

# SGO Quality Rating Rubric

Excellent	Good	Fair	Inadequate	
<b>RATIONALE FOR SGO/STANDARDS CHOSEN</b>				
Includes <b>all or most</b> standards for which the teacher is responsible during the instructional period. <sup>1</sup>	Includes <b>at least half of</b> the standards for which the teacher is responsible during the instructional period.	Includes <b>some of the standards</b> for which the teacher is responsible during the instructional period.	Includes <b>few of the standards for which the teacher is responsible during the instructional period.</b>	<a href="#">SGO Guidebook Effective Assessments Module</a> <a href="#">Assessment Design Modules</a> <a href="#">SGO Exemplars</a>
Articulates how the <b>majority of selected standards</b> are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Articulates how some selected standards are <b>critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.</b>	<b>Articulates how some selected standards</b> lead to future success.	Does not <b>justify how the standards chosen lead to future success</b> or does so poorly.	<a href="#">SGO Guidebook SGO 2.1 Presentation</a> <a href="#">Assessment Design Modules</a> <a href="#">SGO Exemplars</a>
<b>ASSESSMENTS</b>				
Aligns <b>all items</b> <sup>2</sup> to the chosen standards taught during the SGO period. <b>All</b> critical standards <sup>3</sup> have multiple items.	Aligns <b>most items</b> to the chosen standards taught during the SGO period. <b>Most</b> critical standards have multiple items.	Aligns <b>some items</b> to the chosen standards <b>taught during the SGO period.</b> <b>Some</b> critical standards have <b>multiple items.</b>	Aligns few or no <b>items to the chosen standards.</b> <b>Critical standards</b> are not <b>identified and have few items.</b>	<a href="#">SGO Guidebook SGO 2.1 Presentation</a>
Range of rigor <b>accurately</b> reflects rigor of instruction, content, and skills of course.	Range of rigor <b>mostly</b> reflects rigor of instruction, content, and skills of course.	Range of rigor <b>somewhat</b> reflects rigor of instruction, content, and skills of course.	<b>Range of rigor</b> does not <b>reflect rigor of instruction, content, and skills of course.</b>	<a href="#">SGO Guidebook SGO 2.1 Presentation</a> <a href="#">Assessment Design Modules</a>
<b>Highly accessible</b> to all students regardless of background knowledge, cultural differences, or special needs.	<b>Mostly accessible</b> to all students regardless of background knowledge, cultural differences, or special needs.	<b>Somewhat accessible</b> to all students regardless of background knowledge, cultural differences, or special needs.	<b>Disadvantages certain students</b> because of <b>background knowledge, cultural differences, or special needs.</b>	<a href="#">SGO Guidebook SGO 2.1 Presentation</a> <a href="#">Assessment Design Modules</a>
Assessment design is <b>consistently</b> high quality. Includes rubrics, scoring guides, and/or answer keys for all items, <b>all of which</b> are accurate, clear, and thorough.	Assessment design is <b>mostly</b> high quality. Includes rubrics, scoring guides, and/or answer keys for <b>all items, most of which</b> are accurate, clear, and thorough.	Assessment design is of <b>moderate</b> quality. <b>Includes rubrics, scoring guides, and/or answer keys for some items, most of which are accurate, clear, and thorough.</b>	<b>Assessment design is of low quality in virtually all aspects of design.</b>	<a href="#">SGO Exemplars Effective Assessment Module</a> <a href="#">Assessment Design Modules</a>
Teachers of the same subject matter /grade level <b>use a common summative assessment</b> <sup>4</sup>	Teachers of the same subject matter/grade level's summative assessments <b>are similar but not the same.</b>	Teachers of the same subject matter/grade level's <b>summative assessments of the same standards are different.</b>	<b>Teachers of the same subject matter/grade level assess different standards in different ways.</b>	<a href="#">Effective Assessment Module</a> <a href="#">Collaborative Teams Toolkit</a> <a href="#">SGO 2.1 Presentation</a> <a href="#">SGO Guidebook</a>

<sup>1</sup> For teachers in tested subjects and grades, their mSGP rating includes a significant number of standards and students. Therefore, their SGOs may address a more targeted student group, content area or set of skills. SGOs may be designed to reinforce standards measured on PARCC or address subjects not included in the state test.

<sup>2</sup> Items: Performance-based or portfolio tasks, or questions on an assessment that measure learning.

<sup>3</sup> Critical standards: Those that lead to enduring understanding and/or future success in school/college/career/life.

<sup>4</sup> 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.

# SGO Quality Rating Rubric

Excellent	Good	Fair	Inadequate	Resources
<b>COLLABORATION</b>				
<b>Most, or all,</b> key decisions <sup>5</sup> were made collaboratively between teachers (and/or teachers and administrators).	<b>Many</b> key decisions were made collaboratively between teachers (and/or teachers and administrators).	<b>Some</b> key decisions were made collaboratively between teachers (and/or teachers and administrators).	Few or no <b>key decisions are made collaboratively by teachers (and/or teachers and administrators).</b>	<a href="#">SGO Guidebook</a> <a href="#">SGO 2.1 Presentation</a> <a href="#">Collaborative Teams Toolkit</a> <a href="#">SGO Integration Tool</a> <a href="#">Mid Course Check In</a>
<b>TRACKING PROGRESS AND REFINING INSTRUCTION</b>				
Standards are assessed in a way that growth is logically measured and is regularly monitored <b>with instruction adjusted accordingly</b> throughout the school year.	Standards are assessed in a way that growth is logically measured and <b>is regularly monitored</b> throughout the school year.	Standards are assessed in a way that <b>growth is logically measured logically</b> throughout the school year.	Standards are assessed in a way that growth cannot be measured or monitored until the summative assessment is given.	<a href="#">SGO Guidebook</a> <a href="#">SGO 2.1 Presentation</a> <a href="#">Collaborative Teams Toolkit</a> <a href="#">SGO Integration Tool</a> <a href="#">Effective Assessments Module</a> <a href="#">Data-Driven Decisions Module</a> <a href="#">Assessing and Adjusting SGOs</a>
Common assessments are used as checkpoints in measuring growth. <sup>6</sup>	Common assessments are used in measuring growth.	Common assessments are <b>rarely used</b> in measuring growth.	<b>Commons assessments</b> are not in use in measuring growth.	<a href="#">Collaborative Teams Toolkit</a> <a href="#">Effective Assessments Module</a> <a href="#">Data-Driven Decisions Module</a>
<b>STARTING POINTS/SCORING PLAN</b>				
Multiple, <b>high quality</b> measures of baseline data are used to determine student starting points.	<b>Multiple</b> measures of baseline data, the <b>quality of which may vary</b> , are used to determine student starting points.	A single measure of <b>high quality</b> is used to determine student starting points.	<b>A single measure</b> of low quality <b>is used to determine student starting points.</b>	<a href="#">SGO Guidebook</a> <a href="#">SGO Exemplars</a> <a href="#">SGO Excel Scoring and Tracking Workbook</a>
Student learning targets are differentiated to be ambitious and achievable for <b>all or nearly all students.</b>	Student learning targets are differentiated to be ambitious and achievable for a <b>majority of students.</b>	Student learning targets <b>are differentiated to be ambitious and achievable for some students.</b>	<b>Student learning targets</b> are not differentiated or are set too low.	<a href="#">SGO Guidebook</a> <a href="#">SGO Exemplars</a> <a href="#">SGO Excel Scoring and Tracking Workbook</a>
“Full attainment” <b>accurately reflects</b> a teacher’s <b>considerable</b> impact on student learning. . “Exceptional attainment” <b>clearly exceeds the objective set.</b>	“Full attainment” <b>somewhat reflects</b> a teacher’s impact on student learning. “Exceptional attainment” <b>of the SGO does little to reflect the teacher’s impact on student learning.</b>	“Full attainment” <b>loosely reflects</b> a teacher’s impact on student learning. <b>“Exceptional” was easily attained by a less than ambitious scoring plan.</b>	<b>“Full attainment”</b> is too low or too high to accurately <b>represent a teacher’s considerable</b> impact on student learning.	<a href="#">SGO Guidebook</a> <a href="#">SGO Exemplars</a> <a href="#">SGO Excel Scoring and Tracking Workbook</a> <a href="#">Assessing and Adjusting SGOs</a>
Scoring range is <b>justified by analysis</b> of baseline data and the rigor of the assessment	Scoring range is <b>implied</b> by presented baseline data and the rigor of the assessment.	Scoring range is <b>somewhat</b> reflected by baseline data and the rigor of the assessment.	<b>Scoring range is not reflected by baseline data and the rigor of the assessment.</b>	<a href="#">SGO Guidebook</a> <a href="#">SGO Exemplars</a> <a href="#">SGO Excel Scoring and Tracking Workbook</a>

<sup>5</sup> Key Decisions: Those that surround assessment development, baseline measures, data-driven instruction, scoring plan parameters, etc. Key decisions should follow the guidance offered in the SGO Integration Tool.

<sup>6</sup> See footnote 4.