

Student Growth Objectives: Quality Rating Rubric

Excellent	Good	Fair	Inadequate
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NUMBER OF STUDENTS/INTERVAL OF INSTRUCTION

Number of students included in combined SGOs represent all or a large majority of the teacher's students ¹	Number of students included in the SGOs combined represent at least half of the teacher's students	Number of students included in the SGOs combined represent at least quarter of the teacher's students	Number of students included in the SGOs combined represent less than a quarter of the teacher's students
Selects start and stop dates that include a significant proportion ² of the school year/course length	Selects start and stop dates that include the majority of the school year/course length	Selects start and stop dates that include some of the school year/course length	Selects start and stop dates that include little of the school year/course length

RATIONALE FOR STUDENT GROWTH OBJECTIVE/STANDARDS CHOSEN

Names the NJCCCS group addressed by the SGO and references content at the most specific level of applicable standards	Names the NJCCCS group addressed by the SGO and references content at a general level of applicable standards	Names the NJCCCS group addressed by the SGO	Does not name standards addressed by the SGO
Includes a significant proportion of standards for which the teacher is responsible during the instructional period ³	Includes the majority of standards for which the teacher is responsible during the instructional period	Includes some of the standards for which the teacher is responsible during the instructional period	Includes few of the standards for which the teacher is responsible during the instructional period
Articulates how the majority of selected standards are critical to enduring understanding of the subject area, success in future classes, and readiness in college and career	Articulates how some selected standards are critical to enduring understanding of the subject area, success in future classes, and readiness in college and career	Articulates how some selected standards lead to future success	Does not justify how the standards chosen lead to future success or does so poorly

BASELINE DATA

Multiple, high quality measures are used to thoroughly determine students' starting points and select standards to include in the SGO	Multiple measures are used to determine students' starting points, the quality of which may vary	A single measure of high quality is used to determine students' starting points	A single measure of low quality is used to determine students' starting points
Pre-assessments, if used, are administered fairly and provide a rigorous and accurate measure of the skills and content knowledge a student needs to succeed in the course	Pre-assessments, if used, are administered fairly and provide an adequate measure of the skills and content knowledge a student needs to succeed in the course	Pre-assessments, if used, provide some information about the needs or starting points of a student	Pre-assessments, if used, provide little or no information about the needs or starting points of a student

This two page rubric is a teaching tool that may be used by teachers and administrators to work towards producing high quality SGOs. This rubric describes activities and components of high quality SGOs that align with guidance documents and presentations previously published by the Department. The State requirements for SGOs can be found in regulations at NJAC 6A:10-4.2(e). **Any score generated using this rubric cannot be used as part of a teacher's required evaluation rating.**

¹ For teachers in tested subjects and grades, their SGP rating includes a significant number of standards and students. Therefore, the SGOs in these cases may address a more targeted student group, content area or set of skills. SGOs may be designed to reinforce standards required for success on the NJ ASK or address areas that may be normally overlooked.

² Significant: somewhere between 51 and 100%; deliberately leaves room to allow districts to make choices appropriate for their local contexts.

³ See footnote 1 above

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ASSESSMENTS			
Aligns all items ⁴ to the selected standards	Aligns most items to the selected standards	Aligns some items to the selected standards	Aligns few or no items to the selected standards
All selected standards have at least one assessment item. All critical standards ⁵ have multiple items	Most selected standards have at least one assessment item. Most critical standards have multiple items	Some selected standards have at least one assessment item. Some critical standards have multiple items	Few or no selected standards have an assessment item. Critical standards are not identified or do not have multiple items
Challenges students with many high quality higher-order items comprising a majority of the assessment(s)	Challenges students with many higher-order items	Challenges students with some higher-order items	Challenges students with few or no higher-order items
Includes rubrics, scoring guides, and/or answer keys for all items , all of which are accurate, clear, and thorough	Includes rubrics, scoring guides, and/or answer keys for all items , most of which are accurate, clear, and thorough	Includes rubrics, scoring guides, and/or answer keys for some items , most of which are accurate, clear, and thorough	Includes rubrics, scoring guides, and/or answer keys for some items , few or none of which are accurate, clear, and thorough
Provides all students multiple opportunities and/or assessment types to demonstrate learning of the selected standards	Provides all students adequate opportunities to demonstrate learning of the selected standards	Provides all students limited opportunities to demonstrate learning of the selected standards	Provides limited opportunities to demonstrate learning of the selected standards to only a few students.
STUDENT GROWTH OBJECTIVES/SCORING PLAN			
Baseline data are used thoughtfully to set high quality targets for all students	Baseline data are used to set targets for all students	Baseline data are used to set targets for most students	Baseline data are not used, or are used poorly, to set targets for students
Student achievement and/or growth targets are differentiated to be ambitious and achievable for all or nearly all students	Student achievement and/or growth targets are differentiated to be ambitious and achievable for a majority of students	Student achievement and/or growth targets are differentiated to be ambitious and achievable for some students	Student achievement and/or growth targets are not differentiated or are set too low
Scoring range for "full attainment" accurately reflects a teacher's considerable impact on student learning. It is justified by analysis of baseline data and the rigor of the assessment	Scoring range for "full attainment" reflects a teacher's considerable impact on student learning. It is implied by presented baseline data and the rigor of the assessment	Scoring range for "full attainment" reflects less than a teacher's considerable impact on student learning. It may not be reflected by baseline data and the rigor of the assessment	Scoring range for "full attainment" is too low or too high to accurately represent a teacher's considerable impact on student learning
COLLABORATION/COMPARABILITY			
Most or all key decisions ⁶ were made collaboratively between teachers. A common assessment is in use ⁷	Most or all key decisions were made collaboratively between teachers. A common assessment is not in use	Some key decisions were made collaboratively between teachers. A common assessment may be in use.	Few or no key decisions are made collaboratively by teachers . A common assessment is not in use

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⁴ Items: Performance-based or portfolio tasks, or questions on an assessment that measure learning

⁵ Critical standards: Those that lead to enduring understanding and/or future success in school/college/career

⁶ Key Decisions: Those that surround assessment development, baseline measures, and scoring plan parameters, etc.

⁷ In cases of teachers who teach the only course of a particular type that is offered, this component can be used to assess general collaboration within a department or team