

110 SCHOOL BUILDING LEADER (SBL) RUBRIC #6—PART TWO, ASSIGNMENT 3: FAMILY AND COMMUNITY ENGAGEMENT

	4	3	2	1
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.
COMPLETENESS The degree to which the response addresses all parts of the assignment	<ul style="list-style-type: none"> The prompts are fully addressed. 	<ul style="list-style-type: none"> The prompts are generally addressed. 	<ul style="list-style-type: none"> The prompts are partially addressed. 	<ul style="list-style-type: none"> The prompts are minimally addressed, and some prompts may not be addressed.
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 two issues identified are significant, fully justified by the evidence presented, and reflect an accurate interpretation of the information in the graphic and the scenario. The explanation for prompt B is accurate and clearly related to the identified issues. The actions described in prompt C are appropriate and highly effective and are fully defended in the explanation. The challenges identified are significant and are a logical result of the actions taken in this situation. The procedures described for managing the challenges are appropriate and highly effective for this situation. 	<ul style="list-style-type: none"> The response is generally accurate. The two issues identified are appropriate, generally justified by the evidence presented, and reflect a largely accurate interpretation of the information in the graphic and the scenario. The explanation for prompt B is largely accurate and related to the identified issues. The actions described in prompt C are largely appropriate and generally effective and are generally defended in the explanation. The challenges identified are largely appropriate and are related to the actions taken in this situation. The procedures described for managing the challenges are largely appropriate and generally effective for this situation. 	<ul style="list-style-type: none"> The response is partially accurate. The two issues identified may be superficial or inappropriate, are only partially justified by the evidence presented, or reflect a partially accurate interpretation of the information in the graphic and the scenario. The explanation for prompt B is partially accurate or only tangentially related to the identified issues. The actions described in prompt C are inappropriate or only partially effective or are only partially defended in the explanation. The challenges identified are inappropriate or tangential to the actions taken in this situation. The procedures described for managing the challenges are inappropriate or only partially effective for this situation. 	<ul style="list-style-type: none"> The response is largely inaccurate. The two issues identified are inappropriate, are not justified by the evidence presented, or reflect a largely inaccurate interpretation of the information in the graphic and the scenario. The explanation for prompt B is largely inaccurate or not related to the identified issues. The actions described in prompt C are inappropriate or largely ineffective or are only minimally defended in the explanation. The challenges identified are inappropriate or unrelated to the actions taken in this situation. The procedures described for managing the challenges are inappropriate or not effective for this situation.

	4	3	2	1
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.
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 thorough understanding of the role of the School Building Leader in the given situation. The explanations for prompts B and C and the descriptions of actions in prompts C and D are clear and provide strong support with high-quality, relevant examples. 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 explanations for prompts B and C and the descriptions of actions in prompts C and D are clear and provide general support with relevant examples. 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 explanations for prompts B and C and the descriptions of actions in prompts C and D are unclear or provide limited support. The reasoning is flawed. 	<ul style="list-style-type: none"> The response demonstrates very little understanding of the role of the School Building Leader in the given situation. The explanations for prompts B and C and the descriptions of actions in prompts C and D are very unclear or provide very little support. The reasoning is seriously 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.			