## Student Growth Goal Rubrics

These revised rubrics will be required for use and replace the existing rubrics in the 2024-25 school year. The purpose of these Student Growth Goal rubrics is to promote instructional practice that is culturally responsive, socially, and emotionally literate, and inclusive of each and every student. It is advisable to view both the .1s and the .2s for each Criterion together from the beginning to see how the goal will set students on a trajectory of learning that results in growth. Generally, the "two points in time" that are required for the Student Growth process would occur **within a unit of study**. Between setting the goal (.1) and determining student growth (.2) is where the instructional frameworks can be useful in supporting effective instruction that moves student learning forward. Student Growth as part of the evaluation process is required per RCW 28A.405.100.

## **Critical Attributes of Student Growth**

These descriptions are intended to provide more clarity for terms that appear in the rubric; however, the bullets in the descriptions are not intended to be a checklist of requirements for that attribute.

### **Knowledge of Students**

Includes but is not limited to:

- Cultural identity, academic, and social/emotional assets
- Informed by a variety of data including anecdotal evidence
- Informed by students' and families' own voices and input

#### **Essential Standard**

- Part of the WA State Learning Standards or national standards for a teacher's content area(s) and grade level(s)
- A significant learning that yields the opportunity for students to draw on their cultures, identities, and backgrounds
- A significant learning that demands students' complex thinking
- May include, in addition to a content standard, other learning-supportive standards (e.g., CTE 21<sup>st</sup> Century Learning Skills, Habits of Mind, Standards for Mathematical Practice, etc.)



## **Cognitive and Emotional Engagement**

- Invites complex and higher-order thinking from students
- Invites students' attention to the learning through their interests, active learning, and/or sense of belonging
- Supports students' ownership for their learning, making space for student voice and empowerment
- Develops students' effort, persistence, and concentration

#### Formative and Summative Assessment

- Summative assessment may include performance assessment, project-based learning, and other opportunities for students to demonstrate the sum of their learning
- Formative assessments provide information to teachers so they can adjust their instruction and to students so they can adjust their learning strategies
- With formative assessment, for maximum learning benefit, students receive feedback or productive and supportive interaction, rather than a score or grade

### **Student Engagement in Assessment**

- Students understand the learning goal and may have been involved in determining the criteria to be used for evaluating it
- Students have an opportunity to assess their own work and/or that of peers using these criteria
- Students monitor their progress on the learning goal

## Feedback from Students on Their Experience of the Learning

- Student feedback invites students' perceptions of the classroom environment, instruction, and their own learning
- Student feedback may be anonymous
- Student feedback is part of a teacher's self-evaluation (Teachers should discuss general reflections with their evaluators as a matter of course but should have discretion over sharing specific responses/results.)

## Student Growth Criterion 3: Recognizing individual learning needs and developing strategies to address those needs.

**Student Growth 3.1: Establish Student Growth Goal** – Alignment of this goal with Criterion 3 provides educators the opportunity to attend to a smaller group of individual students and to monitor progress of each and every student in this identified group.

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not develop a	The teacher develops a student	The teacher develops a student	The teacher develops a student
student growth goal for a group of	growth goal for a group of	growth goal for a group of	growth goal for a group of
students within a class who are not	students within a class who are	students, within a class, who are	students, within a class, who are not
yet reaching full learning potential.	not yet reaching full learning	not yet reaching full learning	yet reaching full learning potential.
OR	potential.	potential.	The teacher explains how the
The Acceleration of a constant constant is the constant	The teacher explains how the	The teacher explains how the	knowledge of individual students
The teacher does not explain how the	knowledge of students informed	knowledge of individual	informed the goal in specific ways.
<b>knowledge of individual students</b> informed the goal.	the goal for the students as a group, but not as individuals.	<b>students</b> informed the goal in specific ways.	The goal addresses an <b>essential standard</b> for the teacher's content
The goal does not address an	The goal addresses an <b>essential</b>	The goal addresses an <b>essential</b>	and grade level.
<b>essential standard</b> for the teacher's content and grade level.	<b>standard</b> for the teacher's content and grade level.	standard for the teacher's content and grade level.	The goal requires students'  cognitive and emotional
The goal does not require students'	The goal requires students'	The goal requires students'	engagement.
cognitive or emotional	cognitive and emotional	cognitive and emotional	
engagement.	engagement.	engagement.	The teacher seeks and considers,
The teacher does not communicate			when provided, input from
with students' families about the goal.	The teacher communicates the	The teacher seeks and considers,	students' families in developing the
with students families about the goal.	goal to students' families.	when provided, input from	goal.
		students' families in developing the goal.	The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.

## Student Growth Criterion 3: Recognizing individual learning needs and developing strategies to address those needs.

**Student Growth 3.2: Achievement of Student Growth Goal** – *The intention is for an educator to learn and reflect on how to adjust* 

instruction to advance student learning.			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher provides	The teacher provides evidence of	The teacher provides evidence of	The teacher provides evidence of student
evidence of student progress	student progress on the stated	student progress on the stated	progress on the stated learning goal,
on the stated learning goal	learning goal, which includes both	learning goal, which includes both	which includes both <b>formative and</b>
from only summative	formative and summative	formative and summative	summative assessments.
assessments.	assessments.	assessments.	There is evidence of <b>student</b>
There is no evidence of	There is limited evidence of <b>student</b>	There is evidence of <b>student</b>	engagement in assessment and student
student engagement in	engagement in assessment of	engagement in assessment and	monitoring of their own progress.
<b>assessment</b> of their own progress.	their own progress.  There is limited or no evidence of	student monitoring of their own progress.	There is evidence of opportunities for students to share <b>feedback on how</b>
There is no evidence of	opportunities for students to share	There is evidence of opportunities	they experienced the learning.
opportunities for students to	feedback on how they	for students to share <b>feedback on</b>	
share feedback on how they	experienced the learning.	how they experienced the	The teacher reflects with supervisor on
experienced the learning.		learning.	learning progress for the individual
	The teacher reflects with supervisor		students in this group; the reflection
The teacher does not provide	on student learning progress	The teacher reflects with supervisor	includes an analysis of how the learning
evidence of reflecting on how	overall, but not for specific students.	on the learning progress for the	activities and instructional decisions
the learning activities and	The reflection may not establish	individual students in this group;	impacted student progress.
instructional decisions	how the learning activities and	the reflection includes an analysis	The teacher uses information from
impacted student learning	instructional decisions impacted	of how the learning activities and	student progress and students'
progress.	student progress.	instructional decisions impacted	experience of learning to:
The teacher does not identify	The teacher's identified next steps	student progress.	
the next steps for instruction	for instruction are uninformed by	The teacher uses information from	Guide their next steps for instruction,
OR the next steps are	student progress and students'	student progress and students'	and
uninformed by information	experience of learning.	experience of learning to guide	• Effect changes in instructional practice or professional learning beyond their
about students' progress.		their next steps for instruction.	own classroom or context.

## Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

**Student Growth 6.1: Establish Student Growth Goal** – Alignment of this goal with Criterion 6 provides educators the opportunity to use multiple data elements, including knowledge of students, to plan instruction and advance their learning.

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not develop a	The teacher develops a student	The teacher develops a student	The teacher develops a student
student growth goal.	growth goal for students in one	growth goal for students in one	growth goal for students in one
OR	grade level or class.	grade level or class.	grade level or class.
The teacher does not explain how the	The teacher uses a single data	The teacher uses multiple data	The teacher uses multiple data
knowledge of students informed the	element to explain how the	elements to explain how the	elements to explain how the
	knowledge of students informed	knowledge of students informed	knowledge of students informed
goal.	the goal.	the goal.	the goal.
The goal does not address an essential standard for the teacher's content and grade level.	The goal addresses an <b>essential standard</b> for the teacher's content and grade level.	The goal addresses an <b>essential standard</b> for the teacher's content and grade level.	The goal addresses an <b>essential standard</b> for the teacher's content and grade level.
The goal does not require students' cognitive or emotional engagement.	The goal requires students' cognitive and emotional engagement.	The goal requires students' cognitive and emotional engagement.	The goal requires students' cognitive and emotional engagement.
			The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.

## Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

**Student Growth 6.2: Achievement of Student Growth Goal** – *The intention is for an educator to learn and reflect on how to adjust instruction to advance student learning.* 

<b>Unsatisfactory</b> –	1
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The teacher provides evidence of student progress on the stated learning goal from only summative assessments.

There is no evidence of **student engagement in assessment** of their own progress.

There is no evidence of opportunities for students to share feedback on how they experienced the learning.

The teacher does not provide evidence of taking responsibility for student learning progress.

The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.

## Basic – 2

The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.

There is limited evidence of student engagement in assessment of their own progress.

There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.

The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals.

The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.

#### Proficient – 3

The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.

There is evidence of **student engagement in assessment** and student monitoring of their own progress.

There is evidence of opportunities for students to share **feedback on how they experienced the learning.** 

The teacher reflects with supervisor on the learning progress for three groups of students: Students who

- exceeded the learning goal
- met or nearly met the learning goal
- did not yet meet the learning goal

The reflection includes analysis of why students did or did not make progress, and next steps for each group.

## Distinguished – 4

The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.

There is evidence of **student engagement in assessment** and student monitoring of their own progress.

There is evidence of opportunities for students to share **feedback on how they experienced the learning.** 

The teacher reflects with supervisor on the learning progress for three groups of students: Students who

- exceeded the learning goal
- met or nearly met the learning goal
- did not yet meet the learning goal

The teacher uses information from student progress and students' experience of learning to:

• Guide their next steps for instruction, and

The teacher uses in student progress a experience of learn their next steps for	practice or professional learning beyond their own classroom or
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# Student Growth Criterion 8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.

**Student Growth 8.1: Establish Student Growth Goal** – Alignment of this goal with Criterion 8 provides educators the opportunity to learn together how to impact student learning and advance their knowledge and practice of teaching as a profession. Since the focus is on learning together by setting the goal, there is no rubric associated with reflecting on the progress students made. However, reflective discussion about student progress in this collaborative setting aligns with many professional educator practices and is an opportunity to further deepen the learning.

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not	The teacher collaborates with	The teacher collaborates with other	The teacher collaborates with other
collaboratively develop the student	other grade, school, or district	grade, school, or district team	grade, school, or district team
growth goal.	team members to develop the	members to develop the student	members to develop the student
OR	student growth goal.	growth goal.	growth goal.
Collaboration does not yield a goal	The team uses a single data	The team uses multiple data	The team uses multiple data elements
Collaboration does not yield a goal	element to explain how	elements to explain how	to explain how <b>knowledge of</b>
that:	knowledge of students	knowledge of students informed	<b>students</b> informed the goal.
Is informed by knowledge of students	informed the goal.	the goal.	The goal addresses an <b>essential</b>
Addresses an essential standard	The goal addresses an <b>essential</b>	The goal addresses an <b>essential</b>	<b>standard</b> for the teacher's content
for the teacher's content and	<b>standard</b> for the teacher's	<b>standard</b> for the teacher's content	and grade level. (Goal may not
grade level	content and grade level. (Goal	and grade level. (Goal may not	necessarily be the same for all team
• Require cognitive or emotional	may not necessarily be the same	necessarily be the same for all team	members.)
engagement	for all team members.)	members.)	The goal requires students' <b>cognitive</b>
The teacher undermines team's	The goal requires students'	The goal requires students'	and emotional engagement.
ability to make and implement team decisions and/or does not	cognitive and emotional engagement.	cognitive and emotional engagement.	The teacher follows through with team decisions regarding instruction
follow through with team decisions regarding instruction and		The teacher follows through with	and assessment.
assessment.		team decisions regarding instruction and assessment.	The teacher helps develop other team members' capacity to be effective.