**Establishing Vision & Goals**



**Handout 10: Student Outcome Rubric**

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|  | By the end of the year, students demonstrate mastery of knowledge and skills that put them on pace to have their desired choices of continued education and employment as young adults | By the end of the year, students demonstrate awareness of and growth on mindsets and traits that will help their progress endure beyond this classroom. | By the end of the year, students demonstrate increased awareness of systemic injustices that perpetuate inequity of opportunity, pride in their cultural identity, and appreciation of their power to navigate and challenge them. | By the end of the year, students are more connected to relationships, resources, and networks that will help sustain and accelerate their path to broader opportunities and leadership beyond this academic year. |
|  | **Knowledge and Skills Growth** | **Personal Growth** | **Social, Political, Cultural Consciousness** | **Access** |
| **No learning** | Students are not meeting goals OR assessments are heavily based around factual recall and students are not demonstrating mastery | Students have no idea about what personal growth characteristics are being taught; Students cannot name how they are doing, what their strengths are, or areas in which they need to improve | There is no reference to social justice | Students cannot name resources, networks, and other relationships that can help sustain and accelerate their path beyond this academic year |
| **Typical learning (gap will not change)** | Students are close to hitting goals; Assessments usually ask students to summarize and analyze and sometimes use evidence to justify ; Assessments don't connect to real-world concepts and often seem to be taught in isolation; the class is heavily teacher-centered | Students can superficially describe personal traits being developed by the teacher in the classroom; Students name superficial reasons of their performance, general strengths, and/or grades (i.e. "I want to get an A/pass this class" "I want to go to college" "I'm good at math" "I have a hard time focusing") | Students have some experience making change happen and exercising skills to enact that change. Students know that there are differences in identity and that one identity does not represent a person's entire identity. Students name that injustice exists but have trouble articulating how it exists as a systemic issue. | Students name superficial name resources, networks, and other relationships that can help sustain and accelerate their path beyond this academic year |
| **More than typical learning (gap is narrowing)** | Students are hitting goals; Assessments usually ask students to justify answers using evidence and solve non-routine problems; Assessments sometimes connect to real-world concepts, or do so only superficially; Students sometimes interact with the teacher to learn, but at times with other students | Students can name specific strengths/needs to do well in this subject as well as for matriculation to the next subject/experience. They have understanding of their performance and identities affects their learning and know what it will take to improve. Students can name superficial career pathway. | Students understand what makes change happen and have the skills in order to enact that change AND students show affirmation of each other's identities through the lens of intersectionality OR students are well-versed in systems of oppression and have theories around dismantling them. | Students\* name specific resources, networks, and other relationships that can help sustain and accelerate their path beyond this academic year |
| **Dramatic** | Students are hitting goals; Assessments usually ask students to justify response with evidence and sometimes develop their own approaches to solve problems; Assessments often address real-world applications; Students often interact with each other to learn. | Students have opinions about their personal growth - their strengths and strategies to continue developing, and know why it’s important to their learning | Students understand what makes change happen and have the skills in order to enact that change AND students show affirmation of each other's identities through the lens of intersectionality AND students are well-versed in systems of oppression and have theories around dismantling them. | Students\* name authentic resources, networks, and other relationships that can help sustain and accelerate their path beyond this academic year |
| **Path-changing** | Students are hitting or exceeding goals; Assessments regularly ask students to justify answers with evidence and create their own ways to solve problems; Assessments regularly address real-world applications; Students regularly interact with each other to learn | Students name authentic personal goals as well as areas of strength; students see themselves as fully capable of enacting positive change; They show confidence in their own abilities, identities, and goals and they have a plan for how to get there, which they can articulate on their own. Students can name outside agencies and resources that can support them along the way. | Students have an experience where they've made change happen OR students understand and are proud of their identities OR students are wellversed in systems of oppression and have theories and skills around dismantling them | Students\* name authentic resources, networks, and other relationships that can help sustain and accelerate their path beyond this academic year. They show level of confidence in own abilities and goals, we see these networks benefiting the student beyond the academic year. |