

Student Learning Objective (SLO) Form

Teacher's name	<input type="text" value="Doe, J."/>	Date	<input type="text" value="09/28/2026"/>
School	<input type="text" value="Academy of Excellence"/>	Appraiser	<input type="text" value="Que, S."/>
Grade	<input type="text" value="8"/>	Subject	<input type="text" value="Math"/>

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?**

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	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, and justifying the solution	
Level	Descriptors	Number of students at this level
Well above typical skill	Students can evaluate the problem-solving process and explain the reasonableness of the solution.	3
Above typical skill	Students can analyze information in a word, formulate a plan or strategy, determine a solution, and appropriately justify their solutions.	3
Typical skill	Students can analyze information, formulate a plan or strategy, and determine a solution, but struggle to appropriately justify their solutions.	6
Below typical skill	Students can analyze information, but are often unable to formulate a plan or strategy to solve the problem.	4
Well below typical skill	Students struggle to analyze information in word problems and are unable to come up with a plan to solve the problem.	4

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).

I will include all 20 of my second period 8th grade math students.

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

Pre-test gave a baseline score. I also used 7th grade math data, in class work regarding various types of word problems, as well as formative assessments from online platform math lessons.

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	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, and justifying the solution
Level	Expectations
Well above typical skill	Students can analyze information in a word problems, formulate a plan or strategy, determine a solution, appropriately justify their solutions. Additionally, they can evaluate the problem-solving process and the reasonableness of the solution.
Above typical skill	Students can analyze information in word problems, formulate a plan or strategy, determine a solution, and appropriately justify their solutions.
Typical skill	Students can analyze information, formulate a plan or strategy, and determine a solution but struggle to appropriately justify their solutions.
Below typical skill	Students can analyze information, formulate a plan or strategy, and determine a solution.
Well below typical skill	Students can analyze information, but are often unable to formulate a plan or strategy to solve the problem.

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.

I used the pre-test as a baseline. I also used student interactive math journals, student data conferences, and work samples to determine realistic growth targets.

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 online math platform. All participate in bi-weekly data conferences and receive additional support across a variety of levels. The math demo teacher also facilitates small group instruction for students who need more extensive support.
- b. I will monitor progress weekly using the online gradebook and online math 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.

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?

Through this process, I learned that I was not giving my students enough credit. Some were able to exceed my expectations as it related to the growth targets I had set for them. Additionally, I gained some new instructional strategies to use with my struggling students.