

## STUDENT GROWTH GOAL (SGG) RIGOR AND COMPARABILITY RUBRIC

SGG:

### PART A: SGG RIGOR RUBRIC - Analyze SGG by the following criteria:

	<input type="checkbox"/> ACCEPTABLE	<input type="checkbox"/> NEEDS REVISION
<b>SPECIFIC</b>	<p><i>Is the SGG results-oriented; includes both a growth target and a proficiency target?</i></p> <p>Includes growth and proficiency targets that establish and differentiate expected performance for ALL students (e.g. Special Educ./GT/ELL etc.) that are rigorous, but attainable with support</p>	<p>Includes targets that are achievable, but fail to differentiate expected performance for one or both targets.</p> <p>Includes only a growth or a proficiency target.</p> <p>Includes targets that do not articulate expectations AND/OR targets are not achievable</p>
<b>MEASURABLE</b>	<p><input type="checkbox"/> ACCEPTABLE</p> <p>Anchored in baseline data; identifies appropriate measures for mid-course, and end of year/course data</p> <p>Identifies multiple measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed</p>	<p><input type="checkbox"/> NEEDS REVISION</p> <p>Uses measures that fail to clearly demonstrate performance for the identified skill</p> <p>Or, uses no baseline data or uses irrelevant data</p> <p>The goal allows students to demonstrate competency of part, but not all aspects of the standards being assessed</p> <p>Or, does not assess the level of competency intended in the standards</p>
<b>APPROPRIATE</b>	<p><input type="checkbox"/> ACCEPTABLE</p> <p>Congruent to KCAS grade level standards (or international, national, state, local or industry recognized standards) appropriate for the grade level and content area for which it was developed</p> <p>Address critical content, enduring skill(s) which students are expected to master</p>	<p><input type="checkbox"/> NEEDS REVISION</p> <p>Congruent to content, but not aligned to grade level standards;</p> <p>Is not congruent or appropriate for grade level/content area standards</p> <p>Focuses on a standards-based skill that does not match enduring skill criteria.</p> <p>Goal:</p> <ul style="list-style-type: none"> <li>· is too narrow; focusing on a narrow skill or topic</li> <li>· is written in a general context and encompasses too much content</li> <li>· lists multiple enduring skills/overarching goals of adopted state standards</li> </ul>
<b>RELEVANT</b>	<p><input type="checkbox"/> ACCEPTABLE</p> <p>Identifies an area of need pertaining to current students' abilities</p>	<p><input type="checkbox"/> NEEDS REVISION</p> <p>Identifies a specific area of need, but lacks supporting data for current students; Or, is not focused on a specific area of need</p>
<b>TIME-BOUND</b>	<p><input type="checkbox"/> ACCEPTABLE</p> <p>Is appropriate for the instructional interval defined and explicitly states year-long/ course-long interval of instruction</p>	<p><input type="checkbox"/> NEEDS REVISION</p> <p>Specifies less than/more than a year-long/course interval of instruction</p> <p>Or, fails to specify an interval of instruction</p>

**PART B: COMPARABILITY OF SGG ASSESSMENTS – Analyze SGG Assessments by the following criteria:**

<b>SPECIFIC</b>	Are assessments <b>congruent</b> to the standards identified in the SGG?	<input type="checkbox"/> <b>ACCEPTABLE</b> Aligns all assessment items (performances, tasks, questions) to the content standards identified in the SGG.	<input type="checkbox"/> <b>NEEDS REVISION</b> “Loosely” aligned or, there is little to no evidence of congruency of assessment items to the content standards identified in the SGG.
<b>MEASURABLE</b>	Are <b>multiple items</b> used to measure if/when specific standards have been met?	<input type="checkbox"/> <b>ACCEPTABLE</b> The SGG is assessed using multiple items to determine if/when standards have been ‘met’.	<input type="checkbox"/> <b>NEEDS REVISION</b> Some of the SGG learning content is assessed using multiple items to determine if/when standards have been ‘met’.
<b>APPROPRIATE</b>	Is the data collected <b>comparable</b> across similar classrooms, subjects, schools across the district?	<input type="checkbox"/> <b>ACCEPTABLE</b> Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills.	<input type="checkbox"/> <b>NEEDS REVISION</b> For similar classrooms, data collected for the student growth goal does not reflect common criteria used to determine progress.
<b>‘RELEVANT’</b>	Are assessments <b>rigorous</b> but attainable?	<input type="checkbox"/> <b>ACCEPTABLE</b> Assessment includes test items that are varied in difficulty.	<input type="checkbox"/> <b>NEEDS REVISION</b> Assessment includes test items that are too low or too high in difficulty.
<b>‘TIME-BOUND’</b>	Is the <b>duration</b> of the assessment appropriate?	<input type="checkbox"/> <b>ACCEPTABLE</b> Assessment includes an adequate amount of questions to assess student knowledge of the critical content/enduring skill.	<input type="checkbox"/> <b>NEEDS REVISION</b> Assessment includes a limited or excessive amount of questions to assess student knowledge of the critical content/enduring skill.

**PART C: TEXT-COMPLEXITY (as appropriate to identified SGG)**

Do assessments use on-level <b>Text Complexity</b> ?	<input type="checkbox"/> <b>ACCEPTABLE</b> Assessment includes on-level passage based text and prompts.	<input type="checkbox"/> <b>NEEDS REVISION</b> Assessment includes passage based texts and prompts that are below or above level.
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**SGG RIGOR AND COMPARABILITY REVIEW**

<b>Date:</b> _____	<b>Teacher:</b> _____
<b>Date:</b> _____	<b>Peer Reviewer:</b> _____
	<b>SGG Rigor:</b> _____
	<b>SGG Comparability:</b> _____
	<b>Text-Complexity (if applicable):</b> _____
<b>SGG Approval</b>	
<b>Date:</b> _____	<b>Principal:</b> _____
	<b>SGG (Approval or needs revision):</b> _____