

Student Learning Objective (SLO) for Beginners



Participants will...

Understand	Understand the SLO process as a valid and reliable measure of student growth.
Review	Review all 3 phases of the SLO process through the student growth lens.
Practice	Practice writing and editing all steps in the SLO process.

Student Learning Objectives (SLO)



- 1) SLOs are **detailed, measurable goals** for student academic outcomes to be achieved in an academic year
- 2) Informed by **analysis** of prior data
- 3) Developed **collaboratively** by educators and their evaluator

*For additional resources, please visit:
www.texasslo.org and dallasisd.org/tei

HIGHLY STRUCTURED PROCESS

- Level of detail in SLO Skill Statement
- Evidence-based Initial Skill Profile (ISP)
- Evidence used to map students to ISP
- Evidence used to set Targeted Growth Goals for each student via the Targeted Skill Profile (TSP)
- BOY, MOY, and EOY conferences
- Body of Evidence used at EOY to determine each student's EOY Skill level

The SLO Process

S et Goals	Create an SLO Skill Statement List Foundational Skills
L evel Expectations	Initial Student Mapping Create Targeted Skill Profile(TSP)
O bserve Progress	Teacher observation Assessments Analyze Data Reflect, Monitor, & Adjust
S how Results	Evaluate Student Growth using Body of Evidence (BOE) and Targeted Skill Profile (TSP)

SLOs



Based on a foundational skill



Based on a body of evidence of student work aligned to the skill



Student work from throughout the school year



Multiple data points

Pre-test/Post-test

Typically based on a larger scope of material

Based on how students perform on a test, not on student work

Comparison of beginning and end-of-year tests

Two data points

STUDENT LEARNING OBJECTIVES ARE...

- An accurate, evidence-based process to measure student growth
- A concentrated look at instructional impact
- Focused on a foundational skill of the course
- Evidence-based
- A means to teacher growth
 - Via a focus on student growth
 - Reflect, assess, and adjust instructional practice

CONNECTION TO TEACHER GROWTH

- Reflective process:
 - On which assignments did students demonstrate the most growth?
 - How might this reflect instructional practices being used?
 - How did differentiated student supports align with demonstrated student growth?
- Use evidence, reflection, and coaching to make necessary instructional pivots.

**Student
Learning
Objective**

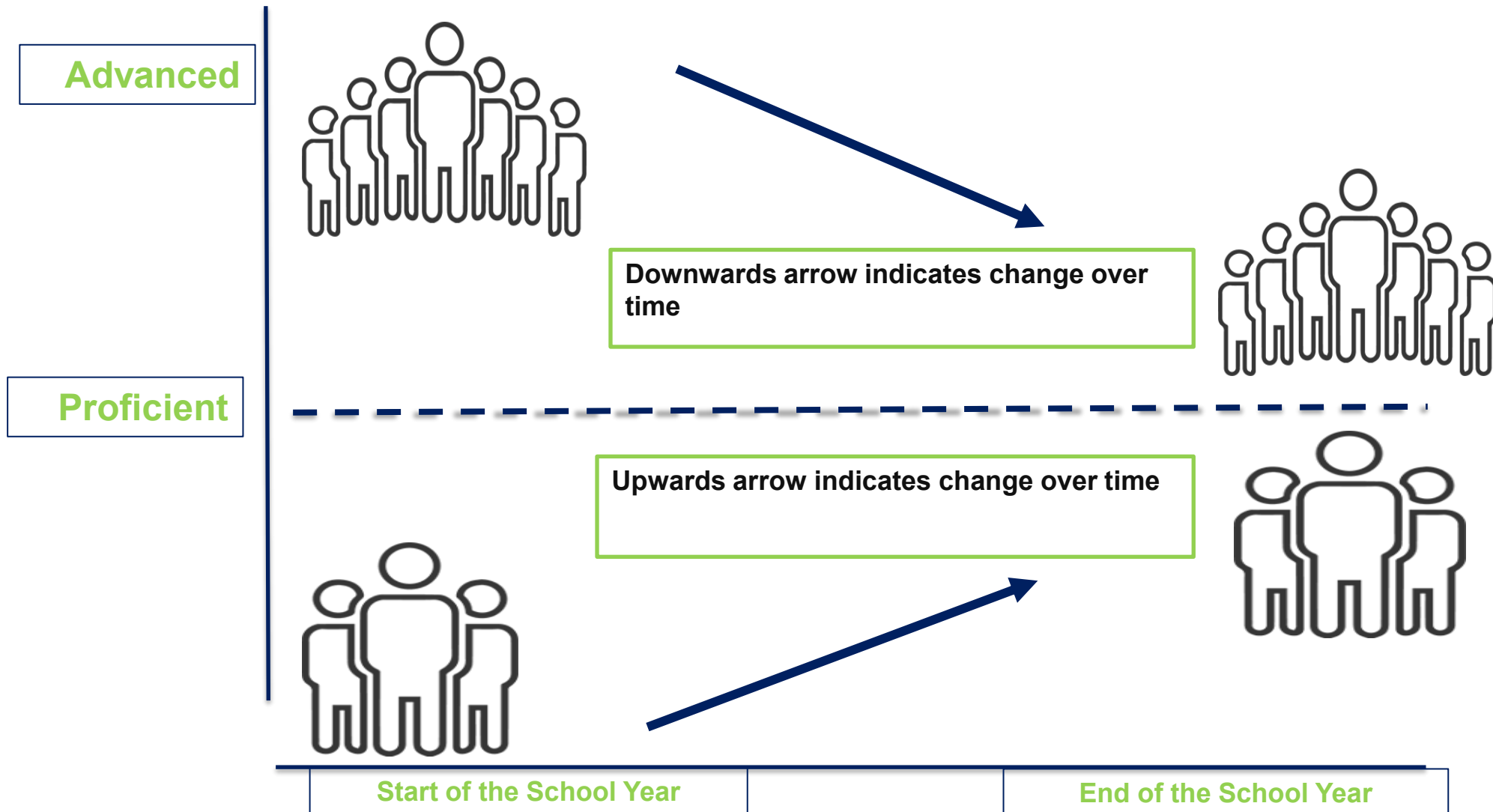
How do we know if **students are growing** in their knowledge and skills?

What **evidence** will we use to determine students' beginning skill level, the progress they make throughout the year, and to determine their end-of-year skill level?

BODY OF EVIDENCE (BOE)

- What constitutes a valid BOE?
- How aligned is each piece of evidence to the Skill Statement?
- How will the BOE be tracked?
- Do student work samples measure the skill named in the SLO Skill Statement?
May include, but should not be limited to tests
- Is there a high degree of alignment to Skill Statement?

WHY DO AN SLO?



The goal of a teacher is to maximize the potential of every student in the classroom.



Student growth is the best indicator of whether teachers are reaching that goal.

CORE IDEA

To maximize growth, we must know specifically which skills students do or do not have at the beginning of the year.

Six Big Questions

How will I guide these students towards growth?

Did students grow and what did I learn from this process?

What is the focus of my SLO?

Who are my students?

Are students progressing towards these targets?

What are my expectations for these students?

Six Big Questions

How will I guide these
students towards
growth?

4

Did students grow and
what did I learn from
this process?

6

What is the focus of my
SLO?

1

Who are my students?

2

Are students
progressing towards
these targets?

5

What are my
expectations for these
students?

3



WHY ISN'T “*WHO ARE MY STUDENTS?*” FIRST?

- ❖ We cannot determine where our students are with respect to a foundational skill without first determining what the foundational skill is, which is the focus of the SLO.

KEY TAKEAWAYS FROM THIS SECTION?

Student Learning Objectives (SLO)

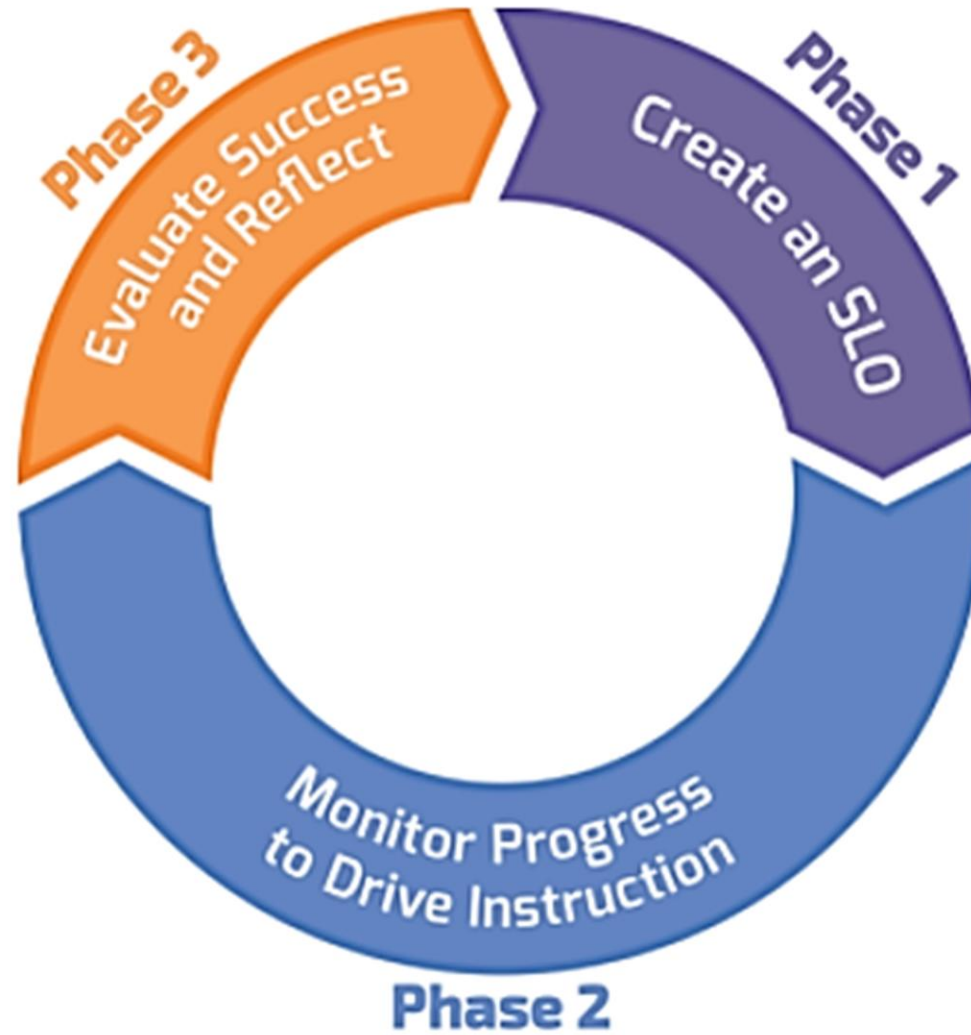
- Are a means to measure student growth
- Are designed to help educators become more deliberate and evidence-based in their practices
- Support both student **and** teacher growth
- Provide a process to measure student growth based on relevant evidence of student work

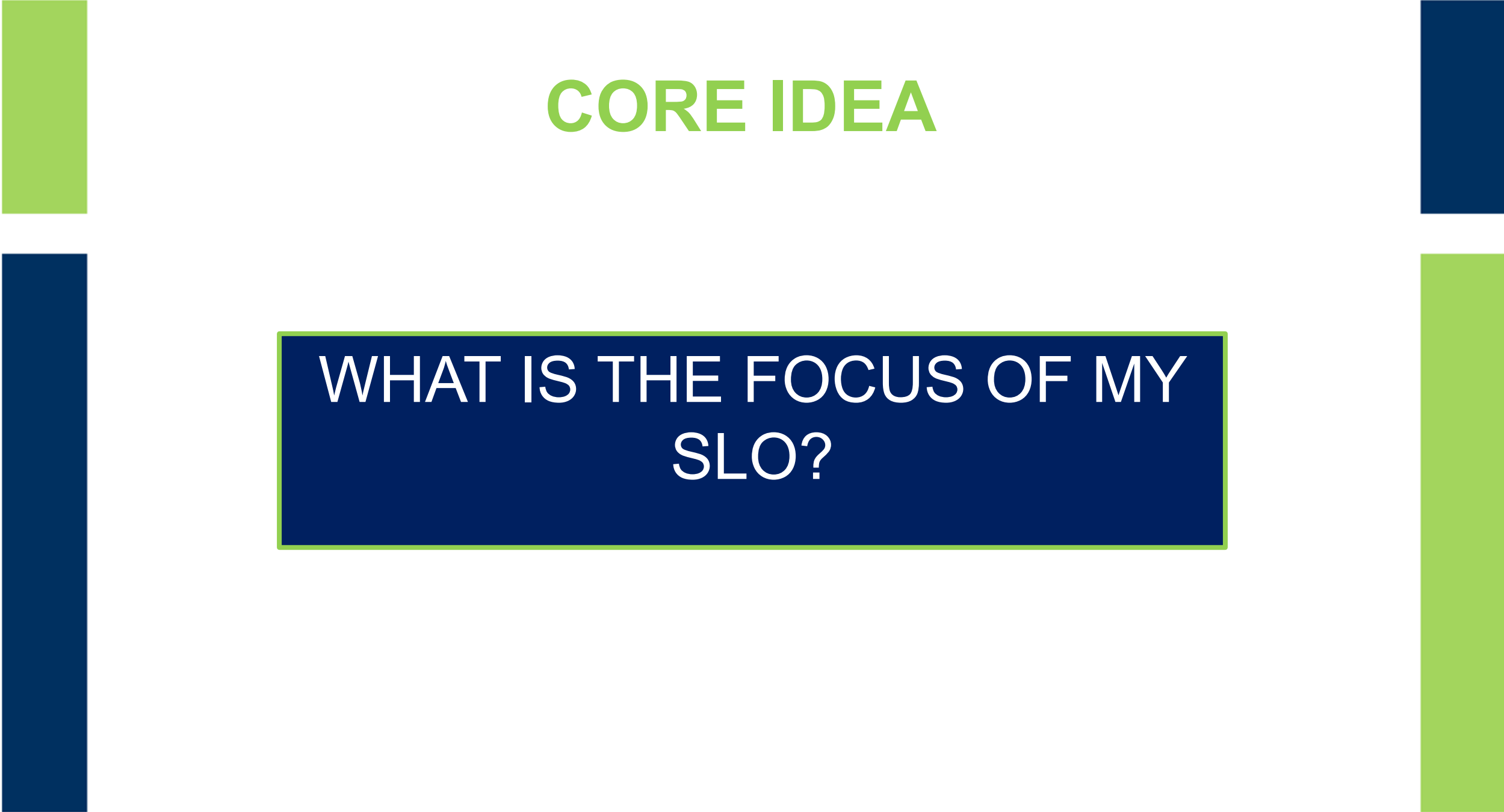
- Model/Activity/Your Turn
 - Key Ideas
 - Success Criteria
 - Exemplars/Non-exemplars
 - Practice creating your own
- Core Ideas
- Key Takeaways
- Flexibility and Questions



STUDENT LEARNING OBJECTIVES

SLO PHASES





CORE IDEA

WHAT IS THE FOCUS OF MY
SLO?

SLO SKILL STATEMENT

The skill statement is a
description of what students should be able to do
with respect to the
foundational skill
by the end of the course/year.

CREATING SKILL STATEMENTS

Essential Question: *What are the most important skills I teach?*

- The Skill Statement emphasizes priority of content
 - Aligned to standards for the course
 - Reinforces foundational skills
- TEKS are used as a guide but won't cover all of them
- Teacher is able to provide clear explanation of the importance of the selected content for the SLO

Writing An Effective Skill Statement

Success Criteria

- ✓ Represents a foundational skill that is specific to the content area
- ✓ Persists throughout the course
- ✓ Measurable through a demonstration of student skill
- ✓ Focus on it will lead to student and teacher growth in this course and beyond
- ✓ The skills captured are clearly defined and appropriately focused

All means All.

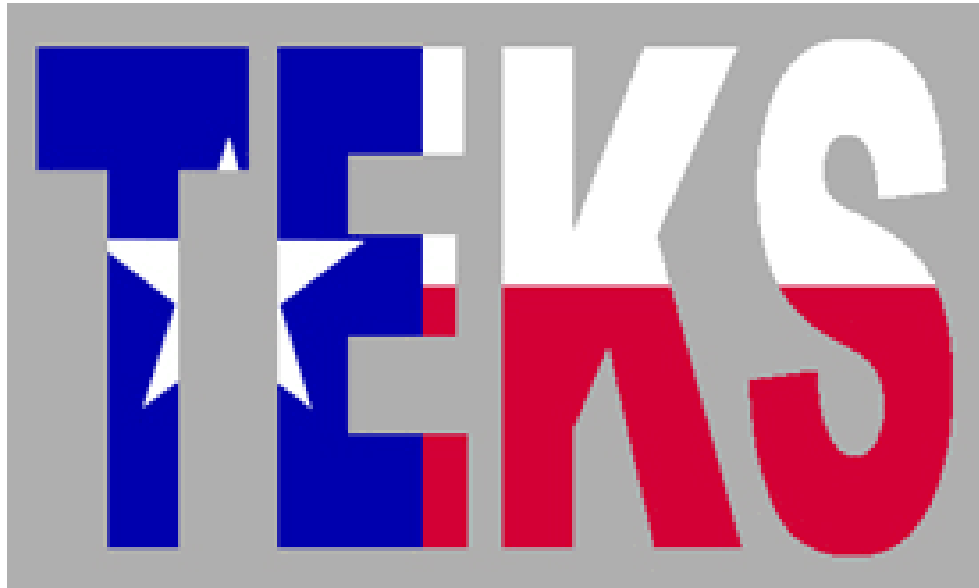
Non-Example

Students will analyze
the Harlem
Renaissance

Example

Students will analyze
multiple pieces of
evidence, including
primary documents, to
make claims and justify
conclusions.

CONSULT THE TEKS AS A GENERAL GUIDE ► ► ►



Statements are:

- Still about a foundational skill of the course
- The most important “bits” of the course
- SLOs are not about all of the TEKS, but rather about the most enduring aspects.

CORE IDEA

To produce the greatest depth of learning, the most effective teachers prioritize their time around the foundational knowledge and skills; they don't chase TEKS.

SLO Form

Use a blank SLO
Form to record your
Skill Statement.



Student Learning Objective Form

Teacher name _____ Date _____
School _____ Appraiser _____
Grade _____ Subject _____

What is the focus of my SLO?

What is the SLO Skill Statement?

What led to the decision to focus on this skill?

What TEKS correspond to the skills statement?

The background is a textured collage of colors. On the left, there's a vertical strip of light blue and green. The rest of the background is a mix of warm tones: orange, yellow, and red. Three horizontal bars of solid color are overlaid on the text: a red bar behind 'PRACTICE', a teal bar behind 'MAKES', and an orange bar behind 'PROGRESS.'. The text is in a black, thin, sans-serif font.

PRACTICE

MAKES

PROGRESS.

YOUR TURN



- Based on what you will be teaching this upcoming school year, write an SLO Skill Statement that aligns to the Success Criteria.
- Hint: look up the TEKS for your course to get started!
- Be prepared to share.
- The Skill Statement you create will be the basis of your work for the rest of this training.
- **Consider the goals, CIP, etc. for your campus as you are creating your SLO Skill Statement.*

KEY TAKEAWAYS?

- Skill statements should narrow the focus for the SLO.
- Foundational skills vs TEKS chasing.
- Success criteria provide guidance.
- Finding potential gaps in SLO Skill Statements can be a coaching opportunity: ask questions.



INITIAL SKILL PROFILE

WHO ARE MY STUDENTS?

Parts of the ISP



There are two different parts in this section:

- 
- a. What do I **expect** my students **will be able to do with this skill statement, based on what is typical in my experience?**
 - b. What are my students **able to do, based on multiple data points?**

Initial Skill Profile (ISP)

- Is a skill progression rubric
- Describes different levels of student proficiency with respect to the foundational skill
- Begins with what a student “typically” knows and can do when they walk in the door at the beginning of the year (with respect to the skill selected for the SLO)

All means All.

Writing An Effective ISP

Success Criteria

- ✓ Articulates skills for the beginning of the year
- ✓ Differentiates between levels
- ✓ Descriptors align to skill statement
- ✓ Can be assessed in multiple ways
- ✓ Based on multiple sources of evidence/teacher's observation of students

All means All.

Initial Skill Profile: Exemplar

SKILL STATEMENT 8TH ELA: STUDENTS WILL BE ABLE TO DRAW ACCURATE CONCLUSIONS SUPPORTED BY APPROPRIATE TEXTUAL EVIDENCE FROM INFORMATIONAL TEXTS

Level	Descriptors
Well above typical skill	Students can summarize the most significant information with informational texts, consistently make accurate inferences, and can often connect inferences with appropriate textual evidence, although written explanation of evidence is often weak or underdeveloped.
Above typical skill	Students can summarize the most significant information with informational texts and often make accurate inferences, although they struggle to connect inferences with appropriate textual evidence.
Typical skill	Students can comprehend informational texts with consistent success summarizing the most significant information, although students often fail to make accurate inferences.

Initial Skill Profile: Exemplar

SKILL STATEMENT 8TH ELA: STUDENTS WILL BE ABLE TO DRAW ACCURATE CONCLUSIONS SUPPORTED BY APPROPRIATE TEXTUAL EVIDENCE FROM INFORMATIONAL TEXTS

Level	Descriptors
Typical skill	Students can comprehend informational texts with consistent success summarizing the most significant information, although students often fail to make accurate inferences.
Below typical skill	Students can comprehend informational texts but struggle to summarize the most significant information.
Well below typical skill	Students struggle to comprehend informational texts and are generally unable to summarize the most significant information.



PRACTICE

MAKES

PROGRESS.

YOUR TURN



Based on the skill statement you created, write a “typical skill” for the ISP that aligns with the Success Criteria.

Hint: look up the TEKS for your course to get started!

Be prepared to share.

The Skill Statement you create will be the basis of your work for the rest of this training.

**Consider your campus's goals, CIP, etc., as you create your SLO Skill Statement.*

Parts of the ISP



There are two different parts in this section:

- a. What do I **expect** my students **will be able to do with this skill statement, based on what is typical in my experience?**
-  b. What are my students **able to do, based on multiple data points?**

Completed Initial Skill Profile

Who are my students, and what do I think they will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. You may wish to describe the average student (middle level or "typical") first, then, the highest performing student ("well above typical"), and the lowest performing student ("well below typical") and finally, complete the in-between levels ("above" and "below typical").

Initial Student Skill Profile		
SLO Skill Statement	Students will be able to correctly use tools (calculators, rulers, notebooks, timing devices, etc.) to investigate and explain how force and unequal forces acting on an object can cause patterns of motion and transfer of energy.	
Level	Descriptors	Number of students at this level
Well above typical skill	Students are able to use all tools to complete investigations around the nature of force and can effectively discuss the effects on an object.	3
Above typical skill	Students are able to use most tools to complete some investigations around the nature of force and can discuss the effects on an object.	3
Typical skill	Students are able to use some tools to complete investigations around the nature of force and can discuss the effects on an object.	9
Below typical skill	Students are able to use some tools to complete some investigations around the nature of force and but cannot discuss effects on an object.	3
Well below typical skill	Students are unable to use tools to complete investigations around the nature of force and cannot discuss the effects on an object.	2

CORE IDEA

The most effective teachers teach the students they have, not the students they think they'll have.

KEY TAKEAWAYS

Mapping Students to the ISP

- Differentiates student skills
- Based on close analysis of student work
- Highlights the students you have and what they can do when they arrive at BOY
- Allows for more effective planning

TARGETED SKILL PROFILE (TSP)

WHAT ARE MY
EXPECTATIONS FOR THESE
STUDENTS?

Targeted Skill Profile (TSP)

- The Targeted Skill Profile captures the skill levels at which you think your students will be at the end of the year.
- Targeted Skill Profile (TSP):
 - A means for considering long-term goals for students
 - Based on the distribution of skills seen in the students actually in the class
 - Describe what skill level your students should display at the end of the course

All means All.

Writing An Effective TSP

Success criteria

- ✓ Articulates skills for the end of the year
- ✓ Differentiates between levels
- ✓ Descriptors align to skill statement
- ✓ Can be assessed in multiple ways
- ✓ Targets are specific to the students in the teacher's class and based on multiple sources of evidence
- ✓ Reflects high, yet reasonable expectations for student growth

All means All.

Completed Targeted Skill Profile

What are my expectations for these students?

Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels, that students will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below.

Targeted Student Skill Profile	
SLO Skill Statement	Students will be able to correctly use tools (calculators, rulers, notebooks, timing devices, etc.) to investigate and explain how force and unequal forces acting on an object can cause patterns of motion and transfer of energy.
Level	Expectations
Well above typical skill	Students are able to select and use appropriate tools to investigate and explain, verbally and in writing, how force and unequal forces acting on an object causes patterns of motion and transfer of energy.
Above typical skill	Students are able to select and use appropriate tools to investigate and explain, verbally or in writing, how force and unequal forces acting on an object causes patterns of motion and transfer of energy.
Typical skill	Students are able to use appropriate tools to investigate and explain, verbally or in writing, how force and unequal forces acting on an object causes patterns of motion and transfer of energy.
Below typical skill	Students are able to use some tools to investigate and can sometimes explain, how force and unequal forces acting on an object causes patterns of motion and transfer of energy.
Well below typical skill	Students are unable to use appropriate tools to investigate or explain how force and unequal forces acting on an object causes patterns of motion and transfer of energy.



PRACTICE

MAKES

PROGRESS.

YOUR TURN



Based on the skill statement you created, write a “typical skill” for the TSP that aligns with the Success Criteria.

Hint: look up the TEKS for your course to get started!
Be prepared to share.

The Skill Statement you create will be the basis of your work for the rest of this training.

**Consider your campus's goals, CIP, etc., as you create your SLO Skill Statement.*

ISP vs. TSP

- The Initial Skill Profile ***captures students as they arrive*** in your class ***prior to your instruction***.
- The Targeted Skill Profile ***describes what you expect of students at the end*** of the SLO.
- They are **NOT** the same.
- Students can start at one level and end at the same level. Why?

All means **All**.



INITIAL SKILL PROFILE

Above Typical Skill

Students can summarize the most significant information with grade level informational texts and often make accurate inferences, although they struggle to connect inferences with appropriate textual evidence.

Typical Skill

Students can comprehend grade level informational texts with consistent success summarizing the most significant information, although students often fail to make accurate inferences.



TARGETED SKILL PROFILE

Above Typical Skill

Students can draw accurate conclusions from above-grade-level informational texts and support conclusions with appropriate, although not always optimal evidence.

Typical Skill

Students can make accurate inferences and draw accurate conclusions from grade-level informational texts and support conclusions with appropriate, although not always optimal evidence.

INITIAL SKILL PROFILE

Above Typical Skill

Students can summarize the most significant information with grade level informational texts and often make accurate inferences, although they struggle to connect inferences with appropriate textual evidence.

Typical Skill

Students can comprehend grade level informational texts with consistent success summarizing the most significant information, although students often fail to make accurate inferences.



TARGETED SKILL PROFILE

Above Typical Skill

Students can draw accurate conclusions from above-grade-level informational texts and support conclusions with appropriate, although not always optimal evidence.

Typical Skill

Students can make accurate inferences and draw accurate conclusions from grade-level informational texts and support conclusions with appropriate, although not always optimal evidence

INITIAL SKILL PROFILE

Below Typical Skill

Students can comprehend grade-level informational texts but struggle to summarize the most significant information.

Well Below Typical Skill

Students struggle to comprehend grade-level informational texts and are generally unable to summarize the most significant information.



TARGETED SKILL PROFILE

Below Typical Skill

Students can draw accurate conclusions most of the time from grade-level informational texts and attempt to support conclusions with textual evidence, but the evidence isn't always appropriate.

Well Below Typical Skill

Students can draw accurate conclusions some of the time from grade-level informational texts, but don't attempt to support conclusions or, when prompted, support conclusions with inappropriate evidence.

INITIAL SKILL PROFILE

Below Typical Skill

Students can comprehend grade-level informational texts but struggle to summarize the most significant information.

Well Below Typical Skill

Students struggle to comprehend grade-level informational texts and are generally unable to summarize the most significant information.



TARGETED SKILL PROFILE

Below Typical Skill

Students can draw accurate conclusions most of the time from grade-level informational texts and attempt to support conclusions with textual evidence, but the evidence isn't always appropriate.

Well Below Typical Skill

Students can draw accurate conclusions some of the time from grade-level informational texts, but don't attempt to support conclusions or, when prompted, support conclusions with inappropriate evidence.

SETTING TARGETED GROWTH GOALS

WHAT ARE MY EXPECTATIONS FOR MY STUDENTS?

Teachers set an individual targeted growth goal, using multiple data points for each student.

- Current class work/projects/tests & quizzes
- Historical data
- Attendance
- Grades in other related classes
- Test histories (where relevant)

“When it is obvious that
the goals cannot be
reached, don't adjust the
goals, adjust the action
steps.”

—Confucius



KEY TAKEAWAYS

- TSPs describe a variety of end of year student skill levels with respect to the Skill Statement.
- Skills increase in sophistication between the ISP and the TSP.
- Use multiple sources of data to set targeted EOY growth goals for each individual student.

STUDENT LEARNING OBJECTIVE

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?

- Example: 8th Grade ELA
- Reading supports for informational texts
- Supplemental texts to build prior knowledge
- Hold bi-weekly writing conferences
- Refer to rubrics
- Hold goal-setting conversations with students
- Have students complete individual trackers
- Peer Tutoring

STUDENT LEARNING OBJECTIVE

What strategies will you use to **monitor progress**? How will you document your **body of evidence** for each student?

- Complete Student Growth Tracker after each piece of evidence is completed and scored
- Strategic/Aggressive Monitoring – Monitoring student work in class to close gaps during instruction (laps!)
- Hold bi-weekly writing conferences with individual students (groups of students working on the same writing skill)
- Frequently revisit writing rubrics with students
- Students share work in a common folder
- Data Meeting/Conferences

COLLEAGUE COLLABORATION

Describe your plan for **conferencing with your colleagues** about student progress. Who will be members of your team and how often will you meet?

- The writing teachers will meet bi-weekly in our after-school PLCs to share student work samples to calibrate scoring.
- Discuss and share plans for differentiation based on student data.
- Discuss non-academic struggles and successes

SAMPLE

How will I guide students toward growth?

a. 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?

b. What strategies will you use to monitor progress? How will you document your body of evidence for each student?

c. 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.?

a. All students have access to our on-line Reading platform. All participate in bi-weekly data conferences and receive additional support across a variety of levels.

b. I will monitor progress weekly using the online gradebook and online Reading platform. Student progress on key pieces of the body of evidence will be documented on the SLO Growth Tracker.

c. We meet as a grade level team twice a week to discuss student progress, plan any re-teach lessons and share techniques that have been successful with our respective students.

BEGINNING OF YEAR CONFERENCE

In preparation for the meeting:

- SLO Pretest
- SLO Success Criteria
- Examples of what will be included in the Body of Evidence
- Student Growth Tracker
- SLO Rating Rubric
- Instructional planning calendars

BOY DOCUMENT REVIEW

Using the SLO Success Criteria, focus on the following when reviewing documents:

- Foundational Skill Statement
- Alignment to TEKS
- Differentiation between Skill Levels
- Appropriate Evidence
- Rigor of Goals

Q: How do I assess student progress?

A: With a robust Body of Evidence (BOE)



BODY OF EVIDENCE

- Define what counts as a quality task/assessment/project in order to be considered part of the BOE
- Set minimum number of data points to be included in the BOE, a minimum five pieces of student work/evidence per student
- Require BOE check-ins at least twice a year



BODY OF EVIDENCE

- Aligned to the Skill Statement
 - Measure students' progress on the foundational skill
 - Does not include student work outside the scope of the foundational skill at the heart of the SLO
- 
- 

BODY OF EVIDENCE

SLO Skill Statement: Students will be able to draw accurate conclusions supported by appropriate textual evidence from information text.

Which assignments should NOT be part of the BOE for this SLO?

Assignment	Part of BOE?
1. In class claim/evidence essay (Sep)	
2. "Explain your evidence"	
3. "Supporting your claim" short answer	
4. Haiku	
5. Autobiography	
6. In class claim/evidence essay (Feb)	
7. Poetry journal	
8. In class claim/evidence essay (Apr)	
9. Final exam claim/evidence free response	

BODY OF EVIDENCE

SLO Skill Statement: Students will be able to draw accurate conclusions supported by appropriate textual evidence from information text.

Which assignments should NOT be part of the BOE for this SLO?

Assignment	Part of BOE?
1. In class claim/evidence essay (Sep)	Yes
2. "Explain your evidence"	Yes
3. "Supporting your claim" short answer	Yes
4. Haiku	No
5. Autobiography	No
6. In class claim/evidence essay (Feb)	Yes
7. Poetry journal	No
8. In class claim/evidence essay (Apr)	Yes
9. Final exam claim/evidence free response	Yes

STUDENT GROWTH TRACKER

SLO Student Growth Tracker

Teacher Name:

Year **2026-2027**

Course:

Eligible Students Meeting or Exceeding Growth Target = 0
Students Eligible for Growth Calculation = 0
Percent of Eligible Students Meeting or Exceeding Target : 0%

Percent Students Did Not Meet = 0.0%
Percent Students Met Growth Target = 0.0%
Percent Students Exceeded = 0.0%

Complete the <u>GRAY</u> Fields during the SLO Goal Setting (typically during the Fall semester)					Complete the <u>GREEN</u> Fields during SLO Mid-Year (typically between December-January)			Complete the <u>BLUE</u> fields during the SLO Goal Accomplishment (typically during the Spring semester)				The <u>PURPLE</u> fields calculate automatically. Revisions in the purple fields should <u>NOT</u> be made.		
Number	Student Name	Initial Skill Profile Level (Select from Drop Down)	Targeted Skill Profile Growth Goal (Select from Drop Down)	EOY Assessment Score (Evidence of Student Progress #1)	Evidence of Student Progress #2	MOY (Evidence of Student Progress #3)	MOY Progress Toward Targeted Growth Goal (Select from Drop Down)	Eligible Based on Attendance? (MANDATORY FIELD)	Evidence of Student Progress #4	EOY Assessment Score (Evidence of Student Progress #5)	EOY Student Skill Level (Select from Drop Down)	Did Student Meet Target?	Does the EOY Student Skill Level meet or exceed expected growth?	Eligible Students Meeting Target
1								Blank						
2								Blank						
3								Blank						
4								Blank						
5								Blank						
6								Blank						
7								Blank						
8								Blank						
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21								Blank						
22								Blank						
23								Blank						
24								Blank						
25								Blank						
26								Blank						
27								Blank						

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Number: Teachers should collect a minimum of five pieces of evidence to track progress towards SLO Accomplishment.			
Item of Evidence	Type (Select from Drop Down)	Date Complete or Collected	Notes (Optional)
Item #1	Assessment	9/15/2026	
Item #2			
Item #3			
Item #4			
Item #5			

BEGINNING OF YEAR (BOY) ARTIFACTS

Student Growth Tracker



Student Learning Objective Form

Teacher name _____ Date _____
School _____ Appraiser _____
Grade _____ Subject _____

What is the focus of my SLO?

What is the SLO Skill Statement?

What led to the decision to focus on this skill?

What TEKS correspond to the skills statement?

SLO Student Growth Tracker										Teacher Name:									
Year 2025-2026										Course:									
Students Eligible for Growth Calculation = 0										Percent Students Did Not Meet = 0.0%									
Eligible Students Meeting or Exceeding Growth Target = 0										Percent Students Met Growth Target = 0.0%									
Percent of Eligible Students Meeting or Exceeding Target = 0%										Percent Students Exceeded = 0.0%									
Complete the GREY Fields during the SLO Goal Setting (typically during the Fall semester)					Complete the GREEN Fields during SLO Mid-Year (typically between December-January)				Complete the BLUE fields during the SLO Goal Accomplishment (typically during the Spring semester)				The PURPLE fields calculate automatically. Revisions in the purple fields should NOT be made						
Number	Student Name	Initial Skill Profile Level (Select from Drop Down)	Targeted Skill Profile Growth Goal (Select from Drop Down)	EOY Assessment Score (Evidence of Student Progress #1)	Evidence of Student Progress #2	NOT Evidence of Student Progress #3	NOT Progress Toward Targeted Growth Goal (Select from Drop Down)	Eligible Based on Attendance? (MANDATORY FIELD)	Evidence of Student Progress #4	EOY Assessment Score (Evidence of Student Progress #5)	EOY Student Skill Level (Select from Drop Down)	Did Student Meet Target?	Does the EOY Student Skill Level meet or exceed expected growth?	Eligible Students Met					
1								Blank											
2								Blank											
3								Blank											
4								Blank											
5								Blank											
6								Blank											
7								Blank											
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22								Blank											
23								Blank											

SLO Form (last question is to be answered at EOY)

Middle of Year (MOY) Conference

ARE STUDENTS PROGRESSING TOWARD TARGETS?

In preparation for the meeting, review:

- Student Growth Tracker
- Student samples from the Body of Evidence
- Data (number of students on track/off track to meet goals)

Teacher Name:

Course:

Percent Students Did Not Meet =	0.0%
Percent Students Met Growth Target =	0.0%
Percent Students Exceeded =	0.0%

[illegible]

100



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END OF YEAR (EOY) CONFERENCE

In preparation for the meeting, review:

- Completed samples from Body of Evidence
- Student Growth Tracker
- Percentage calculations of student growth data
- SLO Rating Rubric

STUDENT GROWTH TRACKER: EOY

SLO Student Growth Tracker

Teacher Name: Joshua Hawks

Year 2026-2027

Course: 3rd Grade Math

Students Eligible for Growth Calculation = 12
Eligible Students Meeting or Exceeding Growth Target = 11
Percent of Eligible Students Meeting or Exceeding Target = 91.7%

Percent Students Did Not Meet = 8.3%
Percent Students Met Growth Target = 83.3%
Percent Students Exceeded = 8.3%

YES

Complete the **GRAY** Fields during the SLO Goal Setting
(typically during the Fall semester)

Complete the **GREEN** Fields during SLO Mid-Year
(typically between December-January)

Complete the **BLUE** fields during the SLO Goal Accomplishment
(typically during the Spring semester)

The **PURPLE** fields calculate automatically.
Revisions in the purple fields should **NOT** be made.

Number	Student Name	Initial Skill Profile Level (Select from Drop Down)	Targeted Skill Profile Growth Goal (Select from Drop Down)	BOY Assessment Score (Evidence of Student Progress #1)	Evidence of Student Progress #2	MOY (Evidence of Student Progress #3)	MOY Progress Toward Targeted Growth Goal (Select from Drop Down)	Eligible Based on Attendance? (MANDATORY FIELD)	Evidence of Student Progress #4	EOY Assessment Score (Evidence of Student Progress #5)	EOY Student Skill Level (Select from Drop Down)	Did it Meet ?	Does the EOY Student Skill Level meet or exceed expected growth?	Eligible Students Meeting Target
1	John Smith	2-Below Typical	4-Above Typical	40.0	Yes	Yes	On-Track	Yes	Yes	80.0	4-Above Typical	Yes	Met Expected Growth	Yes
2	Jose Garcia	3-Typical	3-Typical	50.0	Yes	Yes	On-Track	Yes	Yes	70.0	3-Typical	Yes	Met Expected Growth	Yes
3	Amy Blue	4-Above Typical	4-Above Typical	70.0	Yes	Yes	On-Track	Withdrawn	No					
4	Keisha Green	3-Typical	4-Above Typical	60.0	Yes	Yes	On-Track	Yes	Yes	85.0	4-Above Typical	Yes	Met Expected Growth	Yes
5	David Jones	5-Well Above Typical	5-Well Above Typical	80.0	Yes	Yes	On-Track	Yes	Yes	100.0	5-Well Above Typical	Yes	Met Expected Growth	Yes
6	Jonathan Doe	3-Typical	4-Above Typical	50.0	Yes	Yes	On-Track	Yes	Yes	80.0	4-Above Typical	Yes	Met Expected Growth	Yes
7	Holden Clark	1-Well Below Typical	5-Well Above Typical	30.0	Yes	Yes	On-Track	No	Yes	70.0	3-Typical	No		No
8	Damien Kolsh	3-Typical	3-Typical	50.0	Yes	Yes	On-Track	Yes	Yes	70.0	3-Typical	Yes	Met Expected Growth	Yes
9	Alicia Perez	3-Typical	4-Above Typical	50.0	Yes	Yes	On-Track	Yes	Yes	50.0	2-Below Typical	No	Did not Meet Expected Growth	No
10	Alex Hamilton	3-Typical	3-Typical	50.0	Yes	Yes	On-Track	Yes	Yes	80.0	3-Typical	Yes	Met Expected Growth	Yes
11	David Rose	2-Below Typical	3-Typical	40.0	Yes	Yes	On-Track	Yes	Yes	90.0	4-Above Typical	Yes	Exceeded Growth	Yes
12	Clark Kent	3-Typical	3-Typical	50.0	No	No	Withdrawn	Withdrawn	No					
13	Melissa Miller	3-Typical	3-Typical	40.0	Yes	Yes	Off-Track	Yes	Yes	75.0	3-Typical	Yes	Met Expected Growth	Yes
14	Elsa Verde	2-Below Typical	3-Typical	35.0	Yes	Yes	On-Track	Yes	Yes	75.0	3-Typical	Yes	Met Expected Growth	Yes
15	Carri Bryant	5-Well Above Typical	5-Well Above Typical	90.0	Yes	Yes	On-Track	Yes	Yes	100.0	5-Well Above Typical	Yes	Met Expected Growth	Yes

Typical

Typical

STUDENT GROWTH TRACKER: MOY

Remember: Teachers should collect a minimum of five pieces of evidence to track progress towards SLO Accomplishment.

Body of Evidence	Type (Select from Drop Down)	Date Complete or Collected	Notes (Optional)
Evidence Item #1	Assessment	9/15/2026	
Evidence Item #2	DOL	12/11/2025	
Evidence Item #3	Work Sample	2/25/2027	
Evidence Item #4	Other	4/2/2027	Speech
Evidence Item #5	Assessment		

[illegible]

END OF YEAR (EOY) ARTIFACTS

Student Growth Tracker



Student Learning Objective Form

Teacher name _____ Date _____

School _____ Appraiser _____

Grade _____ Subject _____

What is the focus of my SLO?

What is the SLO Skill Statement?

What led to the decision to focus on this skill?

What TEKS correspond to the skills statement?

SLO Student Growth Tracker															Teacher Name:	
Year 2025-2026															Course:	
Students Eligible for Growth Calculation =					0		Percent Students Did Not Meet =					0.0%				
Eligible Students Meeting or Exceeding Growth Target =					0		Percent Students Met Growth Target =					0.0%				
Percent of Eligible Students Meeting or Exceeding Target =					0%		Percent Students Exceeded =					0.0%				
Complete the GRAY Fields during the SLO Goal Setting (typically during the Fall semester)				Complete the GREEN Fields during SLO Mid-Year (typically between December-January)				Complete the BLUE fields during the SLO Goal Accomplishment (typically during the Spring semester)				The PURPLE fields calculate automatically. Revisions in the purple fields should NOT be made				
Number	Student Name	Initial Skill Profile Level (Select from Drop Down)	Targeted Skill Profile Growth Goal (Select from Drop Down)	EOY Assessment Score (Evidence of Student Progress #1)	Evidence of Student Progress #2	NOY (Evidence of Student Progress #3)	NOY Progress Toward Targeted Growth Goal (Select from Drop Down)	Eligible Based on Attendance? (MANDATORY FIELD)	Evidence of Student Progress #4	EOY Assessment Score (Evidence of Student Progress #5)	EOY Student Skill Level (Select from Drop Down)	Did Student Meet Target?	Does the EOY Student Skill Level meet or exceed expected growth?	Eligible Students Met		
1								Blank								
2								Blank								
3								Blank								
4								Blank								
5								Blank								
6								Blank								
7								Blank								
8								Blank								
9								Blank								
10								Blank								
11								Blank								
12								Blank								
13								Blank								
14								Blank								
15								Blank								
16								Blank								
17								Blank								
18								Blank								
19								Blank								
20								Blank								
21								Blank								
22								Blank								
23								Blank								

Completed SLO Form

Course: 3rd Grade Math

Student Skill Level meet expected growth?	Eligible Students Meeting Target
Met Growth	Yes
Met Growth	Yes
Met Growth	Yes
Met Growth	Yes
Met Growth	Yes
	No
Met Growth	Yes
Expected Growth	No
Met Growth	Yes
Met Growth	Yes
Met Growth	Yes
Met Growth	Yes
Met Growth	Yes

WHO SHOULD BE INCLUDED IN THE SLO?

The student population requirements for SLOs:

- Teachers will select an entire class section for their SLO. Elementary self-contained teachers should select their entire class section, focusing on one skill/standard from a single subject. Elementary departmentalized and secondary teachers should select their most representative class or section, considering the diversity in students' skill levels.

There is no minimum number of students that must be included.

Teachers have 30 days to submit a new SLO if a teacher:

- Transitions to a new campus
- Transitions to a new content
- Transitions grade levels

Requirements to receive a score on SLO

- The objective setting (fall), mid-year progress check (winter), and the objective accomplishment (spring) must be submitted to receive a score for the SLO on the scorecard

SEMESTER TEACHERS

Complete all SLO tasks during the Fall semester

- BOY will be the same due date for all teachers (October 8, 2026)
- MOY ~ Mid November
- EOY ~ December (December 17, 2026)

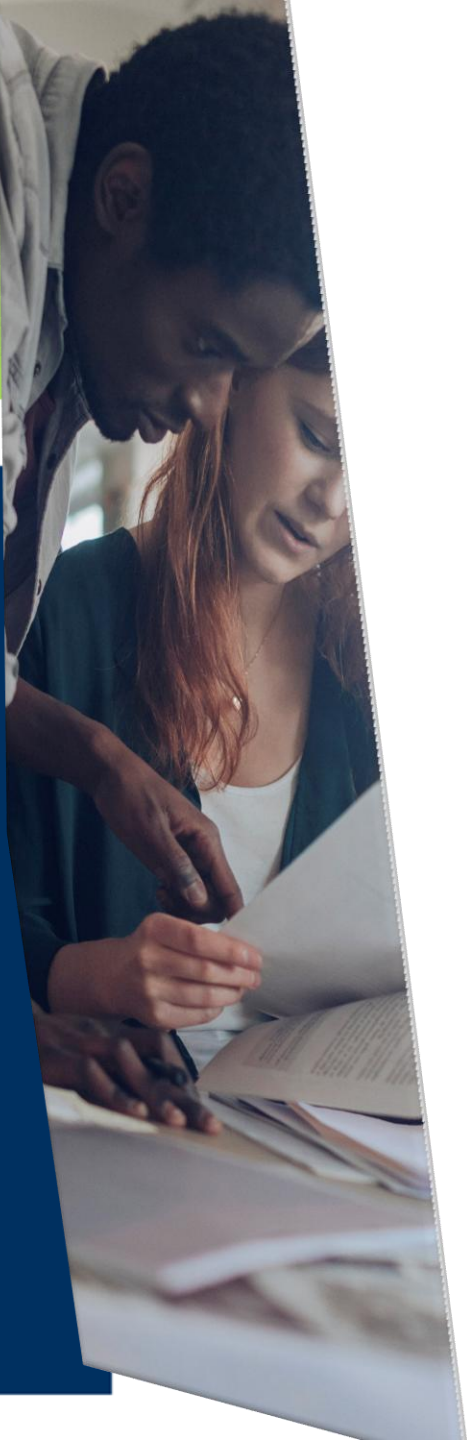


A 3D-style calendar for December 2026. The calendar is tilted slightly to the right. It has a light gray background with a white border. The title "December 2026" is centered at the top in a bold, black, sans-serif font. Below the title is a grid of days. The days of the week are listed in the first row: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. The dates are arranged in a grid where each row contains seven days. The dates are: 1 (Tuesday), 2 (Wednesday), 3 (Thursday), 4 (Friday), 5 (Saturday), 6 (Sunday), 7 (Monday), 8 (Tuesday), 9 (Wednesday), 10 (Thursday), 11 (Friday), 12 (Saturday), 13 (Sunday), 14 (Monday), 15 (Tuesday), 16 (Wednesday), 17 (Thursday), 18 (Friday), 19 (Saturday), 20 (Sunday), 21 (Monday), 22 (Tuesday), 23 (Wednesday), 24 (Thursday), 25 (Friday), 26 (Saturday), 27 (Sunday), 28 (Monday), 29 (Tuesday), 30 (Wednesday), 31 (Thursday). The days of the week are repeated in the first row of each week.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

INCLUSION AND/OR GT TEACHERS

- Select a **portion of their students**
- May choose to collaborate with gen-ed teachers on a similar skill statement
- For example, the Inclusion/GT teacher can partner with a particular grade level to focus on a certain skill that will support the goals of the campus



2026-2027 Student Learning Objective (SLO) Rubric

Setting	Unsatisfactory (0 Points)	Progressing (1 Point)	Proficient (2 Points)
	<p>A teacher rated here cannot receive any points for Objective Accomplishment</p> <ul style="list-style-type: none">☐ SLO is not approved by the appraiser, AND/OR☐ SLO does not use appropriate content standards or establishes low growth target AND/OR☐ No skill statement is written☐ Artifacts are not uploaded to Cornerstone.	<p>A teacher rated here can receive up to 2 pts for Objective Accomplishment</p> <ul style="list-style-type: none">☐ Teacher has set initial and targeted skill profiles using <u>minimal sources</u> of data☐ Selected <u>content standards</u> are broad and capture deep ideas, AND☐ <u>Assessment/body of evidence items</u> are aligned with the learning content; cognitive demand may be at a low level, AND☐ Established growth targets are rigorous, appropriate for half or less than half of all students, and aligns to skill statement☐ Skill statement does not demonstrate that the SLO is tied to the success of the team, department, or school☐ Artifacts are missing or incomplete in Cornerstone	<p>A teacher rated here can receive up to 3 pts for Objective Accomplishment</p> <ul style="list-style-type: none">☐ Teacher has set initial and targeted skill profiles using multiple sources of data☐ Selected <u>content standards</u> are broad and capture deep ideas, AND☐ <u>Assessment/body of evidence items</u> are aligned with the learning content and with an appropriate level of cognitive demand, AND☐ Established growth targets are rigorous and appropriate for all or nearly all students, and aligns to the skill statement☐ Skill statement demonstrates that the SLO is tied to the success of the team, department, or school☐ Artifacts are fully completed and uploaded to Cornerstone
Accomplishment	Unsatisfactory (0 Points)	Progressing (1 Point)	Proficient (2 Points)
	<p>Must receive at least 1 point on Objective Setting to be rated in this category</p> <ul style="list-style-type: none">☐ Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success☐ Teacher has compiled a limited body of evidence that unreliably documents students' end of year growth☐ Teacher accomplishes part of the objective with 39.9 percent or less of students meeting their growth targets☐ Artifacts are incomplete or are not uploaded to Cornerstone	<p>Must receive at least 1 point on Objective Setting to be rated in this category</p> <ul style="list-style-type: none">☐ Teacher has attempted to monitor student progress, collect data, and make some adjustments to strategies, although with limited success☐ Teacher has compiled a limited body of evidence or a body of evidence that unreliably documents students' end of year growth☐ Teacher accomplishes the objective with <u>40 to 69.9 percent</u> or more of students meeting their growth targets☐ Artifacts are uploaded to Cornerstone	<p>Must receive at least 1 point on Objective Setting to be rated in this category</p> <ul style="list-style-type: none">☐ Teacher has consistently monitored student progress, collected data, and used evidence of student work to adjust instructional strategies, as needed☐ Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth☐ Teacher accomplishes the objective with <u>70 to 89.9 percent</u> or more of students meeting their growth targets☐ Artifacts are uploaded to Cornerstone
	Exemplary (3 Points)		
	<p>Must receive at least 2 points on Objective Setting to be rated in this category</p> <ul style="list-style-type: none">☐ Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed☐ Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth☐ Teacher accomplishes the objective with <u>90 percent or more</u> of students meeting their growth targets☐ Accomplishment has positively impacted the success of the team, department, or school☐ Artifacts are uploaded to Cornerstone		

Scored by Principal

Scored by Primary Appraiser

Verified by
Primary Appraiser
Scored Centrally

COMMON ERRORS



The teacher does not...

- Actually, submit the SLO
- Attach the Student Growth Tracker **and** the completed SLO form
- Use the correct form
- Use TEKS, SEs, etc. to guide the skill statement
- Check goal-setting score
- ***Resubmit if/when moved to a new assignment***

SLO TIMELINE

PHASE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
1: Pre-Work										
2: Goal Setting										
3: Monitor Student Progress										
4: Goal Accomplishment										

Teachers will identify **INFORMATION** needed to set the SLO.

Teachers will **MONITOR** student progress toward the SLO throughout the school year, completing the mid-year task by March 25, 2027

Teachers will **COMPLETE** and **SUBMIT** the SLO in Cornerstone by October 8, 2026 (max 2 of 5 points)

Teachers will **ASSESS** student mastery and submit SLO goal accomplishment with artifacts in Cornerstone by May 13, 2027 (max 3 of 5 points)

AVAILABLE RESOURCES

Dallasisd.org/tei

- SLO Success Criteria
- SLO Teacher Guidance
- Implementation Guide
- Sample SLOs
- SLO PPT



TEI CONTACT INFORMATION

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