

# Quality Rating Rubric

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## LEARNING CONTENT

Cites content at the most specific level of applicable standards.

Meets Level 1 criteria and selects focused content by including multiple items but not a majority of course content items.

Meets Level 2 criteria and selects pivotal content by including content most essential to the course for the student population.

Meets Level 3 criteria and selects coherent content by including content that has a common theme or connection.

## ASSESSMENTS

Identifies a baseline and summative assessment and includes all needed assessment and scoring materials.

Meets Level 1 criteria and aligns all aspects of the baseline and summative assessments to the learning content.

Meets Level 2 criteria and provides all students access to demonstrate learning of the content using a majority of higher-order and/or performance items (e.g., visual, oral, written, physical tasks)

Meets Level 3 criteria and measures some of the learning content more than once.

## STUDENT POPULATION

Lists student names and/or identification numbers and selects all students for a Class SLO, or all students with a common need for a Targeted Group SLO.

Meets Level 1 criteria and provides baseline data which indicate student need for the learning content.

Meets Level 2 criteria and describes specific, relevant characteristics of the student population including abilities and needs.

Meets Level 3 criteria and describes specific, relevant characteristics of the student population including experiences and interests.

## INSTRUCTIONAL STRATEGIES

Identifies two or three key strategies to be used.

Meets Level 1 criteria and describes how the strategies will be used in the classroom.

Meets Level 2 criteria and demonstrates convincing evidence that the strategies are effective.

Meets Level 3 criteria and articulates an ongoing plan for using data to inform instruction.

## INTERVAL OF INSTRUCTION

Selects a start and stop date for instructing the learning content.

Meets Level 1 criteria and quantifies the average amount of instructional time.

Meets Level 2 criteria and allows for depth and complexity of the learning content.

Meets Level 3 criteria and articulates a learning progression for the learning content.

## STUDENT GROWTH TARGETS

Sets an individual growth target for each student.

Sets individual growth targets of low rigor for the learning content.

Sets individual growth targets of sufficient rigor for the learning content.

Sets individual growth targets of high rigor for the learning content.