

Washington State Criteria Student Growth Rubrics
For Use in the 2013-14 School Year – Version 1.2



Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Student Growth 6.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
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).

Critical Attributes

<ul style="list-style-type: none"> Does not establish student learning goals Does not specify assessment(s) to monitor progress towards goal(s) 	<ul style="list-style-type: none"> Goals may be missing one or more of the following qualities: specific, measurable and time-bound Goals are not based on prior available student learning Goals partially aligned to content standards Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals. 	<ul style="list-style-type: none"> Goals are specific, measurable and time-bound Based on multiple sources of available data that reveal prior student learning Goals aligned to content standards Grain size of goal is appropriate for the context, instructional interval and content standard(s) Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area Identifies formative and summative measures aligned to learning targets to monitor progress towards goals 	<ul style="list-style-type: none"> Proficient Attributes and: Effort to Communicates (two-way)/Collaborates with other staff, families and/or students to establish goals specific to whole class learning needs Students articulate their understanding of their goals and progress toward goals
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Student Growth 6.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
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.