

**Table I**: The chart below indicates the **student growth measures** for 2018-2019:

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| **Data Point** | **Rubric Rating (4-1)** | **% Weight** |
| SLO Reflection |  |  |
| SLO Growth Metric |  |  |

**Table II: SLO Reflection Rubric**

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| **Effective Rating** | **Criteria** |
| **Highly Effective**  **4** | * The Post-SLO Reflection addressed all components of the SLO. * When using pre- and post-assessments, the pre-assessment data informed instruction and was explicitly explained. * There were explicit descriptions of changes in instruction and/or modifications. * Assessment(s) given were appropriate and aligned. * The SLO identified growth targets, along with providing a clear and coherent justification for their selection. * Targeted growth with supporting data provided evidence for all students. * SLO included Learning Goals and Scales and/or rubrics. * Post-SLO Reflection addressed future changes to SLO for future cycle, if needed. |
| **Effective**  **3** | * The Post-SLO Reflection addressed all components of the SLO. * When using pre- and post-assessments, the pre-assessment data was used to inform instruction. * Assessment(s) given were appropriate and aligned to State Standards. * The SLO explained clearly the rationale for growth targets and measure(s). * The SLO used growth data as evidence to support the work **or** to suggest necessary revisions for the next level of work. * The SLO incorporated the implementation of evidence-based instructional strategies. |
| **Minimally Effective**  **2** | * The Post-SLO Reflection minimally addressed most of the components and lacked evidence/explanation to provide support that the teacher had learned from the process. (e.g., c*hange in instruction and/or modifications have not been described; baseline data and rationale of growth targets were not clearly described; growth targets were selected but targeted growth was not clearly described, etc.)* |
| **Ineffective**  **1** | SLO Reflections were not completed or turned in. |