

Student Learning Objective (SLO) Form

Teacher's	<div>Mr. Wallace</div>	name	<div>9/23/2026</div>	Date
School	<div>Dallas M.S.</div>	Appraiser	<div>Ms. Reid</div>	
Grade	<div>8th</div>	Subject	<div>U.S. History</div>	

What is the focus of my SLO?

Critical Thinking

What is the SLO Skill Statement?

Students will use primary and secondary sources of evidence to evaluate the purpose and impact of historical events in the U.S. in both written and oral form.

What led to the decision to focus on this skill?

There is a focus in our CIP to improve students' critical thinking and informative writing skills through the use of at least two primary or secondary sources.

What TEKS correspond to the skills statement?

113.20 Social Studies Skills
 (29) Student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.
 (30) The student communicates in written, oral and visual forms.

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 use primary and secondary sources of evidence to evaluate the purpose and impact of historical events in the U.S. in both written and oral form.	
Level	Descriptors	Number of students at this level
Well above typical skill	Student uses critical thinking to analyze, evaluate and use logical reasoning to examine, provide evidence in writing and orally regarding the purpose and impact of historical events in the U.S; student can demonstrate through the creation examples.	2
Above typical skill	Student uses critical thinking to analyze, evaluate and can explain the purpose and impact of historical events in U.S. in both writing and orally.	3
Typical skill	Student is able to analyze and provide explanations of most historical events in the U.S. in writing and orally.	15
Below typical skill	Student is able to identify and recognize on a limited level the importance of historical events in the U.S. in writing and orally.	2
Well below typical skill	Student is unable to identify and recognize the importance of historical events in the U.S. in writing or orally.	0

Who will be included in your SLO?

When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach. • Elementary self-contained classroom teachers: select your entire class. • Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade, and subject).

8th Grade U.S. History section 2 which consist of 22 students.

How did you use the pre-test and multiple sources of evidence/student work to map students to the Initial Student Skill Profile?

After reviewing the current year CIP and disaggregating prior year's assessment data we found that the students need more support in the areas of critical thinking, identifying informational text and reading comprehension.

Match your students to the descriptors in the Initial Student Skill Profile.

List the total number of students at each level in the right-hand column of the Initial Skill Profile table above. Also, record the level for each individual student on the Student Growth Tracker.

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 use primary and secondary sources of evidence to evaluate the purpose and impact of historical events in the U.S. in both written and oral form.
Level	Expectations
Well above typical skill	Through critical thinking skills, the student will be able to justify verbally and in writing using inferred evidence from multiple sources and make connections and conclusions between historical text and current day examples.
Above typical skill	Using multiple sources, the student will be able to make inferences and be able to justify accurate conclusions verbally and in writing. Student is able to make connections between historical text and current day examples.
Typical skill	Using multiple sources, the student will be able to breakdown a body of text to its basic points and use that information to infer meaning and understand the text's credibility and sources.
Below typical skill	Using multiple sources, Student is able to explain verbally and in writing an accurate understanding of historical events.
Well below typical skill	Using one source, Student is able to explain isolated facts either verbally or in writing regarding historic events.

What sources of student work/data did you use to map current students to the Targeted Student Skill Profile? Be sure to consider attendance, current student work, and the student descriptions on the Initial Skill Profile to establish a target for each student covered in the SLO. Record these targets on the Student Growth Tracker.

Self-monitored work through choice of topic and product.
Independent text reading and pairs.
Supports through developed reading interventions, student conferences, and research opportunities.
Sample work products

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.?*

I will meet monthly with my evaluator and course-level teams to monitor student progress. Additionally, review intervention data and alter grouping based on student performance and growth.

The question listed below should be answered during the SLO Goal Accomplishment submission.

What did you learn from the process about your practice?

How did you adjust instruction during the year? Did the changes help to improve student learning? What did you learn about your own pedagogy?

I learned that my typical and above typical students made significant gains (60%) in their abilities to analyze and inference from primary and secondary sources. I found it beneficial collaborating and meeting weekly with the inclusion teacher which lead to a 45% increase in my below typical students. I really need to find additional resources and training to better support and challenge my well above typical students.