



ETS Performance Assessment for School Leaders (PASL)

Task 1: Problem Solving in the Field

Rubric for Step 1: Identifying a Problem/Challenge (Textbox 1.1.1)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate’s ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.	A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate’s ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.	A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate’s ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.	A response at the 4 level provides <i>extensive</i> evidence that demonstrates the school leader candidate’s ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.



Rubric for Step 1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 1. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.

Response for Textbox 1.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: <ul style="list-style-type: none"> an <i>inaccurate</i> selection of a significant problem/ challenge that impacts instructional practice and student learning, with <i>trivial</i> examples linked to the impact 	Response provides evidence that includes the following: <ul style="list-style-type: none"> a <i>cursorly</i> selection of a significant problem/ challenge that impacts instructional practice and student learning, with <i>loosely connected</i> examples linked to the impact 	Response provides evidence that includes the following: <ul style="list-style-type: none"> an <i>appropriate</i> selection of a significant problem/ challenge that impacts instructional practice and student learning, with <i>effective</i> examples linked to the impact 	Response provides evidence that includes the following: <ul style="list-style-type: none"> an <i>insightful</i> selection of a significant problem/ challenge that impacts instructional practice and student learning, with <i>significant</i> examples tightly linked to the impact



Response for Textbox 1.1.1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>little or no</i> use of longitudinal data to support the choice of the significant problem/challenge• an <i>inappropriate</i> identification of the anticipated results of resolving the problem/challenge, with an <i>irrelevant</i> identification of the anticipated impact on instructional practice and student learning	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>a limited</i> use of longitudinal data to support the choice of the significant problem/challenge• a <i>partial</i> identification of the anticipated results of resolving the problem/challenge, with a <i>confusing</i> identification of the anticipated impact on instructional practice and student learning	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>an appropriate</i> use of longitudinal data to support the choice of the significant problem/challenge• a <i>relevant</i> identification of the anticipated results of resolving the problem/challenge, with an <i>appropriate</i> identification of the impact on instructional practice and student learning	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>an extensive</i> use of longitudinal data collected to support the choice of the significant problem/challenge• an <i>insightful</i> identification of the anticipated results of resolving the problem/challenge, with a <i>significant</i> identification of the anticipated impact on instructional practice and student learning



Rubric for Step 2: Researching and Developing a Plan (Textboxes 1.2.1 and 1.2.2)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate’s ability to conduct and/or consult research that influences the development of a plan; to explain how school and/or district resources affect the development of the plan; to demonstrate how school/community/cultural influences affect the development of the plan; to develop a plan and identify achievable results; to develop a timeline for each step of the plan; to identify individuals and their roles in the development of the plan; to determine strategies to communicate the plan to various audiences; and to assess the results of the plan and its impact on instructional practice and student learning, as demonstrated by student work.</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate’s ability to conduct and/or consult research that influences the development of a plan; to explain how school and/or district resources affect the development of the plan; to demonstrate how school/community/cultural influences affect the development of the plan; to develop a plan and identify achievable results; to develop a timeline for each step of the plan; to identify individuals and their roles in the development of the plan; to determine strategies to communicate the plan to various audiences; and to assess the results of the plan and its impact on instructional practice and student learning, as demonstrated by student work.</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate’s ability to conduct and/or consult research that influences the development of a plan; to explain how school and/or district resources affect the development of the plan; to demonstrate how school/community/cultural influences affect the development of the plan; to develop a plan and identify achievable results; to develop a timeline for each step of the plan; to identify individuals and their roles in the development of the plan; to determine strategies to communicate the plan to various audiences; and to assess the results of the plan and its impact on instructional practice and student learning, as demonstrated by student work.</p>	<p>A response at the 4 level provides <i>thorough</i> evidence that demonstrates the school leader candidate’s ability to conduct and/or consult research that influences the development of a plan; to explain how school and/or district resources affect the development of the plan; to demonstrate how school/community/cultural influences affect the development of the plan; to develop a plan and identify achievable results; to develop a timeline for each step of the plan; to identify individuals and their roles in the development of the plan; to determine strategies to communicate the plan to various audiences; and to assess the results of the plan and its impact on instructional practice and student learning, as demonstrated by student work.</p>



Rubric for Step 2 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 2. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 2.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2.

Response for Textbox 1.2.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inappropriate</i> identification of significant research and the influence of the research on the development of the plan <i>trivial</i> identification of the influence of school and/or district resources on the development of the plan <i>minimal</i> identification of the influence of school/community/cultural influences on the development of the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inconsistent</i> identification of significant research and the influence of the research on the development of the plan <i>uneven</i> identification of the influence of school and/or district resources on the development of the plan <i>limited</i> identification of the influence of school/community/cultural influences on the development of the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>appropriate</i> identification of significant research and the influence of the research on the development of the plan <i>informed</i> identification of the influence of school and/or district resources on the development of the plan <i>appropriate</i> identification of the influence of school/community/cultural influences on the development of the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> identification of significant research and the influence of the research on the development of the plan <i>extensive</i> identification of the influence of school and/or district resources on the development of the plan <i>significant</i> identification of the influence of school/community/cultural influences on the development of the plan



Response for Textbox 1.2.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>minimal</i> plan designed to resolve the problem/challenge • <i>little or no</i> timeline for each step within the plan, and a <i>disconnected</i> rationale for each timeline • <i>trivial</i> identification of individuals to help develop the plan, the reasons for their selection, and the roles they played • <i>ineffective</i> strategies used for communicating the plan to various audiences, with <i>little or no</i> rationale for their choice 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>partial</i> plan designed to resolve the problem/challenge • a <i>vague</i> timeline for each step within the plan, and an <i>irrelevant</i> rationale for each timeline • <i>limited</i> identification of individuals to help develop the plan, the reasons for their selection, and the roles they played • <i> cursory</i> strategies used for communicating the plan to various audiences, with a <i>loosely connected</i> rationale for their choice 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>effective</i> plan designed to resolve the problem/challenge • an <i>appropriate</i> timeline for each step within the plan, and an <i>informed</i> rationale for each timeline • <i>relevant</i> identification of individuals to help develop the plan, the reasons for their selection, and the roles they played • <i>relevant</i> strategies used for communicating the plan to various audiences, with an <i>effective</i> rationale for their choice 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>extensive</i> plan designed to resolve the problem/challenge • a <i>substantive</i> timeline for each step within the plan, and an <i>insightful</i> rationale for each timeline • <i>detailed</i> identification of individuals to help develop the plan, the reasons for their selection, and the roles they played • <i>in-depth</i> strategies used for communicating the plan to various audiences, with a <i>tightly connected</i> rationale for their choice



Response for Textbox 1.2.2 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>ineffective</i> method of assessing the results of the plan, including its impact on instructional practice and student learning as demonstrated by student work, with an <i>ineffective</i> rationale for the choice of student work 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>limited</i> method of assessing the results of the plan, including its impact on instructional practice and student learning as demonstrated by student work, with a <i>loosely connected</i> rationale for the choice of student work 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>effective</i> method of assessing the results of the plan, including its impact on instructional practice and student learning as demonstrated by student work, with an <i>informed</i> rationale for the choice of student work 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>significant</i> method of assessing the results of the plan, including its impact on instructional practice and student learning as demonstrated by student work, with an <i>extensive</i> rationale for the choice of student work

Rubric for Step 3: Implementing the Plan (Textboxes 1.3.1 and 1.3.2)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate’s ability to support the implementation of the plan; to identify the individuals included in the plan’s implementation and explain why and how they were included; to identify</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate’s ability to support the implementation of the plan; to identify the individuals included in the plan’s implementation and explain why and how they were included; to identify</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate’s ability to support the implementation of the plan; to identify the individuals included in the plan’s implementation and explain why and how they were included; to identify</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the school leader candidate’s ability to support the implementation of the plan; to identify the individuals included in the plan’s implementation and explain why and how they were included; to identify</p>



Rubric for Step 3: (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>communication strategies used with team members and the impact of the strategies on the implementation of the plan; to determine criteria and methods used to monitor the implementation of the plan; to identify any adjustments made during the implementation of the plan; and to analyze the effectiveness of the plan; and to explain the plan’s impact on instructional practice and student learning.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 3. Evidence may also be missing.</p>	<p>communication strategies used with team members and the impact of the strategies on the implementation of the plan; to determine criteria and methods used to monitor the implementation of the plan; to identify any adjustments made during the implementation of the plan; and to analyze the effectiveness of the plan; and to explain the plan’s impact on instructional practice and student learning.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 3.</p>	<p>communication strategies used with team members and the impact of the strategies on the implementation of the plan; to determine criteria and methods used to monitor the implementation of the plan; to identify any adjustments made during the implementation of the plan; and to analyze the effectiveness of the plan; and to explain the plan’s impact on instructional practice and student learning.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 3.</p>	<p>communication strategies used with team members and the impact of the strategies on the implementation of the plan; to determine criteria and methods used to monitor the implementation of the plan; to identify any adjustments made during the implementation of the plan; and to analyze the effectiveness of the plan; and to explain the plan’s impact on instructional practice and student learning.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 3.</p>



Response for Textbox 1.3.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>minimal</i> actions taken to support the implementation of the plan, with examples that are <i>disconnected</i> from the identified actions • an <i>inappropriate</i> selection of members to implement the plan, and an <i>ineffective</i> rationale for why and how these members were included • <i>ineffective</i> strategies used to communicate with team members, and an <i>ineffective</i> rationale for selecting these strategies and identifying their impact on the implementation of the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>limited</i> actions taken to support the implementation of the plan, with examples that are <i>loosely connected</i> to the identified actions • a <i>partial</i> selection of members to implement the plan, and a <i>confusing</i> rationale for why and how these members were included • <i>partial</i> strategies used to communicate with team members, and an <i>incomplete</i> rationale for selecting these strategies and identifying their impact on the implementation of the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>informed</i> actions taken to support the implementation of the plan, with examples that are <i>aligned</i> to the identified actions • an <i>appropriate</i> selection of members to implement the plan, and an <i>informed</i> rationale for why and how these members were included • <i>effective</i> strategies used to communicate with team members, and a <i>logical</i> rationale for selecting these strategies and identifying their impact on the implementation of the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> actions taken to support the implementation of the plan, with examples that are <i>tightly connected</i> to the identified actions • an <i>insightful</i> selection of members to implement the plan, and an <i>in-depth</i> rationale for why and how these members were included • <i>substantive</i> strategies used to communicate with team members, and a <i>detailed</i> rationale for selecting these strategies and identifying their impact on the implementation of the plan



Response for Textbox 1.3.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>illogical</i> identification of criteria and methods used to monitor the implementation of the plan, with a <i>disconnected</i> rationale for the choice of criteria and methods • <i>ineffective</i> adjustments made during the implementation of the plan, with a <i>disconnected</i> rationale for these adjustments • <i>minimal</i> identification of the impact of the plan's implementation on the problem/challenge, with <i>few or no</i> examples • <i>little or no</i> analysis of the impact of the plan's implementation on instructional practice and student learning, with <i>minimal</i> examples 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>inconsistent</i> identification of criteria and methods used to monitor the implementation of the plan, with a <i>limited</i> rationale for the choice of criteria and methods • <i>inconsistent</i> adjustments made during the implementation of the plan, with a <i>limited</i> rationale for these adjustments • <i>uneven</i> identification of the impact of the plan's implementation on the problem/challenge, with <i>confusing</i> examples • <i>partial</i> analysis of the impact of the plan's implementation on instructional practice and student learning, with <i>loosely connected</i> examples 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>relevant</i> identification of criteria and methods used to monitor the implementation of the plan, with an <i>informed</i> rationale for the choice of criteria and methods • <i>logical</i> adjustments made during the implementation of the plan, with an <i>informed</i> rationale for these adjustments • <i>informed</i> identification of the impact of the plan's implementation on the problem/challenge, with <i>connected</i> examples • <i>appropriate</i> analysis of the impact of the plan's implementation on instructional practice and student learning, with <i>connected</i> examples 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>detailed</i> identification of the criteria and methods used to monitor the implementation of the plan, with a <i>thorough</i> rationale for the choice of criteria and methods • <i>insightful</i> adjustments made during the implementation of the plan, with a <i>thorough</i> rationale for these adjustments • <i>substantive</i> identification of the impact of the plan's implementation on the problem/challenge, with <i>in-depth</i> examples • <i>significant</i> analysis of the impact of the plan's implementation on instructional practice and student learning, with <i>extensive</i> examples



Rubric for Step 4: Reflecting on the Plan and the Resolution (Textbox 1.4.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate’s ability to reflect on the effectiveness of the resolution to determine changes that could be made to the development and implementation process; to reflect on the entire process of development and implementation and determine lessons learned; and to reflect on how what has been learned will influence future problem-solving tasks.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 4. Evidence may also be missing.</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate’s ability to reflect on the effectiveness of the resolution to determine changes that could be made to the development and implementation process; to reflect on the entire process of development and implementation and determine lessons learned; and to reflect on how what has been learned will influence future problem-solving tasks.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 4.</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate’s ability to reflect on the effectiveness of the resolution to determine changes that could be made to the development and implementation process; to reflect on the entire process of development and implementation and determine lessons learned; and to reflect on how what has been learned will influence future problem-solving tasks.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 4.</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the school leader candidate’s ability to reflect on the effectiveness of the resolution to determine changes that could be made to the development and implementation process; to reflect on the entire process of development and implementation and determine lessons learned; and to reflect on how what has been learned will influence future problem-solving tasks.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 4.</p>



Response for Textbox 1.4.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>irrelevant</i> identification of changes that could be made to the development and implementation processes for use in similar situations, with <i>few or no</i> examples • <i>ineffective</i> reflection on lessons learned from the entire process of developing and implementing the plan, with <i>inappropriate</i> examples • <i>minimal</i> identification of how what has been learned will influence future approaches to problem-solving tasks, with <i>inappropriate</i> examples 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>limited</i> identification of changes that could be made to the development and implementation processes for use in similar situations, with <i>loosely connected</i> examples • <i>partial</i> reflection on lessons learned from the entire process of developing and implementing the plan, with <i>limited</i> examples • <i>inconsistent</i> identification of how what has been learned will influence future approaches to problem-solving tasks, with <i>limited</i> examples 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>effective</i> identification of changes that could be made to the development and implementation processes for use in similar situations, with <i>relevant</i> examples • <i>relevant</i> reflection on lessons learned from the entire process of developing and implementing the plan, with <i>appropriate</i> examples • <i>informed</i> identification of how what has been learned will influence future approaches to problem-solving tasks, with <i>appropriate</i> examples 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>substantive</i> identification of the changes that could be made to the development and implementation processes for use in similar situations, with <i>detailed</i> examples • <i>substantive</i> reflection on lessons learned from the entire process of developing and implementing the plan, with <i>insightful</i> examples • <i>significant</i> identification of how what has been learned will influence future approaches to problem-solving tasks, with <i>insightful</i> examples

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