

RUBRIC FOR STUDENT LEARNING OBJECTIVES

<i>APPROVAL</i>		<i>NEEDS REVISION</i>	
<i>LEVEL 4</i>	<i>LEVEL 3</i>	<i>LEVEL 2</i>	<i>LEVEL 1</i>
<p><i>Indicates expert use of data, rigorous goal-setting based on student and community strengths and needs, incorporates appropriate valid/reliable assessments, considers teacher's own prior performance, and demonstrates alignment with campus improvement goals.</i></p>	<p><i>Indicates good use of data and acceptable level of rigor for students, considers teacher's prior performance, and utilizes appropriate assessments, but is not aligned with broader campus goals and does not incorporate the strengths of students or the school community.</i></p>	<p><i>Suggests superficial use of data, is minimally rigorous for students and the teacher, uses related but unproven assessments, and does not incorporate the goals of the campus or the strengths of students or the school community.</i></p>	<p><i>Represents ineffective use of data, is not rigorous for students or the teacher, does not support the campus goals, utilizes inappropriate assessment, and does not consider strengths of students or the school community.</i></p>
<p>Needs Assessment/Rationale: What are the needs?</p>			
<ul style="list-style-type: none"> ■ Campus data are reviewed for areas of strength and need (within subject area, within grade level, within student group, examining the Campus Improvement Plan (CIP), etc.). ■ Classroom data are reviewed for areas of strength and need (by subject area, by student group, by concepts/skills/behavior). 	<ul style="list-style-type: none"> ■ Classroom data are reviewed for areas of strength and need (by subject area, by student group, by concepts/skills/behavior). ■ Campus needs and strengths are not incorporated. 	<ul style="list-style-type: none"> ■ Classroom data are reviewed for areas of need, but needs of specific student groups are not examined in depth, and strengths are not identified. ■ Campus needs and strengths are not incorporated. 	<ul style="list-style-type: none"> ■ Classroom data are not used to identify student needs. ■ Campus needs and strengths are not incorporated.
<p>Learning Content/Context and Student Group: What and who is targeted?</p>			
<ul style="list-style-type: none"> ■ Targets specific academic concepts, skills, or behaviors based on TEKS/TAKS Objective ■ Targets the needs of the identified population ■ Considers demonstrated strengths of identified population, as well as classroom & school community ■ Targets year-long (or semester-long) concepts, skills, or behaviors ■ Supports goals of the Campus Improvement Plan (CIP) 	<ul style="list-style-type: none"> ■ Targets specific academic concepts, skills, or behaviors based on TEKS/ TAKS Objective ■ Targets the needs of the identified population. ■ Considers demonstrated strengths of identified population, as well as classroom & school community. ■ Targets year-long (or semester-long) concepts, skills, or behaviors. ■ CIP Goals are not incorporated. 	<ul style="list-style-type: none"> ■ Targets specific academic concepts, skills, or behaviors based on TEKS/TAKS Objective ■ Targets year-long (or semester-long) concepts, skills, or behaviors. ■ Does not target the needs of all students in the identified population. ■ Does not consider the strengths of the identified population, classroom, or school community. ■ CIP Goals are not incorporated. 	<ul style="list-style-type: none"> ■ Does not target concepts, skills, or behaviors based on TEKS/TAKS Objective ■ Does not target year-long (or semester-long) concepts, skills, or behaviors. ■ Does not target the needs of all students in the identified population. ■ Does not consider the strengths of the identified population, classroom, or school community. ■ CIP Goals are not incorporated.

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Learning Objective: What will students learn?			
<ul style="list-style-type: none"> ■ Based on the identified student needs. ■ Supports goals of the CIP. ■ Is rigorous. ■ Is a good example of ongoing, reflexive practice. ■ Provides clear focus for instruction and assessment. ■ Is measurable. ■ Reflects strengths of students and school community. 	<ul style="list-style-type: none"> ■ Based on the identified student needs. ■ Is rigorous. ■ Is a good example of ongoing, reflexive practice. ■ Provides clear focus for instruction and assessment. ■ Is measurable. ■ Reflects strengths of students and school community. ■ Does not relate to goals of CIP. 	<ul style="list-style-type: none"> ■ Based on the identified student needs of some students. ■ Provides clear focus for instruction and assessment. ■ Is measurable. ■ Does not reflect strengths of students and school community. ■ Does not relate to goals of CIP. ■ Is not rigorous. ■ Is not a good example of ongoing, reflexive practice. 	<ul style="list-style-type: none"> ■ Does not consider student needs. ■ Does not provide a clear focus for instruction. ■ Is not measurable. ■ Does not reflect strengths of students and school community. ■ Does not relate to goals of CIP. ■ Is not rigorous. ■ Is not a good example of ongoing, reflexive practice.
Outcome Assessment: How will you know whether they learned it?			
<ul style="list-style-type: none"> ■ Aligns with the targeted learning content area. ■ Relationship with learning objective is apparent. ■ Has been demonstrated as reliable and valid for targeted students. ■ Follows guidelines for appropriate assessments. 	<ul style="list-style-type: none"> ■ Aligns with the targeted learning content area. ■ Relationship with learning objective is apparent. ■ Follows guidelines for appropriate assessments. ■ Has not been demonstrated as reliable and valid for targeted students. 	<ul style="list-style-type: none"> ■ Aligns with the targeted learning content area. ■ Relationship with learning objective is minimally apparent. ■ Does not follow guidelines for appropriate assessments. ■ Has not been demonstrated as reliable and valid for targeted students. 	<ul style="list-style-type: none"> ■ Does not align with the targeted learning content area. ■ Does not follow guidelines for appropriate assessments. ■ Has not been demonstrated as reliable and valid for targeted students.
Performance Target: What is your goal for student achievement?			
<ul style="list-style-type: none"> ■ Predicts performance based on past performance of students when available. ■ Is a rigorous expectation for students. ■ Is a rigorous expectation for teachers, based on past performance. 	<ul style="list-style-type: none"> ■ Predicts performance based on past performance of students when available. ■ Is a rigorous expectation for students. ■ Does not “stretch” the teacher beyond past performance history. 	<ul style="list-style-type: none"> ■ Predicts performance based on past performance of students when available. ■ Is not a rigorous expectation for students. ■ Does not “stretch” the teacher beyond past performance history. 	<ul style="list-style-type: none"> ■ Does not utilize past performance of students when available. ■ Is not a rigorous expectation for students. ■ Does not “stretch” the teacher beyond past performance history.
Rigor: How rigorous is your SLO?			
<ul style="list-style-type: none"> ■ Content is challenging, complex and progressively deepens knowledge of core content ■ Content is thought-provoking requiring high thinking demand ■ Requires analytical thinking and active use of knowledge ■ Content is relevant to life/ experiences. 	<ul style="list-style-type: none"> ■ Content is challenging and complex for most, but not all, students. ■ Requires analytical thinking. ■ Content is relevant for most, but not all, students. 	<ul style="list-style-type: none"> ■ Content is challenging for some students. ■ Does not require analytical thinking. ■ Content is relevant for some students. 	<ul style="list-style-type: none"> ■ Content is not challenging. ■ Does not require analytical thinking. ■ Is not relevant to life and learning experiences.