

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 21st 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
<p>The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of individual students informed the goal.</p> <p>The goal does not address an essential standard for the teacher’s content and grade level.</p> <p>The goal does not require students’ cognitive or emotional engagement.</p> <p>The teacher does not communicate with students’ families about the goal.</p>	<p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of students informed the goal for the students as a group, but not as individuals.</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>The teacher communicates the goal to students’ families.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</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>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</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>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p> <p>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.</p>

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
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</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 limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</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>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.</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>The teacher reflects with supervisor on 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.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their 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
<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of students informed the goal.</p> <p>The goal does not address an essential standard for the teacher’s content and grade level.</p> <p>The goal does not require students’ cognitive or emotional engagement.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element 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>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements 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>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements 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> <p>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.</p>

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.*

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</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 limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>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.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</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>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal <p>The reflection includes analysis of why students did or did not make progress, and next steps for each group.</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>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> • Guide their next steps for instruction, and

		The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	<ul style="list-style-type: none">• Effect changes in instructional practice or professional learning beyond their own classroom or context.
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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
<p>The teacher does not collaboratively develop the student growth goal.</p> <p>OR</p> <p>Collaboration does not yield a goal that:</p> <ul style="list-style-type: none"> • Is informed by knowledge of students • Addresses an essential standard for the teacher’s content and grade level • Require cognitive or emotional engagement <p>The teacher undermines team’s ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses a single data element to explain how knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students’ cognitive and emotional engagement.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p> <p>The teacher helps develop other team members’ capacity to be effective.</p>