

Student Learning Objectives Workbook

Objectives

Participants will:

- Define Student Learning Objectives and explain their purpose
- Identify key components and benefits of Student Learning Objectives
- Describe the three phases of Student Learning Objectives implementation

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What is an SLO?



Definition: A **Student Learning Objective (SLO)** is a growth-based tracking tool that uses evidence of learning to measure progress overtime.

Focus: Demonstrates **growth over achievement** supporting continuous development for all students.

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Foundational Skills	
Skill Statement	
Differentiation of Instruction	
Student Mapping	
Targeted Skill Profile	
Skill Levels	
Body of Evidence	
Success Criteria	

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Set Goals: Skill Statement and Student Mapping	
Level Expectations: Develop TSP for BOY and EOY	
Observe Progress: Gather BOE and Track Progress	
Show Results: Evaluate and Connect Outcomes with TIA and Evaluation Goals	

Set Goals: Skill Statement and Student Mapping

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?

Note: An Initial Student Profile (ISP) is no longer required

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

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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:

Notes

Note: The TSP may be utilized as a central tool for initial placement.

Level Expectations: Targeted Skill Profile (TSP)



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	

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Let's Rate the Targeted Skill Profile



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Observe Progress: Body of Evidence (BOE)

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.

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Uses the Body of Evidence (BOY) to determine student End of Year (EOY) skill level.	
Determine to which skill level on the (Targeted Skill Profile) TSP each students work aligns.	
Appraiser review the Body of Evidence (BOE) and approves assigned skill levels as part of EOY teacher appraisal conference.	
Determine if student met their targeted growth or not.	

Key Takeaways: Growth over Achievement



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Set Goals: Skill Statement and Student Mapping

Objectives



Participants will:

- Write concise, measurable SLO skill statements aligned with TEKS and success criteria
- Identify foundational skills needed for long-term student growth
- Apply student mapping techniques using historical and current data

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Set Goals: Skill Statement and Student Mapping



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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:

Notes

Note: The TSP may be utilized as a central tool for initial placement.



Level Expectations: Targeted Skills Profile and Growth Goals

Participants will:

- Understand the Targeted Skill Profile (TSP) as a framework for identifying Beginning of Year (BOY) and End of Year (EOY) skill levels.
- Set realistic growth goals using quintiles and performance data.
- Use the Targeted Skill Profile (TSP) to monitor and track student progress effectively.

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Level Expectations:
Targeted Skills Profile and Growth Goals



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Level Expectations: Targeted Skill Profile (TSP)



D: What are the expected skills students need to know and show across all five levels by the end of the year

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

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Level Expectations:
Targeted Skills Profile and Growth Goals



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Quintile 5 (Level 5): Mastered Previous Year's Standards	
Quintile 4 (Level 4): Meeting Previous Year's Standards	
Quintile 3 (Level 3): Approaching Previous Year's Standards	
Quintile 2 (Level 2): High – Did Not Meet Previous Year's Standards	
Quintile 1 (Level 1: Low – Did Not Meet Previous Year's Standards	

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Level Expectations:
Targeted Skills Profile and Growth Goals



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Observe Progress-Middle of the Year (MOY) Monitoring Progress and Body Evidence (BOY)

Objectives



Participants will:

- Build a comprehensive BOE aligned with SLO Skill Statements and foundational skills
- Implement effective progress monitoring strategies to document and adjust instruction.
- Promote student growth through accountability and active involvement.

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Show Results: End of Year Reflection, Evaluation, and Alignment to TIA

Objectives



Participants will:

- Evaluate End-of-Year Student Growth using the BOE and TSP
- Reflect on Instructional Impact to identify successes and areas for improvement
- Align SLO Outcomes with TIA and T-TESS Goals

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