

107 SCHOOL BUILDING LEADER (SBL) RUBRIC #2—PART ONE, ASSIGNMENT 2: EDUCATIONAL EQUITY

	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 primary issue identified is significant, is fully justified by the evidence presented, reflects an accurate interpretation of the information in the table and the scenario, and is fully defended in the explanation. The two important questions identified are appropriate, significant, clearly related to the identified issue, and fully defended in the explanation. The procedures described for getting answers to each question are appropriate and highly effective. 	<ul style="list-style-type: none"> The response is generally accurate. The primary issue identified is appropriate, is generally justified by the evidence presented, reflects a largely accurate interpretation of the information in the table and the scenario, and is generally defended in the explanation. The two important questions identified are appropriate, related to the identified issue, and generally defended in the explanation. The procedures described for getting answers to each question are largely appropriate and generally effective. 	<ul style="list-style-type: none"> The response is partially accurate. The primary issue identified is superficial or inappropriate, is only partially justified by the evidence presented, reflects a partially accurate interpretation of the information in the table and the scenario, or is partially defended in the explanation. At least one of the two important questions identified is inappropriate, only tangentially related to the identified issue, or partially defended in the explanation. At least one of the procedures described for getting answers to each question is inappropriate or only partially effective. 	<ul style="list-style-type: none"> The response is largely inaccurate. The primary issue identified is superficial or inappropriate, is not justified by the evidence presented, reflects a largely inaccurate interpretation of the information in the table and the scenario, or is minimally defended in the explanation. One or both of the two important questions identified is inappropriate, unrelated to the identified issue, or minimally defended in the explanation. The procedures described for getting answers to each question are inappropriate or largely ineffective.

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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.
ACCURACY (continued) The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively	<ul style="list-style-type: none"> The challenges identified are accurate and significant and are a logical result of the procedures described. The finding described is significant and highly probable in this situation. The potential action described is appropriate, highly effective, and clearly connected to the finding described. 	<ul style="list-style-type: none"> The challenges identified are generally accurate and are related to the procedures described. The finding described is appropriate and probable in this situation. The potential action described is appropriate, generally effective, and related to the finding described. 	<ul style="list-style-type: none"> At least one of the challenges identified is inaccurate or only tangentially related to the procedures described. The finding described is inappropriate or unlikely in this situation. The potential action described is inappropriate, partially effective, or only tangentially related to the finding described. 	<ul style="list-style-type: none"> The challenges identified are inaccurate or unrelated to the procedures described. The finding described is inappropriate or very unlikely in this situation. The potential action described is inappropriate, largely ineffective, or unrelated to the finding described.
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. Explanations and descriptions are clear and provide strong support with high-quality, relevant examples or details. 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. Explanations and descriptions are clear and provide general support with relevant examples or details. 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. Explanations and descriptions 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. Explanations and descriptions are very unclear or provide minimal 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.			