



2025 Short-Term SLO Guidance

Purpose and Context

Short-term Student Learning Objectives are designed for instructional settings where students are enrolled for a limited number of instructional days. This includes DAEP placements, residential treatment centers, behavioral programs, credit recovery courses, acceleration labs, and other environments where students may remain between 10 or more days.

The purpose of the short-term SLO is the same as the statewide Texas SLO model. Every student must experience meaningful growth, and teachers must have a structured way to monitor and document that growth through aligned evidence and a clear instructional focus.

The short-term SLO honors the statewide SLO redesign. It uses the same Skill Statement structure, the same Targeted Skill Profile (TSP), and the same expectation for growth to be determined across a series of instructional checkpoints. The only adjustment in this model is the number of required check-ins based on the length of enrollment.

Definition of a Short-Term SLO

A short-term SLO is used when a student is enrolled for 10 days or more in a non-traditional setting and the teacher does not have the full length of a semester to implement the standard SLO cycle.

All short-term SLOs must include:

- One Skill Statement with three foundational skills
- A five-level Targeted Skill Profile (TSP)
- Student Mapping (BOY baseline placement)
- Evidence aligned to the Skill Statement and TSP
- A growth determination based on a pattern of performance

Requirements Based on Instructional Interval

Instructional Duration	Required Components	Description of Requirements
More than 50 days	BOY + 5 Check-Ins	Follows the full statewide Texas SLO model. Teachers collect and rate one aligned artifact at each check-in. Growth is determined through the pattern across five evidence points.

21 - 49 days	BOY + 3 Check-Ins	Designed for 4–6-week placements. Teachers collect and rate three aligned artifacts. Growth is determined through the pattern across these three evidence points.
20 days or fewer	BOY + 2 Check-Ins + Teacher Exit Summary	Designed for placements shorter than 3 weeks. Teachers collect two aligned artifacts and complete a brief Exit Summary describing the growth pattern, final TSP level, and supporting evidence. The Exit Summary is a short-written explanation describing: - the growth pattern - the final TSP level - the evidence used to make the determination - the teacher’s reflection on student progress This validates reliability when only two artifacts are available.

Framework Overview: BOY (Baseline / Student Mapping) + Five-Check-In Model

Short-term SLOs follow the same statewide Texas SLO structure of beginning with Student Mapping (BOY) and collecting aligned evidence across a series of check-ins. The number of check-ins varies based on the length of the instructional interval.

All intervals use the same process, the same expectations for evidence alignment, and the same five-level Targeted Skill Profile (TSP). The only difference is the number of checkpoints. The tables below outline the structure for each interval.

A. Interval: More than 50 Days

BOY + 5 Check-Ins

This follows the full statewide cycle used in the redesigned Texas SLO model.

Phase	Approximate Timeline	Purpose	Teacher Actions	Appraiser Actions
BOY (Student Mapping)	Days 1–5	Determine starting TSP level and set the growth target.	Review available data, conduct a quick diagnostic or task, and map students to initial TSP levels. Set a growth target for each student.	Confirm baseline data, validate TSP placement accuracy, and approve the Skill Statement and growth target.
Check-In 1	Days 6–15	Establish early instructional evidence.	Collect first artifact aligned to the Skill	Review evidence alignment and

			Statement. Rate the artifact using the TSP.	confirm scoring consistency.
Check-In 2	Days 16–25	Monitor early progress and adjust instruction.	Collect a new artifact. Update TSP levels based on evidence.	Provide feedback and verify instructional adjustments.
Check-In 3	Days 26–35	Document mid-cycle growth.	Gather midpoint evidence. Analyze patterns to confirm early growth.	Validate scoring accuracy and provide coaching feedback.
Check-In 4	Days 36–45	Measure applied learning and transfer.	Facilitate an applied task to demonstrate independent or extended skill use.	Ensure evidence demonstrates application of the skill in new or extended contexts.
Check-In 5 (Exit)	Days 46–55	Confirm growth pattern and finalize ratings.	Review the BOE, finalize TSP levels, and summarize growth determination.	Validate the final growth decision and complete the end-of-interval review.

B. Interval: 21 – 49 Days

BOY + 3 Check-Ins

This interval is common in credit recovery, intervention labs, or accelerated support courses. The process remains the same, with fewer check-ins due to the shorter timeframe.

Phase	Approximate Timeline	Purpose	Teacher Actions	Appraiser Actions
BOY (Student Mapping)	Days 1–4	Establish baseline placement and set a growth target.	Conduct a brief diagnostic, map students to TSP levels, and set growth targets.	Validate TSP placement and approve the Skill Statement.
Check-In 1	Days 5–14	Establish early evidence of learning.	Collect the first aligned artifact and rate it using the TSP.	Confirm alignment and scoring accuracy.
Check-In 2	Days 15–20	Monitor progress and adjust instruction.	Collect a new artifact and update TSP levels.	Review evidence and support instructional decisions.
Check-In 3 (Exit)	Days 21–49	Confirm the growth pattern.	Review accumulated evidence and finalize TSP levels.	Validate the final rating and complete the review.

C. Interval: 20 Days or Fewer

BOY + 2 Check-Ins + Required Teacher Exit Summary

This interval is designed for DAEP, behavioral rooms, residential programs, and other placements where students may remain fewer than three weeks. The Teacher Exit Summary ensures reliability when limited artifacts are available.

Phase	Approximate Timeline	Purpose	Teacher Actions	Appraiser Actions
BOY (Student Mapping)	Days 1–3	Establish the starting TSP level and growth target.	Conduct a quick diagnostic or task and map students to TSP levels.	Validate TSP placement and approve growth targets.
Check-In 1	Days 4–7	Establish initial evidence.	Collect the first aligned artifact and rate it using the TSP.	Review alignment and verify scoring accuracy.
Check-In 2	Days 8–14	Document progress.	Collect the second aligned artifact and update TSP levels.	Verify scoring and provide feedback.
Teacher Exit Summary	Days 15–20	Provide a short written summary of the growth pattern.	Complete a brief summary explaining the pattern across two artifacts, the final TSP level, and supporting evidence.	Review the summary and confirm the final growth determination.

Key Notes for All Intervals

- Student Mapping (BOY) establishes the baseline for growth.
- Growth is documented through the pattern of evidence across check-ins.
- The structure, rigor, and scoring criteria remain consistent across all short-term SLOs.
- Only the number of check-ins changes based on the instructional interval.
- Evidence should be aligned, observable, and rated using the TSP.

Non-Negotiables Across All Short-Term SLOs

Regardless of instructional duration, all short-term SLOs must include:

1. Student Mapping using BOY evidence
2. A Skill Statement aligned to three foundational skills
3. A five-level TSP with clear, observable descriptors
4. Evidence aligned to the Skill Statement
5. Growth is determined through the pattern of evidence over time
6. Documentation that supports the final rating

The model remains consistent. The only variation is the number of check-ins based on enrollment length.

Student Mapping – BOY Requirement

Student Mapping is required in every short-term setting. Teachers must establish each student's starting level on the TSP using one or more of the following:

- A quick diagnostic
- A performance task
- An oral or written response
- Program data supported by a teacher verification task
- Teacher observation or conferencing notes

Teachers must document:

- Initial TSP placement
- The evidence used to determine placement
- The growth target for the student

Appraisers validate BOY placement before the first check-in.

Evidence Requirements

Evidence must be:

- Aligned to the Skill Statement
- Observable
- Able to be rated using the TSP
- Collected consistently based on the interval category
- Uploaded or documented for each check-in

Acceptable Evidence Types

- Short performance tasks
- Written responses
- Oral demonstrations or recordings
- Reading fluency clips
- Skill application tasks
- Digital program data paired with teacher verification
- Observation notes or conferencing logs

Minimum Evidence by Interval

- More than 50 days: 5 artifacts
- 21–49 days: 3 artifacts
- 20 days or fewer: 2 artifacts + Exit Summary

Determining Growth

Growth is determined by reviewing the **pattern of performance** across all checkpoints. This includes:

- The consistency of evidence
- Movement across TSP levels
- Independence demonstrated in the skill
- Accuracy and quality of work
- Transfer and application

Teachers do not wait until the end of the interval to determine growth. Growth is monitored continuously at each check-in using updated TSP levels.

Teacher Responsibilities

Teachers will:

- Write one Skill Statement aligned to three foundational skills
- Create a TSP with clear, specific, and observable descriptors
- Complete Student Mapping and document the starting TSP level
- Collect and rate evidence for each check-in
- Monitor and document student progress
- Write a Teacher Exit Summary for intervals with two check-ins
- Submit final TSP ratings and BOE to the appraiser

Appraiser Responsibilities

Appraisers will:

- Validate BOY placement
- Review evidence collected in each check-in
- Ensure alignment between evidence and the Skill Statement
- Confirm accuracy of TSP scoring
- Provide feedback during the interval
- Validate the final growth rating

For intervals with only two check-ins, appraisers must read the Teacher Exit Summary to confirm reliability.

Short Term SLO Guidance for Credit Recovery Courses that Use a Program

If the course uses an online program such as Edgenuity, Imagine Learning, APEX, or Schoology based modules:

Teachers may use:

- Program module tasks
- Screenshots of completed items
- End of lesson tasks
- Teacher-designed extension tasks
- Fluency checks
- Quick writes
- Skill demonstrations

Evidence must align with the foundational skills, skill statement, and targeted skill profile descriptors.

The teacher is responsible for ensuring all Body of Evidence (BOE) are connected to the SLO Skill Statement, not to the program's pacing only.

Key Updates from 2022 TEA Guidance

2022 Guidance	2025 Hub Revision (New Statewide Short-Term SLO Model)
Growth measured between BOY and the End of Interval	Growth is determined through patterns of evidence across check-ins. The number of check-ins varies by instructional duration to ensure reliability.
ISP (Initial Skill Profile) used for baseline placement	ISP replaced with Student Mapping (BOY) to establish baseline and Targeted Skill Profile (TSP) for growth monitoring.
“End of Interval” conference combined all checkpoints	Clear separation of Student Mapping (BOY) followed by multiple check-ins. Growth is validated through evidence collected across the interval.
5 pieces of evidence recommended	Required evidence varies by interval: BOY + 5 check-ins (more than 50 days), BOY + 3 check-ins (21–49 days), or BOY + 2 check-ins plus Teacher Exit Summary (20 days or fewer).
Short-term SLO process is informal	Formal statewide structure established through the Texas SLO and Portfolio Hub. Consistent expectations, TSP use, and growth determination across all short-term settings.