

Building Level ELCC Aligned Scoring Rubrics for M.A. APAS 2011 Courses:

GPED 743 Organization and Administration for Public Schools and GCSE 613 Organization and Administration for private Christian Schools, use this scoring rubric to demonstrate alignment of their post-assignments with ELCC Standard 1.

Standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
1.1 Develop a School Vision of Learning.	<p>Provides little to no evidence of collecting data.</p> <p>Misidentifies the purpose of data.</p> <p>Is not able to establish a clear link to the school vision of learning.</p>	<p>Provides evidence of collecting data reflecting the development of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the strategic vision of learning.</p>	<p>Provides evidence of collecting data reflecting the development of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the strategic vision of learning.</p> <p>It assesses the data to determine the efficacy of the school's vision of learning.</p>	<p>Provides evidence of collecting data reflecting the development of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the strategic vision of learning.</p> <p>It assesses the data to determine the efficacy of the school's vision of learning.</p> <p>The post-assignment reaffirms or revises the school's vision of learning and produces recommendations for further development of the strategic vision of learning.</p>
1.2 Articulate a School Vision of Learning.	<p>Provides little to no evidence of collecting data.</p> <p>Misidentifies purpose of data.</p> <p>It is not able to establish a clear link to the articulation of the school vision of learning.</p>	<p>Provides evidence of collecting data reflecting the articulation of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the strategic vision.</p>	<p>Provides evidence of collecting data reflecting the articulation of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the strategic vision.</p> <p>It assesses the data to determine its efficacy the articulation of the school's vision of learning.</p>	<p>Provides evidence of collecting data reflecting the articulation of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the strategic vision.</p> <p>It assesses the data to determine its efficacy the articulation of the school's vision of learning.</p> <p>The post-assignment</p>

				reaffirms or revises the school's strategic plan for the articulation of the school's vision of learning and produces recommendations for further articulation of the strategic vision.
1.3 Implement a School Vision of Learning.	<p>Provides little to no evidence of collecting data.</p> <p>Misidentifies purpose of data.</p> <p>It is not able to establish a clear link to the implementation of the school vision of learning.</p>	<p>Provides evidence of collecting data reflecting the implementation of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the implementation of the school vision of learning</p>	<p>Provides evidence of collecting data reflecting the implementation of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the implementation of the school vision of learning</p> <p>It assesses the data to determine its efficacy of the implementation of the school vision of learning.</p>	<p>Provides evidence of collecting data reflecting the implementation of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the implementation of the school vision of learning</p> <p>It assesses the data to determine its efficacy of the implementation of the school vision of learning.</p> <p>The post-assignment reaffirms or revises the school's implementation plan and produces recommendations for further implementation of the strategic vision.</p>
1.4 Steward a School Vision of Learning.	<p>Provides little to no evidence of collecting data.</p> <p>Misidentifies purpose of data.</p> <p>It is not able to establish a clear link to the stewardship of the school vision of learning.</p>	<p>Provides evidence of collecting data reflecting the stewardship of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the stewardship of the school's vision of learning.</p>	<p>Provides evidence of collecting data reflecting the stewardship of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the stewardship of the school's vision of learning.</p> <p>It assesses the data</p>	<p>Provides evidence of collecting data reflecting the stewardship of the school's vision of learning.</p> <p>The post-assignment does accurately identify core components of the stewardship of the school's vision of learning.</p> <p>It assesses the data</p>

			to determine its efficacy of the stewardship of the school's vision of learning.	to determine its efficacy of the stewardship of the school's vision of learning. The post-assignment reaffirms or revises the school's stewardship efforts and produces recommendations for further stewardship of the strategic vision.
1.5 Promote Community Involvement in School Vision.	Provides little to no evidence of collecting data. Misidentifies purpose of data. It is not able to establish a clear link to the commitment to promote the school's vision of learning to the community.	Provides evidence of collecting data reflecting the commitment to promote the school's vision of learning to the community. The post-assignment does accurately identify core components of the school's efforts to promote the school's vision of learning to the community.	Provides evidence of collecting data reflecting the commitment to promote the school's vision of learning to the community. The post-assignment does accurately identify core components of the school's efforts to promote the school's vision of learning to the community. It assesses the data to determine its efficacy of the school's efforts to promote the school's vision of learning to the community.	Provides evidence of collecting data reflecting the commitment to promote the school's vision of learning to the community. The post-assignment does accurately identify core components of the school's efforts to promote the school's vision of learning to the community. It assesses the data to determine its efficacy of the school's efforts to promote the school's vision of learning to the community. The post-assignment reaffirms or revises the school's communication efforts and produces recommendations for further the promotion of community involvement in the f the strategic vision.
Standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
6.1 Understand the Larger Educational Context.	Provides little to no evidence of reviewing data. Misidentifies	Provides evidence of collecting data reflecting the school's understanding of	Provides evidence of collecting data reflecting the school's understanding of	Provides evidence of collecting data reflecting the school's understanding of the

	<p>purpose of data.</p> <p>It is not able to establish a clear link to the school's understanding of the larger educational context.</p>	<p>the larger educational context.</p> <p>The post-assignment does accurately identify examples of how the organization demonstrates an understanding of the larger educational context.</p>	<p>the larger educational context.</p> <p>The post-assignment does accurately identify examples of how the organization demonstrates an understanding of the larger educational context.</p> <p>It assesses the data to determine the efficacy of the intentional efforts of the organization to understand the larger educational context.</p>	<p>larger educational context.</p> <p>The post-assignment does accurately identify examples of how the organization demonstrates an understanding of the larger educational context.</p> <p>It assesses the data to determine the efficacy of the intentional efforts of the organization to understand the larger educational context.</p> <p>The post-assignment reaffirms or produces recommendations for further improvements of the school's intentional efforts to understand the larger educational context.</p>
6.2 Respond to the Larger Educational Context.	<p>Provides little to no evidence of reviewing data.</p> <p>Misidentifies purpose of data.</p> <p>It is not able to establish a clear link to the school's ability to respond to the larger educational context.</p>	<p>Provides evidence of collecting data reflecting the school's ability to respond to the larger educational context.</p> <p>The post-assignment does accurately identify examples of how the organization responds to the larger educational context.</p>	<p>Provides evidence of collecting data reflecting the school's ability to respond to the larger educational context.</p> <p>The post-assignment does accurately identify examples of how the organization responds to the larger educational context.</p> <p>It assesses the data to determine the efficacy of the intentional efforts of the organization to respond to the larger educational context.</p>	<p>Provides evidence of collecting data reflecting the school's ability to respond to the larger educational context.</p> <p>The post-assignment does accurately identify examples of how the organization responds to the larger educational context.</p> <p>It assesses the data to determine the efficacy of the intentional efforts of the organization to respond to the larger educational context.</p> <p>The post-assignment reaffirms or produces recommendations for further improvements of the</p>

				school's intentional efforts to respond to the larger educational context.
6.3 Influence the Larger Educational Context.	<p>Provides little to no evidence of reviewing data.</p> <p>Misidentifies purpose of data.</p> <p>It is not able to establish a clear link to the school's ability to influence the larger educational context.</p>	<p>Provides evidence of collecting data reflecting the school's ability to influence the larger educational context.</p> <p>The post-assignment does accurately identify examples of how the organization influences the larger educational context.</p>	<p>Provides evidence of collecting data reflecting the school's ability to influence the larger educational context.</p> <p>The post-assignment does accurately identify examples of how the organization influences the larger educational context.</p> <p>It assesses the data to determine the efficacy of the intentional efforts of the organization to influence the larger educational context.</p>	<p>Provides evidence of collecting data reflecting the school's ability to influence the larger educational context.</p> <p>The post-assignment does accurately identify examples of how the organization influences the larger educational context.</p> <p>It assesses the data to determine the efficacy of the intentional efforts of the organization to influence the larger educational context.</p> <p>The post-assignment reaffirms or produces recommendations for further improvements of the school's intentional efforts to influence the larger educational context.</p>