

DODGE CITY PUBLIC SCHOOLS

GRADE LEVELS 6-8

Rubric Statements for Developing Student Performance Measures

A rubric will need to be completed for each SPM developed. If you have five SPM's you will have five rubrics.

Subject _____

Grade Level _____

Members: _____

The group ensures that the SPMs selected assess all students taught in the identified course. (Example: Every student in French 1 is assessed, not FACS 1 first block, but not those in FACS 1 third block of a teacher's schedule.)

1. Review Standards and Content while Identifying Key Enduring Skills	YES	NO
Have you identified key enduring skills within the content and standards you will be teaching? (Enter below what enduring skill sets were identified.) <i>See definition of Enduring Skill Sets</i>		

2. Gather and Analyze Prior Student Data	YES	NO
Have you gathered and analyzed prior student data to identify key enduring skills? (Enter below what data you used.)		

The group also ensures that the SPMs measure appropriate rigor, and assess items representing the majority of what is taught or a successful coverage of the curriculum. SPMs must also take into consideration, the needs of special populations that will be included in the measure. Consultation with EL and SPED teachers is required.

3. Develop/Select a means of gathering evidence from multiple sources to establish a baseline.	YES	NO
After your baseline has been established have you identified your target measurement with an objective statement: Example: 70 %of the students will.....achieve (Enter your target objective below.)		

The agreed upon SPMs are written in an objective format that includes the cutoff point where a decision as to whether a teacher met the goal or not can be determined.

4. Develop the growth target and proficiency target along with a rationale.	YES	NO
After your objective statement has been identified provide a rationale for the target and how to determine if the goal was met.		

5. Identify instructional activities and methods to best meet student growth	YES	NO
What instructional methods and activities have you identified to meet your target measurement?		

Group member's signatures below verify content grade level agrees to SPM selected.

_____ Yes (This SPM has been reviewed by building administrators.)

_____ Building Administrator Approves by Initial x 2

_____ Building Administrator Does Not Approve (Initial Required)

Assistant Superintendent of Secondary Education Signature of Approval

Steps for Completing SPM Rubric Statements

1. A rubric will be completed on each SPM developed.
2. Each grade level subject can develop up to 5 Student Performance Measures requiring a rubric for each SPM developed.
3. If you already have your SPM approved you will not need to complete a rubric for the SPMs already approved unless the developing team agrees to do so.
4. The subject, grade level and review team members must be filled in on each rubric.
5. All five steps within the rubric must be completed in order for the growth measure to be considered.
6. Each rubric's must be signed by members of the development team prior to submitting your rubric for review.

Enduring Skill Set Defined

It is important to note that this is a necessary step in order to develop a quality student growth goal that impacts student learning in a meaningful way. We need to move beyond "skills" to identifying the enduring learning in your content because the student growth goal you set will involve instruction that reaches across the course or the year. In order to get to a quality student growth goal, you need to move beyond skills to identifying the ENDURING SKILLS, CONCEPTS, or PROCESSES for your content area.

What it Is	What it is not:
<ul style="list-style-type: none"> • ENDURES beyond a single test date, • is of value in other disciplines, • is relevant beyond the classroom, • is worthy of embedded, course-long focus, • may be necessary for the next level of instruction. 	<ul style="list-style-type: none"> • A sub skill • Explicit content knowledge • An activity • A skill with limited application • A strategy for learning

Enduring Skill Checklist	YES	NO
Is your skill set worthy of extended focus?	<input type="checkbox"/>	<input type="checkbox"/>
Is your skill set fundamental to learning in other disciplines?	<input type="checkbox"/>	<input type="checkbox"/>
Is your skill set foundational for the application of content?	<input type="checkbox"/>	<input type="checkbox"/>
Is your skill set applicable beyond school?	<input type="checkbox"/>	<input type="checkbox"/>
Can your skill set be measured over time?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>