# Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

## Student Growth 3.1: Establish Student Growth Goal(s)

<table>
<thead>
<tr>
<th>Unsatisfactory – 1</th>
<th>Basic – 2</th>
<th>Proficient – 3</th>
<th>Distinguished – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
</tr>
</tbody>
</table>

### Critical Attributes

- **Does not establish student learning goal(s)**
  - Identification of subgroups is partially aligned to data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable)
  - 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.

- **Does not specify assessment(s) to monitor progress towards goal(s)**
  - Identification of subgroups uses data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable)
  - 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

## Student Growth 3.2: Achievement of Student Growth Goal(s)

<table>
<thead>
<tr>
<th>Unsatisfactory – 1</th>
<th>Basic – 2</th>
<th>Proficient – 3</th>
<th>Distinguished – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth or achievement data from at least two points in time shows no evidence of growth for most students.</td>
<td>Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.</td>
<td>Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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Improving Student Learning Through Improved Teaching and Leadership

(Updated 8/19/13)
# 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)

<table>
<thead>
<tr>
<th>Unsatisfactory – 1</th>
<th>Basic – 2</th>
<th>Proficient – 3</th>
<th>Distinguished – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>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).</td>
<td>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).</td>
<td>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).</td>
</tr>
</tbody>
</table>

### Critical Attributes

- Does not establish student learning goals
- Does not specify assessment(s) to monitor progress towards goal(s)

<table>
<thead>
<tr>
<th></th>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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.

- 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

### 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

## Student Growth 6.2: Achievement of Student Growth Goal(s)

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(Updated 8/21/13)
### Washington State Criteria Student Growth Rubrics
For Use in the 2013-14 School Year – Version 1.2

**Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.**

#### Student Growth 8.1: Establish Team Student Growth Goal(s)

<table>
<thead>
<tr>
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<th>Distinguished – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
</tr>
</tbody>
</table>

#### Critical Attributes

- Team does not establish goal(s) for student learning
- Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound
- Teacher does not communicate with team regarding team goals or plans
- Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s)
- Teacher undermines team’s ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment
- Team goal(s) or measures are established without consensus
- Team goal is missing one or more of the following qualities: specific, measurable, time-bound
- Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval or content standard(s)
- Team goal is not connected to a significant impact on student learning of content
- Teacher’s communication with team is inconsistent regarding team goals and plans
- Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s)
- Teacher rarely shares reflection on instruction to achieve team goal(s)
- Teacher demonstrate inconsistent follow-through with team decisions regarding instruction and assessment
- Team goal(s) and measures are decided collaboratively
- Team goal(s) are specific, measurable and time-bound
- Team goal(s) are appropriate for context, instructional interval and content standard(s)
- Team goal(s) demonstrate significant impact on student learning of content (transferable skills)
- Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring
- Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning
- Teacher engages in data-based reflection with team and adjusts practice accordingly
- Teacher implements team decisions regarding instruction and assessment
- Team goal(s) and measures are decided collaboratively
- Team goal(s) are specific, measurable and time-bound
- Team goal(s) are appropriate for context, instructional interval and content standard(s)
- Goal(s) demonstrate significant impact on student learning of content (transferable skills)
- Teacher helps develop other team members’ capacity to be effective
- Teacher regularly makes his/her practice public by sharing models and facilitating data processes
- Teacher promotes reflective analysis among team
- Teacher shares a wide range of resources to build and sustain support for team goals

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(Updated 8/19/13)