

## SLO Teacher Rating Rubric

(For rating of the student growth component of T-TESS, either as a 5<sup>th</sup> domain or a 17<sup>th</sup> dimension)

Student Growth Rating	Descriptors
Distinguished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> <li>• Teacher has crafted a high-quality Skill Statement</li> <li>• Teacher has set beginning of year skill profiles using multiple sources of data</li> <li>• Teacher has set student growth goals that reflect high expectations for students</li> <li>• Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed</li> <li>• Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth</li> <li>• <b>All or almost all of the students met their expected growth target and most exceeded their expected growth target</b></li> </ul>
Accomplished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> <li>• Teacher has crafted a quality Skill Statement</li> <li>• Teacher has set beginning of year skill profiles using multiple sources of data</li> <li>• Teacher has set student growth goals that reflect high expectations for students</li> <li>• Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed</li> <li>• Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth</li> <li>• <b>Significantly more than half of the students met their expected growth target and at least some exceeded their expected growth target</b></li> </ul>
Proficient	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> <li>• Teacher has crafted a quality Skill Statement</li> <li>• Teacher has set beginning of year skill profiles using multiple sources of data</li> <li>• Teacher has set student growth goals that reflect high expectations for students</li> <li>• Teacher has consistently monitored student progress, collected data, and used evidence of student work to make some adjustments to instructional strategies, as needed</li> <li>• Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth</li> <li>• <b>Approximately half of the students met their expected growth target</b></li> </ul>
Developing	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> <li>• Teacher has crafted an adequate Skill Statement</li> <li>• Teacher has set beginning of year skill profiles using minimal sources of data</li> <li>• Teacher has set student growth goals that reflect adequate expectations for students</li> <li>• Teacher has attempted to monitor student progress, collect data, and make some adjustments to strategies, although with limited success</li> <li>• Teacher has compiled a limited body of evidence or a body of evidence that unreliably documents students' end of year growth</li> <li>• <b>Significantly less than half of the student met their expected growth target</b></li> </ul>
Improvement Needed	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> <li>• Teacher has crafted an adequate Skill Statement</li> <li>• Teacher has set beginning of year preparedness levels using minimal sources of data</li> <li>• Teacher has set student growth goals that reflect adequate expectations for some students</li> <li>• Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success</li> <li>• Teacher has compiled a limited body of evidence that unreliably documents students' end of year growth</li> <li>• <b>Very few of the student met or exceeded their expected growth target</b></li> </ul>

**Appraiser Comments:**

The table below provides guidance for locating evidence to support evaluation of teachers' effectiveness on the criteria included in the rubric.

Rubric Criteria	Supporting evidence location
Quality of the Skill Statement	Skill Statement Success Criteria
Expectations for students	Targeted Skill Profile Success Criteria, and steps 3 and 4 on the SLO Form
Students meeting targeted growth	Completed Student Growth Tracker at the end of the SLO interval

### TIA Tip



For districts using SLOs as their student growth measure for TIA, consider using the chart below to align your SLO ratings to the [TIA Statewide Performance Standards for Student Growth](#).

% of Students who exceeded targeted growth (From SLO Growth Tracker)	% of students who met targeted growth (From SLO Growth Tracker)	SLO Teacher Rating Rubric Level	Alignment to TIA Statewide Performance Standards for Student Growth

Appraiser Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

