

Student Growth Goal Rubrics (ORIGINAL)	Student Growth Goal Rubrics (REVISED AUGUST 2022)	
Common Language for PROFICIENT In both 3.1 and 6.1 [Inputs]	Language for PROFICIENT in 3.1 [Inputs] (underlined = unique to 3.1)	Language for PROFICIENT in 6.1 [Inputs] (underlined = unique to 6.1)
<p>Establishes appropriate student growth goal(s) for [subgroup in 3.1 and whole class in 6.1].</p> <p>Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>The teacher develops a student growth goal for <u>a group of students, within a class, who are not yet reaching full learning potential</u>.</p> <p>The teacher explains how the knowledge of individual students informed the goal <u>in specific ways</u>.</p> <p>The goal addresses an essential standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive and emotional engagement.</p> <p><u>The teacher seeks and considers, when provided, input from students' families in developing the goal.</u></p>	<p>The teacher develops a student growth goal for <u>students in one grade level or class</u>.</p> <p>The teacher <u>uses multiple data elements</u> to explain how the knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive and emotional engagement.</p>



Student Growth Goal Rubrics (ORIGINAL)	Student Growth Goal Rubrics (REVISED AUGUST 2022)	
Common Language for PROFICIENT in both 3.2 and 6.2 [Inputs]	Common Language for PROFICIENT 3.2 [Outputs] (underlined = unique to 3.2)	Common Language for PROFICIENT 6.2 [Outputs] (underlined = unique to 6.2)
<p>Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p><u>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</u></p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p><u>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</u></p> <ul style="list-style-type: none"> • <u>exceeded the learning goal</u> • <u>met or nearly met the learning goal</u> • <u>did not yet meet the learning goal</u> <p>The reflection includes analysis of why students did or did not make progress, and next steps for each group</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>