

Student Growth and Assessment Data Rubric – DRAFT

	Unsatisfactory	BASIC	Proficient	Distinguished
<p>What do we expect students to learn?</p> <p><i>Educators set rigorous & attainable goals based on student mastery of essential standards.</i></p> <p>5% of overall evaluation, % of the student growth and assessment data portion.</p>	<p>The teacher may not identify all priority standards within each unit as involving important information to which students should pay particular attention. The teacher may not provide a clearly stated learning goal(s) accompanied by scale(s) or rubric(s) that describes levels of performance relative to the (priority) learning goal(s). The educator set goals within the framework of an SLO that were not rigorous.</p> <ul style="list-style-type: none"> ● Does not provide clearly stated learning goal(s) for all priority standards. ● May not have articulated which content is critical. ● SLO growth targets have no clear evidence of attainable and rigorous. ● Educator failed to reach approvable status with the six required components of the SLO framework. 	<p>The teacher identifies (the priority standards within each unit) as involving important information to which students should pay particular attention. The teacher provides a clearly stated learning goal(s) accompanied by scale(s) or rubric(s) that describes levels of performance relative to the (priority) learning goal(s). The educator set somewhat rigorous and attainable goals within the framework of an SLO.</p> <ul style="list-style-type: none"> ● Signals to students which content is critical versus noncritical ● Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance ● The SLO identifies essential standards or competencies for the course. ● SLO growth targets are attainable (reasonable relative to past data) and may demonstrate slightly higher achievement based on past data or baseline data. 	<p>The teacher identifies (and clearly articulates the priority standards within each unit) as involving important information to which students should pay particular attention. (Marzano 1.6) The teacher provides a clearly stated learning goal(s) accompanied by scale(s) or rubric(s) that describes levels of performance relative to the (priority) learning goal(s). (Marzano 1.1) The educator set rigorous and attainable goals within the framework of an SLO (AIR 2015)</p> <ul style="list-style-type: none"> ● Signals to students which content is critical versus noncritical and monitors the extent to which students are attending to critical information. (Mz 1.6) ● Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students’ understanding of the learning goal(s) and levels of performance. (Mz 1.1) ● The SLO identifies priority standards or competencies for the course ● SLO growth targets represent high expectations and rigor (significantly higher achievement than past data or relative to state or national standards). ● The SLO growth targets are written in terms of mastery and attainability relative to past data. 	<p>The teacher identifies (and clearly articulates the priority standards within each unit) as involving important information to which students should pay particular attention. The teacher provides a clearly stated learning goal(s) accompanied by scale(s) or rubric(s) that describes levels of performance relative to the (priority) learning goal(s). The teacher facilitates tracking of student progress on all priority standards using a formative (or interim) approach to assessment The educator set rigorous and attainable goals within the framework of an SLO.</p> <ul style="list-style-type: none"> ● Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students’ understanding of the learning goal(s) and levels of performance for all priority standards. ● Facilitates tracking of student progress using a formative approach to assessment for all priority standards. (Mz 1.2) ● SLO growth targets represent high expectations and rigor (significantly higher achievement than past data or relative to state or national standards). ● The SLO growth targets are written in terms of mastery and attainability relative to past data.
<p>Examples may include:</p>	<p>Posted learning goal(s) of knowledge (not activity). Proficiency scale or rubric attached to learning goal. Students explain learning goal or rubric or proficiency scale. Students systematically update their status on the learning goal and can describe their status using the scale or rubric. Purpose provided for priority standards and tracking. Students can describe the level of importance of the information. (Marzano Teacher and Student Evidence for 1.1, 1.2, 1.6)</p>			

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<p>Student Impact according to attainment of the SLO</p> <p>½ of student growth & assessment data</p>	<p>Provided that the SLO growth target was both rigorous and attainable: Student data indicates that 60% or fewer of the targeted students met the growth target.</p>	<p>Provided that the SLO growth target was both rigorous and attainable: Student data indicates that 61-79% of the targeted students met the growth target.</p>	<p>Provided that the SLO growth target was both rigorous and attainable: Student data indicates that 80-89% of the targeted students met the growth target.</p>	<p>Provided that the SLO growth target was both rigorous and attainable: Student data indicates that 90% or more of the targeted students met the growth target.</p>

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<p>Dialogue though the PLC and SLO process across grade level or department</p> <p>5% of overall evaluation, ½ of the student growth and assessment data portion.</p>	<p>Teacher rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning.</p> <p>NOTE: All rubric language comes from the 5D Observation (PCC1 - Professional Learning and Collaboration with peers and administrators to improve student learning)</p>	<p>Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.</p>	<p>Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.</p>	<p>Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student and teacher learning. Teacher occasionally leads collaborative work.</p>
<p>Examples may include:</p>	<p style="color: red;">Data review with grade level, department or teaching partner, peer to peer collaborative feedback, lesson plans, action plans based on data review, assessment adjustments, adjustments to questioning to higher DOK levels due to collaboration, minutes or other evidence from late starts, SIP meetings, department meetings, common planning time, etc.; co-teaching, specific student team meetings i.e. SPED, meeting minutes, and many others.</p>			

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<p>How do we know students have learned the essential content?</p> <p><i>Utilization of assessments to determine mastery of essential content and inform teaching.</i></p> <p>5% of overall evaluation, % of the student growth and assessment data portion.</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p> <ul style="list-style-type: none"> ● The teacher gives no indication of what high-quality work looks like. ● The teacher makes no effort to determine whether students understand the lesson. ● Students receive no feedback, or feedback is global or directed to only one student. ● The teacher does not ask students to evaluate their own or classmates' work. <p style="color: blue; font-size: small;">NOTE: All rubric language comes from Danielson 2013 rubric 3d - Using Assessment in Instruction</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p> <ul style="list-style-type: none"> ● There is little evidence that the students understand how their work will be evaluated. ● The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. ● Feedback to students is vague, and not oriented toward future improvement of work. ● The teacher makes only minor attempts to engage students in self- or peer assessment. 	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p> <ul style="list-style-type: none"> ● The teacher makes the standards of high-quality work clear to students. ● The teacher elicits evidence of student understanding. ● Students are invited to assess their own work and make improvements; most of them do. ● Feedback includes specific and timely guidance, at least for groups of students. 	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p> <ul style="list-style-type: none"> ● Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. ● The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. ● Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. ● High quality feedback comes from many sources including teachers and peers; it is accurate and specific and advances learning
<p>Examples may include:</p>	<p style="color: red;">Specific examples for each of the four bullets: 1) Use of proficiency scales, rubrics, exemplars of student work, 2) Formative, interim and summative assessments (i.e. exit slips, clicker, plickers, Quizlet, Kahoot, quizzes, Quick Checks, DELTA, Unit Assessments, STAR, and others), 3) Students tracking data, opportunities for students to demonstrate their thinking, 4) Re-teaching lesson plan or other evidence, action plan from data dialogue and others.</p>			

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<p>How do we respond when students learn or don't learn the essential content?</p> <p><i>Teachers collect evidence of progress monitoring and how they responded to the data to drive instruction.</i></p> <p>5% of overall evaluation, % of the student growth and assessment data portion.</p>	<p>The teacher does not know whether a (unit) was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a (unit). (4a) When students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the (unit) even when students don't understand the content. (3e)</p> <ul style="list-style-type: none"> ● The teacher considers the (unit) but draws incorrect conclusions about its effectiveness. (4a) ● The teacher makes no suggestions for improvement. (4a) ● The teacher makes no attempt to adjust the (unit) in response to student confusion. (3e) ● In reflecting on practice, the teacher does not indicate that it is important to reach all students. (3e) ● Assessment results do not affect future plans. (1f) <p style="color: blue;">NOTE: Rubric language from Danielson combined portions of 3e and 4a primarily, with the modification from a lesson focus to a unit or course focus.</p>	<p>The teacher has a generally accurate impression of a (unit's) effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a (unit) could be improved. (4a) The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the (unit) in response to assessment is minimal or ineffective. (3e)</p> <ul style="list-style-type: none"> ● The teacher conveys to students a level of responsibility for their learning but also has uncertainty about how to assist them. (3e) ● The teacher has a general sense of whether or not instructional practices were effective. (4a) ● The teacher offers general modifications for future instruction. (4a) ● In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. (3e) ● Assessment results are used to design lesson plans for the whole class, not individual students. (1f) 	<p>The teacher makes an accurate assessment of a unit's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the unit is taught. (4a) Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning (3e) (the essential standards or competencies within the unit).</p> <ul style="list-style-type: none"> ● The teacher accurately assesses the effectiveness of instructional activities used.(4a) ● The teacher conveys to students that she has other approaches to try when the students experience difficulty. (3e) ● The teacher identifies specific ways in which instruction might be improved. (4a) ● Instructional plans indicate possible adjustments based on formative assessment data. (1f) 	<p>The teacher makes a thoughtful and accurate assessment of a (unit's) effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the (unit) and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action (4a) Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. (3e)</p> <ul style="list-style-type: none"> ● The teacher conveys to students that she won't consider a (unit) "finished" until every student understands (what is essential) and that she has a broad range of approaches to use. (3e) ● The teacher's assessment of the (unit) is thoughtful and includes specific indicators of effectiveness. (4a) ● The teacher's adjustments to the (unit), when they are needed, are designed to assist individual students (beyond the unit of instruction). (3e) ● In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. (3e) ● Formative assessment is well designed and includes student as well as teacher use of the assessment information. (1f)
<p>Examples may include:</p>	<p style="color: red;">Formative Assessments, Summative Assessments, Unit/Lesson plan notes & revisions, Reflection logs, PLC minutes, Walk-through notes, Administrative participation in PLC process (teacher invite), and others...</p>			