



# TABLE OF CONTENTS

- 06 OVERVIEW**
- 09 SET GOALS: SKILL STATEMENT AND STUDENT MAPPING**
- 16 LEVEL EXPECTATIONS: TARGETED SKILL PROFILE AND GROWTH GOALS**
- 27 OBSERVE PROGRESS: GATHER BODY OF EVIDENCE AND TRACK PROGRESS**
- 35 SHOW RESULTS: EVALUATE AND CONNECT OUTCOMES WITH TIA AND T-TESS GOALS**
- 44 RESOURCES**



# 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 each of the interval of the course.

**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
<p><b>3 Foundational Skills</b></p>	<ul style="list-style-type: none"> <li>The ISP is no longer required</li> <li>Teachers may rely on the Targeted Skill Profile (TSP) as a broader tool to demonstrate growth throughout the year at each interval of the course.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are allowed to use formative assessments as part of their Body of Evidence (BOE).</li> <li>This includes the codification that enables flexible, real-time tools-such as OER materials- to measure student growth effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can use the prior year's performance data to group students into Proficiency Levels, providing flexibility for instructional planning.</li> </ul>	<ul style="list-style-type: none"> <li>Appraiser checkpoints are now integrated into key phases of the process (BOY, MOY, and EOY) to provide structured guidance and support.</li> <li>Appraisers provide coaching and validation at critical milestones rather than creating redundant reviews.</li> </ul>



# 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?

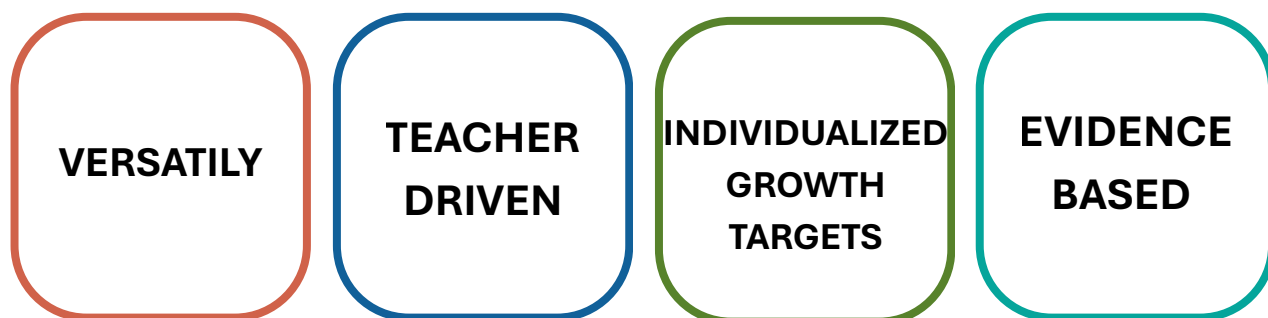


**Versatility-** Student Learning Objectives can be applied across all content areas, including core subjects, non-core subjects, Fine Arts, early childhood education, and Career and Technical Education.

**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):

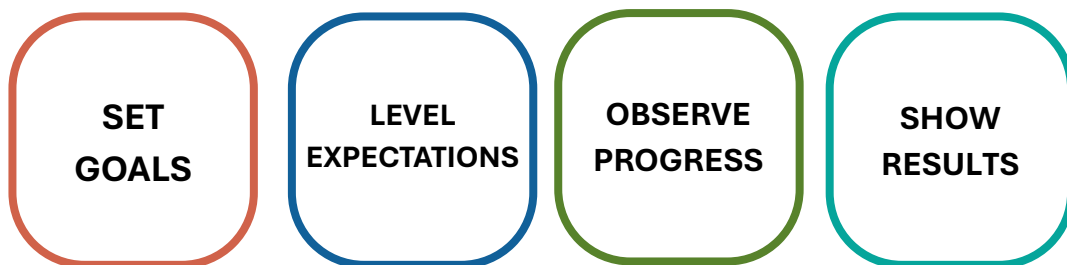
- PLCs often emphasize collaborative goal setting and data-driven instructional strategies.
- Student Learning Objectives development can naturally fit into PLC discussions as a tool for setting and tracking student growth goals.

## 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:

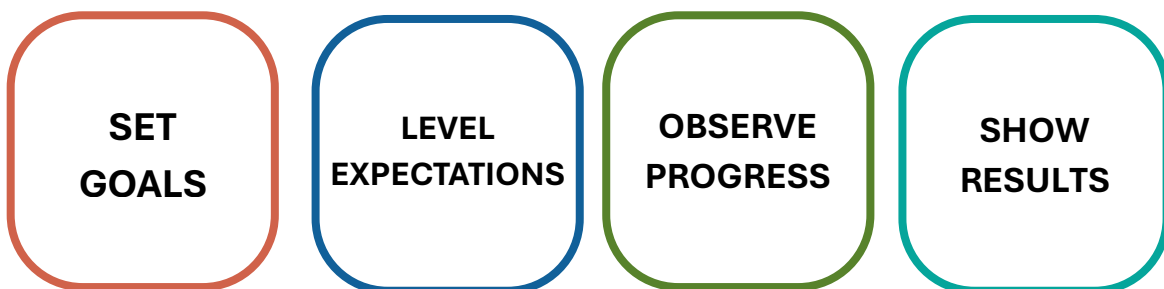
- Many districts already have pacing guides aligned with TEKS or other standards.
- SLO Skill Statements can be developed from these guides, making it easier for teachers to align goals with their curriculum



# 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

<b>S</b> ET GOALS	<i>Create a SLO Skill Statement</i> <i>List Foundational Skills</i>
<b>L</b> LEVEL EXPECTATIONS	<i>Initial Student Mapping</i> <i>Create the Targeted Skill Profile (TSP)</i>
<b>O</b> BSERVE PROGRESS	<i>Teacher Observation</i> <i>Assessments</i> <i>Analyze Data</i> <i>Reflect, Monitor &amp; Adjust</i>
<b>S</b> HOW RESULTS	<i>Evaluate Student Growth using the Body of Evidence (BoE) and Targeted Skill Profile (TSP)</i>



# **S**ET GOALS: **SKILL STATEMENT AND STUDENT MAPPING**



# SLO Form

**STUDENT LEARNING OBJECTIVES** **TEA**

**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?**

**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 proficiency level.

Category 1: Low Did Not Meet Previous Year's Standard Intervention Required	Category 2: High Did Not Meet Previous Year's Standard Intervention Required	Category 3: Approaching Previous Year's Standard	Category 4: Meeting Previous Year's Standard	Category 5: Level 4 Met/Exceeded Previous Year's Standard
Total # of Students:	Total # of Students:	Total # of Students:	Total # of Students:	Total # of Students:

**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.

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

Complete the Targeted 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 see a typical skill level at the end of the interval. The 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 1	Level 2	Level 3	Level 4	Level 5

**D. 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.**

*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 BOE**- 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

**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:

- 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?
- What strategies will you use to monitor progress? How will you document your body 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"/> Approval <input type="checkbox"/> Review and Resubmit
Teacher Signature: _____	Date: _____
Appraiser Signature: _____	Date: _____

Reviewer Comments (if required)	Decision
	<input type="checkbox"/> Your Approval
Teacher Signature: _____	Date: _____
Appraiser 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 8<sup>th</sup> 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
<b>Analyze historical events:</b> Understand the causes, major events, and consequences of the Civil War, and how it influenced the course of U.S. history.	<b>Construct evidence-based arguments:</b> Use historical evidence to support claims and interpretations, modeling the practices of professional historians.
<b>Evaluate primary and secondary sources:</b> Recognize and distinguish between firsthand accounts (e.g., speeches, letters) and secondary interpretations (e.g., textbooks, historians' analyses).	<b>Communicate findings:</b> 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)
<b>Foundational Skill Specificity</b> <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.
<b>Skill Persistence</b> <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.
<b>Measurability of Skill</b> <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.
<b>Growth Potential for Students and Teacher</b> <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.
<b>Clarity and Alignment with Standards</b>	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

Student Learning Objectives Form

SET GOALS

LEVEL EXPECTATIONS

OBSERVE PROGRESS

SHOW RESULTS

# 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.

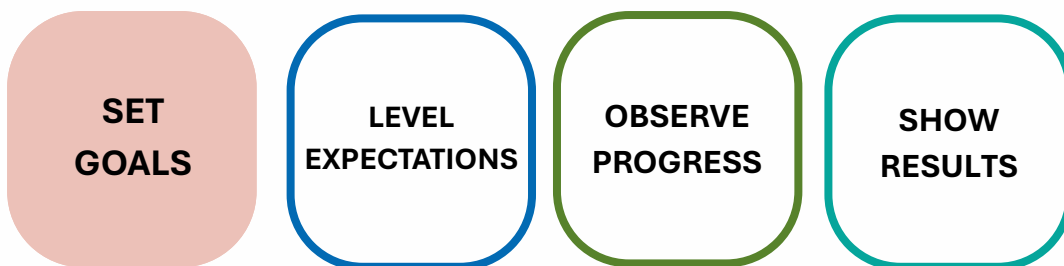
### Example: Part A

#### U.S. History 8<sup>th</sup> Grade

Students will analyze historical events, individuals, and issues in United States history by evaluating primary and secondary sources, developing evidence-based claims, and communicating historical reasoning through written and verbal responses. Students will use relevant evidence to explain causes, effects, and historical significance while supporting conclusions with accurate historical content and reasoning.

### Example: Part B

- **Source Analysis:** Students examine primary and secondary sources to identify relevant information, perspective, purpose, and historical context.
- **Evidence-Based Argumentation:** Students develop claims and support them with accurate, relevant evidence from sources and historical content.
- **Historical Reasoning and Communication:** Students explain causes, effects, relationships, and historical significance using evidence and accurate historical vocabulary.



# 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 8<sup>th</sup> 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**

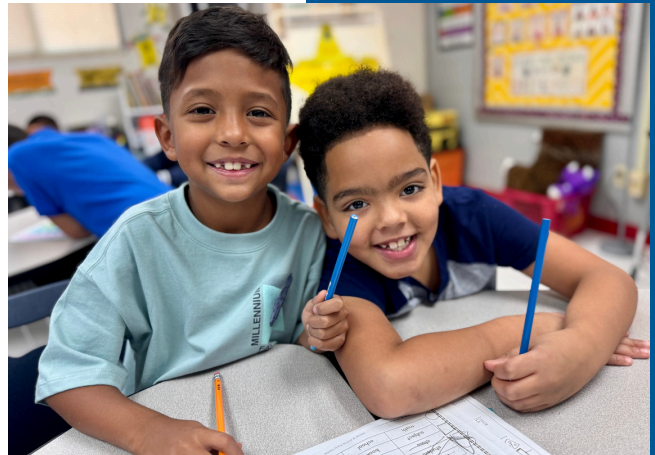
**LEVEL  
EXPECTATIONS**

**OBSERVE  
PROGRESS**

**SHOW  
RESULTS**

# LEVEL EXPECTATIONS:

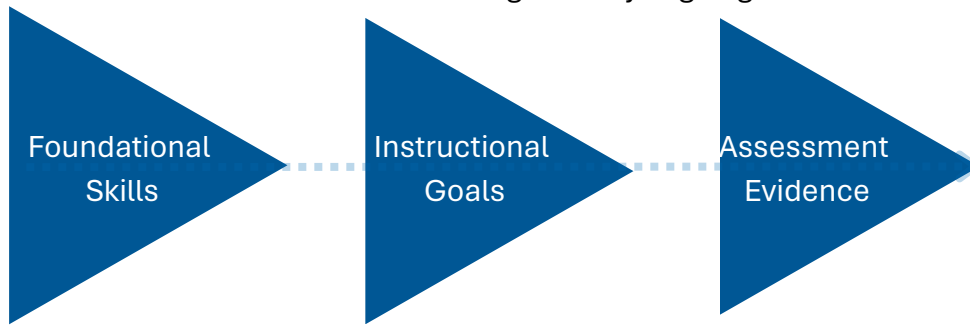
## Targeted Skill Profile & Growth Goals



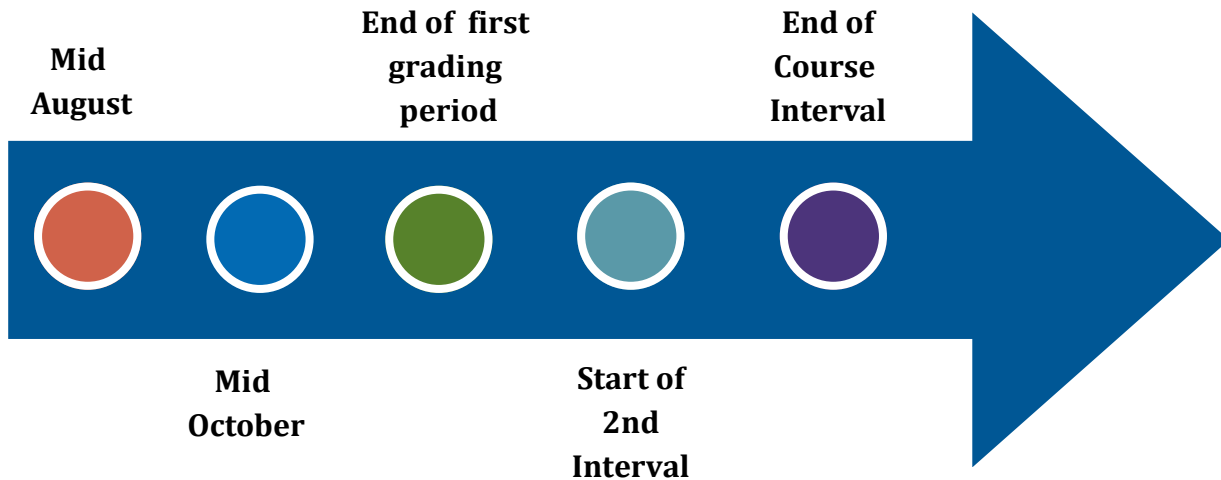
# Targeted Skill Profile TSP

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**.

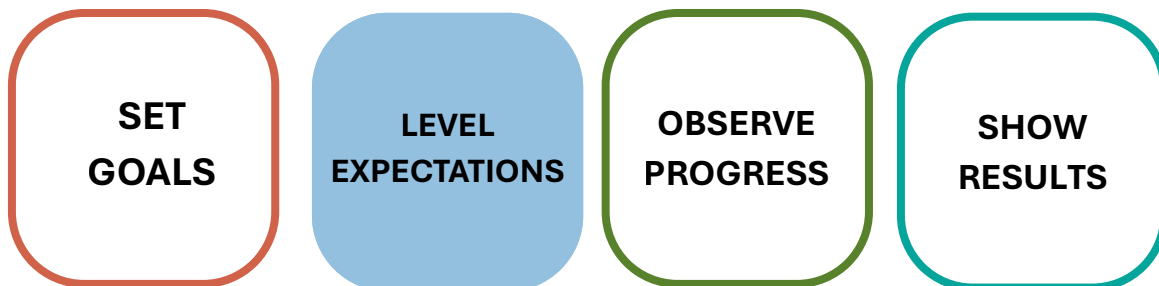
It helps teachers monitor and measure student growth by aligning:



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

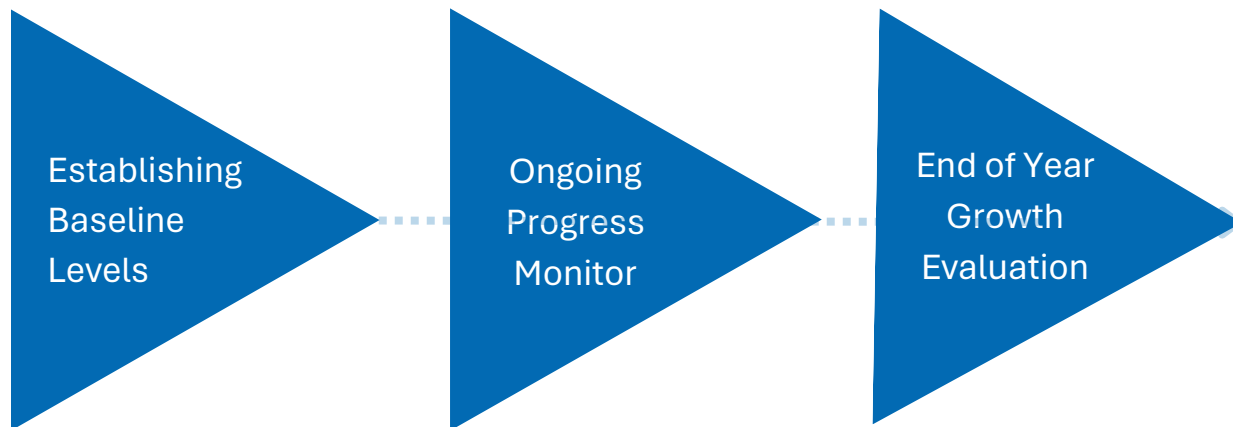


The TSP provides a much clearer structure for evaluating and supporting student learning.



# 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

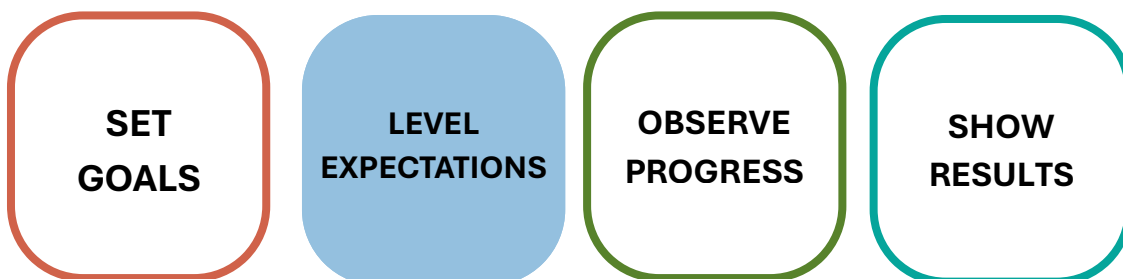
Teachers place students into one of the five Quantile levels based on baseline data (e.g., previous assessments, BOE, BOY assessment).

### Ongoing Progress Monitoring

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

### End-of-Year Evaluation

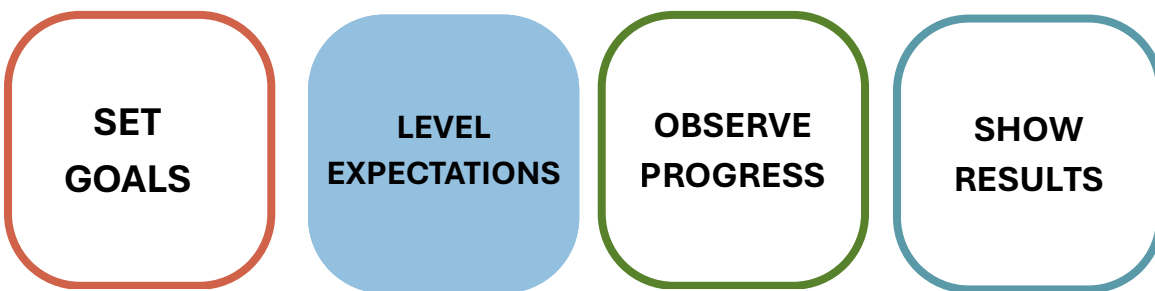
At the end of the instructional interval, the TSP provides a clear measure of how much progress students have made at each interval of the course.








# Targeted Skill Profile

## Key Changes

Aspect	New SLO	Key Changes
<b>Purpose</b>	Explicitly aligned with foundational skills and student growth goals	TSP in SLO provides a stronger connection to foundational skills for clearer tracking of growth
<b>Performance Levels</b>	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
<b>Connections to Growth</b>	Explicit focus on measurable goals aligned with foundational skills and BOE	SLO emphasizes how each level reflects student progress through targeted growth measures
<b>Alignment to BOE</b>	Directly aligned to multiple data sources (BOE) and foundational skills	Ensures that evidence collected directly supports the skill expectations outlined in the TSP
<b>Usage and Student Mapping</b>	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	 Level 5
Level 4: Meeting Standard	 Level 4
Level 3: Approaching Standard	 Level 3
Level 2: High Did Not Meet Standard	 Level 2
Level 1: Low Did Not Meet Standard	 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, they can use the Targeted Skill Profile (TSP) itself to determine students' initial proficiency levels.

**If no prior data is 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.

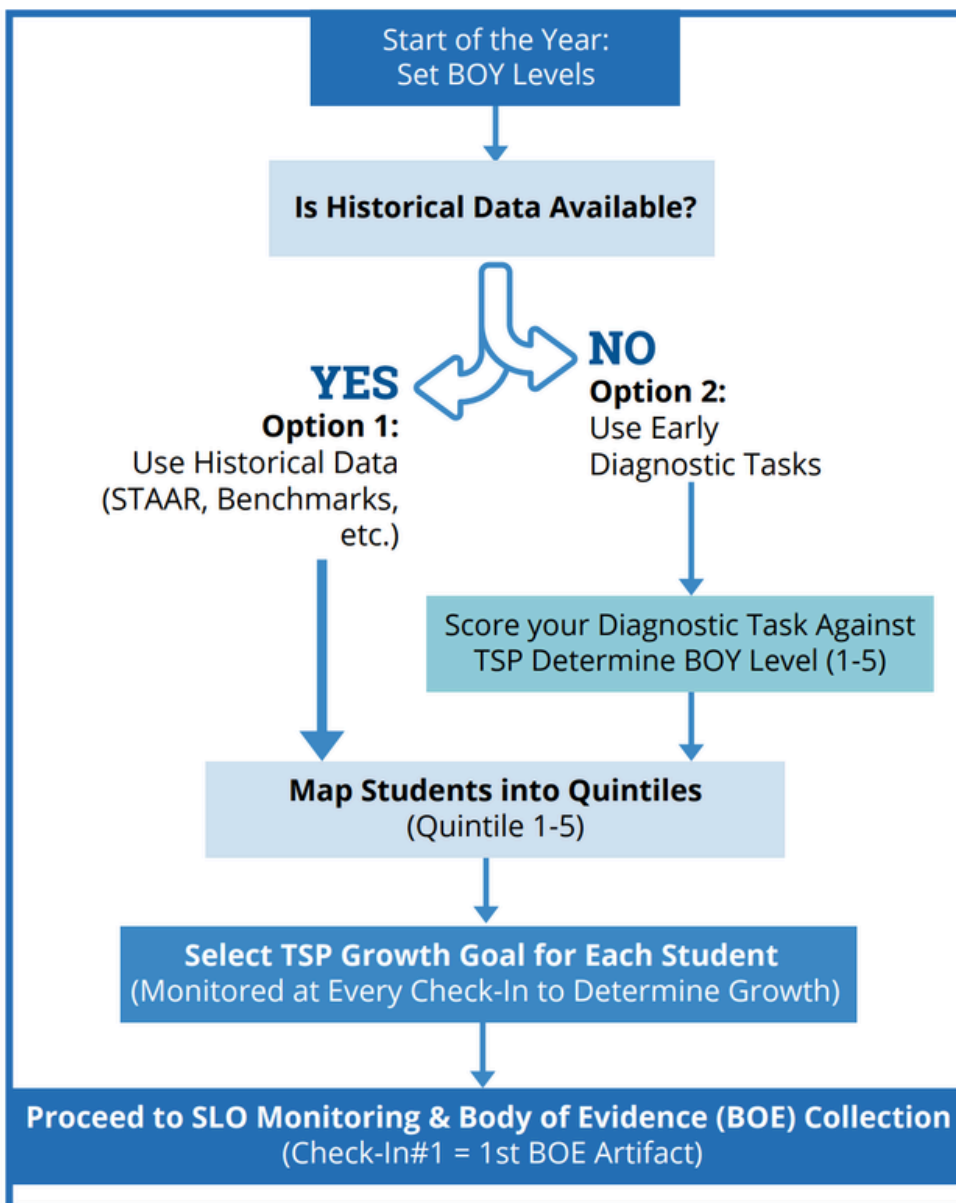
- **Example: A student demonstrating limited foundational understanding in a diagnostic task might be placed at Quintile 1 (Level 1), signaling the need for intensive support.**

# Establishing Baseline Levels



## BOY Level Setting & TSP Growth Goal Quick Reference Guide

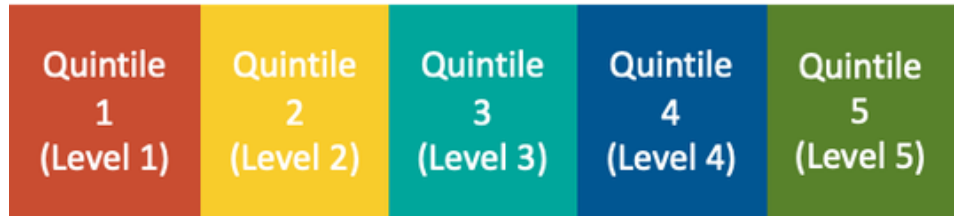
This guide summarizes the steps for setting Beginning of the Year (BOY) levels and selecting Targeted Skill Profile (TSP) growth goals for each student. It ensures that all students start with an accurate baseline and that growth is monitored at every check-in.



# 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.

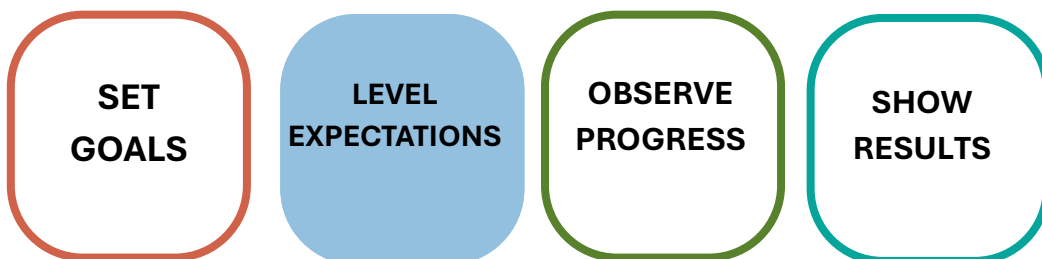


To evaluate student growth at the end of the interval. At the end of the interval, we return to the TSP to evaluate how far each student has progressed.



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 Example

Students will analyze historical events, individuals, and issues in United States history by evaluating primary and secondary sources, developing evidence-based claims, and communicating historical reasoning through written and verbal responses. Students will use relevant evidence to explain causes, effects, and historical significance while supporting conclusions with accurate historical content and reasoning.

Level	Targeted Skill Profile
<b>Level 5 Mastering Standard</b>	The student analyzes two or more primary or secondary sources by identifying the source type, author or creator, point of view or purpose, and historical context. The student writes or states a claim and supports it with three or more accurate pieces of evidence from the sources or course content. The student explains at least two cause-and-effect relationships and connects the evidence to historical significance. The response includes accurate historical vocabulary and contains no major historical inaccuracies.
<b>Level 4 Meeting Standard</b>	The student analyzes at least two primary and/or secondary sources by identifying the source type and relevant historical information. The student develops a claim supported by two accurate pieces of evidence from sources or course content. The student explains at least one cause-and-effect relationship and connects evidence to the claim. Written or verbal responses use accurate historical vocabulary and contain no more than one minor historical inaccuracy.
<b>Level 3 Approaching Standard</b>	The student identifies relevant information from at least one primary or secondary source. The student develops a claim supported by one accurate piece of evidence from a source or course content. The student identifies a cause, effect, or historical significance and provides a basic explanation. Written or verbal responses include some accurate historical vocabulary and may contain minor inaccuracies that do not significantly impact understanding.
<b>Level 2 High Did Not Meet Standard</b>	The student identifies basic historical information from a source, such as a person, event, date, or idea. The student states a claim or response related to the task and includes limited supporting information. The student identifies a cause, effect, or historical significance but does not explain the relationship. Written or verbal responses contain some accurate historical content but may include multiple inaccuracies or omissions.
<b>Level 1 Low Did Not Meet Standard</b>	The student identifies one basic historical fact, event, person, or idea related to the task. The student selects or names information from a source but may not explain its meaning or connection to the task. The student attempts a claim or response that is partially related to the topic. The response includes limited accurate historical content and does not yet explain cause, effect, or historical significance.

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

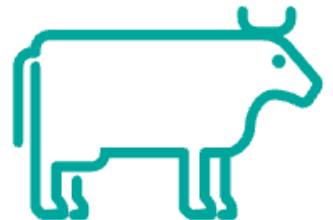
This includes **classroom participation logs**, or even **student interviews**.

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

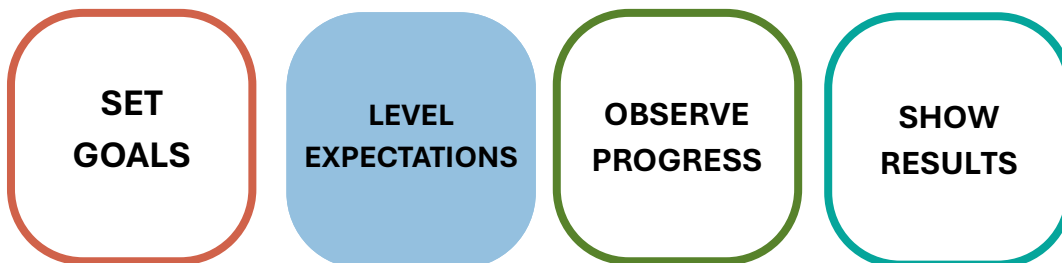
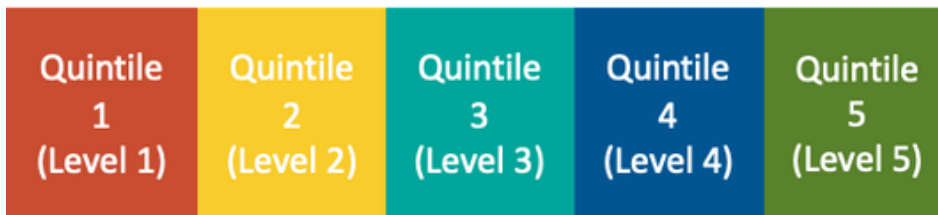
Make sure your Body Of Evidence **BOE** is not just a formality. It needs to be:

- 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

**O**BSERVE  
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.

## Level 5: Mastered Previous Year's Standards

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

## Level 4: Meeting Previous Year's Standards

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

## Level 3 Approaching Previous Year's Standards

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

## Level 2 High – Did Not Meet Previous Year's Standards

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

## Level 1: Low – Did Not Meet Previous Year's Standards

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

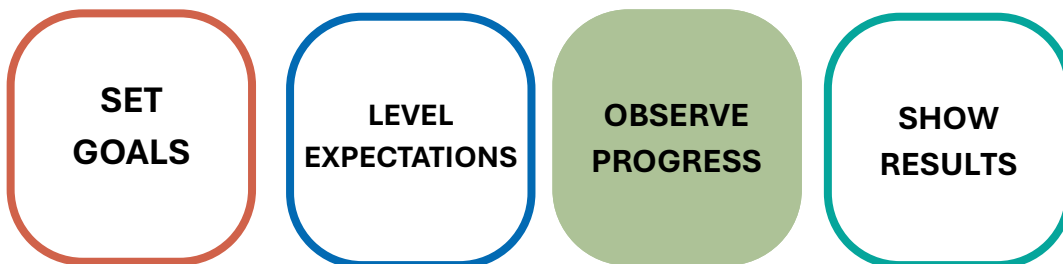
Level	Targeted Skill Profile
<b>Level 5 Mastering Standards</b>	Consistently evaluates sources and draws nuanced conclusions
<b>Level 3 Approaching Standards</b>	Analyzes basic sources and identifies main ideas
<b>Level 1 Low-Did Not Meet Standards</b>	Unable to analyze primary sources; struggles with basic historical understanding

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

**Level 5 Mastering Standards:** 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.

**Level 3 Approaching Standards:** 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.

**Level 1 Low-Did Not Meet Standards:** 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

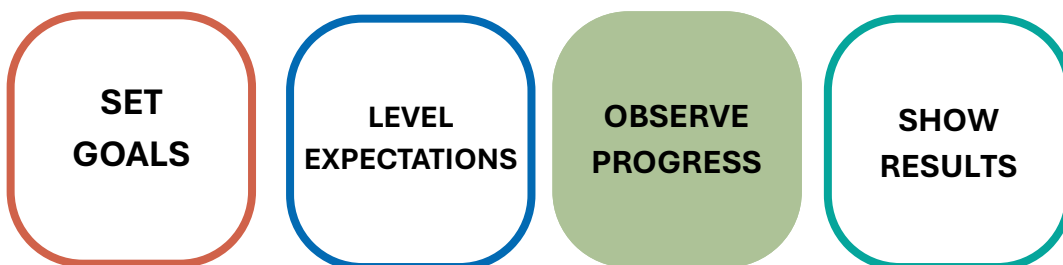
Continuous progress monitoring is essential to ensure instructional practices are effective and aligned with student needs.

- **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

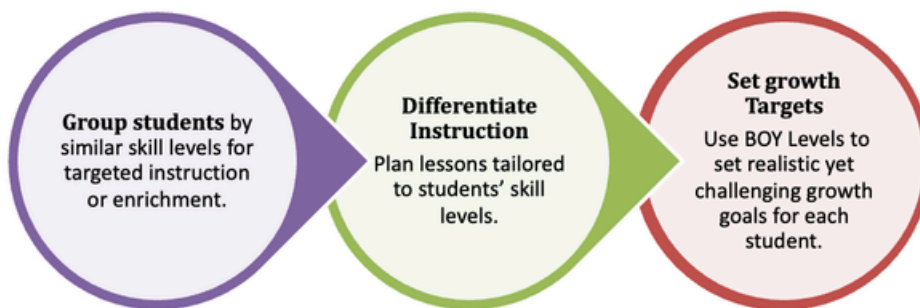
Teamwork among educators strengthens student success. Collaboration ensures consistency in instruction and creates opportunities to share expertise.

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.



# Observe Progress

Use the Beginning of the Initial Student Mapping 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.

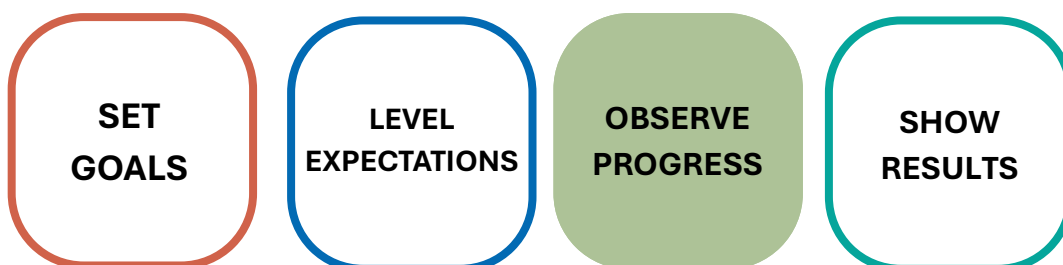
Sharing BOY levels with students builds self-awareness and encourages them to take ownership of their learning journey.

## 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

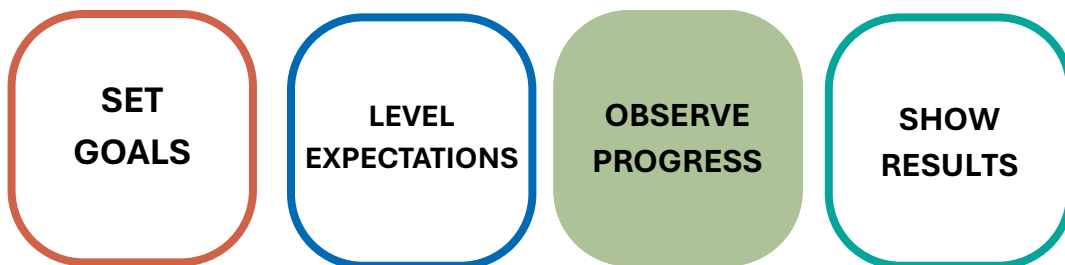
### Physical Education

- 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

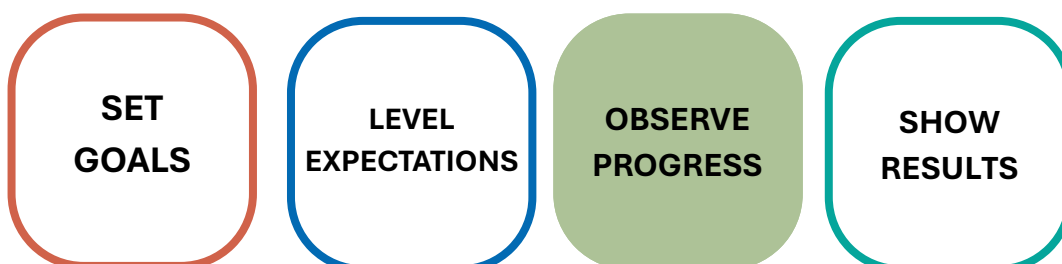
Appraisers begin by reviewing and approving the SLOs teachers submit to ensure alignment with standards, instructional goals, and student needs.

### 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?**

These steps ensure a data-driven, growth-focused process that aligns with the Targeted Skill Profile (TSP) and supports meaningful evaluation of student progress.

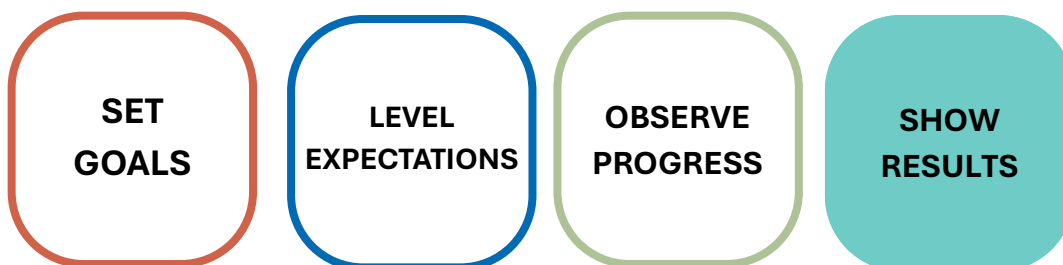
This is where we set clear, measurable, and achievable growth targets for each student. These targets:



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

<b>SLO Skill Statement</b>	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.	
<b>Level</b>	<b>Targeted Skill Profile (TSP)</b>	
Level 5: Mastering Standard	<b>This is the highest level of mastery. Students at this level demonstrate deep understanding, application, or even leadership in applying the skill.</b>	<b>Level 5</b>
Level 4: Meeting Standard	<b>These students are consistently successful and show signs of advanced reasoning or application, but not quite to the depth and consistency of Level 5.</b>	<b>Level 4</b>
Level 3: Approaching Standard	<b>This is your target for most students. A Level 3 student meets expectations for the instructional interval and demonstrates solid foundational understanding.</b>	<b>Level 3</b>
Level 2: High Did Not Meet Standard	<b>These students are still developing the skill. They may show partial understanding or struggle with application.</b>	<b>Level 2</b>
Level 1: Low Did Not Meet Standard	<b>Students at this level need intensive support. They are just beginning to develop the skill or have major gaps in foundational knowledge.</b>	<b>Level 1</b>

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

### These descriptors should:

- Be specific and skill-based, avoiding vague or general language.
- Clearly reflect a progression of mastery across levels.
- Align directly to the course’s foundational skills and the SLO Skill Statement.

Think of the Targeted Skill Profile as a living roadmap for student learning. It sets clear expectations, guides instruction, and serves as the reference point teachers use at each check-in to determine current levels of performance and monitor progress over time.

Strong TSP descriptors promote clarity and consistency and ensure that growth determinations are evidence-based, instructionally meaningful, and aligned to what students are actually expected to demonstrate.

# Show Results

## SLO Skill Statement Example

### History 8th Grade

Students will analyze historical events, individuals, and issues in United States history by evaluating primary and secondary sources, developing evidence-based claims, and communicating historical reasoning through written and verbal responses. Students will use relevant evidence to explain causes, effects, and historical significance while supporting conclusions with accurate historical content and reasoning.

Level	Targeted Skill Profile
<b>Level 5 Mastering Standard</b>	The student analyzes two or more primary or secondary sources by identifying the source type, author or creator, point of view or purpose, and historical context. The student writes or states a claim and supports it with three or more accurate pieces of evidence from the sources or course content. The student explains at least two cause-and-effect relationships and connects the evidence to historical significance. The response includes accurate historical vocabulary and contains no major historical inaccuracies.
<b>Level 4 Meeting Standard</b>	The student analyzes at least two primary and/or secondary sources by identifying the source type and relevant historical information. The student develops a claim supported by two accurate pieces of evidence from sources or course content. The student explains at least one cause-and-effect relationship and connects evidence to the claim. Written or verbal responses use accurate historical vocabulary and contain no more than one minor historical inaccuracy.
<b>Level 3 Approaching Standard</b>	The student identifies relevant information from at least one primary or secondary source. The student develops a claim supported by one accurate piece of evidence from a source or course content. The student identifies a cause, effect, or historical significance and provides a basic explanation. Written or verbal responses include some accurate historical vocabulary and may contain minor inaccuracies that do not significantly impact understanding.
<b>Level 2 High Did Not Meet Standard</b>	The student identifies basic historical information from a source, such as a person, event, date, or idea. The student states a claim or response related to the task and includes limited supporting information. The student identifies a cause, effect, or historical significance but does not explain the relationship. Written or verbal responses contain some accurate historical content but may include multiple inaccuracies or omissions.
<b>Level 1 Low Did Not Meet Standard</b>	The student identifies one basic historical fact, event, person, or idea related to the task. The student selects or names information from a source but may not explain its meaning or connection to the task. The student attempts a claim or response that is partially related to the topic. The response includes limited accurate historical content and does not yet explain cause, effect, or historical significance.

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

Throughout the SLO cycle, teachers monitor and determine student growth by comparing the Body of Evidence (BOE) to the Targeted Skill Profile (TSP) at each check-in. At the end of each interval, teachers review the full body of evidence to confirm the pattern of growth demonstrated through each check-in and determine the final level of performance for each student.

To evaluate student skill levels, review the steps below.

## Step 1: Review Body Of Evidence (BOE) for Each Student

- Review all student work samples collected across the year, including evidence from each check-in.
- Examine how consistently the evidence aligns to the SLO Skill Statement and the identified foundational skills.
- Look for patterns of growth, quality, and skill development over time rather than isolated performances

## Step 2: Determine the End-of-Year Skill Level Using the TSP

- At each check-in, compare the student's current Body of Evidence to the Targeted Skill Profile descriptors to determine the student's current growth level.
- Update the student's TSP level at every check-in to reflect demonstrated progress toward the targeted skill, using evidence collected up to that point in time.
- Use the approved levels when recording growth:

**Level 5 Mastering Standard**

**Level 4 Meeting Standard**

**Level 3 Approaching Standard**

**Level 2 High Did Not Meet Standard**

**Level 1 Low Did Not Meet Standard**

- Document each check-in level in the student growth tracker to ensure transparency, instructional alignment, and consistency over time.
- At the end of the year, review the pattern of check-in levels to confirm whether the student met or exceeded the targeted growth expectation.

## Step 3: Analyze Growth Patterns Across Check-Ins

- Review the student's documented TSP levels across all check-ins to identify patterns of progress over time.
- Examine how instruction, support, and evidence contributed to changes or stability in growth levels throughout the year.
- Confirm whether the student met the targeted growth expectation based on the pattern of check-in levels, not a single data point.
- Summarize growth outcomes by starting level, quintile, or other relevant groupings to support reflection, instructional planning, and system-level analysis.

### **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	Student Mapping BOY Level	Target Skill Level	Check-In 1	Check-In 2	Check-In 3	Check-In 4	Check-In 5	Growth Achieved
Student A	Level 4: Meeting Standard	Level 4: Meeting Standard	Level 5: Mastering Standard	Level 5: Mastering Standard	Level 5: Mastering Standard	Level 4: Meeting Standard	Level 4: Meeting Standard	Exceeded
Student B	Level 2: High Did Not Meet Standard	Level 4: Meeting Standard	Level 4: Meeting Standard	Level 3: Approaching Standard	Level 4: Meeting Standard	Level 2: High Did Not Meet Standard	Level 4: Meeting Standard	Met
Student C	Level 1: Low Did Not Meet Standard	Level 3: Approaching Standard	Level 2: High Did Not Meet Standard	Level 2: High Did Not Meet Standard	Level 3: Approaching Standard	Level 2: High Did Not Meet Standard	Level 2: High Did Not Meet Standard	Did Not Meet

Student growth is determined by analyzing the pattern of performance over time (through multiple check-ins) and comparing that trajectory to the Target Skill Level using the Target Skill Profile (TSP) level descriptors. Each data point is aligned to the TSP descriptors to identify the level demonstrated across the learning cycle.

- **Exceeded:** The student’s pattern of growth consistently aligns to TSP descriptors above the target skill level.
- **Met:** The student’s pattern of growth demonstrates sustained alignment to TSP descriptors at the target skill level.
- **Did Not Meet:** The student shows some progress, but the overall pattern of TSP-aligned performance remains below the target skill level.

Growth is determined by trend, consistency, and descriptor alignment across check-ins, **not by comparing only the beginning and ending data points.**

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

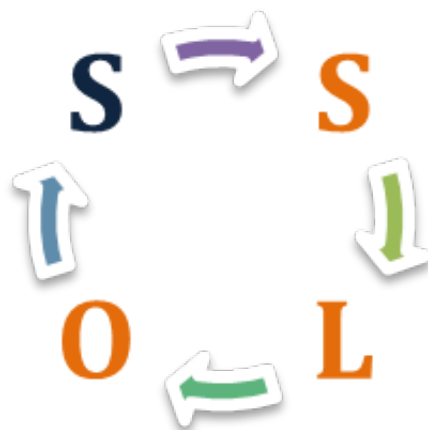
- Highlight where students met or exceeded their growth expectations based on the Targeted Skill Profile and Body of Evidence.
- Use this moment to acknowledge the instructional strategies that contributed to that growth
- Affirm the positive impact on student learning.

## 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.



## 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

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## 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
- 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*



# 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**

**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	Quintile 2 - Level 2	Quintile 3 - Level 3	Quintile 4 - Level 4	Quintile 5 - Level 5
Low Did Not Meet Previous Year's Standard Intervention Required	High Did Not Meet Previous Year's Standard Intervention Required	Approaching Previous Year's Standard	Meeting Previous Year's Standard	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 interval**

- 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.*

SLO Skill Statement	
Level	Targeted Skill Profile (TSP)
<b>Level 5:</b> Mastering Standard	
<b>Level 4:</b> Meeting Standard	
<b>Level 3:</b> Approaching Standard	
<b>Level 2:</b> High Did Not Meet Standard	
<b>Level 1:</b> Low Did Not Meet Standard	

- 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.

### 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.

- 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?
- What strategies will you use to monitor progress? How will you document your body 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"/> Revise and resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	<input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date

### Rubric for Writing an SLO Skill Statement

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Foundational Skill Specificity</b>  <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.
<b>Skill Persistence</b>  <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.
<b>Measurability of Skill</b>  <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.
<b>Growth Potential for Students and Teacher</b>  <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.
<b>Clarity and Alignment with Standards</b>	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

### Rubric for Writing a Targeted Skills Profile (TSP)

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Skill Articulation</b> <i>How clearly the core skills are defined and measurable.</i>	Clearly defines three skills that are measurable and persist throughout the duration of the course.	Defines three skills that are mostly clear and measurable and persist throughout the course, through some refinement may be needed.	Defines fewer than three skills or skills lack clarity.	Skills are vaguely defined or missing.
<b>Differentiation of Skill Levels</b> <i>How well performance levels are clearly distinguished.</i>	Clearly differentiates skill levels with quantifiable descriptors aligned to skills statement and BOE.	Differentiates skill levels, though descriptors may lack some specificity.	Shows limited differentiation between skill levels.	No differentiation between skill levels.
<b>Alignment to Skill Statement</b> <i>How closely the TSP connects to the SLO skill statement.</i>	Strong alignment with the SLO skill statement, reflecting clear connections.	Mostly aligns with the SLO skill statement, some connections.	Limited alignment to the SLO skill statement; unclear connections.	Does not align with the SLO skill statement.
<b>Assessment Flexibility</b> <i>Whether multiple appropriate methods are used to measure skills.</i>	Provides multiple assessments methods, appropriate to measure skills defined in the skill statement.	There are a few methods for skill assessment, with some variety.	Limited methods for assessing skills, lacking variety.	Assessment methods are vague or inappropriate.
<b>Specificity to Students</b> <i>How well targets reflect actual student needs and evidence.</i>	Skill target levels specific to students in the class, grounded in multiple evidence sources (e.g., BOY data, diagnostics, prior work)	Skill targets are mostly specific to students, with some evidence-based alignment.	Skill targets show limited specificity or minimal evidence grounding.	Targets are generalized and lack evidence grounding.
<b>Growth Expectations</b> <i>Whether growth targets are realistic and meaningful.</i>	Sets high yet achievable expectations for student growth based on initial student mapping and target goals.	Sets reasonable and generally attainable expectations for student growth based on initial student mapping and target goals.	Sets growth expectations, but may not be entirely reasonable or well-defined.	Expectations are unrealistic or not defined.

 19 - 24 Exemplary

 13 - 18 Proficient

 7 - 12 Developing  
Revision Needed

 0 - 6 Beginning  
Revision Needed

### Rubric for Writing a Targeted Skills Profile (TSP)

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Skill Articulation</b> <i>How clearly the core skills are defined and measurable.</i>	Clearly defines three skills that are measurable and persist throughout the duration of the course.	Defines three skills that are mostly clear and measurable and persist throughout the course, through some refinement may be needed.	Defines fewer than three skills or skills lack clarity.	Skills are vaguely defined or missing.
<b>Differentiation of Skill Levels</b> <i>How well performance levels are clearly distinguished.</i>	Clearly differentiates skill levels with quantifiable descriptors aligned to skills statement and BOE.	Differentiates skill levels, though descriptors may lack some specificity.	Shows limited differentiation between skill levels.	No differentiation between skill levels.
<b>Alignment to Skill Statement</b> <i>How closely the TSP connects to the SLO skill statement.</i>	Strong alignment with the SLO skill statement, reflecting clear connections.	Mostly aligns with the SLO skill statement, some connections.	Limited alignment to the SLO skill statement; unclear connections.	Does not align with the SLO skill statement.
<b>Assessment Flexibility</b> <i>Whether multiple appropriate methods are used to measure skills.</i>	Provides multiple assessments methods, appropriate to measure skills defined in the skill statement.	There are a few methods for skill assessment, with some variety.	Limited methods for assessing skills, lacking variety.	Assessment methods are vague or inappropriate.
<b>Specificity to Students</b> <i>How well targets reflect actual student needs and evidence.</i>	Skill target levels specific to students in the class, grounded in multiple evidence sources (e.g., BOY data, diagnostics, prior work)	Skill targets are mostly specific to students, with some evidence-based alignment.	Skill targets show limited specificity or minimal evidence grounding.	Targets are generalized and lack evidence grounding.
<b>Growth Expectations</b> <i>Whether growth targets are realistic and meaningful.</i>	Sets high yet achievable expectations for student growth based on initial student mapping and target goals.	Sets reasonable and generally attainable expectations for student growth based on initial student mapping and target goals.	Sets growth expectations, but may not be entirely reasonable or well-defined.	Expectations are unrealistic or not defined.

 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)
<b>Alignment</b>	Evidence aligns to the teacher-defined skills in the skill statement.	Strong alignment with the TSP and skill statement;	General alignment with minor inconsistencies	Unclear or unrelated to intended skills
<b>Growth Evidence</b>	Demonstrates measurable student growth	Clear, compelling progress across time points	Adequate growth with some variability	No measurable growth or misaligned timeframes
<b>Artifact Quality</b>	Clarity, completeness, and relevance	High quality, relevant, and clearly linked to outcomes	Mostly complete with basic clarity	Incomplete, low quality, or unclear
<b>Teacher Reflection</b>	Insight into instructional decisions	Detailed, thoughtful reflection on strategy and next steps	Reflection included, limited instructional insights	Minimal or absent instructional reflection
<b>Scoring Consistency</b>	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)