

Eugene School District 4J
Student Learning and Growth Goal
Quality Review Checklist

As a requirement of SB 290 and the ESEA Flexibility waiver, student learning and growth (SLG) must be included as a significant factor of educators’ summative evaluations. SLG goals are scored and the SLG performance level is determined. To ensure consistency in evaluations across the state, all districts must use this **Quality Review Checklist** to ensure goals are complete for scoring.

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in order to approve them. For a SLG goal to be approved, all criteria must be met. If the goal is lacking in some area(s), mark *Revision Required* on the *Goals Development Form* in TalentEd Perform. Be sure to explain the requested revision verbally and in writing so the employee understands what is needed. Feel free to use the worksheet below for your records if you find it helpful.

Employee: _____

SLG Goal #1

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a “growth” goal v. “achievement” goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Goal #2

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a “growth” goal v. “achievement” goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		