

SGO Quality Rating Rubric

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

¹ 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.

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

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

⁴ 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
COLLABORATION				
Most, or all, key decisions ⁵ were made collaboratively between teachers (and/or teachers and administrators).	Many key decisions were made collaboratively between teachers (and/or teachers and administrators).	Some key decisions were made collaboratively between teachers (and/or teachers and administrators).	Few or no key decisions are made collaboratively by teachers (and/or teachers and administrators).	SGO Guidebook SGO 2.1 Presentation Collaborative Teams Toolkit SGO Integration Tool Mid Course Check In
TRACKING PROGRESS AND REFINING INSTRUCTION				
Standards are assessed in a way that growth is logically measured and is regularly monitored with instruction adjusted accordingly throughout the school year.	Standards are assessed in a way that growth is logically measured and is regularly monitored throughout the school year.	Standards are assessed in a way that growth is logically measured logically throughout the school year.	Standards are assessed in a way that growth cannot be measured or monitored until the summative assessment is given.	SGO Guidebook SGO 2.1 Presentation Collaborative Teams Toolkit SGO Integration Tool Effective Assessments Module Data-Driven Decisions Module Assessing and Adjusting SGOs
Common assessments are used as checkpoints in measuring growth. ⁶	Common assessments are used in measuring growth.	Common assessments are rarely used in measuring growth.	Commons assessments are not in use in measuring growth.	Collaborative Teams Toolkit Effective Assessments Module Data-Driven Decisions Module
STARTING POINTS/SCORING PLAN				
Multiple, high quality measures of baseline data are used to determine student starting points.	Multiple measures of baseline data, the quality of which may vary , are used to determine student starting points.	A single measure of high quality is used to determine student starting points.	A single measure of low quality is used to determine student starting points.	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook
Student learning targets are differentiated to be ambitious and achievable for all or nearly all students.	Student learning targets are differentiated to be ambitious and achievable for a majority of students.	Student learning targets are differentiated to be ambitious and achievable for some students.	Student learning targets are not differentiated or are set too low.	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook
“Full attainment” accurately reflects a teacher’s considerable impact on student learning. . “Exceptional attainment” clearly exceeds the objective set.	“Full attainment” somewhat reflects a teacher’s impact on student learning. “Exceptional attainment” of the SGO does little to reflect the teacher’s impact on student learning.	“Full attainment” loosely reflects a teacher’s impact on student learning. “Exceptional” was easily attained by a less than ambitious scoring plan.	“Full attainment” is too low or too high to accurately represent a teacher’s considerable impact on student learning.	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook Assessing and Adjusting SGOs
Scoring range is justified by analysis of baseline data and the rigor of the assessment	Scoring range is implied by presented baseline data and the rigor of the assessment.	Scoring range is somewhat reflected by baseline data and the rigor of the assessment.	Scoring range is not reflected by baseline data and the rigor of the assessment.	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook

⁵ 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.

⁶ See footnote 4.