

110 SCHOOL BUILDING LEADER (SBL) RUBRIC #5—PART TWO, ASSIGNMENT 2: DEVELOPING HUMAN CAPITAL

The response to each prompt receives a separate score.

Performance Characteristic	3	2	1
	The "3" response reflects a thorough command of the relevant knowledge and skills.	The "2" response reflects a general command of the relevant knowledge and skills.	The "1" response reflects a limited or no command of the relevant knowledge and skills.
COMPLETENESS The degree to which the response addresses all parts of the assignment	<ul style="list-style-type: none"> The task is fully addressed. The relevant feature (concern, issue, strategy, opportunity, etc.) is clearly identified and fully explained. 	<ul style="list-style-type: none"> The task is generally addressed. The relevant feature (concern, issue, strategy, opportunity, etc.) is identified and generally explained. 	<ul style="list-style-type: none"> The task is partially addressed. The relevant feature (concern, issue, strategy, opportunity, etc.) is implied and partially explained or missing altogether.
ACCURACY The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively	<ul style="list-style-type: none"> The response is thoroughly accurate. The identified feature is significant, appropriate, and fully justified by the evidence presented in the scenario and documents. The proposed course of action is appropriate, highly effective, and fully justified by the evidence presented in the scenario and documents. The explanation is accurate and clearly related to the identified feature and the evidence presented in the scenario and documents. 	<ul style="list-style-type: none"> The response is generally accurate. The identified feature is appropriate and generally justified by the evidence presented in the scenario and documents. The proposed course of action is appropriate, generally effective, and generally justified by the evidence presented in the scenario and documents. The explanation is generally accurate and related to the identified feature and the evidence presented in the scenario and documents. 	<ul style="list-style-type: none"> The response is partially accurate. The identified feature is inappropriate or only partially justified by the evidence presented in the scenario and documents. The proposed course of action is inappropriate, partially effective, or partially justified by the evidence presented in the scenario and documents. The explanation is partially accurate or tangential to the identified feature and the evidence presented in the scenario and documents.
DEPTH OF SUPPORT AND UNDERSTANDING 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"> The response demonstrates a strong understanding of the role of the School Building Leader in the given situation. The evidence cited to support the response is clear, relevant, and sufficient. The reasoning is sound. 	<ul style="list-style-type: none"> The response demonstrates a general understanding of the role of the School Building Leader in the given situation. The evidence cited to support the response is relevant but not always sufficient. The reasoning is generally sound. 	<ul style="list-style-type: none"> The response demonstrates a limited understanding of the role of the School Building Leader in the given situation. The evidence cited to support the response is irrelevant or insufficient. The reasoning is flawed.
UNSCORABLE	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.		
BLANK	No response.		