



Teacher Name	
Evaluation System	<input type="checkbox"/> Comprehensive: 3 <u>and</u> 6 (8 on separate form) <span style="margin-left: 150px;">Focused: 3 <input type="checkbox"/> <u>or</u> 6 <input type="checkbox"/></span>
Evaluator Sign-off: Indicates approval of student growth goal(s)	X _____ Date _____

<b>Student Growth Goal - Covers both 3.1 and 6.1</b> (goals may be the same for whole class and subgroups, but strategies to help students attain goals will be different)	
Learning Goal:          	
Baseline Data:    	
Multiple Measures (at least two required, including formative and summative measures):  1.  2.  3.  	
Timeline (at least two points in time):    	

<p><b>SG 3.1: Subgroup of students not meeting full learning potential</b></p> <p>Identify the <u>number or percentage of students</u> expected for each level. These targets should be ambitious yet realistic.</p>	<p><b>Evidence of high growth for all or nearly all students (Distinguished)</b> Target:</p>
<p><u>Names of students or descriptor of subgroup:</u> </p>	<p><b>Evidence of high growth for most students (Proficient)</b> Target:</p>

<p><b>SG 6.1: Whole Class</b></p> <p>Identify the <u>number or percentage of students</u> expected for each level. These targets should be ambitious yet realistic.</p>	<p><b>Evidence of high growth for all or nearly all students (Distinguished)</b> Target:</p>
<p></p>	<p><b>Clear evidence of growth for most students (Proficient)</b> Target:</p>

Student Growth Goal Writing Checklist		
Teacher Initials	Criteria	Evaluator Initials
X_____	specific, measurable and timebound	X_____
X_____	aligned to content standards	X_____
X_____	appropriate for context, instructional interval and content standard(s) ( <i>grain size</i> )	X_____

SG 3.1 Evaluator Completes the sections below using the student growth rubric			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Comments:			

SG 6.1 Evaluator Completes the sections below using the student growth rubric			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Comments:			

Directions: Complete these sections at the end of the instructional interval.

SG 3.2 Student Growth Claim for Subgroup: Teacher completes the section below	
Make a claim as to the level of actual outcomes based on the goals for student learning.	Claim <input type="checkbox"/> Evidence of high growth for all or nearly all students (Distinguished) <input type="checkbox"/> Clear evidence of growth for most students (Proficient) <input type="checkbox"/> Some evidence of growth for some students (Basic) <input type="checkbox"/> No evidence of growth for most students (Unsatisfactory)
Refer to the targets on page 2. Site two or more sources of evidence from at least two points in time that support your claim of student growth:	

SG 3.2: Based on the claim and evidence a rating is noted below: Evaluator completes the section below			
<input type="checkbox"/> <u>Unsatisfactory</u>	<input type="checkbox"/> <u>Basic</u>	<input type="checkbox"/> <u>Proficient</u>	<input type="checkbox"/> <u>Distinguished</u>
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.
Comments:			

SG 6.2 Student Growth Claim for Whole Class: <b>Teacher completes the section below</b>	
Make a claim as to the level of actual outcomes based on the goals for student learning.	Claim <input type="checkbox"/> Evidence of high growth for all or nearly all students (Distinguished) <input type="checkbox"/> Clear evidence of growth for most students (Proficient) <input type="checkbox"/> Some evidence of growth for some students (Basic) <input type="checkbox"/> No evidence of growth for most students (Unsatisfactory)
Refer to the targets on page 2. Site two or more sources of evidence from at least two points in time that support your claim of student growth:	

SG 6.2: Based on the claim and evidence a rating is noted below: <b>Evaluator completes the section below</b>			
<input type="checkbox"/> <u>Unsatisfactory</u>	<input type="checkbox"/> <u>Basic</u>	<input type="checkbox"/> <u>Proficient</u>	<input type="checkbox"/> <u>Distinguished</u>
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.
Comments:			