

Student Growth Goal: Rubrics for 3.1, 6.1, and 8.1

2021-2022 Pilot

The purpose of the revised Student Growth Goal rubrics is to promote instructional practice that is culturally responsive, socially and emotionally literate, and inclusive of all students. It is advisable to view both the .1s and the .2s together from the beginning to see how the goal will set students on a trajectory of learning that results in growth. Generally, the process for setting a goal, planning instruction towards attainment of that goal, monitoring progress and determining growth would occur in a unit of study. In 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.

Critical Attributes of Important Terms

Critical standard:

- Part of the WA State Learning Standards or national standards.
- A significant learning that yields the opportunity to advance students' complex thinking.
- May also include other learning supportive standards (e.g. CTE 21st Century Learning Skills, Habits of Mind, Standards for Mathematical Practice, etc).

Cognitive engagement:

- Provides opportunities for students to draw from their academic and personal experiences to make meaning of the learning.
- Invites complex and higher-order thinking from students.

Emotional engagement:

- 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' self-driven 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:

- Purpose of the feedback is made clear to the students.
- 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 student learning needs and developing strategies to address those needs.

Student Growth 3.1: Establish Student Growth Goal

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher does not develop a student growth goal for a student group not yet reaching full learning potential.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of students' assets does not inform goal.</p> <p>The goal does not address a critical 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 student group not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of students' assets informed the goal, but does not include all of the following:</p> <ul style="list-style-type: none"> *cultural *academic *social/emotional <p>The goal addresses a critical standard for the teacher's content and grade level.</p> <p>The goal requires students' cognitive or emotional engagement.</p> <p>The teacher communicates the goal to students' families.</p>	<p>The teacher develops a student growth goal for a student group not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of students, including their cultural, academic, and social/emotional assets, informed the goal.</p> <p>The goal addresses a critical 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 input from students' families in developing the goal.</p>	<p>The teacher develops a student growth goal for a student group not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of each student, including their cultural, academic, and social/emotional assets, informed the goal.</p> <p>The goal addresses a critical standard for the teacher's content and grade level.</p> <p>The goal requires each student's cognitive and emotional engagement.</p> <p>The teacher seeks and considers input from students' families in developing the goal.</p> <p>The teacher explains how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>

*Terms in bold are explained on pages 1-2 of this document under "Critical Attributes"

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

Student Growth 3.2: Achievement of Student Growth Goal

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.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and student 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 learning progress for the individual students in this group. The reflection includes an analysis of why students did or did not make progress, and next steps for each student.</p> <p>The teacher uses information from student progress and student 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 why students did or did not make progress, and next steps for each student.</p> <p>The teacher acts upon information from student progress and student experience of learning to guide their next steps for instruction, and to effect changes in instructional practice or professional learning beyond their own classroom/context.</p>

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

Student Growth 6.1: Establish Student Growth Goal

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’ assets does not inform goal.</p> <p>The goal does not address a critical 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 explains how the knowledge of students’ assets informed the goal, but does not include all of the following:</p> <ul style="list-style-type: none"> *cultural *academic *social/emotional <p>The goal addresses a critical standard for the teacher’s content and grade level.</p> <p>The goal requires 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 explains how the knowledge of students, including their cultural, academic, and social/emotional assets, informed the goal.</p> <p>The goal addresses a critical 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 explains how the knowledge of individual students, including their cultural, academic, and social/emotional assets, informed the goal.</p> <p>The goal addresses a critical standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher explains how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>

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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

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>The teacher does not provide evidence of taking responsibility for student learning 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 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 the 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</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 the supervisor on learning progress for three groups of students:</p> <ul style="list-style-type: none"> • Students who exceeded the learning goal • Students who met or nearly met the learning goal • Students who did not yet meet the learning goal <p>The reflection includes an analysis of why students did or</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 the supervisor on learning progress for three groups of students:</p> <ul style="list-style-type: none"> • Students who exceeded the learning goal • Students who met or nearly met the learning goal • Students who did not meet the learning goal <p>The reflection includes an analysis of why individual students did or did not</p>

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	<p>progress and student experience of learning.</p>	<p>did not make progress, and next steps for each group.</p> <p>The teacher uses information from student progress and student experience of learning to guide their next steps for instruction.</p>	<p>make progress, and next steps for each group.</p> <p>The teacher acts upon information from student progress and student experience of learning to guide their next steps for instruction, and to effect changes in instructional practice or professional learning beyond their own classroom/context.</p>
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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 Team Student Growth Goal(s)

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 • Address critical 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 the knowledge of students’ assets to create the goal, but does not include discussion/consideration of all of the following:</p> <ul style="list-style-type: none"> *cultural *academic *social/emotional <p>The goal addresses a critical 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 or 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 the knowledge of students, including their cultural, academic, and social/emotional assets, to create the goal.</p> <p>The goal addresses a critical 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 the knowledge of students, including their cultural, academic, and social/emotional assets, to create the goal.</p> <p>The goal addresses a critical 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>

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	The teacher demonstrates inconsistent follow-through with team decisions regarding instruction and assessment.		The teacher regularly makes his/her practice public.
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