

## Seattle Public Schools Certificated Teacher Student Growth Rubrics Form

<b>Student Growth 3.1: <i>Establish Student Growth Goal(s)</i></b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
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).	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).	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).	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).
<b>Rating</b>			
<b>Evidence and Comments</b>			

<b>Student Growth 3.2: <i>Establish Student Growth Goal(s)</i></b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
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.
<b>Rating</b>			
<b>Evidence and Comments</b>			

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<b>Student Growth 6.1: Establish Student Growth Goal(s)</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
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).
<b>Rating</b>			
<b>Evidence and Comments</b>			

<b>Student Growth 6.2: Achievement of Student Growth Goal(s)</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
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.
<b>Rating</b>			
<b>Evidence and Comments</b>			

## Seattle Public Schools Certificated Teacher Student Growth Rubrics Form

<b>Student Growth 8.1: Establish Team Student Growth Goal(s)</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
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.	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.	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.	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.
<b>Rating</b>			
<b>Evidence and Comments</b>			

<b>Employee Acknowledgement &amp; Signatures (Employee Signature is Only an Indication of Receipt)</b>		
<b>Evaluator Signature</b>		<b>Date:</b>
<b>Employee Signature</b>		<b>Date:</b>