

### SLG Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in order to approve them. For an SLG goal to be approved, all criteria must be met.

| Baseline Data   | Yes | No |
|---|-----|----|
| Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?  |     |    |
| Student Learning and Growth Goals   |     |    |
| Is the SLG goal written as a “growth” goals vs. “achievement” goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.) |     |    |
| Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?   |     |    |
| Rigor of Goals  |     |    |
| Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?   |     |    |
| Is the SLG goal measurable and challenging, yet attainable?   |     |    |

### SLG Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and supervisor/evaluator. This rubric applies to both teacher and administrator evaluations.

|                             |  |
|-----------------------------|--|
| Level 4<br><i>(Highest)</i> | This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.   |
| Level 3                     | This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students. |
| Level 2                     | This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.   |
| Level 1<br><i>(Lowest)</i>  | This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous.<br><br>This category also applies when results are missing or incomplete.  |