

Rigor Rubric--Student Growth Goal

1

Names the grade level, subject/course, body of applicable KCAS standards

Selects either a single item or a majority of content standards from the body of applicable standards.

Cites data from the pre-assessment supporting the selection of the learning content/standards

Presents individual baseline and other data *without justification* of the growth goal.

Sets growth goal which falls below a year's growth in a year's time for the content.

There is little or no evidence that the SGG provides for all students the opportunity to demonstrate progressive learning of the content.

2

Names the grade level, subject/course, body of KCAS standards, **references content at the most specific level applicable** to the standards

Selects **focused and pivotal content standards** by including content most essential to the course from the body of applicable standards.

Cites data from the **pre-assessment(s) and one other source of evidence** supporting the selection of the learning content/standards.

Presents individual baseline and other data and **justifies the growth goal.**

Sets growth goal which **meets** a year's growth in a year's time for the content.

Provides for **some/most** students the opportunity to demonstrate progressive learning of the content, including a rubric or some other instrument which measures individual growth, *but may not include those students who are at the lowest or the highest levels of achievement at baseline.*

3

Names the grade level, subject/course, body of KCAS standards, ***references content at the most specific level applicable*** to the standards, and ***articulates the impact on students.***

Selects **focused, pivotal, and coherent content standards** by including content most essential to the course from the body of applicable standards. These standards, collectively, are ***essential understandings and will be naturally assessed over the entire course of instruction, as they connect to each unit of instruction.***

Cites data from the **pre-assessment(s) and other sources of evidence** supporting the selection of the learning content/standards.

Presents individual baseline and other data, ***justifies the growth goal, and demonstrates the importance for the student population.***

Sets growth goal which **exceeds** a year's growth in a year's time for the content.

Provides for **all** students the opportunity to demonstrate progressive learning of the content, including a rubric or some other instrument which measures individual growth.

Rigor Rubric--Assessments

1

There is little to no evidence of congruency of assessment items to the content standards identified in the SGG.

Some of the SGG grade-level learning content is assessed using multiple items to determine if/when standards have been 'met'.

Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and/or answer keys for all items, some of which are accurate and clear.

2

Aligns most assessment items (performances, tasks, questions) to the content standards identified in the SGG. Other items are "loosely aligned" or are not congruent to the specified content standards.

Most of the SGG grade-level learning content is assessed using multiple items to determine if/when standards have been 'met'.

Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and/or answer keys for all items, most of which are accurate and clear.

3

Aligns all assessment items (performances, tasks, questions) to the content standards identified in the SGG.

All of the SGG grade-level learning content is assessed using multiple items to determine if/when standards have been 'met'.

Provides for *all* students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and/or answer keys for all items, all of which are accurate, clear, and thorough.