

## 109 SCHOOL BUILDING LEADER (SBL) RUBRIC #1—PART ONE, ASSIGNMENT 1: INSTRUCTIONAL LEADERSHIP

	4	3	2	1
Performance Characteristic	<b>The "4" response reflects a thorough command of the relevant knowledge and skills.</b>	<b>The "3" response reflects a general command of the relevant knowledge and skills.</b>	<b>The "2" response reflects a limited command of the relevant knowledge and skills.</b>	<b>The "1" response reflects little or no command of the relevant knowledge and skills.</b>
<b>COMPLETENESS</b> The degree to which the response addresses all parts of the assignment	<ul style="list-style-type: none"> <li>The prompts are fully addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The prompts are generally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The prompts are partially addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The prompts are minimally addressed, and some prompts may not be addressed.</li> </ul>
<b>ACCURACY</b> The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively	<ul style="list-style-type: none"> <li>The response is thoroughly accurate.</li> <li>The identified strength is significant, is fully justified by the evidence presented, and reflects an accurate interpretation of the information in the exhibits and scenario.</li> <li>All three areas of need identified are significant, are fully justified by the evidence presented, and reflect an accurate interpretation of the information in the exhibits and scenario.</li> <li>The area of need identified as highest priority is accurate and is fully defended in the explanation.</li> <li>The two important questions posed are appropriate, significant, clearly related to the identified highest priority area of need, and fully defended in the explanations.</li> </ul>	<ul style="list-style-type: none"> <li>The response is generally accurate.</li> <li>The identified strength is appropriate, is generally justified by the evidence presented, and reflects a largely accurate interpretation of the information in the exhibits and scenario.</li> <li>All three areas of need identified are appropriate, are generally justified by the evidence presented, and reflect a largely accurate interpretation of the information in the exhibits and scenario.</li> <li>The area of need identified as highest priority is largely accurate and is generally defended in the explanation.</li> <li>The two important questions posed are appropriate, related to the identified highest priority area of need, and generally defended in the explanations.</li> </ul>	<ul style="list-style-type: none"> <li>The response is partially accurate.</li> <li>The identified strength is superficial or inappropriate, only partially justified by the evidence presented, or reflects a partially accurate interpretation of the information in the exhibits and scenario.</li> <li>At least one area of need identified is inappropriate, only partially justified by the evidence presented, or reflects a partially accurate interpretation of the information in the exhibits and scenario.</li> <li>The area of need identified as highest priority is partially accurate or partially defended in the explanation.</li> <li>One of the two important questions posed is inappropriate, tangential to the identified highest priority area of need, or partially defended in the explanations.</li> </ul>	<ul style="list-style-type: none"> <li>The response is largely inaccurate.</li> <li>The identified strength is inappropriate, not justified by the evidence presented, or reflects a largely inaccurate interpretation of the information in the exhibits and scenario.</li> <li>The areas of need identified are inappropriate, not justified by the evidence presented, or reflect a largely inaccurate interpretation of the information in the exhibits and scenario.</li> <li>The area of need identified as highest priority is largely inaccurate or minimally defended in the explanation.</li> <li>The two important questions posed are inappropriate, unrelated to the identified highest priority area of need, or minimally defended in the explanations.</li> </ul>

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<b>ACCURACY (continued)</b> <b>The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively</b>	<ul style="list-style-type: none"> <li>• The procedures described for getting answers to each question are appropriate and highly effective for the given situation.</li> <li>• The actions described for addressing the priority need are appropriate, highly effective, and fully defended in the explanation.</li> <li>• The procedure described for leveraging the identified strength to address the priority need is appropriate and highly effective and shows a strong connection between the strength and need.</li> <li>• The challenges identified are significant and are a logical result of the actions taken in this situation.</li> <li>• The procedures described for managing the challenges are appropriate and highly effective for this situation.</li> </ul>	<ul style="list-style-type: none"> <li>• The procedures described for getting answers to each question are largely appropriate and generally effective for the given situation.</li> <li>• The actions described for addressing the priority need are largely appropriate, generally effective, and generally defended in the explanation.</li> <li>• The procedure described for leveraging the identified strength to address the priority need is appropriate and generally effective and shows a clear connection between the strength and need.</li> <li>• The challenges identified are appropriate and are related to the actions taken in this situation.</li> <li>• The procedures described for managing the challenges are appropriate and generally effective for this situation.</li> </ul>	<ul style="list-style-type: none"> <li>• One of the procedures described for getting answers to each question is inappropriate or only partially effective for the given situation.</li> <li>• The actions described for addressing the priority need are inappropriate, partially effective, or only partially defended in the explanation.</li> <li>• The procedure described for leveraging the identified strength to address the priority need is inappropriate or only partially effective or shows a partial connection between the strength and need.</li> <li>• The challenges identified are inappropriate or tangential to the actions taken in this situation.</li> <li>• The procedures described for managing the challenges are inappropriate or only partially effective for this situation.</li> </ul>	<ul style="list-style-type: none"> <li>• The procedures described for getting answers to each question are inappropriate or largely ineffective for the given situation.</li> <li>• The actions described for addressing the priority need are inappropriate, largely ineffective, or minimally defended in the explanation.</li> <li>• The procedure described for leveraging the identified strength to address the priority need is inappropriate or largely ineffective or shows little connection between the strength and need.</li> <li>• The challenges identified are inappropriate or unrelated to the actions taken in this situation.</li> <li>• The procedures described for managing the challenges are inappropriate or largely ineffective for this situation.</li> </ul>

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Performance Characteristic	The "4" response reflects a thorough command of the relevant knowledge and skills.	The "3" response reflects a general command of the relevant knowledge and skills.	The "2" response reflects a limited command of the relevant knowledge and skills.	The "1" response reflects little or no command of the relevant knowledge and skills.
<b>DEPTH OF SUPPORT AND UNDERSTANDING</b> The degree to which the response provides appropriate examples and details that demonstrate sound reasoning and reflects a strong understanding of the relevant knowledge and skills	<ul style="list-style-type: none"> <li>The response is well supported and demonstrates a thorough understanding of the role of the School Building Leader in the given situation.</li> <li>Evidence cited for Prompts A and B is sufficient in both quantity and quality.</li> <li>Explanations for Prompts C, D, and F and descriptions of procedures and actions for Prompts E, F, G, and H are clear and provide strong support with high-quality, relevant examples.</li> <li>Reasoning is sound.</li> </ul>	<ul style="list-style-type: none"> <li>The response is generally supported and demonstrates a general understanding of the role of the School Building Leader in the given situation.</li> <li>Evidence cited for Prompts A and B is not entirely sufficient in both quantity and quality.</li> <li>Explanations for Prompts C, D, and F and descriptions of procedures and actions for Prompts E, F, G, and H are clear and provide general support with relevant examples.</li> <li>Reasoning is generally sound.</li> </ul>	<ul style="list-style-type: none"> <li>The response is partially supported and demonstrates a limited understanding of the role of the School Building Leader in the given situation.</li> <li>Limited evidence is cited for Prompts A and B and is not sufficient in quantity and quality.</li> <li>Explanations for Prompts C, D, and F and descriptions of procedures and actions for Prompts E, F, G, and H are unclear or provide limited support.</li> <li>Reasoning is flawed.</li> </ul>	<ul style="list-style-type: none"> <li>The response is minimally supported and demonstrates very little understanding of the role of the School Building Leader in the given situation.</li> <li>Little or no evidence is cited for Prompts A and B.</li> <li>Explanations for Prompts C, D, and F and descriptions of procedures and actions for Prompts E, F, G, and H are very unclear or provide little or no support.</li> <li>Reasoning is seriously flawed.</li> </ul>
<b>UNSCORABLE</b>	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.			
<b>BLANK</b>	No response.			