

Student Learning Objective (SLO) Form

Teacher's name	Irvin	Date	10/02/2026
School	Emerging Leaders Academy	Appraiser	Knox
Grade	7	Subject	ELAR

What is the focus of my SLO?

Plot development

What is the SLO Skill Statement?

Analyze plot development (rising action, climax, falling action, resolution) and recognize flashbacks in various texts.

What led to the decision to focus on this skill?

Students can often retell and/or summarize a story, but they cannot accurately identify the elements of the plot.

What TEKS correspond to the skills statement?

7C

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	Analyze plot development (rising action, climax, falling action, resolution) and recognize flashbacks in various texts.	
Level	Descriptors	Number of students at this level
Well above typical skill	Students can identify and analyze plot elements of above grade level text.	1
Above typical skill	Students can identify all plot elements and flashbacks in grade level text.	2
Typical skill	Students can summarize grade level text and identify the climax and resolution most of the time.	12
Below typical skill	Students are unable to accurately identify plot elements but are able to summarize text.	4
Well below typical skill	Students are unable to summarize grade level texts and struggle to identify plot elements.	3

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).

All 22 students in my second period class will be tested.

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

I reviewed past test data, pre-assessment scores, and DOLs from the first few weeks of school to map the students.

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	Analyze plot development (rising action, climax, falling action, resolution) and recognize flashbacks in various texts.
Level	Expectations
Well above typical skill	Students can analyze plot development of above-grade-level texts and explain how flashbacks are non-linear as it relates to plot development.
Above typical skill	Students can analyze plot development of above-grade-level texts.
Typical skill	Students can analyze plot elements (rising action, climax, falling action, resolution) of grade-level texts and identify flashbacks in a story.
Below typical skill	Students can identify all plot elements when reading grade-level texts.
Well below typical skill	Students can identify some plot elements when reading grade-level texts.

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.

How will I guide students toward growth?

I reviewed student's formative assessment scores and student work from the first month of school to map the students to the TSP.

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.

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. I also recognized that the grade levels of the text make a difference in students being able to properly identify elements of plot.