

Welcome to MID-Year SLO Training

Presenter:
Dr. Thamesia Handford
Appraisal Manager

thandford1@saisd.net



Student Learning Objectives are...

- **A way to measure student learning over the course of the year based on:**
 - Student growth goals
 - Set by teachers
 - Focused on a foundational student skill that is developed throughout the curriculum
 - Tailored to the context of individual student
 - Designed to help teachers better understand the impact of their pedagogy
 - For the purposes of measuring student growth and refining a teacher's instruction





Why a Middle-of-Year (MOY) Check-in?

The Middle of Year discussion provides teachers with the opportunity to review with their appraiser the progress students have made in meeting the Targeted Skill Profile (TSP), review the student work samples, and teacher responses for BOE #1 and BOE #2.

Teacher Responsibility:

- Submit the required Body of Evidence of student progress that demonstrates progress on the Targeted Skill Profile.
- Record student progress on the Student Growth Tracker

Appraiser Responsibility:


- Review the Student Growth Tracker
- Review the Body of Evidence (BOE) #1 and #2 documentation
- Approve or Not Approve the BOE submissions.

Window Timeline:

- **MOY Check-in January 3-February 16**
- EOY Final activity April 1-May 3



MOY Progress in Performance Matters

 SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Home Maintenance - Badges - My Evaluations Resources Courses My Growth Plans External Credit Request PD Playlist Staff Evaluations Non-Evaluative Walkthroughs Mentoring Staff Growth Plans Reporting Staff Management Administration

Student Learning Objective 2023-2024

Evaluation for Teacher2, Training.

Program Activities Additional SLO

- Program Access Contains 2 Activities
- Teacher Information - START HERE *
Last Status Update - 06/28/2023 @ 8:24 AM
- Student Learning Objectives Form and Baseline Placement of Student Contains 2 Activities
Last Status Update - 06/28/2023 @ 8:25 AM
- Middle of Year Progress and Student Learning Objectives Mid-Year Review and Approval Contains 2 Activities
Last Status Update - 06/27/2023 @ 3:55 PM
 - Middle of Year Progress *
Last Status Update - 01/02/2024 @ 2:17 PM
 - Student Learning Objectives Mid-Year Review and Approval *
Last Status Update - 06/27/2023 @ 4:26 PM
- End of Year Progress and Student Learning Objectives Final Review and Approval Contains 2 Activities
Last Status Update - 06/27/2023 @ 3:54 PM

MOY Progress in Performance Matters

Middle of Year Progress (Activity)

Expand all | Collapse all

Mark Activity Complete

Student Information (1)

Added by Training Teacher2. Last update January 02, 2024 at 02:18:26 PM by THAMESIA LACONJA HANDFORD.
3 of 3 required fields contain data.

Beginning of Year

Student ID	Student Name	Teacher Name	Course
123456	Tori Austin	Billie Hembree	Spanish I
Initial Skill Profile Level	Targeted Skill Profile Growth Goal		
Below Typical	Above Typical		

Middle of Year

Evidence of Student Progress #1 *	Evidence of Student Progress #2 *	MOY Progress Toward Targeted Growth Goal *
Off Track	On Track	On Track

Notice:

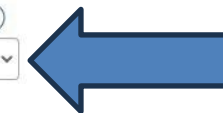
MOY Progress in Performance Matters

Beginning of Year

Student ID 123456	Student Name Tori Austin	Teacher Name Billie Hembree	Course Spanish I
Initial Skill Profile Level Below Typical	Targeted Skill Profile Growth Goal Above Typical		

Middle of Year

Evidence of Student Progress #1 *	Evidence of Student Progress #2 *	MOY Progress Toward Targeted Growth Goal *
Select One	Select One	Select One



The teacher will indicate the student status for BOE #1 and BOE #2 as well as the overall MOY Progress.

Indicators are:

- On-Track
- Off-Track
- Ahead
- Student Withdrawn



Semester Courses ONLY

📁 Evaluation for Teacher2, Training.

Program Activities | Additional SLO

Program Access Contains 2 Activities

📄 Teacher Information - START HERE *
Last Status Update - 06/28/2023 @ 8:24 AM

📄 Student Learning Objectives Form and Baseline Placement of Student Last Status Update - 06/28/2023 @ 8:25 AM Contains 2 Activities

📄 Middle of Year Progress and Student Learning Objectives Mid-Year Review and Approval Last Status Update - 06/27/2023 @ 3:55 PM

📄 Middle of Year Progress *
Last Status Update - 01/02/2024 @ 2:17 PM

📄 Student Learning Objectives Mid-Year Review and Approval *
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📄 End of Year Progress *
Last Status Update - 06/27/2023 @ 3:55 PM

📄 Student Learning Objectives Final Review and Approval *
Last Status Update - 06/27/2023 @ 3:54 PM

MOY Check-in Documented in Performance Matters

Middle of Year Progress (Activity) i

Expand all | Collapse all Mark Activity Complete

Student Information (1)

Added by Training Teacher2. Last update January 02, 2024 at 02:18:26 PM by THAMESIA LACONJA HANDFORD. i
3 of 3 required fields contain data.

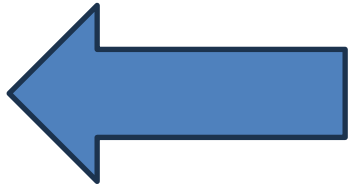
Beginning of Year i

Student ID 123456	Student Name i Tori Austin	Teacher Name i Billie Hembree	Course i Spanish I
Initial Skill Profile Level Below Typical	Targeted Skill Profile Growth Goal i Above Typical		i

Middle of Year i

Evidence of Student Progress #1 * i Off Track	Evidence of Student Progress #2 * i On Track	MOY Progress Toward Targeted Growth Goal * i On Track
--	---	--

Notice: i



MOY Check-in Documented in Performance Matters

Teacher Information - START HERE *
Last Status Update - 06/28/2023 @ 8:24 AM

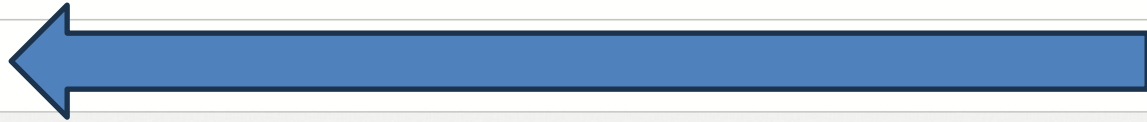
Student Learning Objectives Form and Baseline Placement of Student
Last Status Update - 06/28/2023 @ 8:25 AM

Contains 2 Activities

Middle of Year Progress and Student Learning Objectives Mid-Year Review and Approval
Last Status Update - 06/27/2023 @ 3:55 PM

Middle of Year Progress *
Last Status Update - 01/05/2024 @ 9:25 AM

Student Learning Objectives Mid-Year Review and Approval *
Last Status Update - 06/27/2023 @ 4:26 PM



End of Year Progress and Student Learning Objectives Final Review and Approval
Last Status Update - 06/27/2023 @ 3:54 PM

End of Year Progress *
Last Status Update - 06/27/2023 @ 3:55 PM

Student Learning Objectives Final Review and Approval *
Last Status Update - 06/27/2023 @ 3:54 PM

Student Growth Tracker

(Super User) SGT Fields

Contains 1 Activity

MOY Check-in Documented in Performance Matters

Student Learning Objectives Mid-Year Review and Approval (Activity)

Expand all | Collapse all

Mark Activity Complete

Student Learning Objectives Mid-Year Review and Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Started by TrueNorth Administrator. Last update January 02, 2024 at 02:40:16 PM by THAMMISA LACONJA HANFORD. 7 of 8 required fields contain data.

Body of Evidence #1 Teacher Comment *

Please upload a sample of student work for this body of evidence (On Track, Off Track, Above Track). Please label the samples as "On Track", "On Track" "Above Track".

Please provide a response to the following prompts:

- Explain the project/assignment selected for the body of evidence.
- What TCKs are addressed in the assignment?
- How does this assignment connect to the SLO being completed?
- What criteria did you use to determine if the student work was "On Track" "Off Track" or "Above Track"?

Explain the project/assignment selected for the body of evidence. This was one of the pre-assessment modes that I gave students at the beginning of the first unit to gauge their level of Spanish production. I used the [Rubric](#) to assess the writing. There was also an interpretative pre-assessment. Students chose between the presentational writing or the interpersonal speaking to track on the [SLO/OT](#) Goal Tracking form. I designed. The goals were shared with me and their families. Throughout the year, students looked at these samples of summative assessments to see and reflect on their goal.

What TCKs are addressed in the assignment? TCK: (2) Interpersonal communication: speaking and writing. The student provides information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency level. The student is expected to (2) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

How does this assignment connect to the SLO being completed? Sample 13 - Unit 1 - Anímate en español (Vocabulary Quiz #2) (Interpersonal Writing) [Explanation of samples - collected Nov 2022. Proficiency in the language as demonstrated through interpretative and presentational modes of communication. Students demonstrate proficiency at the Novice-High level to Novice-high level in interpretative reading and presentational writing. Students should be able to engage in productive and receptive language skills at the Novice-High to Novice-high level by the end of a school's Language Course.

What criteria did you use to determine if the student work was "On Track" "Off Track" or "Above Track"?

Paragraph 4: Words: 327

Body of Evidence #2 Teacher Comment *

Please upload 3 samples of student work for this body of evidence (On Track, Off Track, Above Track). Please label the samples as "On Track", "On Track" "Above Track".

Please provide a response to the following prompts:

- Explain the project/assignment selected for the body of evidence.
- What TCKs are addressed in the assignment?
- How does this assignment connect to the SLO being completed?
- What criteria did you use to determine if the student work was "On Track" "Off Track" or "Above Track"?

Explain the project/assignment selected for the body of evidence. This was an interpersonal writing quiz given toward the end of the unit. We had been working with numbers, dates, and general personal information.

What TCKs are addressed in the assignment? TCK: (1) Interpersonal communication: speaking and writing. The student is expected to (1) ask and respond to questions about everyday life in spoken and written conversations.

How does this assignment connect to the SLO being completed? Sample 13 - Unit 1 - Anímate en español (Vocabulary Quiz #2) (Interpersonal Writing) [Explanation of samples - collected Nov 2022. Proficiency in the language as demonstrated through interpretative and presentational modes of communication. Students demonstrate proficiency at the Novice-High level to Novice-high level in interpretative reading and presentational writing. Students should be able to engage in productive and receptive language skills at the Novice-High to Novice-high level by the end of a school's Language Course.

What criteria did you use to determine if the student work was "On Track" "Off Track" or "Above Track"?

Paragraph 4: Words: 327

Teacher Signature *

Teacher: Please scroll to the top and click the EMAIL icon to send a notification that this has been completed.

Upload Evidence #1 *

Attach File

- SLO 801 Sample 1.pdf
12/15/2023 10:20 AM by HANFORD, THAMMISA LACONJA
- SLO Tracking 22-23 SY EXAMPLE.pdf
12/15/2023 10:20 AM by HANFORD, THAMMISA LACONJA

Upload Evidence #2 *

Attach File

- SLO 801 Sample 2.pdf
12/15/2023 10:20 AM by HANFORD, THAMMISA LACONJA
- Rubric.org
12/15/2023 10:44 AM by HANFORD, THAMMISA LACONJA

District Administrator *

District Admin: Please scroll to the top and click the EMAIL icon to send a notification that this has been completed.

Body of Evidence #1 Admin Comment *

Please review the teacher comments and the three samples uploaded by the teacher.

- Does the assignment align to the teacher's SLO?
- Do the samples represent the range of student achievement on the assignment?

Does the assignment align to the teacher's SLO?

Do the samples represent the range of student achievement on the assignment?

Paragraph 2: Words: 20

Body of Evidence #2 Admin Comment *

Please review the teacher comments and the three samples uploaded by the teacher.

- Does the assignment align to the teacher's SLO?
- Do the samples represent the range of student achievement on the assignment?

Does the assignment align to the teacher's SLO?

Do the samples represent the range of student achievement on the assignment?

Paragraph 2: Words: 20

Approval Status *

Approved

Approver Signature *

MOY Check-in Documented in Performance Matters

Student Learning Objectives Mid-Year Review and Approval (Activity)

Expand all | Collapse all

Mark Activity Complete

Student Learning Objectives Mid-Year Review and Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Started by TrueNorth Administrator. Last update January 02, 2024 at 02:40:16 PM by THAMESIA LACONJA HANDFORD.

7 of 9 required fields contain data.

Body of Evidence #1 Teacher Comment *

Please upload 3 samples of student work for this body of evidence (On Track, Off Track, Above Track). Please label the samples as "Off Track", "On Track" "Above Track".

Please provide a response to the following prompts.

- Explain the project/assignment selected for the body of evidence.
- What TEKS are addressed in the assignment?
- How does this assignment connect to the SLO being completed?
- What criteria did you use to determine if the student work was "On Track" "Off Track" or "Above Track"

Upload Evidence #1 *

Attach File

SLO BOE Sample 1.pptx

12/1/2023 10:35 AM by HANDFORD, THAMESIA LACONJA

SLO Tracking (22-23 SY EXAMPLE).xlsx

12/1/2023 10:50 AM by HANDFORD, THAMESIA LACONJA

Body of Evidence #1 Admin Comment *

Please review the teacher comments and the three samples uploaded by the teacher.

- Does the assignment align to the teacher's SLO?
- Do the samples represent the range of student achievement on the assignment?

Rich text editor toolbar with icons for undo, redo, bold, italic, strikethrough, text color, background color, bulleted list, numbered list, link, unlink, quote, indent, outdent, and source.

Rich text editor toolbar with icons for bold, italic, strikethrough, text color, background color, bulleted list, numbered list, link, unlink, quote, indent, outdent, and source.

Rich text editor toolbar with dropdown menus for Styles, Format, Font, Size, and text color/background color.

Does the assignment align to the teacher's SLO?

Do the samples represent the range of student achievement on the assignment?

MOY Check-in Documented in Performance Matters

Student Learning Objectives Mid-Year Review and Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Started by TrueNorth Administrator. Last update June 27, 2023 at 03:40:39 PM by TrueNorth Administrator.
0 of 9 required fields contain data.

Body of Evidence #1 Teacher Comment *

Please upload 3 samples of student work for this body of evidence (On Track, Off Track, Above Track). Please label the samples as "Off Track", "On Track" "Above Track".

Please provide a response to the following prompts.


- Explain the project/assignment selected for the body of evidence.
- What TEKS are addressed in the assignment?
- How does this assignment connect to the SLO being completed?
- What criteria did you use to determine if the student work was "On Track" "Off Track" or "Above Track"

Rich text editor toolbar and input area.

Paragraphs: 0, Words: 0

Upload Evidence #1 *

Attach file



Body of Evidence #1 Admin Comment *


Please review the teacher comments and the three samples uploaded by the teacher.

- Does the assignment align to the teacher's SLO?
- Do the samples represent the range of student achievement on the assignment?

Rich text editor toolbar and input area.

Paragraphs: 0, Words: 0

Teachers must respond to the required prompts and submit the BOE. The samples must be from the same assignment and show the different levels of performance.



Administrators will review the comments and BOE samples. Each administrator will respond to the two questions related to the BOE review



Body of Evidence #1

Teacher Example



Off Track Sample #1 with Rubric

Assessor Copy

Form 3-1

Student Name: _____

Date: 9/8/2023

- Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
"This is a story about Susan and Karen. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."
- Start the timer.
- While the student is reading, mark errors with a slash (/).
- At 1 minute, mark the last word read with a bracket (|).
- When the student gets to a logical stopping place, say "Stop."

Susan was nervous because it was her first day attending a new school. She had just moved from a different state. She did not know anybody at her new school. She was worried that the kids would be mean to her. Both her mother and father had started new jobs, so Susan had to ride the bus to school on her own that first day. This made her even more nervous. As Susan was waiting for the bus, another girl about her age walked up to the bus stop too. She said her name was Karen. She asked if Susan was going to River Park School. Susan told her that she was starting school there that day.	13 28 43 58 73 89 105 117
Karen and Susan talked while they waited for the bus. Susan soon found out that they were the same age and would be in the same class at school. On the bus, Karen introduced Susan to a few of her friends. They talked about what they both liked to do. Susan was happy to hear that Karen also liked to read. She was excited to find out that Karen had a puppy, just like Susan did. The two decided they should meet after school so their puppies could play together. When they got to school, Karen gave Susan a tour. She made sure to show Susan where the bathrooms were. Even before the first school bell rang, Susan was starting to feel like she belonged. She was so glad she had met Karen. She had a friend!	129 145 159 174 190 203 216 229 243 254

Total Words Read: 22 - # of Errors: 13 = CWPM: 59%

$$\frac{13}{22} = 59\%$$

☉ Reading Accuracy

Needs Improvement ←

1

Reads the selection with less than 70% accuracy

Making Progress

2

*Reader often reads word-by-word.

*Reader makes multiple (>4) long pauses, false starts, sound-outs, repetitions, and/or multiple attempts as they are reading.

*Reads the selection with 70-80% accuracy

Good

3

*Reading sounds choppy and broken up.

*Reader makes a few (4 or less) long pauses, false starts, sound-outs, repetitions, and/or multiple attempts as they are reading.

*Reads the selection with 80-90% accuracy

Excellent

4

*Reader reads in smooth phrases.

*Reader makes no long pauses, false starts, sound-outs, repetitions, and/or multiple attempts as they are reading.

*Reads the selection with 90-100% accuracy



On Track Sample #2 with Rubric

Assessor Copy **Form 4-1**
 Student Name: _____ Date: 9/8/2023

- Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
 "This is a story about Victor, Joe, Jim and Tom. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."
- Start the timer.
- While the student is reading, mark errors with a slash (/).
- At 1 minute, mark the last word read with a bracket (|).
- When the student gets to a logical stopping place, say "Stop."

✓ Victor was nine years old when he visited his very first amusement park. He went with his friends Joe, Jim, and Tom. Joe's parents drove them to the park early in the day. The boys were excited and wanted to make the most of the experience. They wanted to have plenty of time to ride each ride. They had a great idea of how they could do this. They had decided to start at one end of the park and ride each ride, one after the other, until they had worked their way across the entire amusement park. This way they would not miss anything!	12
✓ The boys rode every one of the roller coasters. They held their hands up high in the air as the roller coaster climbed up the tracks. Then they screamed, keeping their hands raised, as the roller coaster sped down the hill and whipped around the steep curves. The boys enjoyed each ride! They also rode the bumper cars and loved crashing into one another while rapidly racing around the track. It was exciting, jolting and loud - all at the same time. The haunted house was Tom's favorite ride! Every few seconds, something would jump out of the darkness and scare the boys. They screamed until their throats were sore. Before realizing it, two hours had passed and the boys had to rush to meet Joe's parents. They did not want to be late. They were already planning to ask if they could return next weekend.	25 40 54 70 86 98 105 117 132 144 157 170 184 196 208 220 235 249 250

Total Words Read: 30 - # of Errors: 9 = CWPM: 70%

$\frac{21}{30} = 70\%$ 70%

© 2006 University of Oregon

☰ Reading Accuracy

Needs Improvement

1

Reads the selection with less than 70% accuracy

Making Progress

2

- *Reader often reads word-by-word.
- *Reader makes multiple (>4) long pauses, false starts, sound-outs, repetitions, and/or multiple attempts as they are reading.
- *Reads the selection with 70-80% accuracy

Good

3

- *Reading sounds choppy and broken up.
- *Reader makes a few (4 or less) long pauses, false starts, sound-outs, repetitions, and/or multiple attempts as they are reading.
- *Reads the selection with 80-90% accuracy

Excellent

4

- *Reader reads in smooth phrases.
- *Reader makes no long pauses, false starts, sound-outs, repetitions, and/or multiple attempts as they are reading.
- *Reads the selection with 90-100% accuracy



Above Track or Ahead Sample #3 with Rubric

Assessor Copy **Form 5-1**
 Student Name: _____ Date: 9/8/2023

- Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
 "This is a story about Alice and Mr. Jacobs. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."
- Start the timer.
- While the student is reading, mark errors with a slash (/).
- At 1 minute, mark the last word read with a bracket (]).
- When the student gets to a logical stopping place, say "Stop."

One day, Alice's teacher, Mr. Jacobs told the class they would be making crossword puzzles. Mr. Jacobs split the class in two groups. The first group of students had to make crossword puzzles about the food chain. The second group had to make crossword puzzles about the human body. Alice was happy when she got put in the second group. She loved learning about the human body. It was her favorite part of science class.	13 27 40 54 70 75
After the groups were formed, Mr. Jacobs gave each group articles about their topic. Students selected ten important words from the articles as the answers to their puzzles. Then, they created answer keys on pieces of graph paper. The answers were placed on the graph paper both up and down the squares and across the paper. Then, the students wrote clues to go with each of the words. The first word Alice chose for her puzzle was brain. Her clue for brain was "This organ is wrinkled and helps you to think. The word goes up and down on the paper."	87 99 113 128 144 160 176
After the students finished creating the clues, they wrote numbers on the squares where the words started. Next, the students shaded the squares that had no letters. After everyone finished, they exchanged crossword puzzles. The students solved each other's puzzles, using the clues. Alice was happy. This had been a fun, creative assignment. She couldn't wait to tell her friends in other classes about it.	188 201 211 224 238 241

Total Words Read: 87 - # of Errors: 9 - CWPM: 18
90% 87

Reading Accuracy

Needs Improvement

1

Reads the selection with less than 70% accuracy

Making Progress

2

*Reader often reads word-by-word.

*Reader makes multiple (>4) long pauses, false starts, sound-outs, repetitions, and/or multiple attempts as they are reading.
 *Reads the selection with 70-80% accuracy

Good

3

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*Reader makes a few (4 or less) long pauses, false starts, sound-outs, repetitions, and/or multiple attempts as they are reading.
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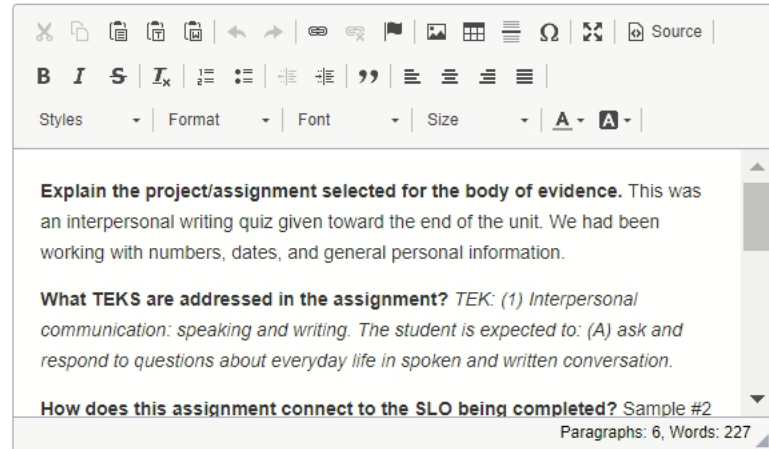
MOY Check-in Documented in Performance Matters

Body of Evidence #2 Teacher Comment *

Please upload 3 samples of student work for this body of evidence (On Track, Off Track, Above Track). Please label the samples as "Off Track", "On Track" "Above Track".

Please provide a response to the following prompts.

- Explain the project/assignment selected for the body of evidence.
- What TEKS are addressed in the assignment?
- How does this assignment connect to the SLO being completed?
- What criteria did you use to determine if the student work was "On Track" "Off Track" or "Above Track"



Explain the project/assignment selected for the body of evidence. This was an interpersonal writing quiz given toward the end of the unit. We had been working with numbers, dates, and general personal information.

What TEKS are addressed in the assignment? *TEK: (1) Interpersonal communication: speaking and writing. The student is expected to: (A) ask and respond to questions about everyday life in spoken and written conversation.*

How does this assignment connect to the SLO being completed? Sample #2

Paragraphs: 6, Words: 227

Upload Evidence #2 *

Attach File ?

SLO BOE Sample 2.pptx

12/1/2023 10:35 AM by HANDFORD, THAMESIA LACONJA

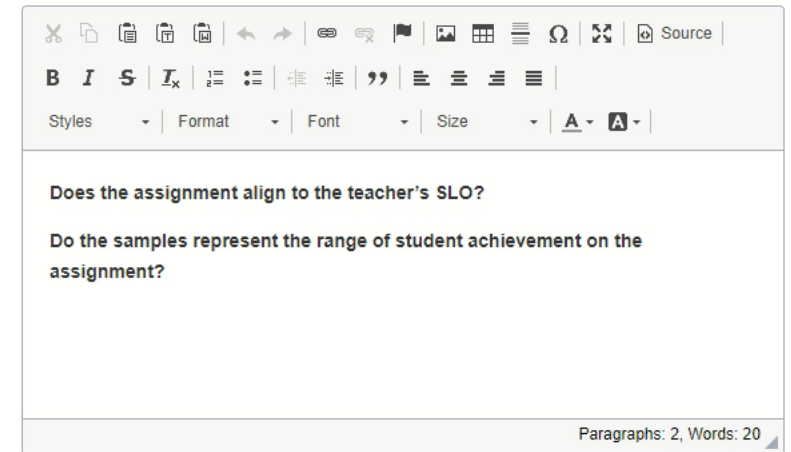
Rubric.png

12/1/2023 10:44 AM by HANDFORD, THAMESIA LACONJA

Body of Evidence #2 Admin Comment *

Please review the teacher comments and the three samples uploaded by the teacher.

- Does the assignment align to the teacher's SLO?
- Do the samples represent the range of student achievement on the assignment?



Does the assignment align to the teacher's SLO?

Do the samples represent the range of student achievement on the assignment?

Paragraphs: 2, Words: 20

Body of Evidence #2

Teacher Example



Off Track Sample #1 with Rubric

Assessor Copy
Student Name: _____

Form 3-2
Date: 1/11/12

Word Reading

Directions: Place the "Word Reading Student Copy" probe in front of the student and say, "Please read from this list of words. Read across the page and then on to the next row." Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a word, circle the word and count it as incorrect. **Note: This is a 60 second timed test.**

I ✓	but ✓	will ✓	get ✓	the ✓	come ✓	body ✓	she ✓	8
feet ✓	game ✓	please ✓	wall ✓	day ✓	word ✓	below ✓	weak ✓	16
hair ✓	mouth ✓	crops ✓	another ✓	full ✓	question ✓	drawing ✓	does ✓	24
amount ✓	trails ✓	isn't ✓	waves ✓	follow ✓	once ✓	matter ✓	pole ✓	32
cannot ✓	taxes ✓	square ✓	subject ✓	size ✓	guess ✓	crowd ✓	while ✓	40
ago ✓	suddenly ✓	pair ✓	cattle ✓	weight ✓	followed ✓	ahead ✓	believe ✓	48
serve ✓	heavy ✓	president ✓	practice ✓	fossil ✓	reached ✓	sight ✓	invade ✓	56
equal ✓	force ✓	mind ✓	thick ✓	movement ✓	uncle ✓	suppose ✓	captain ✓	64
human ✓	community ✓	fair ✓	capital ✓	coast ✓	special ✓	lifted ✓	governor ✓	72
electric ✓	silent ✓	value ✓	spread ✓	interesting ✓	tube ✓	course ✓	territory ✓	80
ten ✓	entered ✓	fall ✓	I'm ✓	business ✓	spread ✓	have ✓	name ✓	88
across ✓	better ✓	farming ✓	step ✓	hold ✓	game ✓	deep ✓	side ✓	96
mass ✓	question ✓	island ✓	loyal ✓	income ✓	seven ✓	subject ✓	statement ✓	104
military ✓	unhappiness ✓	general ✓	territory ✓	duty ✓	action ✓	blood ✓	experiment ✓	112
current ✓	opinion ✓	compromise ✓	hole ✓	planets ✓	received ✓	though ✓	supply ✓	120
equal ✓	members ✓	English ✓	practice ✓	protest ✓	fair ✓	entered ✓	factories ✓	128
anything ✓	between ✓	America ✓	drawing ✓	scale ✓	sure ✓	waves ✓	child ✓	136
serve ✓	ahead ✓	force ✓	canyon ✓	human ✓	lifted ✓	brought ✓	cattle ✓	144
rise ✓	heavy ✓	weight ✓	single ✓	degree ✓	complete ✓	stream ✓	paint ✓	152
compare ✓	early ✓	guess ✓	inflate ✓	trails ✓	garden ✓	amount ✓	insects ✓	160
students ✓	second ✓	cannot ✓	string ✓	terror ✓	invade ✓	through ✓	believe ✓	168
shoulder ✓	famous ✓	direction ✓	mulch ✓	predict ✓	increase ✓	thousands ✓	chance ✓	176

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16 - 7 = 9
16 = 56%
Correct 9 = 56%

Sight Word Reading Accuracy Rubric

1 🤔	2 😐	3 😊	4 😄
With help, I know and can do some of the learning target.	I know and can do the easy parts, but I don't know and can't do the harder parts.	I know and can do the entire learning target without making mistakes.	I know and can learning target



On Track Sample #2 with Rubric

Assessor Copy
 Student Name: A. J. Form 3-2
 Date: 12/13/23

Word Reading

Directions: Place the "Word Reading Student Copy" probe in front of the student and say, "Please read from this list of words. Read across the page and then on to the next row." Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a word, circle the word and count it as incorrect. **Note: This is a 60 second timed test.**

I	but	will	get	the	come	body	she	8
feet	game	please	wall	day	word	below	week	16
hair	mouth	crops	another	full	question	drawing	dog	24
amount	trails	isn't	waves	follow	once	matter	pole	32
cannot	taxes	square	subject	size	guess	crowd	while	40
ago	suddenly	pair	cattle	weight	followed	ahead	believe	48
serve	heavy	president	practice	fossil	reached	sight	invade	56
equal	force	mind	thick	movement	uncle	suppose	captain	64
human	community	fair	capital	coast	special	lifted	governor	72
electric	silent	value	spread	interesting	tube	course	territory	80
ten	entered	fall	I'm	business	spread	have	name	88
across	better	farming	step	hold	game	deep	side	96
mass	question	island	loyal	income	seven	subject	statement	104
military	unhappiness	general	territory	duty	action	blood	experiment	112
current	opinion	compromise	hole	planets	received	though	supply	120
equal	members	English	practice	protest	fair	entered	factories	128
anything	between	America	drawing	scale	sure	waves	child	136
serve	ahead	force	canyon	human	lifted	brought	cattle	144
rise	heavy	weight	single	degree	complete	stream	paint	152
compare	early	guess	inflate	trails	garden	amount	insects	160
students	second	cannot	string	terror	invade	through	believe	168
shoulder	famous	direction	mulch	predict	increase	thousands	chance	176

24 Correct 17 = 71%
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Sight Word Reading Accuracy Rubric

1 🤔	2 😐	3 😊	4 😄
With help, I know and can do some of the learning target.	I know and can do the easy parts, but I don't know and can't do the harder parts.	I know and can do the entire learning target without making mistakes.	I know and can do the entire learning target without making mistakes.



Above Track or Ahead Sample #3 with Rubric

Assessor Copy **Form 3-2**
 Student Name: _____ Date: 12/13/23

Word Reading

Directions: Place the "Word Reading Student Copy" probe in front of the student and say, "Please read from this list of words. Read across the page and then on to the next row." Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a word, circle the word and count it as incorrect. **Note: This is a 60 second timed test.**

I	but	will	get	the	come	body	she	8
feet	game	please	walk	day	word	below	week	16
hair	mouth	crops	another	full	question	drawing	does	24
amount	trails	isn't	waves	follow	once	matter	pole	32
cannot	taxes	square	subject	size	guess	crowd	while	40
ago	suddenly	pair	cattle	weight	followed	ahead	believe	48
serve	heavy	president	practice	fossil	reached	sight	invade	56
equal	force	mind	thick	movement	uncle	suppose	captain	64
human	community	fair	capital	coast	special	lifted	governor	72
electric	silent	value	spread	interesting	tube	course	territory	80
ten	entered	fall	I'm	business	spread	have	name	88
across	better	farming	step	hold	game	deep	side	96
mass	question	island	loyal	income	seven	subject	statement	104
military	unhappiness	general	territory	duty	action	blood	experiment	112
current	opinion	compromise	hole	planets	received	though	supply	120
equal	members	English	practice	protest	fair	entered	factories	128
anything	between	America	drawing	scale	sure	waves	child	136
serve	ahead	force	canyon	human	lifted	brought	cattle	144
rise	heavy	weight	single	degree	complete	stream	paint	152
compare	early	guess	inflate	trails	garden	amount	insects	160
students	second	cannot	string	terror	invade	through	believe	168
shoulder	famous	direction	mulch	predict	increase	thousands	chance	176

Correct $\frac{24-3}{24} = 87.5\%$

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Sight Word Reading Accuracy Rubric

1 🤔	2 😐	3 😊	4 😄
With help, I know and can do some of the learning target.	I know and can do the easy parts, but I don't know and can't do the harder parts.	I know and can do the entire learning target without making mistakes.	I know and can do the entire learning target.



Body of Evidence (Admin Comment)

Please review the teacher comments and the three samples uploaded by the teacher.

Does the assignment align to the teacher's SLO?

Do the samples represent the range of student achievement on the assignment?



MOY Check-in Documented in Performance Matters

Teacher Signature *

Teacher: Please scroll to the top and click the EMAIL icon to send a notification that this has been completed.

Teacher Signature is required for MOY

District Administrator...

District Admin: Please scroll to the top and click the EMAIL icon to send a notification that this has been completed.

The “EMAIL” icon at the top can be used to request a District Administrator review and signature. This is not a required signature.

Approval Status *

Select One

Appraiser Signature *

Administrators will either “approve” or “not approve” the MOY submission by the teacher.

Administrator signature is required



9 required fields

9

Teacher Checklists

1. Body of Evidence #1 Teacher Comment
2. Upload Evidence #1
3. Body of Evidence #2 Teacher Comment
4. Upload Evidence #2
5. Teacher Signature

Admin Checklists

1. Body of Evidence #1 Admin Comment
2. Body of Evidence #2 Admin Comment
3. Approval Status (Approve/Not Approve)
4. Admin Signature



Professional Responsibilities

T-TESS/T-PCESS Alignment

Teacher T-TESS Alignment

1.1 The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

1.2 The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

2.2 The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

2.5 The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

4.2 The teacher reflects on his/her practice.

Admin T-TPESS Alignment

4.1 Standards-based Curricula and Assessments - Ensures fidelity of implementation with state and district curricula and assessments

4.2: Instructional Resources and Professional Development – Facilitates access to instructional resources and professional development

5.4: Data-Driven Instruction – Monitors multiple forms of data to guide instructional decisions and maximize performance

5.5: Response to Intervention – Leverages resources to respond in a timely manner to all students' needs



Implications to Our Students, Colleagues, & Campus

The TIA Team has determined that your submission contains implementation issues that allow for file acceptance on a *Provisional* basis. Specifically, we concluded that: *The district was not able to provide data for a **large portion of eligible teachers** due to an implementation issue with SLOs. In 2023-24 the district should ensure that **data is collected for all eligible teacher categories** for submission in fall 2024.*

TEA is granting *provisional file acceptance* to a limited number of districts who did not meet expectations on system implementation and data submission but had *some evidence* that parts of their system were implemented *with fidelity*.





Middle of the Year Progress Check-in		
January 3- February 16	Optional: District Department Review and Approval Required: Campus Appraiser Approval	Campus Appraiser will review student progress with the teacher
End of the Year		
April 1-May 3	Final growth placement by teacher and SLO completion	Teacher will complete all SLO activities to include final placement and submit the SLO for the district department administrator for review



Resources and Information

saisd.net/MTIresources

Office of Continuous Improvement

210-554-2630

