|  | connections. | connections. |  |  |
| **Assessment Flexibility** | Provides multiple assessment | Includes a few methods for skill | Limited methods for assessing skills, lacking | Assessment methods are vague |
|  | methods, | assessment, with | variety. | or inappropriate. |
|  | appropriate to | some variety. |  |  |
|  | measure skills. |  |  |  |
| **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** | Sets high yet | Sets reasonable | Sets growth | Expectations are |
| **Expectations** | achievable | expectations for | expectations, but may | unrealistic or not |
|  | expectations for | growth, generally | not be entirely | deﬁned. |
|  | student growth, | attainable. | reasonable or |  |
|  | considering end |  | well-deﬁned. |  |
|  | goals. |  |  |  |

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 Re�lection** | 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)