

Student Achievement Goals Rubrics 2014/15

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
Determining Needs	<ul style="list-style-type: none"> • Uses no data to determine an area of focus • Chooses a focus that is irrelevant 	<ul style="list-style-type: none"> • Uses general data to determine an area of focus • Chooses a focus that is either too broad or too narrow 	<ul style="list-style-type: none"> • Uses relevant data to determine an area of focus • Chooses a focus that is neither too broad nor too narrow 	<i>Meets the attributes of Proficient and:</i> <ul style="list-style-type: none"> • Chooses a focus that is critical
Creating Goals	<ul style="list-style-type: none"> • Is not based on learner achievement • Does not use the SMART criteria • Has no rigor 	<ul style="list-style-type: none"> • Is based mostly on learner achievement • Uses the SMART criteria • Has moderate rigor 	<ul style="list-style-type: none"> • Is based on learner achievement • Uses the SMART criteria • Has significant rigor 	<i>Meets the attributes of Proficient and:</i> <ul style="list-style-type: none"> • Includes expected growth for all learners (i.e. a tiered goal)
Action Plan	<ul style="list-style-type: none"> • Does not choose any instructional strategy • Does not base strategy on best practice 	<ul style="list-style-type: none"> • Chooses an effective instructional strategy • Bases strategy on best practice 	<ul style="list-style-type: none"> • Chooses several effective instructional strategies • Bases all of strategies on best practices 	<i>Meets the attributes of Proficient and:</i> <ul style="list-style-type: none"> • Differentiates instructional strategies to meet the needs of all learners
Monitoring Student Progress	<ul style="list-style-type: none"> • Conducts no formative assessments • Makes no modifications to instruction based on assessments 	<ul style="list-style-type: none"> • Conducts few formative assessments • Makes limited modifications to instruction based on assessments 	<ul style="list-style-type: none"> • Conducts frequent formative assessments • Makes modifications to instruction based on assessments 	<i>Meets the attributes of Proficient and:</i> <ul style="list-style-type: none"> • Makes modifications that differentiate instruction at the individual level
Reflection	<ul style="list-style-type: none"> • Engages in no self-reflection • Makes no suggestions for how instruction could be improved • Does not use reflection to make decisions for upcoming instruction 	<ul style="list-style-type: none"> • Engages in limited self-reflection • Makes general suggestions about how instruction could be improved • Uses reflection to make general decisions for upcoming instruction 	<ul style="list-style-type: none"> • Engages in meaningful self-reflection • Makes specific suggestions of how instruction could be improved • Uses reflection to make essential decisions for upcoming instruction 	<i>Meets the attributes of Proficient and:</i> <ul style="list-style-type: none"> • Shares reflection and collaborates with others to increase teaching effectiveness for upcoming instruction
Results	Goal was met. <div style="display: inline-block; width: 150px; text-align: center;"> <input type="checkbox"/> YES </div> <div style="display: inline-block; width: 150px; text-align: center;"> <input type="checkbox"/> NO </div>			

- **Learner** refers to students or the individuals whom you serve.
- **Instruction/instructional** refers to the strategies you use to meet the needs of the learners.
- **Rigor** refers to the amount of appropriate action needed by the teacher to achieve the goal.