

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