**Student Growth Rubric**

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| **Structure of the Goal** | **Acceptable** | **Needs Revision** | **Insufficient** |
| *The student growth goal:*  Focuses on a standards-based enduring skill which students are expected to master  Identifies an area of need pertaining to current students’ abilities  Includes growth and proficiency targets that establish and differentiate expected performance for ALL students  Uses appropriate measures for base-line, mid-course, and end of year/course data collection  Explicitly states year-long/course-long interval of instruction | *The student growth goal:*  Focuses on a standards-based enduring skill    Identifies a specific area of need supported by data for current students  Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students  Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed  Specifies a year-long/course-long interval of instruction | *The student growth goal:*  Focuses on a standards-based skill that does not match enduring skill criteria  Identifies a specific area of need, but lacks supporting data for current students  Includes both a growth target **and** a proficiency target, but fails to differentiate expected performance for one or both targets  Uses measures that fail to clearly demonstrate performance for the identified skill  Specifies less than a year-long/course-long interval of instruction | *The student growth goal:*  Is not standards-based  Is not focused on a specific area of need  Includes only a growth **or** a proficiency target  Uses no baseline data **or** uses irrelevant data  Fails to specify an interval of instruction |
| **Rigor of the Goal** | ***Acceptable*** | ***Needs Revision*** | ***Insufficient*** |
| *The student growth goal:*  Is congruent to KCAS grade level standards and appropriate for the grade level and content area for which it was developed  Identifies measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed  Includes growth and proficiency targets that are challenging for students, but attainable with support | *The student growth goal:*  Is congruent and appropriate for grade level/content area standards  Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed  Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable | *The student growth goal:*  Is congruent to content, but not to grade level standards  Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standards being assessed  Includes targets that are achievable, but fail to stretch attainability expectations | *The student growth goal:*  Is not congruent or appropriate for grade level/content area standards  Identifies measures that do not assess the level of competency intended in the standards  Includes targets that do not articulate expectations **AND/OR** targets are not achievable |
| **Comparability of Data** | ***Acceptable*** | ***Needs Revision*** | ***Insufficient*** |
| *Data collected for the student growth goal:*  Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills | *For similar classrooms, data collected for the student growth goal:*  Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed | n/a | *For similar classrooms, data collected for the student growth goal:*  Does not reflect common criteria used to determine progress |