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

	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**	• The prompts are fully addressed.	• The prompts are generally addressed.	• The prompts are partially addressed.	• 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**	• The response is thoroughly accurate. • 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. • 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. • The area of need identified as highest priority is accurate and is fully defended in the explanation. • The two important questions posed are appropriate, significant, clearly related to the identified highest priority area of need, and fully defended in the explanations.	• The response is generally accurate. • 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. • 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. • The area of need identified as highest priority is largely accurate and is generally defended in the explanation. • The two important questions posed are appropriate, related to the identified highest priority area of need, and generally defended in the explanations.	• The response is partially accurate. • 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. • 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. • The area of need identified as highest priority is partially accurate or partially defended in the explanation. • One of the two important questions posed is inappropriate, tangential to the identified highest priority area of need, or partially defended in the explanations.	• The response is largely inaccurate. • 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. • 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. • The area of need identified as highest priority is largely inaccurate or minimally defended in the explanation. • The two important questions posed are inappropriate, unrelated to the identified highest priority area of need, or minimally defended in the explanations.

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ACCURACY *(continued)* **The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively**	• The procedures described for getting answers to each question are appropriate and highly effective for the given situation. • The actions described for addressing the priority need are appropriate, highly effective, and fully defended in the explanation. • 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. • 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.	• The procedures described for getting answers to each question are largely appropriate and generally effective for the given situation. • The actions described for addressing the priority need are largely appropriate, generally effective, and generally defended in the explanation. • 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. • The challenges identified are appropriate and are related to the actions taken in this situation. • The procedures described for managing the challenges are appropriate and generally effective for this situation.	• One of the procedures described for getting answers to each question is inappropriate or only partially effective for the given situation. • The actions described for addressing the priority need are inappropriate, partially effective, or only partially defended in the explanation. • 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. • 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.	• The procedures described for getting answers to each question are inappropriate or largely ineffective for the given situation. • The actions described for addressing the priority need are inappropriate, largely ineffective, or minimally defended in the explanation. • 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. • The challenges identified are inappropriate or unrelated to the actions taken in this situation. • The procedures described for managing the challenges are inappropriate or largely ineffective for this situation.

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	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**	• The response is well supported and demonstrates a thorough understanding of the role of the School Building Leader in the given situation. • Evidence cited for Prompts A and B is sufficient in both quantity and quality. • 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. • Reasoning is sound.	• The response is generally supported and demonstrates a general understanding of the role of the School Building Leader in the given situation. • Evidence cited for Prompts A and B is not entirely sufficient in both quantity and quality. • 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. • Reasoning is generally sound.	• The response is partially supported and demonstrates a limited understanding of the role of the School Building Leader in the given situation. • Limited evidence is cited for Prompts A and B and is not sufficient in quantity and quality. • 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. • Reasoning is flawed.	• The response is minimally supported and demonstrates very little understanding of the role of the School Building Leader in the given situation. • Little or no evidence is cited for Prompts A and B. • 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. • 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.			