Sample 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 masterIdentifies an area of need pertaining to current students’ abilitiesIncludes 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 collectionExplicitly 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 studentsIncludes 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 assessedSpecifies a year-long/course-long interval of instruction | *The student growth goal:*Focuses on a standards-based skill that does not match enduring skill criteriaIdentifies a specific area of need, but lacks supporting data for current studentsIncludes both a growth target **and** a proficiency target, but fails to differentiate expected performance for one or both targetsUses measures that fail to clearly demonstrate performance for the identified skillSpecifies 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 needIncludes only a growth **or** a proficiency targetUses 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 developedIdentifies measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessedIncludes 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 standardsIdentifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessedIncludes 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 standardsIdentifies measures that only allow students to demonstrate competency of part, but not all aspects of the standards being assessedIncludes targets that are achievable, but fail to stretch attainability expectations  | *The student growth goal:*Is not congruent or appropriate for grade level/content area standardsIdentifies measures that do not assess the level of competency intended in the standardsIncludes 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 |