

5 PERIOD

Evaluation Rubric

TRIMESTER

Content Rubric	(5)	(3)	(1)
Student Equity <ul style="list-style-type: none"> Students have equitable access to all scheduled courses based on needs and interests. Students are able to balance their academic needs with academic exploration (credit recovery, AP, electives, career interests, etc.). Impact of absenteeism (not chronic) on achievement and student learning. 	<p>All students have equitable access to all scheduled courses based on needs and interests.</p> <p>Most or all students are able to register for classes that support academic need and exploration.</p> <p>Absenteeism (not chronic) has minimal impact on achievement and student learning.</p>	<p>Most students have equitable access to all scheduled courses based on needs and interests.</p> <p>Some students are able to register for classes that support academic need and exploration.</p> <p>Absenteeism (not chronic) has moderate impact on achievement and student learning.</p>	<p>Some students have equitable access to all scheduled courses based on needs and interests.</p> <p>Few students are able to register for classes that support academic need and exploration.</p> <p>Absenteeism (not chronic) has substantial impact on achievement and student learning.</p>
Impact on Students' Instructional Day <ul style="list-style-type: none"> Students' management of schedule and workload. Maximizes instructional time for learning and growth. Consistent instructional time supports student learning. 	<p>Most or all students can successfully manage and navigate daily demands of classwork, assignments, and responsibilities.</p> <p>Research or experiential evidence strongly supports the instructional time allocations.</p> <p>Instructional time is consistent and fully supports student learning.</p>	<p>Some students can successfully manage and navigate daily demands of classwork, assignments, and responsibilities.</p> <p>Research or experiential evidence inconsistently supports the instructional time allocations.</p> <p>Instructional time is somewhat consistent and does not completely support student learning.</p>	<p>Few students can successfully manage and navigate daily demands of classwork, assignments, and responsibilities.</p> <p>Research or experiential evidence does not support the instructional time allocations.</p> <p>Instructional time is inconsistent and does not support student learning.</p>
Impact on Course Completion <ul style="list-style-type: none"> Continuity of year-long courses Ability to fulfill course outcomes and requirements. Impact of student mobility on student achievement and credit completion. 	<p>All courses are continuous and meet all instructional sequence requirements.</p> <p>All requirements, commitments and demands for year-long courses are fulfilled.</p> <p>Student mobility has minimal impact on student learning and credit completion.</p>	<p>Most courses are continuous and meet most instructional sequence requirements.</p> <p>Most requirements, commitments and demands for year-long courses are fulfilled.</p> <p>Student mobility has moderate impact on student learning and credit completion.</p>	<p>Some courses are continuous and meet some instructional sequence requirements.</p> <p>Some requirements, commitments and demands for year-long courses are fulfilled.</p> <p>Student mobility has substantial impact on student learning and credit completion.</p>
State Testing – Graduation Requirements <ul style="list-style-type: none"> Alignment of state testing window with course completion. Courses with required assessments have sufficient time to teach identified standards. Opportunities to achieve standard through intervention and/or acceleration. 	<p>State testing window completely aligns with course completion.</p> <p>All courses with required assessments have sufficient time to teach identified standards.</p> <p>All students have opportunities to achieve standard through intervention and/or acceleration.</p>	<p>State testing window mostly aligns with course completion.</p> <p>Most courses with required assessments have sufficient time to teach identified standards.</p> <p>Most students have opportunities to achieve standard through intervention and/or acceleration.</p>	<p>State testing window partially aligns with course completion.</p> <p>Some courses with required assessments have sufficient time to teach identified standards.</p> <p>Some students have opportunities to achieve standard through intervention and/or acceleration.</p>