

# Student Growth Objectives: Quality Rating Rubric



Excellent	Good	Fair	Inadequate
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## NUMBER OF STUDENTS/INTERVAL OF INSTRUCTION

Number of students in <i>combined</i> SGOs represents <b>all or a large majority</b> of the teacher's students. <sup>1</sup>	Number of students in <i>combined</i> SGOs represents <b>at least half</b> of the teacher's students.	Number of students in <i>combined</i> SGOs represents <b>at least a quarter</b> of the teacher's students.	<b>Number of students in <i>combined</i> SGOs represents less than a quarter of the teacher's students.</b>
Includes start and stop dates that include a <b>significant proportion</b> <sup>2</sup> of the school year/course length.	Includes start and stop dates that include <b>at least half</b> of the school year/course length.	Includes start and stop dates that include <b>some of</b> the school year/course length.	<b>Includes start and stop dates that include little of the school year/course length.</b>

## RATIONALE FOR STUDENT GROWTH OBJECTIVE/STANDARDS CHOSEN

Names the standards group addressed by the SGO and references content <b>at the most specific level</b> of applicable standards.	Names the standards group addressed by the SGO and <b>references content at a general level of applicable standards.</b>	<b>Names the standards group</b> addressed by the SGO.	Does not name standards addressed by the SGO.
Includes a <b>significant proportion</b> of standards for which the teacher is responsible during the instructional period. <sup>3</sup>	Includes <b>at least half of</b> the standards for which the teacher is responsible during the instructional period.	Includes <b>some of the standards</b> for which the teacher is responsible during the instructional period.	<b>Includes few of the standards for which the teacher is responsible during the instructional period.</b>
Articulates how the <b>majority of selected standards</b> are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Articulates how some selected standards are <b>critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life,</b>	<b>Articulates how some selected standards</b> lead to future success.	Does not <b>justify how the standards chosen lead to future success</b> or does so poorly.

## STARTING POINTS

Multiple, <b>high quality</b> measures are used to thoughtfully determine students' starting points.	<b>Multiple measures of varying quality are used to thoughtfully</b> determine students' starting points.	<b>Multiple measures</b> of varying quality are used to determine students' starting points.	<b>A single measure is used to determine students' starting points.</b>
Pre-assessment, if used, provides a <b>high quality measure of skills</b> , is administered reliably, is <b>vertically aligned</b> with the post-assessment, and is used in conjunction with other measures to determine starting points.	Pre-assessment, if used, is a <b>quality measure of skills</b> , is administered reliably, is <b>mostly</b> vertically aligned with the post-assessment, and is used in conjunction with other measures to determine starting points.	Pre-assessment, if used, is based on <b>skill and content</b> , is <b>administered reliably</b> , is <b>somewhat vertically aligned</b> with the post-assessment, and is <b>used in conjunction with other measures</b> to determine starting points.	Pre-assessment, if used, is heavily <b>content-based</b> , is <b>not administered reliably</b> , is <b>not vertically aligned</b> with the post-assessment, and is <b>used as the sole measure of student starting points.</b>

<sup>1</sup> In some cases, including for teachers with multiple discrete courses, or several hundred students, educators should strive to set SGOs for the courses and students that best reflect their work even if they cannot incorporate a *majority* of the classes and students for which they are responsible.

<sup>2</sup> Significant: somewhere between 51 and 100%; deliberately leaves room to allow choices appropriate for specific contexts.

<sup>3</sup> See footnote 1.

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### ASSESSMENTS

Aligns <b>all items</b> <sup>4</sup> to the selected standards that were taught during the SGO period.	Aligns <b>most items</b> to the selected standards that were taught during the SGO period.	Aligns <b>some items</b> to the selected standards that were taught during the SGO period.	Aligns few or no items to the selected standards.
All selected standards have at least one assessment item. All critical standards <sup>5</sup> have multiple items.	Most selected standards have at least one assessment item. Most critical standards have multiple items.	Some selected standards have at least one assessment item. Some critical standards have multiple items.	Few or no selected standards have an assessment item. Critical standards are not identified or do not have multiple items.
Range of rigor in assessment <b>accurately</b> reflects rigor of instruction, content, and skills of course.	Range of rigor in assessment <b>mostly</b> reflects rigor of instruction, content, and skills of course.	Range of rigor in assessment <b>somewhat</b> reflects rigor of instruction, content, and skills of course.	Range of rigor in assessment does not reflect rigor of instruction, content, and skills of course.
<b>Highly accessible</b> to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	<b>Mostly accessible</b> to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	<b>Somewhat accessible</b> to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	Clearly <b>disadvantages certain students</b> because of their <b>background knowledge, cultural differences, personal characteristics, and special needs.</b>
Assessment format, construction and item design is <b>consistently</b> high quality. Includes rubrics, scoring guides, and/or answer keys for all items, <b>all of which</b> are accurate, clear, and thorough.	Assessment format, construction and item design is <b>mostly</b> high quality. Includes rubrics, scoring guides, and/or answer keys for <b>all items, most of which</b> are accurate, clear, and thorough.	Assessment format, construction and item design is of <b>moderate</b> quality. Includes rubrics, scoring guides, and/or answer keys for some items, <b>most of which</b> are accurate, clear, and thorough.	<b>Assessment format, construction and item design</b> is of low quality. Includes rubrics, scoring guides, and/or answer keys for some items, few or none of which are accurate, clear, and thorough.

### STUDENT GROWTH OBJECTIVES/SCORING PLAN

Student starting points are <b>used thoughtfully to justify</b> student learning goals.	Student starting points <b>are used to set</b> student learning goals.	Student starting points <b>are present</b> but their relationship to student learning goals is not clear.	Student starting points are not considered when setting student learning goals.
Student learning goals are differentiated to be ambitious and achievable for <b>all or nearly all students.</b>	Student learning goals are differentiated to be ambitious and achievable for a <b>majority of students.</b>	Student learning goals <b>are differentiated to be ambitious and achievable for some students.</b>	Student learning goals are not differentiated or are set too low.
Scoring range for “full attainment” <b>accurately reflects</b> a teacher’s <i>considerable</i> impact on student learning. Scoring range is <b>justified by analysis</b> of student starting points and the rigor of the assessment.	Scoring range for “full attainment” <b>accurately reflects</b> a teacher’s <i>considerable</i> impact on student learning. Scoring range is <b>implied by</b> presented student starting points and the rigor of the assessment.	Scoring range for “full attainment” <b>reflects less than a</b> teacher’s <i>considerable</i> impact on student learning. <b>Scoring range may not be reflected by student starting points and the rigor of the assessment.</b>	<b>Scoring range for “full attainment”</b> is too low or too high to accurately <b>represent a teacher’s considerable</b> impact on student learning.

### COLLABORATION/COMPARABILITY

<b>Most, or all,</b> key decisions <sup>6</sup> were made collaboratively between teachers. A common assessment is in use. <sup>7</sup>	<b>Many</b> key decisions were made collaboratively between teachers. A common assessment <b>is in use.</b>	<b>Some</b> key decisions were made collaboratively between teachers. A common assessment <b>is not in use.</b>	Few or no <b>key decisions</b> are made collaboratively by teachers. A common assessment is not in use.
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<sup>4</sup> Items: Performance-based or portfolio tasks, or questions on an assessment that measure learning.

<sup>5</sup> Critical standards: Those that lead to enduring understanding and/or future success in school/college/career/life.

<sup>6</sup> Key Decisions: Those that surround assessment development, baseline measures, and scoring plan parameters, etc.

<sup>7</sup> In cases of teachers who teach the only course of a particular type that is offered, this component can be used to assess general collaboration within a department or team.