



STUDENT LEARNING OBJECTIVES

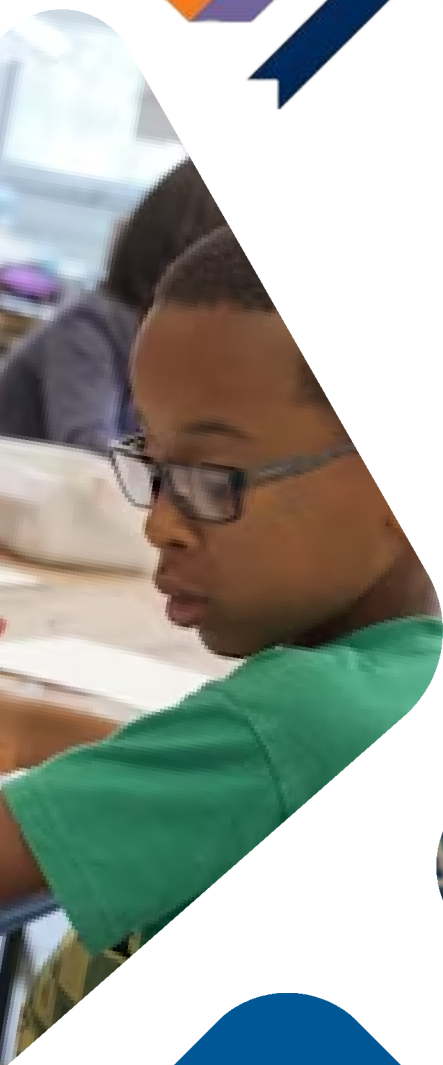


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Overview

This Implementation Guide is intended to offer step-by-step guidance on developing, implementing, and reflecting on Student Learning Objectives (SLOs). It is not meant to serve as a stand-alone resource but should be used alongside formal training and ongoing support throughout the school year. The SLO process is based around 4 processes designed to be simpler, more flexible and directly aligned with the teacher growth systems such as TIA and T-TESS. Using the S.L.O.S. framework, it streamlines goal setting, progress monitoring, and evaluation.

Set Goals: Skill Statement and student mapping

Level Expectations: Develop Targeted Skill Profile for Beginning Of Year and End Of Year

Observe Progress: Gather BOE and track progress

Show Results: Evaluate and connect outcomes with TIA and T-TESS Goals

Foundational Skills	Elimination of the Initial Skill Profile (ISP)	Explicit Inclusion of Formative Assessments and Open Educational Resources (OER)	Optional Use of Historical Data for Student Mapping	Integration of Checkpoints
3 Foundational Skills	<ul style="list-style-type: none"> The ISP is no longer required Teachers may rely on the Targeted Skill Profile (TSP) as a broader tool to describe both Beginning of the Year (BOY) and End of Year (EOY) skill expectations or Historical Data. 	<ul style="list-style-type: none"> Teachers are now explicitly allowed to use formative assessments as part of their Body of Evidence (BOE). This includes the codification that enables flexible, real-time tools-such as OER materials- to measure student growth effectively. 	<ul style="list-style-type: none"> Teachers can use the prior year's performance data to group students into Proficiency Levels, providing flexibility for instructional planning. 	<ul style="list-style-type: none"> Appraiser checkpoints are now integrated into key phases of the process (BOY, MOY, and EOY) to provide ongoing feedback and support.

Student Learning Objectives (SLO)

Is a growth-based tracking tool that measures student progress over time using diverse evidence of learning.

This approach emphasizes growth rather than achievement, fostering continuous improvement for all learners.

It involves setting measurable goals for student progress and collecting ongoing evidence through assessments, performance tasks, and other documentation.

By focusing on growth, this method offers a more holistic view of student development and ensures every student has the opportunity to succeed.



SET GOALS

**LEVEL
EXPECTATIONS**

**OBSERVE
PROGRESS**

**SHOW
RESULTS**

Why use SLOs?

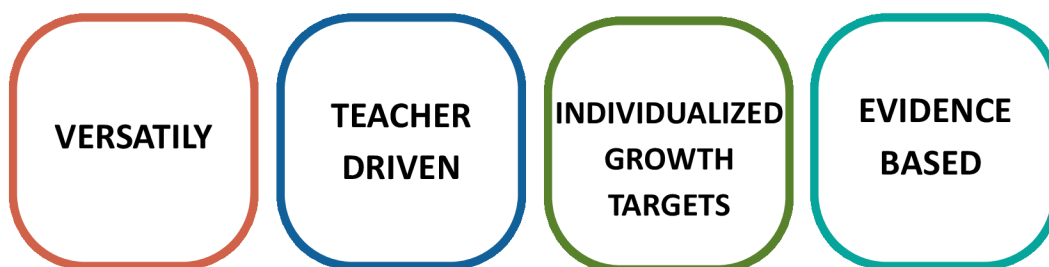


Versatility- Student Learning Objectives can be applied across all content areas, including core subjects, non-core subjects, Fine Arts, early childhood education, and Career and Technical Education.

Teacher-Driven- The Student Learning Objective process is led by teachers. It formalizes what many teachers already do informally, such as selecting assessments and analyzing student work to assess understanding and mastery.

Individualized Growth Targets- Each student has a personalized growth target based on their current learning level, offering a more tailored approach compared to using an overall average.

Evidence-Based- Instead of relying solely on standardized tests, Student Learning Objectives allow teachers to demonstrate student growth through a body of evidence, such as student work collected throughout the year. This approach can provide a more accurate reflection of student progress



Existing Structures to Support SLOs



Data-Informed Practices:

- Many schools already collect and analyze student performance data, which can directly inform the creation of SLOs (e.g., benchmark assessments, formative assessments, progress monitoring tools).
- These existing data systems can streamline the Body of Evidence (BOE) process for tracking progress toward SLO goals.

Professional Learning Communities (PLCs):

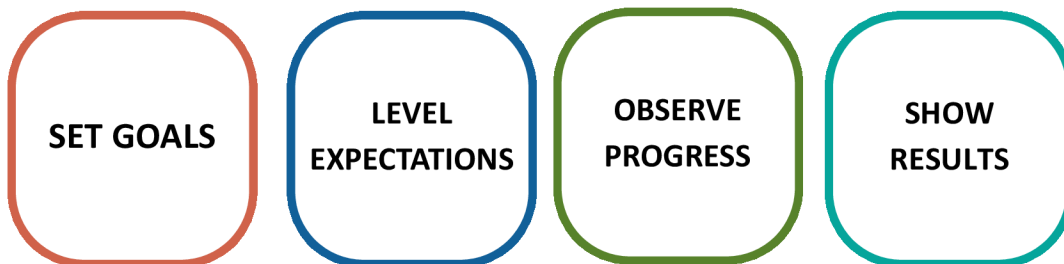
- PLCs often emphasize collaborative goal setting and data-driven instructional strategies.
- Student Learning Objectives development can naturally fit into PLC discussions as a tool for setting and tracking student growth goals.

Teacher Growth Systems:

- Systems like T-TESS (Texas Teacher Evaluation and Support System) already encourage reflection and professional growth.
- SLOs align perfectly with T-TESS, as both focus on measurable student growth and teacher effectiveness.

Curriculum Pacing Guides and Standards:

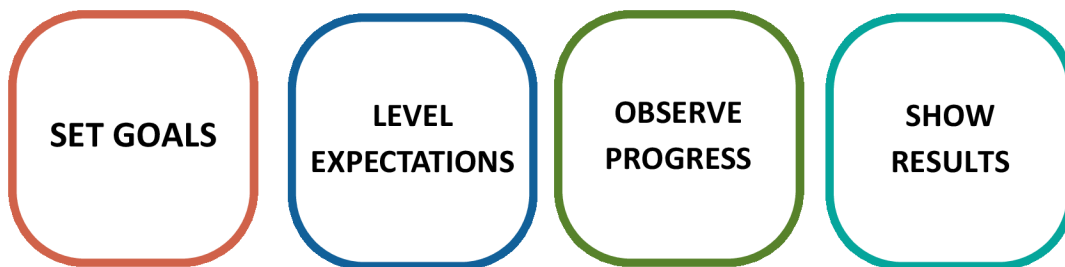
- Many districts already have pacing guides aligned with TEKS or other standards.
- SLO Skill Statements can be developed from these guides, making it easier for teachers to align goals with their curriculum



Enabling Conditions



- **Strong Campus-Level Administrator Capacity-** Effective leadership from campus administrators is key to guiding and supporting teachers throughout the process, ensuring the Student Learning Objective is aligned with course standards, and fostering a collaborative environment.
- **Strong Teacher Capacity and Involvement-** Teachers must be actively engaged and equipped with the necessary skills and resources to implement the process successfully. Their involvement is essential for driving student growth and continuous improvement.
- **District Funding and Capacity-** Sufficient district funding and resources are needed to provide essential training and support for administrators and teachers. This ensures access to the proper tools, professional development, and ongoing guidance for successful implementation.



The Process of SLO Implementation


<p>SET GOALS</p>	<p><i>Create a SLO Skill Statement</i> <i>List Foundational Skills</i></p>
<p>LLEVEL EXPECTATIONS</p>	<p><i>Initial Student Mapping</i> <i>Create the Targeted Skill Profile (TSP)</i></p>
<p>OBERVE PROGRESS</p>	<p><i>Teacher Observation Assessments</i> <i>Analyze Data</i> <i>Reflect, Monitor & Adjust</i></p>
<p>SHOW RESULTS</p>	<p><i>Evaluate Student Growth using the Body of Evidence (BoE) and Targeted Skill Profile (TSP)</i></p>


SET GOALS:

Skill Statement and Student Mapping



SLO Form





Student Learning Objectives (SLO) Form

Teacher Name _____ Date _____

School _____ Appraisal Name _____

Grade _____ Subject Area _____

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

Create your *short* statement based on what your students should know and what they are able to do.

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

C. Initial Student Mapping

Identify and list students meeting the standard of previous year's performance based on the foundational skills. Use multiple sources of evidence to map each student to the appropriate performance level.

Quarter 1 - Last Year Standard Exceeded	Quarter 2 - Last Year Standard Exceeded	Quarter 3 - Last Year Standard Exceeded	Quarter 4 - Last Year Standard Exceeded	Quarter 5 - Last Year Standard Exceeded
<div style="border: 1px solid black; padding: 2px;"> <p>_____</p> <p>_____</p> <p>_____</p> </div>	<div style="border: 1px solid black; padding: 2px;"> <p>_____</p> <p>_____</p> <p>_____</p> </div>	<div style="border: 1px solid black; padding: 2px;"> <p>_____</p> <p>_____</p> <p>_____</p> </div>	<div style="border: 1px solid black; padding: 2px;"> <p>_____</p> <p>_____</p> <p>_____</p> </div>	<div style="border: 1px solid black; padding: 2px;"> <p>_____</p> <p>_____</p> <p>_____</p> </div>

Total # of Students: _____ Total # of Students: _____ Total # of Students: _____ Total # of Students: _____

Student Learning Objectives Form

Section A: *Student Learning Objective Skill Statement*-This section guides educators through the process of identifying foundational skills for students for the content area/subject that they currently teach; with an emphasis on what students should be able to know and show.

Section B: Foundational Skills- This section is a break down of at least three foundational skills that students need to successfully learn for the content area/subject being taught.

Section C: *Initial Student Mapping*- Replaces the Initial Student Profile ISP and helps categorize students based on proficiency levels at the beginning of the year.

What are the expected **skilled** students need to know and show across all five levels by the end of the year?

Complete the Targeted Student Skill Profiler below, create a progression rubric that would describe your expectations for this particular group of student's 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 Profiler will be utilized to measure student performance at each check-in to determine growth at the end of the interval.

SLO Skill Statement	Targeted Skill Profiler (TSP)
Level 1 Identify the function Identify the domain Identify the range	
Level 2 Identify the function Identify the domain Identify the range	
Level 3 Identify the function Identify the domain Identify the range	
Level 4 Identify the function Identify the domain Identify the range	
Level 5 Identify the function Identify the domain Identify the range	

b. Describe what you will include in the body of evidence (BOE) that will establish student's 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.

SLO Skill Statement is the same from Section A

Section D (a): Targeted Skill Profile TSP- Is a progression rubric that describes the teacher's expectations for what a particular group of students' performance will look like at the end of the year. The Targeted Skill Profile TSP ensures that progress tracking is clear and aligned with student growth expectations.

Section D (b): *Body of Evidence*- This section will include a description of the Body of Evidence BOE, that will establish students' skill levels at the end of the school year and alignment with the Student Learning Objective Skill Statement, and finally

How will you guide these students toward growth? (If you use it discussed)

Be prepared to discuss answers to the following questions with your supervisor.

- 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 of students toward reaching their targeted growth goals?
- What strategies will you use to monitor progress? How will you document your levels 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)

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
	<input type="checkbox"/> Approved <input type="checkbox"/> Revises and Resubmits
Teacher Signature _____	Date _____
Apprentice Signature _____	Date _____

Revised Comments (if required)	Decision
	<input type="checkbox"/> Final Approval
Teacher Signature _____	Date _____
Apprentice Signature _____	Date _____

■ **Section E: *Teaching Practices Reflection***- This section allows for teaching practices reflection on how the teacher will ensure that students are guided towards growth.

All resources can be found on the RESOURCES section, or on the SLO site

PHASE 1: Beginning of the Year (BOY)

WRITING A QUALITY STUDENT LEARNING OBJECTIVE (SLO) SKILL STATEMENT

The initial process begins with purposeful planning of instruction and setting student growth goals. Once the foundational skill has been identified, teachers will develop clear targets for student growth. Writing a Quality Student Learning Objective Skill Statement involves understanding its structure.

WHAT IS AN SLO SKILL STATEMENT?

A concise, measurable statement describing the core foundational skill students will develop by the end of the interval.

- Specific to the content area/subject.
- Focuses on a single, foundational skill aligned with TEKS or essential standards.
- Measurable through assignments, projects, or demonstrations.
- Should be the most critical skill students need to master

WHAT ARE THE MOST IMPORTANT SKILLS I TEACH?

WHAT WOULD I WANT MY STUDENTS TO **KNOW**, AND HOW DO I WANT THEM TO BE ABLE TO **SHOW** THE SKILLS?

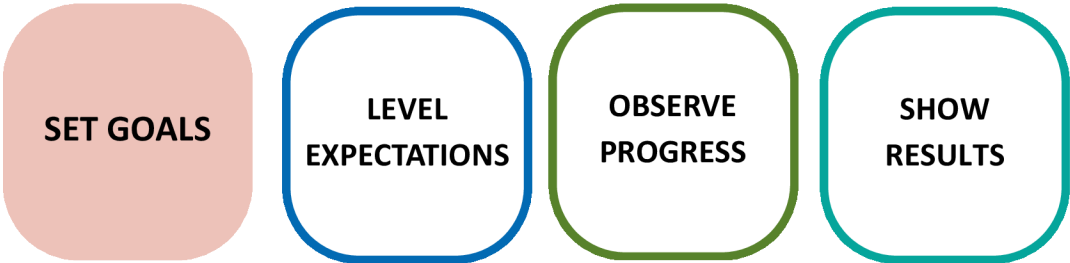
Know and Show

SLO Skill Statement

SLO Skill Statement Example History 8th Grade

Students will demonstrate the ability to analyze the causes, key events, and consequences of the Civil War by evaluating primary and secondary sources, constructing evidence-based arguments, and effectively communicating their findings through written and verbal presentations

What students should KNOW	HOW they should SHOW it
Analyze historical events: Understand the causes, major events, and consequences of the Civil War, and how it influenced the course of U.S. history.	Construct evidence-based arguments: Use historical evidence to support claims and interpretations, modeling the practices of professional historians.
Evaluate primary and secondary sources: Recognize and distinguish between firsthand accounts (e.g., speeches, letters) and secondary interpretations (e.g., textbooks, historians' analyses).	Communicate findings: Present their understanding through clear written and verbal communication, as outlined in the S.L.O. skill statement, demonstrating both literacy and historical thinking.



SLO Skill Statement

Rubric for Writing an SLO Skill Statement (See Resources)

A rubric for writing a **Student Learning Outcome (SLO) skill statement** is a tool used to evaluate the quality and effectiveness of a written SLO. It outlines specific criteria such as clarity, measurability, student focus, specificity, and alignment and provides performance levels (e.g., exemplary, proficient, developing, beginning) to assess how well the SLO statement meets those standards.

This rubric helps educators and evaluators:

- Ensure SLOs are clearly written and student-centered.
- Use measurable and observable verbs.
- Align SLOs with course or program goals.
- Provide consistency in evaluating learning outcomes.

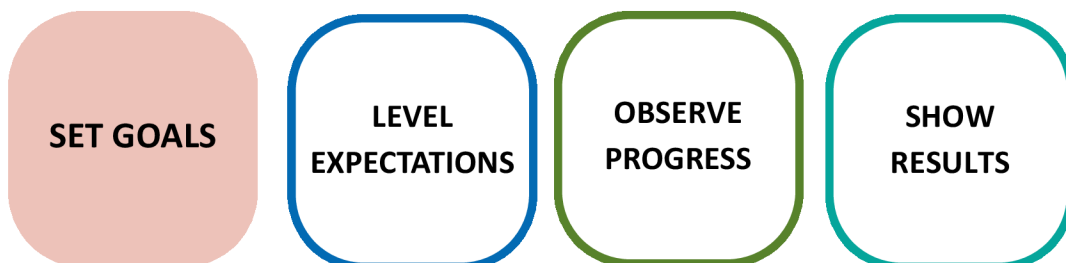


Rubric for Writing an SLO Skill Statement

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

Student Learning Objectives Form



Foundational Skills

BEGINNING OF YEAR (BOY) PART B

Writing foundational skills

Foundational Skills SLO (Student Learning Objective) focuses on essential, prerequisite skills that students must master to succeed in more complex tasks later in the curriculum. These skills form the building blocks for academic achievement and long-term learning.

Foundational skills SLOs are designed to:

- Support skill progression, ensuring students have the necessary base to build more advanced knowledge.
- Use clear, measurable outcomes that track student growth from the beginning to the end of an instructional period.
- Align with TEKS or other standards to ensure instruction is standards-based and purposeful.

Example: Part A

U.S. History 8th Grade

Students will demonstrate the ability to analyze the causes, key events, and consequences of the Civil War by evaluating primary and secondary sources, constructing evidence-based arguments, and effectively communicating their findings through written and verbal presentations.

Example: Part B

1. **Source Analysis:** Identify and evaluate the credibility of primary and secondary sources related to the Civil War.
2. **Historical Contextualization:** Explain the economic, political, and social causes of the Civil War and its impact on Reconstruction
3. **Argument Construction:** Develop clear, evidence-based arguments about the significance of key Civil War events, such as the Emancipation Proclamation or the battle Gettysburg.

SET GOALS

LEVEL
EXPECTATIONS

OBSERVE
PROGRESS

SHOW
RESULTS

Student Mapping

BEGINNING OF YEAR (BOY) PART C

Mapping Students

Understanding where each student is in their learning journey is essential. In Part C, the focus is on mapping students based on their current skills, knowledge, and growth potential. This process helps ensure that instruction is targeted, equitable, and aligned with individual student needs.

As we move forward, consider how data collection, student observations, and assessment results contribute to effective student mapping.

Sample Class Roster 8th Grade US History

1.Student A	6.Student F	11.Student K	16.Student P
2.Student B	7.Student G	12.Student L	17.Student Q
3.Student C	8.Student H	13.Student M	18.Student R
4.Student D	9.Student I	14.Student N	19.Student S
5.Student E	10.Student J	15.Student O	20.Student T

Example: Part C

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 J Student P	Student A Student G Student O Student D Student F	Student C Student H Student K Student L Student S Student I	Student E Student M Student R Student B Student T	Student N Student Q
Total # of Students: 2	Total # of Students: 5	Total # of Students: 6	Total # of Students: 5	Total # of Students: 2

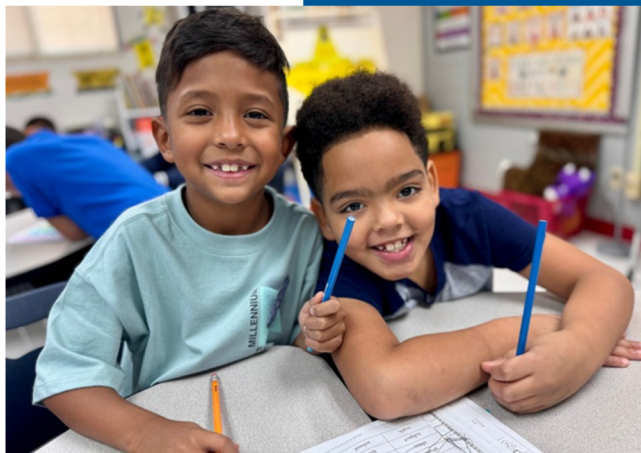
SET GOALS

LEVEL
EXPECTATIONS

OBSERVE
PROGRESS

SHOW
RESULTS

LLEVEL EXPECTATIONS: Targeted Skill Profile & Growth Goals

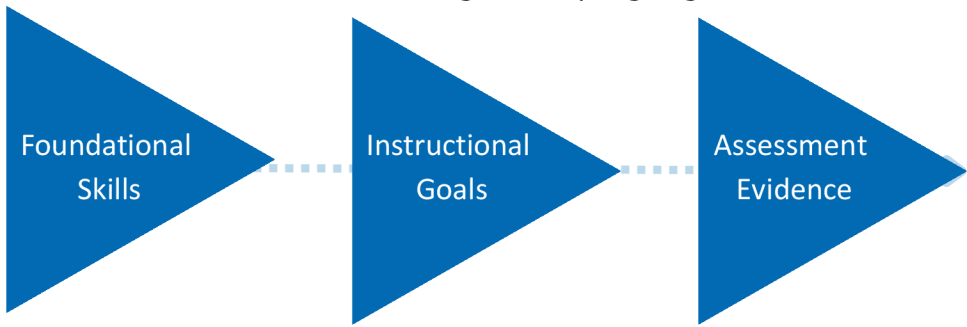


Targeted Skill Profile TSP

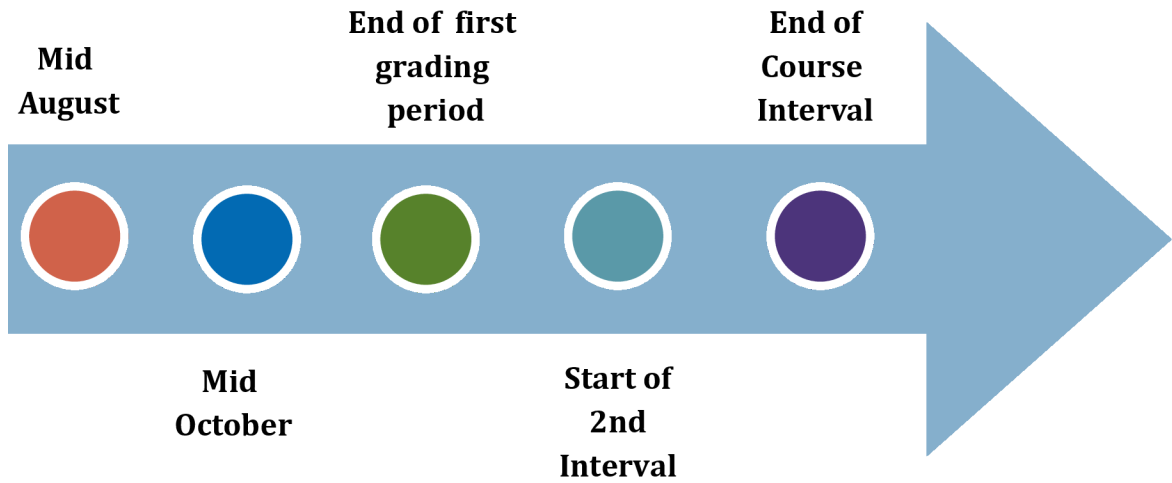


A Targeted Skill Profile serves as **detailed rubric** or **progression** chart that outlines the expected skill levels for students at the *end of the instructional interval*. It is used to **track and measure student growth**, ensuring **clear alignment** between *foundational skills, instructional goals, and assessment data*.

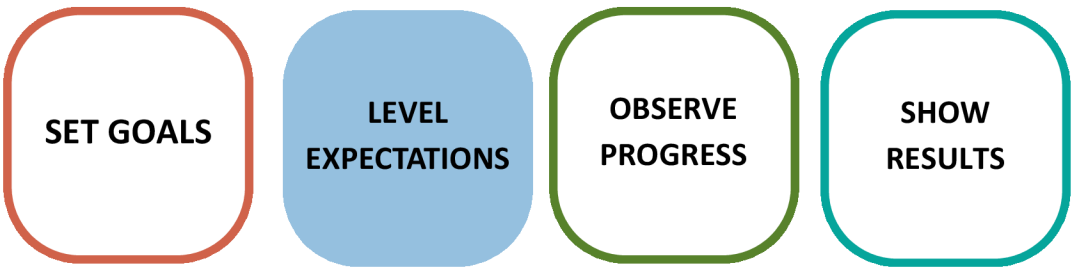
It helps teachers monitor and measure student growth by aligning:



You will use the **Targeted Skill Profile (TSP)** to evaluate student performance throughout the year, with a minimum of 5 checkpoints. *See sample below:*

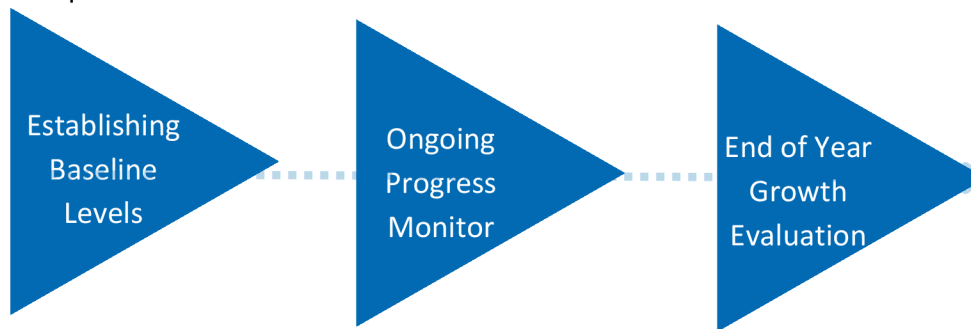


The TSP provides a much clearer structure for evaluating and supporting student learning.



Targeted Skill Profile

Targeted Skill Profile, or TSP, is used throughout the instructional cycle not just at the beginning, but as a central tool for supporting and tracking student growth over time. The TSP directly supports the SLO Skill Statement by breaking it down into measurable outcomes, making it easier to assess student growth and performance. The **TSP** replaces the Initial Skill Profile (ISP) and serves as a **broader framework** to identify skills. The TSP is used throughout the instructional period to:



How is the TSP Used?

Initial Student Mapping

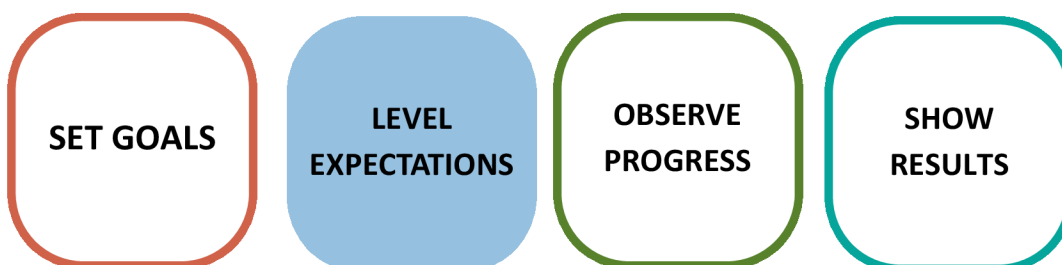
Teachers place students into one of the five Quantile levels based on baseline data (e.g., previous assessments, BOE, BOY assessment).

Ongoing Progress Monitoring

As students engage in learning activities, their performance is reassessed to track growth against the TSP levels.

End-of-Year Evaluation

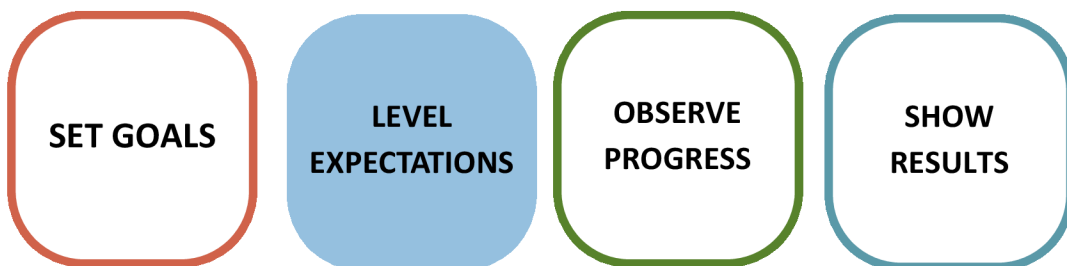
At the end of the instructional interval, the TSP provides a clear measure of how much progress students have made from their starting points.



Targeted Skill Profile

Key Changes

Aspect	New SLO	Key Changes
Purpose	Explicitly aligned with foundational skills and student growth goals	TSP in SLO provides a stronger connection to foundational skills for clearer tracking of growth
Performance Levels	Same five levels but descriptors are more detailed and explicitly tied to foundational skills	Increase specificity in describing skill expectations across all levels in SLO
Connections to Growth	Explicit focus on measurable goals aligned with foundational skills and BOE	SLO emphasizes how each level reflects student progress through targeted growth measures
Alignment to BOE	Directly aligned to multiple data sources (BOE) and foundational skills	Ensures that evidence collected directly supports the skill expectations outlined in the TSP
Usage and Student Mapping	Integrated with Initial Student Mapping and growth tracking for each performance level.	SLO uses TSP as central tool for both initial placement and ongoing progress monitoring



Establishing Baseline Levels

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

The quantile chart represents Levels 1 through 5.

When teachers don't have reliable historical data, such as standardized test scores or prior-year performance, teachers can use the Targeted Skill Profile (TSP) itself to determine students' initial proficiency levels.

If no prior data available, level descriptors on the TSP can serve as a guide to map students accordingly.

This process is called Initial Student Mapping, and it allows us to establish baseline skill levels for each student early in the year.

Example: A student demonstrating limited foundational understanding in a diagnostic task might be placed at Quintile 1 (Level 1), signaling the need for intensive support.

Targeted Skill Profile (TSP) & Growth Goals

The TSP is used throughout the instructional period:

As an option to establish baseline performance levels when historical data is not available (Initial Student Mapping)



To monitor progress throughout periodic assessments. Throughout the instructional interval to check progress. This could involve:

- Diagnostic assessments,
- Student work samples, or
- Observational data.

You'll compare current student performance to the TSP descriptors to determine whether they're on track to meet their growth goal.

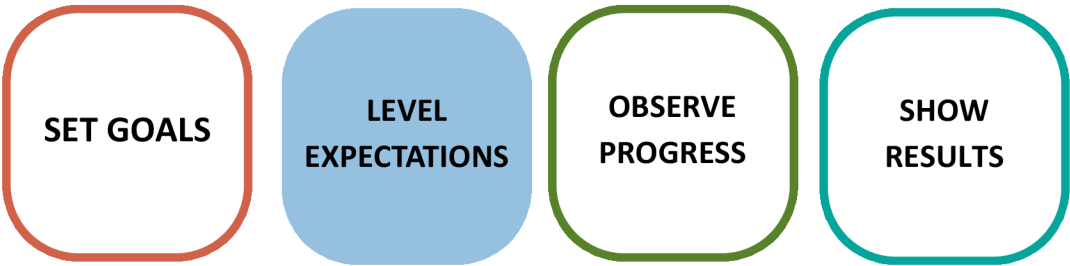


To evaluate student growth at the end of the interval. At the end of the interval, we return to the TSP to evaluate how far each student has progressed.



The TSP replaces the Initial Skill Profile (ISP) from the previous SLO Framework. It now functions as a broader, more comprehensive framework for skill identification and tracking.

The TSP replaces the Initial Skill Profile (ISP) and serves as a broader framework to identify skills.



Establishing Baseline Levels

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

"The effectiveness of the TSP relies on clear, well-aligned **descriptors** at each skill level from Level 1 to Level 5. These descriptors must:

- Align directly with the **foundational skills** of your content area, and
- Be rooted in your **SLO skill statement**.

When writing or reviewing TSP descriptors, ensure they are **specific, observable, and attainable**. These serve as the benchmarks against which all student performance is measured."

Ensure that these descriptors align with the foundational skills and the SLO Skill Statement.

Establishing Baseline Levels

SLO Skill Statement Example

Students will demonstrate the ability to analyze the causes, key events, and consequences of the Civil War by evaluating primary and secondary sources, constructing evidence-based arguments, and effectively communicating their findings through written and verbal presentations.

Level	Targeted Skill Profile
Well above typical skill (Level 1)	Demonstrates deep and nuanced understanding of Civil War causes, events, and consequences. Critically evaluates the credibility and relevance of sources, drawing sophisticated conclusions. Develops well-supported, original arguments using multiple forms of evidence. Communicates findings with precision, clarity, and insight, adapting style for audience and purpose.
Typical skill (Level 3)	Accurately analyzes the causes, key events, and consequences of the Civil War. Independently evaluates and cites relevant primary and secondary sources. Constructs clear, evidence-based arguments with appropriate historical reasoning. Effectively communicates findings with organized written and verbal presentations.
Well below typical skill (Level 5)	Identifies basic facts about the Civil War with teacher support. Demonstrates limited understanding of the difference between primary and secondary sources. Struggles to articulate a clear position or support it with evidence. Written or verbal communication lacks organization or clarity.

Ensure that these descriptors align with the foundational skills and the SLO Skill Statement.

Level Expectations: Targeted Skill Profile

Diagnostic Assessments

These are **pre-tests or baseline assessments** given at the start of the instructional period. They should be aligned with the content and skills identified in your SLO.

Examples

Health Science: A diagnostic might include labeling anatomical structures or answering scenario-based safety questions aligned to clinical procedures.

Welding: A hands-on safety test where students must demonstrate proper equipment setup or identify hazards in a simulated shop environment.

These assessments help determine which students need foundational support and which are ready for advanced tasks.



Student Work Samples

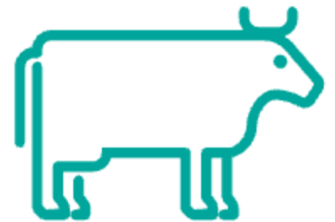
Use assignments, essays, or projects from previous coursework, especially if you're working with returning students or have access to prior performance.

Examples

Business/Marketing: Students may submit a sample business plan, budget spreadsheet, or advertisement project from a prior course.

Agriculture: A completed lab notebook entry, FFA speech draft, or planting journal from a horticulture course.

These artifacts provide authentic snapshots of students' prior learning and technical skill development.



Observation Data

This includes **classroom participation logs**, or even **student interviews**.

Your daily observations are valuable. For example, a student who participates actively but struggles to organize ideas in writing might indicate strength in oral communication but a need for support in structured writing tasks.

Examples

Construction or Auto Tech: Notes on how students followed tool safety protocols or worked in a team during a hands-on project.

Culinary Arts: Anecdotal records of how students managed a cooking station, including time management and food safety practices.



Level Expectations: Targeted Skill Profile

Reminder

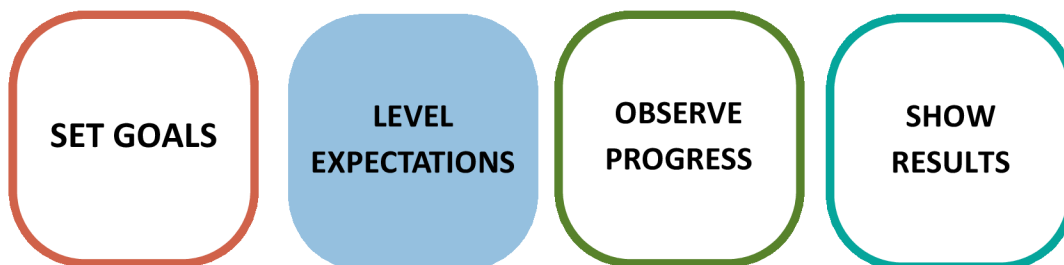
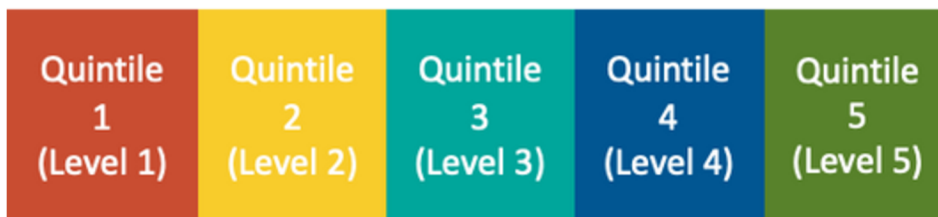
Make sure your Body Of Evidence **BOE** is not just a formality.
It needs to be:

- Aligned to the skills in the Targeted Skill Profile TSP
- Varied in format
- Grounded in authentic student performance.

For CTE educators for example, the BOE should reflect a blend of:

- Academic rigor (written or digital work),
- Hands-on technical performance
- Soft skills like communication, collaboration, and professionalism.

Align every piece of your evidence to the **foundational skills** in your course and the SLO skill statement. This ensures your placement of students in the **TSP** is accurate and defensible.



Observe Progress

What qualifies as evidence?

The Body of Evidence is a collection of student work samples that demonstrate a student's growth in the targeted skill over time. In the Texas Student Learning Objective (SLO) process, the Body of Evidence is a curated collection of student work used to measure growth toward the Targeted Skill Profile TSP.

An effective Body Of Evidence (BOE):



This triangulation of data allows you to monitor progress with accuracy and depth.

Assignments are daily or weekly tasks that reinforce foundational skills related to your SLO Skill Statement. These may include:

- Short responses
- Math problem sets
- Grammar practice
- Vocabulary logs

Projects are performance-based tasks that allow students to demonstrate their skills in real-world or applied contexts. Examples include:

- Research presentations
- Art portfolios
- Science fair investigations
- Workplace simulations in CTE classes

General formative assessments are broader tools used across content areas to measure learning informally, such as:

- Self-reflections
- Peer evaluations
- Quick writes
- Quizzes that touch on multiple skills

OBSERVE PROGRESS: Gather Body of Evidence and Track Progress



Quintile Ranges

Each student is placed into a quintile based on their proficiency level at the beginning of the year: This color-coded quintile system helps us make initial placements. We must also verify with actual student work from the beginning of the year.

Quintile 5
(Level 5):
Mastered
Previous Year's
Standards

Quintile 5 (Level 5): Students here **mastered previous standards** and are ready for advanced, extended learning opportunities.

Quintile 4
(Level 4):
Meeting Previous
Year's Standards

Quintile 4 (Level 4): These students **met previous year's standards** and show readiness for more rigorous tasks.

Quintile 3
(Level 3):
Approaching
Previous Year's
Standards

Quintile 3 (Level 3): These students are **approaching standards** and are generally placed at the typical skill level.

Quintile 2
(Level 2):
High – Did Not
Meet Previous
Year's Standards

Quintile 2 (Level 2): Students also **did not meet standards** but performed at a slightly higher level than Quintile 1.

Quintile 1
(Level 1):
Low – Did Not
Meet Previous
Year's Standards

Quintile 1 (Level 1): Students in this group **significantly did not meet the previous year's standards**. They may be missing foundational skills and will likely need intensive intervention.

Map students to TSP Descriptors

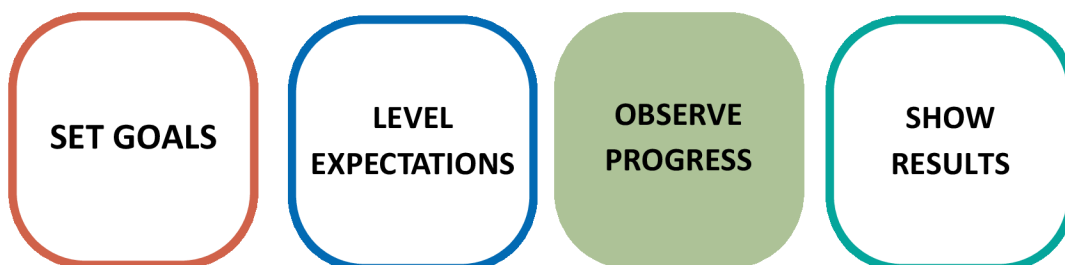
Level	Targeted Skill Profile
Well above typical skill (Level 5)	Consistently evaluates sources and draws nuanced conclusions
Typical skill (Level 3)	Analyzes basic sources and identifies main ideas
Well below typical skill (Level 1)	Unable to analyze primary sources; struggles with basic historical understanding

Targeted Skill Profile descriptors are used to finalize a student's level:

Well above typical skill (Level 5): These students consistently evaluate sources and can draw nuanced conclusions. Their work might include advanced project work, deep questioning during discussions, or sophisticated writing samples.

Typical skill (Level 3): Students at this level are able to analyze basic sources and identify main ideas. The student's work might include a pre-test showing partial comprehension or a writing sample with foundational analysis.

Well below typical skill (Level 1): These students are unable to analyze primary sources and struggle with basic historical understanding. Their work might show minimal content retention or difficulty applying concepts.



Observe Progress

How will I guide these students' toward growth?

Differentiating Instruction for Diverse Learners

Students enter the classroom with varying levels of ability, background knowledge, and learning styles. Effective differentiation ensures that both high-performing and lower-performing students receive the support and challenge they need.

The goal is to create a classroom environment where students feel challenged yet supported in reaching their targeted growth milestones.

Monitoring Progress and Documenting Growth

Continuous progress monitoring is essential to ensure instructional practices are effective and aligned with student needs.

- **Strategies for Monitoring:**

- Use formative assessments (exit tickets, quick checks, digital quizzes) regularly to gather immediate feedback.
- Implement performance-based tasks that allow students to demonstrate understanding in authentic ways.
- Track participation, engagement, and application of skills during class discussions and group activities.

- **Documenting Evidence:**

- Maintain individual student data folders with assessment scores, work samples, and teacher observation notes.
- Utilize progress tracking charts to visualize growth over time.
- Review and update documentation frequently to guide instructional decisions and provide clear evidence of learning.

Collaborating Through Conferencing

Teamwork among educators strengthens student success. Collaboration ensures consistency in instruction and creates opportunities to share expertise.

Guiding students toward growth is not a one-size-fits-all process. It requires a balance of differentiated instruction, data-informed decisions, and collaborative support systems. By implementing these strategies with fidelity, educators can ensure that every student has the opportunity to thrive academically and reach their full potential.

SET GOALS

LEVEL
EXPECTATIONS

OBSERVE
PROGRESS

SHOW
RESULTS

Observe Progress

Use the Beginning of the Year (BOY) levels for instructional planning



Tailoring your instruction.

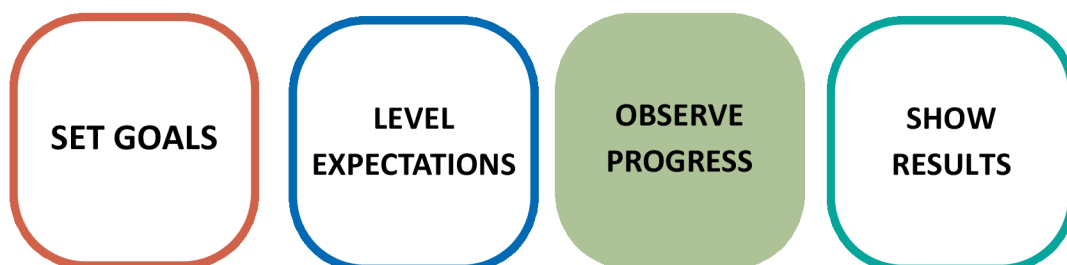
Plan activities and assignments that are appropriate for the students' current skill level, but that also challenge them to reach the next level. When setting growth targets, consider the student's BOY level, your instructional strategies, and any available supports. This ensures your growth goals are both attainable and achievable. Sharing BOY levels with students builds self-awareness and encourages them to take ownership of their learning journey.

EXAMPLES:

CTE (Welding): You might tell a student, 'Based on your safety assessment and initial weld bead, you're starting at Level 4. "Your growth goal is to perform a multi-pass weld independently by May."

Fine Arts (Band): A trumpet student might begin at Level 2, having basic tone and scale knowledge. Their EOY goal could involve mastering chromatic scales and performance confidence in ensemble settings.

Core Content (ELA): A student starting at Level 3 in argumentative writing might have a goal of reaching Level 5 by integrating counter arguments and refining organization.



Body of Evidence

Examples

Language Arts/Reading

- Reading Journals
- Close Reading Activities
- Writing Drafts
- Literature Discussion

Mathematics

- Problem- Solving Logs
- Quick Writes
- Math Fluency Drills
- Error Analysis Tasks

Science

- Lab Report
- Data Analysis Tasks
- Prediction Journals
- Conceptual Check-Ins

Social Studies

- Source Analysis
- Timeline Creation
- Debate Preparation Notes
- Map Skill Activities

Art

- Sketchbooks or Drafts
- Performance Rehearsals
- Technique Checklists

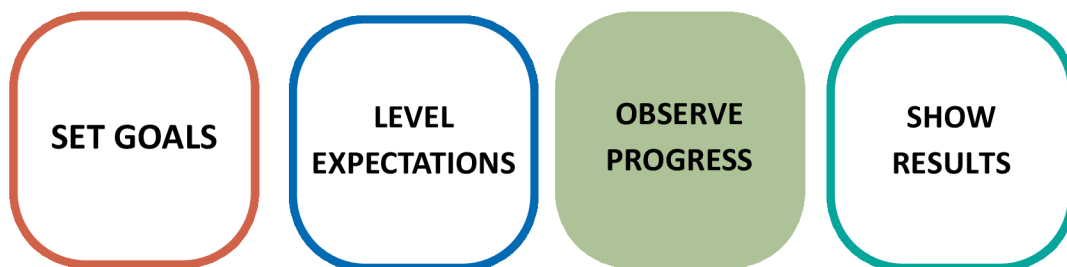
Physical Education

- Fitness Logs
- Skill Drills
- Student Logs progress

Integrate Open Educational Resources into the BOE

The Texas SLO process encourages using high-quality instructional resources. Open Educational Resources (OER), such as Bluebonnet OER, can be integrated into your Body Of Evidence (BOE) as valid evidence of skill development.

When aligned to the SLO Skill Statement these resources support both progress monitoring and instructional planning. These resources enrich the quality and variety of your Body of Evidence.



Body of Evidence

Guidelines



Minimum of 5 data points throughout the year



Regular check-ins at midpoints to evaluate progress



Evidence should be diverse and consistently aligned to your TSP

This ensures a comprehensive look at student growth and informs needed instructional adjustments.

- **Beginning of the Year (BOY)- GSDP**
- **Middle Of Year (MOY)-Formal Observation**
- **End Of Year- Summative Observation**

SET GOALS

**LEVEL
EXPECTATIONS**

**OBSERVE
PROGRESS**

**SHOW
RESULTS**

Body of Evidence

Teacher's role

Teachers are the primary drivers of student growth monitoring. Because they work directly with students every day, they are in the best position to tailor instruction based on real-time needs and evolving performance data.

Initial Student Mapping and Targeted Skill Profile

At the beginning of the year, teachers assess each student's progress toward the targeted skill profile TSP. **This mapping establishes a clear starting point for growth.**

Ongoing Progress Monitoring

Teachers consistently **collect evidence** of student learning through assignments, observations, and formative assessments. These checkpoints ensure that students are progressing steadily.

Documenting Growth

Growth is recorded using various tools such as tracking sheets or digital logs. This documentation is essential for analyzing trends and validating end-of-year outcomes.

Providing Feedback

Teachers use the information they gather to deliver specific, timely, and actionable feedback to students.

Initial Review and Approval

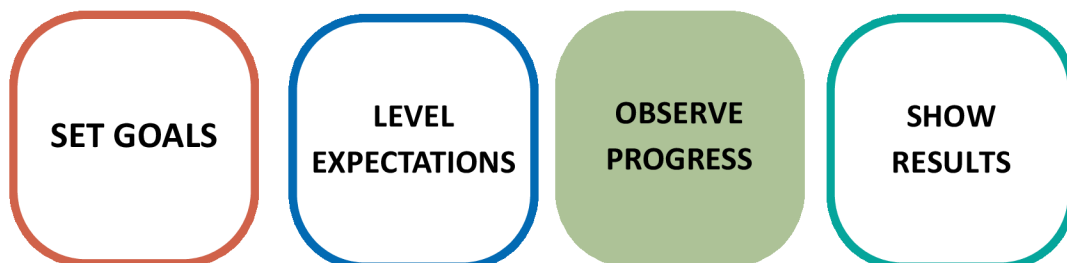
Appraisers begin by reviewing and approving the SLOs teachers submit to ensure alignment with standards, instructional goals, and student needs.

Periodic Check-Ins

Throughout the year, appraisers conduct scheduled check-ins. These are opportunities to monitor the implementation of instructional strategies, review student evidence, and provide timely feedback.

Supporting Professional Development

Appraisers also guide professional growth. Whether through coaching conversations, targeted resources, or formal training, their role is to empower teachers to continuously refine their practice.



SHOW RESULTS: Evaluate and connect outcomes with TIA and T-TESS Goals



Evaluate and Connect Outcomes

What should students be able to do by the end of the instructional interval?

What should students be able to do by the end of the instructional interval?

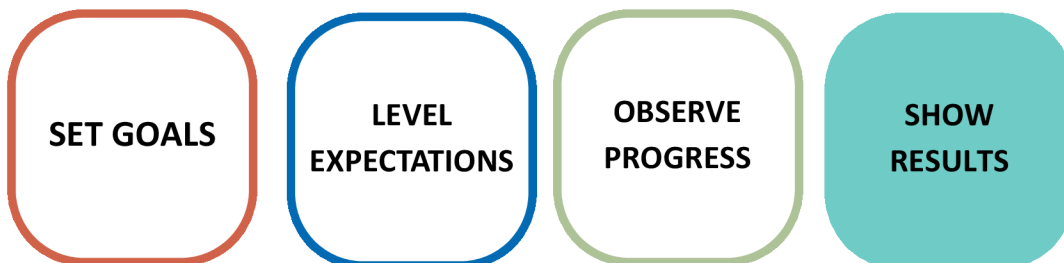
These steps ensure a data-driven, growth-focused process that aligns with the Targeted Skill Profile (TSP) and supports meaningful evaluation of student progress. This is where we set clear, measurable, and achievable growth targets for each student. These targets:



This process ensures that your instruction is:



End Of Year (EOY) expectations aren't just about reaching a grade or standard. They're about ensuring that each student experiences meaningful growth based on where they began, and that your instruction supports that growth every step of the way



Establishing Baseline Levels

Targeted Skill Profile (TSP) Descriptors

SLO Skill Statement	SLO Skill Statement - Should be a focused, standards-aligned statement that identifies the skill students are expected to develop. This is the same SLO Skill Statement that you created in Part A.	
Level	Targeted Skill Profile (TSP)	
Level 5: Mastering Standard Well above typical skill	This is the highest level of mastery. Students at this level demonstrate deep understanding, application, or even leadership in applying the skill.	
Level 4: Meeting Standard Above typical skill	These students are consistently successful and show signs of advanced reasoning or application, but not quite to the depth and consistency of Level 5.	
Level 3: Approaching Standard Typical skill	This is your target for most students. A Level 3 student meets expectations for the instructional interval and demonstrates solid foundational understanding.	
Level 2: High Did Not Meet Standard Below typical skill	These students are still developing the skill. They may show partial understanding or struggle with application.	
Level 1: Low Did Not Meet Standard Well below typical skill	Students at this level need intensive support. They are just beginning to develop the skill or have major gaps in foundational knowledge.	

Ensure that these descriptors align with the foundational skills and the SLO Skill Statement.

These descriptors should:

- Be specific and skill-based (avoid vague language),
- Reflect a progression of mastery, and
- Align directly to your course's foundational skills and the SLO Skill Statement.
- Think of this as a roadmap for student learning. It sets expectations, guides instruction, and becomes the lens through which you measure growth.

A strong TSP descriptor ensures clarity, consistency, and most importantly, meaningful student growth

Show Results

SLO Skill Statement Example

History 8th Grade

Students will demonstrate the ability to analyze the causes, key events, and consequences of the Civil War by evaluating primary and secondary sources, constructing evidence-based arguments, and effectively communicating their findings through written and verbal presentations.

Skill Level	End of year Description
Well Above Typical Skill (Level 5)	Students consistently evaluates complex primary and secondary sources, identifies nuanced historical causes and impacts, and constructs insightful, evidence-rich arguments.
Above Typical Skill (Level 4)	Student evaluates primary and secondary sources with minimal teacher guidance, identifies multiple causes and impact, and constructs, clear, evidence-based arguments.
Typical Skill (Level 3)	Students evaluates basic primary and secondary sources, identifies main causes and impacts, and constructs basic evidence-supported arguments
Below Typical Skill (Level 2)	Student struggles to evaluate sources, identifies some causes but lacks clarity on impact, and constructs arguments with limited or unclear evidence.
Well Below Typical Skill (Level 1)	Student is unable to evaluate sources, struggles to identify causes and impacts, and constructs incomplete or unsupported

The TSP serves as a growth continuum. These descriptors are not just labels they provide a shared language for students, teachers, and evaluators to understand what skill mastery looks like at different levels. Each level builds on the previous one, allowing us to pinpoint a student's current ability, set realistic goals, and track progress throughout the year.

Evaluate and connect

At the end of the SLO cycle, teachers evaluate student growth by comparing the Body of Evidence BOE to the Targeted Skill Profile TSP. This process is essential for determining how much progress students made toward the specific skill outcomes you initially defined.

To evaluate student skill levels, please review the steps below:

Step 1: Review BOE for Each Student

- Carefully examine all student work samples included in the BOE.
- Focus on how well each sample aligns with the SLO Skill Statement and the identified foundational skills.
- Consider consistency, quality, and progression in the student's work across the year.

Step 2: Map Student Skill Levels to the TSP

- Use the descriptors in the Targeted Skill Profile to assign an End-of-Year EOY skill level: Significantly Below Typical, Below Typical, Typical, Above Typical, or Well Above Typical.
- Document each student's rating in the student growth tracker to ensure consistency and transparency.

Step 3: Measure and Analyze Growth

- Compare each student's Beginning-of-Year BOY skill level to their EOY level.
- Look for patterns of growth and summarize your results by quintile or other student groupings as needed.

EXAMPLE

A Culinary Arts course, a teacher might evaluate a student's growth by reviewing a portfolio that includes recipe development, food plating photos, safety logs, and project reflections. These artifacts are then rated against the TSP to determine how the student progressed in areas such as knife skills, kitchen safety, and presentation.

T-TESS:
Summary can inform
instructional decisions
and support
conversations during
the End-of-Year
conference.

Evaluate and connect

Did the students meet their Growth Target?

Student	Beginning-of-Year Skill Level	Target Skill Level	End-of-Year Skill Level	Growth Achieved
Student A	Above Typical	Above Typical	Well Above Typical	Exceeded
Student B	Below Typical	Typical	Typical	Met
Student C	Well Below Typical	Typical	Below Typical	Did Not Meet

Student A started the year performing at an above typical level and ended the year performing at a well above typical levels. This indicates that she not only maintained her strong performance but also advanced significantly, demonstrating exceeded growth.

Student B began the year typical level and progressed to a typical skill level by the end of the year. This is a solid example of meeting expected growth, showing that Student B met his growth target.

Student C made some improvement but did not progress enough to meet the growth expectations outlined in her TSP. While she moved up one level, this was not sufficient to be considered growth as defined by the district standard. Student C did not meet her growth target.

Key Growth Achieved	
Met	
Exceeded	
Did not meet	

Connect TIA and T-TESS

The **End-of-Year Conference** serves as a powerful reflection point in the SLO process. It's more than a procedural step, it is a chance to celebrate meaningful student growth, evaluate the instructional strategies that led to success, and align outcomes with broader systems like TIA and T-TESS. Whether your district uses T-TESS or another evaluation framework, this conversation is an opportunity to connect student outcomes to professional effectiveness and continuous improvement.

Growth

- Highlight where students met or exceeded their growth expectations based on the Targeted Skill Profile and Body of Evidence.
- Use this moment to acknowledge the instructional strategies that contributed to that growth
- Affirm the positive impact on student learning.

Reflecting on Instructional Impact

- Discuss success, challenges, and key learnings.
- Engage in an honest conversation about what worked well, what challenges you encountered, and the key takeaways from this SLO cycle.
- Consider how your planning, delivery, and assessment practices influenced the results, especially across student groups.

Aligning to TIA and T-TESS/Observation Rubric:

- Review growth data as evidence for teacher effectiveness. Identify how the outcomes support professional growth goals or potential TIA eligibility.
- Discuss how student growth supports your professional goals and aligns with indicators on the T-TESS rubric.



Connect TIA and T-TESS

End-of-Year Conference

To guide your End-of-Year Conference, consider using these focused discussion points. Each one is designed to spark meaningful dialogue grounded in evidence, reflection, and alignment.

These questions can help frame your conversation with clarity and purpose ensuring that student outcomes, instructional strategies, and professional goals are connected.

As you review the questions below, reflect about the specific examples from your own classroom that you would share. This is your opportunity to tell the story behind the data.



Did students meet or exceed growth goals?

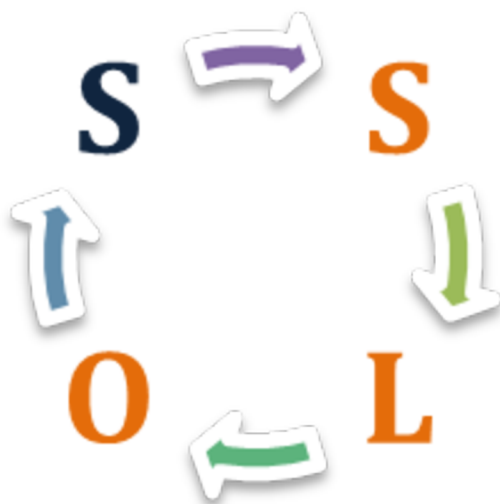


What instructional strategies worked best?



How does this growth align with my T-TESS goals and TIA progress?

What adjustments will I make for the next SLO cycle?



Show Results

Evaluating the results at the end of year

- Assess student's final skill levels using the Body of Evidence BOE and Targeted Skill Profile TSP
- Compare Beginning of Year BOY and End of Year EOY skill levels
- Summarize overall student growth
- Reflect on instructional impact to identify successes and areas for growth.
- Analyze the effectiveness of their instructional strategies
- Identify successes and challenges, and discussion learnings to refine their teaching practices for future SLO cycles.

Align SLO outcomes with TIA goals and the T-TESS evaluation rubric:

- By using the student growth data to demonstrate teacher effectiveness
- By aligning outcomes with professional growth goals
- Evaluate potential Teacher Incentive Allotment TIA eligibility during the End Of Year conference.

RESOURCES



