***Team Activity:***

Place the following questions in an order that makes sense.

1. **Did students grow and what did I learn from the process?**
2. **What are my expectations for these students?**
3. **What is the focus for my SLO?**
4. **How will I guide these students toward growth?**
5. **Are they progressing toward targets?**
6. **Who are my students?**

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| --- | --- |
| Our Thoughts | SLO Process |
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What is the difference between a foundational skill and TEKS?

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Foundational skills found in my content area:

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**As a table**

1. Name a potential coaching opportunity based on the success criteria
2. Create questions that would help the teacher uncover their thinking

**Culinary Arts 101**- Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.

Review the following statements. What characteristics do they have in common that would make them effective SLO Skill Statements?

* **5th Grade Science:** Students will be able to analyze information from multiple pieces of evidence and justify valid conclusions about their findings in verbal and written communication.
* **Health Science:** Students will be able to create technical documents to communicate summaries of health.

What are your key takeaways from this section of the SLO?

* Choose a content.
* Choose a foundational skill.
* Write your skill statement.
* Refine your statement

**ISP Health Science SLO (Examples)**

Students will be able to create technical documents to communicate summaries of health.

|  |  |  |
| --- | --- | --- |
|  | Initial Student Skill Profile Level Descriptors | Students in this level |
| Well above typical | Student uses key terminology to identify most important health information and can communicate it verbally. Can fill out most of a technical document correctly. |  |
| Above typical | Student can verbally communicate key health information using correct terminology most of the time. Can fill out parts of a technical document correctly. |  |
| Typical  | Student is able to verbally communicate the basic health information but cannot write a cohesive summary. Knows important terminology and, with template, can fill out parts of a technical document. |  |
| Below typical | With some teacher assistance, student is able to identify valuable information but has trouble verbalizing it. Knows some important terminology and with template can fill out parts of a technical document. |  |
| Well below typical | Even with teacher assistance, student has difficulty identifying valuable information. Does not recognize important terminology and cannot fill out technical documents. |  |

**ISP 5th Grade Science SLO (Examples)**

Students will be able to analyze information from multiple pieces of evidence and justify valid conclusions about their findings in verbal and written communication.

|  |  |  |
| --- | --- | --- |
|  | Initial Student Skill Profile Level Descriptors | Students in this level |
| Well above typical | Student is able to write a conclusion of their findings using at least two pieces of evidence in their justification |  |
| Above typical | Student is able to write a conclusion of their findings using one piece of evidence in their justification.  |  |
| Typical  | Student is able to verbally communicate a valid conclusion using one piece of evidence.  |  |
| Below typical | Student is able to identify factual information using one piece of direct evidence but is unable to verbally communicate a conclusion. |  |
| Well below typical | Student has difficulty identifying factual information from one piece of evidence and is unable to verbally communicate a conclusion. |  |

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**ISP Culinary Arts (Practice)**

SLO Skill Focus: Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.

|  |  |  |
| --- | --- | --- |
|  | Initial Student Skill Profile Level Descriptors | Students in this level |
| Well above typical | Students have considerable experience with cooking, report often cooking the family meals. STAAR results indicate that students are performing at or above grade level in all subjects. |  |
| Above typical | Students have cooked one or two meals independently. STAAR results indicate that students are performing at grade level in most subjects, with a few above grade level scores. |  |
| Typical  | Students have some cooking experience, typically including baking cookies and making breakfast. STAAR results indicate that students are performing at grade level in most subjects. |  |
| Below typical | Students have a little cooking experience, typically assisting family members as they prepare meals. STAAR results indicate that students are performing at grade level in most, although not all courses. |  |
| Well below typical | Students have no cooking experience and STAAR results indicate that students are struggling to meet proficiency levels in most courses. |  |

SLO Statement:

|  |  |  |
| --- | --- | --- |
|  | Initial Student Skill Profile Level Descriptors | Students in this level |
| Well above typical |  |  |
| Above typical |  |  |
| Typical  |  |  |
| Below typical |  |  |
| Well below typical |  |  |

What are your key takeaways from this section of the SLO?

**TSP 5th Grade Science SLO (Examples)**

Students will be able to analyze information from multiple pieces of evidence and justify valid conclusions about their findings in verbal and written communication.

|  |  |  |
| --- | --- | --- |
|  | Targeted Student Skill Profile Level Descriptors | Students in this level |
| Well above typical | Student is able to justify verbally and in writing an accurate conclusion of the findings using inferred evidence from multiple sources of evidence. Student is able to make a connection using a real world example and the conclusion from their evidence and includes the scientific principle. |  |
| Above typical | Student is able to justify verbally and in writing an accurate conclusion of the findings using inferred evidence from multiple sources of evidence. Student is able to make a connection using a real world example and the conclusion from their evidence. |  |
| Typical  | Student is able to justify verbally and/or in writing an accurate conclusion of the findings using inferred evidence from multiple sources of evidence. |  |
| Below typical | Student is able to justify verbally and/or in writing an accurate conclusion of their findings using isolated facts from one piece of evidence. |  |
| Well below typical | Student is able to justify verbally and/or in writing the conclusion of their findings using isolated facts from one piece of evidence. Conclusion may be inaccurate and supported with irrelevant evidence. |  |

**ISP 5th Grade Science SLO (Example)**

Students will be able to analyze information from multiple pieces of evidence and justify valid conclusions about their findings in verbal and written communication.

|  |  |  |
| --- | --- | --- |
|  | Initial Student Skill Profile Level Descriptors | Students in this level |
| Well above typical | Student is able to write a conclusion of their findings using at least two pieces of evidence in their justification |  |
| Above typical | Student is able to write a conclusion of their findings using one piece of evidence in their justification.  |  |
| Typical  | Student is able to verbally communicate a valid conclusion using one piece of evidence.  |  |
| Below typical | Student is able to identify factual information using one piece of direct evidence but is unable to verbally communicate a conclusion. |  |
| Well below typical | Student has difficulty identifying factual information from one piece of evidence and is unable to verbally communicate a conclusion. |  |

**TSP Examples Health Science SLO**

Students will be able to create technical documents to communicate summaries of health.

|  |  |  |
| --- | --- | --- |
|  | Targeted Student Skill Profile Level Descriptors | Students in this level |
| Well above typical | Student is able to accurately write out a summary of health using correct terminology and without the aid of a template. Student can verbalize the summary and adjust summary to fit the needs of different audiences. |  |
| Above typical | Student is able to accurately write out a summary of health using correct terminology and without the aid of a template. Student can verbalize the summary.  |  |
| Typical  | Student is able to write out a summary of health using correct terminology and without the aid of a template. Student can verbalize the summary when notes are present.  |  |
| Below typical | With template aid and terminology list, student can write out a summary of health. Student can verbalize summary but reads off more technical pieces. |  |
| Well below typical | With template aid and terminology list, student can write out a summary of health. Student reads off most of the summary. Teacher assistance is still required. |  |

**ISP Health Science SLO (Examples)**

Students will be able to create technical documents to communicate summaries of health.

|  |  |  |
| --- | --- | --- |
|  | Initial Student Skill Profile Level Descriptors | Students in this level |
| Well above typical | Student uses key terminology to identify most important health information and can communicate it verbally. Can fill out most of a technical document correctly. |  |
| Above typical | Student can verbally communicate key health information using correct terminology most of the time. Can fill out parts of a technical document correctly. |  |
| Typical  | Student is able to verbally communicate the basic health information but cannot write a cohesive summary. Knows important terminology and, with template, can fill out parts of a technical document. |  |
| Below typical | With some teacher assistance, student is able to identify valuable information but has trouble verbalizing it. Knows some important terminology and with template can fill out parts of a technical document. |  |
| Well below typical | Even with teacher assistance, student has difficulty identifying valuable information. Does not recognize important terminology and cannot fill out technical documents. |  |

**TSP Culinary Arts (Practice)**

SLO Skill Focus: Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.

|  |  |  |
| --- | --- | --- |
|  | Targeted Student Skill Profile Level Descriptors | Students in this level |
| Well above typical | Students develop a nutritionally sound plan and prepare all courses of a meal, improving upon recipes with additional flavorings that are appropriate and appealing to the meal. The meal is well prepared, hygienic techniques are followed, and the meal presentation is appealing and innovative. Meals receive strong praise from diners. |  |
| Above typical | Students develop a nutritionally sound plan and prepare all courses of a meal, accurately, following recipes, using appropriate hygienic principles, and presenting the meal at the table in a highly appealing manner. All components of the meal are appropriately prepared and the meal is well-received by diners. |  |
| Typical  | Students develop a nutritionally sound plan and prepare all courses of a meal, accurately following recipes, using appropriate hygienic techniques, and presenting the meal at the table in an appropriate and visually appealing manner. Some components of the meal may be slightly over or under-cooked, but diners report that food is good. |  |
| Below typical | Students develop a meal plan that is not nutritionally balanced. All courses of the meal are prepared, with occasional lapses in following recipes as well as several dishes that are over or under cooked making some dishes inedible. Hygiene principles are not consistently followed. Table presentation lacks appeal. |  |
| Well below typical | Students can’t develop a meal plan, prepare courses of a meal, or follow proper hygiene principles. Table presentation lacks appeal. |  |

**ISP Culinary Arts (Practice)**

SLO Skill Focus: Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.

|  |  |  |
| --- | --- | --- |
|  | Initial Student Skill Profile Level Descriptors | Students in this level |
| Well above typical | Students have considerable experience with cooking, report often cooking the family meals. STAAR results indicate that students are performing at or above grade level in all subjects. |  |
| Above typical | Students have cooked one or two meals independently. STAAR results indicate that students are performing at grade level in most subjects, with a few above grade level scores. |  |
| Typical  | Students have some cooking experience, typically including baking cookies and making breakfast. STAAR results indicate that students are performing at grade level in most subjects. |  |
| Below typical | Students have a little cooking experience, typically assisting family members as they prepare meals. STAAR results indicate that students are performing at grade level in most, although not all courses. |  |
| Well below typical | Students have no cooking experience and STAAR results indicate that students are struggling to meet proficiency levels in most courses. |  |