

Student Learning Objective (SLO) Form

Teacher's name	<div>A. Star</div>	Date	<div>10/20/2026</div>
School	<div>Allen Elem.</div>	Appraiser	<div>A. Comet</div>
Grade	<div>5th</div>	Subject	<div>Science</div>

What is the focus of my SLO?

Students will be able to explain how force and unequal forces acting on an object can cause patterns of motion and transfer of energy.

What is the 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.

What led to the decision to focus on this skill?

This is a skill that students struggle with, especially as they transition to 6th grade and need to be able to understand energy transformations. We also need additional practice with process standards and using lab tools.

What TEKS correspond to the skills statement?

TEKS 5.7A

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.	3
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

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 students in my class section, 5A.

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 4th grade science data, in class work regarding various types of science problems, as well as formative assessments from online platform science 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 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 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 cause 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 cause 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 cause patterns of motion and transfer of energy.
Below typical skill	Students are able to use some tools to investigate and can sometimes explain how forces and unequal forces acting on an object cause 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 cause patterns of motion and transfer of energy.

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 used student interactive science journals, student data conferences, and work samples to map the students to the targeted skill.

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. I will differentiate instruction by doing small groups after labs and differentiating the labs based on prior performance. Students who are initially successful will help struggling students to continue to improve in their knowledge.
- b. I will use journals, a tracker, tests, exit tickets, and self-rated rubrics completed by students to monitor progress.
- c. We will discuss student progress and strategies that were successful with the team during our PLC time. A Google document may be used to note our strategies and our reflections as we teach lessons.

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 some new strategies for teaching energy and some new labs from my peers. This helped to improve my instruction and student outcomes.