



Student or Program Outcome (SPO) Scoring Rubric and Process Guide

Targeted growth or change is revisited based on progress monitoring data and adjusted if needed.		
Interval		
The interval is appropriate given the SPO goal.		
The interval reflects the duration of time the target student population or program is with the school social worker.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		
Evidence Sources		
The assessments or measures chosen to serve as evidence appropriately measure intended growth or change goals.		
Assessments or measures are valid, reliable, fair, and unbiased for all students/target population.		
Progress is monitored and an appropriate amount of evidence can be collected in time for use in the End of Cycle Summary conference.		
Pupil services professional created rubrics, if used to assess student performance, have well-crafted performance levels that: <ul style="list-style-type: none"> • Clearly define levels of performance; • Are easy to understand; • Show a clear path to student competency. 		
Strategies and Support		
Strategies reflect a differentiated approach appropriate to the target population or program.		
Strategies were adjusted, when needed, throughout the interval based on progress monitoring data.		
Collaboration with colleagues, families and students is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
Scoring		
Accurately and appropriately scored the SPO.		
Score is substantiated by student or program data.		



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Beginning of Year

Working collaboratively with their evaluator or a peer, the pupil services professional draws upon the SPO Process Guide to develop an SPO and document the goal within MyLearningPlan© or the alternative online format at <http://dpi.wi.gov/sspw/pupil-services>. In Summary Years, the pupil services professional must conduct this process with their evaluators. (*Note: evaluators do not approve SPOs and PPGs, but instead provide formative feedback.*)

Middle of Year

Working collaboratively with their evaluator or a peer, the pupil services professional draws upon the SPO Process Guide to monitor progress towards the SPO across the year and adjusts strategies accordingly. Pupil services professionals can also use the Process Guide to consider a mid-year adjustment to an SPO based on data collected through the progress monitoring process. In Summary Years, pupil services professionals conduct this process with their evaluators.

End of Year

At the end of the SPO interval, the pupil services professional draws upon all available evidence of their SPO implementation and progress, including the criteria listed in the Process Guide, to inform the selection of a self-score. Using the revised SPO Scoring Rubric (see Appendix C) for the SPO, educators will self-score their SPO and document the score in MyLearningPlan© or in the Wisconsin Department of Public Instruction downloadable profession-specific end-of-cycle summary. Summary Years, pupil services professionals conduct this process with their evaluators. Additionally, evaluators will review all SPOs (from the Summary Year and Supporting Years) and the supporting documentation prior to the End of Cycle Summary Conference as evidence towards a final, holistic SPO score. Evaluators draw upon the SPO Process Guide to inform the determination of the holistic score using the SPO Scoring Rubric. Evaluators document the holistic score in MyLearningPlan© or in the Wisconsin DPI downloadable profession-specific end-of-cycle summary. During the End of Cycle Summary Conference, evaluators discuss collaboratively with pupil services professionals the SPO implementation and progress across the Evaluation Cycle and the resulting holistic score. The holistic score is the final SPO score that will factor into an educator's Student or Program Outcomes Summary Score.