

Student Growth Rubric

Teacher demonstrates student growth between two points in time formally at least once during the school year.

Indicator	1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
Establishing Student Growth Goal(s) OSPI SG 3.1 and SG 6.1	Student growth goal for students is not measurable and/or is not aligned to grade level or content standards.	Student growth goal(s) are written for attainment during a determined period of time, are measurable and aligned with grade level or content standards.	Student growth goal(s) are written for attainment during a determined period of time, are measurable, aligned with grade level or content standards, and have a rationale that is based on student need.	Student growth goal(s) are written for attainment during a determined period of time. Goal(s) are measurable, aligned with grade level or content standards, are rigorous, represent student performance at 2 points in time and have a rationale that is based on student need as determined by student data.
Identification and Collection of Student Data Before, During, and After Learning OSPI SG 3.1 and SG 6.1	One or no forms of student data are identified and collected throughout the year.	Two forms of student data are identified and collected throughout the year and are aligned to the student growth goal(s). Standardized test scores are used to measure growth when relevant and available.	Three or more forms of student data are identified and collected throughout the year and are aligned to the student growth goal(s). Standardized test scores are used to measure growth when relevant and available.	Three or more forms of student data are identified and collected throughout the year and are aligned to the student growth goal(s). Data collected includes student voice. Standardized test scores are used to measure growth when relevant and available.
Achievement of Student Growth Goal(s) OSPI SG 3.2 and SG 6.2	Few students meet the learning goals. Evidence from student data supports the conclusion that few students met their growth goals.	Some students meet the learning goals. Evidence from a few forms of student data, that is aligned to the growth goals, support the conclusion that some students met their growth goals.	Most students meet or exceed the learning goals. Evidence from multiple forms of student data, that is aligned to the growth goals, support the conclusion that most students met their growth goals.	All or nearly all students meet or exceed the learning goals. Evidence from multiple forms of student data, that is aligned to the growth goals, support the conclusion that all students met their growth goals.
Analysis of Student Growth Process OSPI SG 8.1	The teacher cannot explain the goal that was set and why, and/or the outcome of learning.	Teacher can explain learning goal(s) that were set, the data that was used to measure the goal, and the outcome of the learning.	Teacher can explain learning goal(s) that were set and why, the data that was used to measure the goals, and the outcome of the learning for the targeted students, as part of a collaborative process.	Teacher can explain learning goal(s) that were set and why, the data that was used to measure the goals, the outcome of the learning for the targeted students, and a few considerations for future practice, as part of a collaborative process.